THE STUDENT SERVICE RELATED PROBLEMS
OF INTERNATIONAL AND ENGLISH AS A SECOND LANGUAGE
STUDENTS IN A SELECTED COMMUNITY COLLEGE

DISSERTATION

Presented to the Graduate Council of
the North Texas State University in Partial
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BY

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The study focused on the student service related problems of culturally distinct groups of students attending a community college. The groups selected for the study were sixty international students and sixty English as a Second Language students. The researcher administered the *Michigan International Student Problem Inventory*, an instrument which has been widely used to indicate foreign students' problems. Combining the use of naturalistic research methodology, the researcher utilized an in-depth interview to document the problems they were facing. Patterns and trends among the problems were analyzed and reported. The results indicated that many international students experienced concerns in the area of financial aid, had difficulties with some of the immigration regulations and work restrictions, and experienced forms of racial and social discrimination. The English as a Second Language students tended to experience most
difficulties in the area of English language functioning but also experienced problems related to academic functioning and making friends. The student service areas most closely related to the international students' concerns were Financial Aids, Admissions, Placement, Counseling, and English Language Services. English as a Second Language students' problems were most closely related to the areas of English Language Services, Admissions, Counseling, and Academic Advisement.

Recommendations generated by the study include the development of a new instrument to include topics generated by the students in the open-ended section of the questionnaire, a translation of the instrument into the major languages of the English as a Second Language population, and the need for future research on subgroups of the populations who indicated a greater number of problems than the others. Institutional recommendations are included which focus on how the college could address the problems which the students identified.
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Chapter I introduces the background information, states the problem, and reviews the literature pertaining to the topic of the study.

The United States, a complex society containing "a multitude of cultures with differing values and norms" (Vontress, 1970, p. 713), is quickly becoming a microcosm of the global society. Besides indigenous ethnic groups, the growing number of new immigrants and refugees increases the breadth of the diversity and accelerates the rate of change. The multicultural, pluralistic nature of the United States is pressing U.S. society to develop an attitude of tolerance, understanding, and cultural pluralism in order to fulfill national and international goals (Aragon, 1971). No longer can our society practice cultural racism, which is the individual and institutional expression of one race's cultural heritage over that of another race, nor scientific racism, which is viewing some groups as deficient or inferior genetically (Jones, 1972). In order to move beyond an ethnocentric viewpoint, to learn to function in a multicultural society, individuals need to be culturally aware (D. W. Sue, 1977; Ivey, 1977).
Korchin (1980) suggested that the first step in cross-cultural understanding is recognizing the differences between culturally distinct groups. English (1984) mentioned the need to change the ways in which mental health professionals, service delivery systems, and educational programs interact with ethnic minorities who continue to show diversity in education, mobility, and social and economic needs.

As a profession within the broader culture, counseling must face the issues of cultural pluralism and counseling's own forms of cultural racism. Counseling has been criticized for applying an etic approach to diverse populations and for not adapting services to meet the needs of a multicultural population (Draguns, 1976). Many authors have criticized the profession for being focused in the needs of the average student, and on providing services to the white middle class. As early as 1962, Gilbert Wrenn warned counselors against cultural encapsulation and the imposition of culturally alien goals, values, and practices upon counselees (Wrenn, 1962). Marsela and Pederson (1980) questioned whether Western psychotherapy is applicable beyond Western cultures due to its cultural encapsulation.
Counseling programs, procedures, research, testing, and theories have been criticized as inadequate for dealing with culturally distinct populations (Cole & Pilisuk, 1976). The continued underutilization of mental health services by culturally distinct populations may indicate that existing counseling services are not appropriate to meet the needs of minority groups in this country (English, 1984; Woods, 1977). Barriers to counseling with culturally distinct populations have been cited (Pedersen, 1977). Sue & Sue (1977) mentioned client resistance, transference, countertransference, differing expectations, difficulty in diagnosis, language, and culture and class bound values as significant barriers to effective cross-cultural counseling.

There has been support, however, for the idea that the field of counseling can respond to the needs of a wide variety of minority group members. Advocates of cross-cultural counseling believe that despite initial barriers, effective inter-group counseling offers a challenge to improve all counseling encounters, which usually have at least some cross-cultural aspects. In proposing a more culturally-based approach, Ivey (1977) suggested that counseling services with culturally distinct populations as clients are actually
an exercise in social policy. Ivey asserted that cultural differences precipitate a need to change services, not assuming a universal application of Western practices. Sundberg (1973) suggested that effective cross-cultural counseling presupposes an understanding of the day-to-day living problems of the client. A frequent suggestion to help to develop more culturally appropriate services is to involve the client population in deciding which services are wanted and needed.

The influx of culturally distinct populations and the advocacy for minority concerns are creating a demand that colleges and universities provide culturally appropriate counseling services for culturally different populations. Due to the very nature of the community college as a mirror of the community, increasing numbers of culturally different students are enrolled in community colleges. Community college student service providers, and counselors in particular, face issues concerning cross-cultural counseling, programming for culturally distinct populations, and researching differences between cultural groups in the student population.
The community college chosen for this study has little information about characteristics or problems of culturally distinct students who are attending the college. Descriptive data about the students' backgrounds, current support systems, religion, length of time in the United States, major ethnic groups, age, languages, marital status, and courses of study is important in understanding the population served. Information about specific problems which culturally distinct populations face would provide administrators, counselors, and student service personnel with data to use in planning intervention strategies and programming.

Permission to conduct the study has been granted by the president of the selected community college.

Statement of the Problem

Although there are growing numbers of students from other countries attending community colleges, there is little information available to counselors, student service personnel, and educators about the students or about the kinds of problems which students from other countries encounter. This study provides demographic information and describes the student service related problems of international and English as a Second Language students.
Definition of Terms

1. Problem: A personal situation which troubles, distresses, concerns, grieves, annoys, or worries the respondent. For this study problem is operationally defined as the items the student checked on the Michigan International Student Problem Inventory, a problem which the student identified on one of the open-ended questions on the inventory, or a problem the student mentions during the interview.

2. Student service related problem: A problem which corresponds to the student service areas on the Michigan International Student Problem Inventory. The instrument uses the eleven major categories related to recognized student service areas including Admission/Selection, Orientation Services, Academic Records, Social/Personal Counseling, Living/Dining, Health Services, Religious Services, English Language, Student Activities, Financial Aid, and Placement.

3. International student: A student who attends the selected college on an I-20, F-1, or F-2 visa. Very few international students attend English as a Second Language (ESL) classes because a high level of English
language ability is required for admittance as an international student.

4. ESL student: A student who is enrolled in one of the ESL classes. This designation includes people who are immigrants, refugees, naturalized citizens, U.S. born citizens whose native language is not English, and refugees with political asylum. Occasionally an international student will enroll in an ESL class to improve particular English skills.

5. Immigrant: An alien who has obtained a U.S. resident alien visa with the intent of residing in the U.S. permanently. The visas are awarded on the basis of country of origin quotas primarily to persons with close relatives in the U.S. or with needed job skills. After five years they may apply for citizenship.

6. Refugee: An alien who is granted asylum by the U.S. under the regulations of the Special Refugee Act of 1980. After one year they may apply for immigrant status.

7. MISPI: Michigan International Student Problem Inventory (See Appendix A).
Synthesis of Related Literature

International Students on U.S. Campuses

From the time of the ancient Greeks, international student exchange has been a valued part of the educational process. American colleges and universities have admitted students from other countries since 1784 (Dalili, 1982). U.S. educational institutions have shown their commitment to furthering international understanding and cultural exchange through dissemination of knowledge by accepting greater numbers of students in the past thirty years. There has been an increase in the numbers of students from other countries from 9,643 in 1953 to 311,000 in 1981, to 338,890 in 1984 (Boyan, 1984). Indicative of the rate of growth is the 1982 report of the American Council on Education, which stated that in the first half of U.S. history there were less than 25,000 international students.

Since the early 1970's, the numbers of students from other countries enrolled in community colleges have grown steadily. The 1974 report of the National Association for Foreign Student Affairs (NAFSA) reported approximately 26,000 international students holding either F-1 visas or other non-immigrant visas attending U.S. community and junior colleges (NAFSA, 1974). By 1981 the number had risen to 54,220, nearly half of
which were enrolled in California, Florida, and Texas (Boyan, 1981). The American Council on Education reported in 1982 that Texas had been in the top ten host states since 1954-55, and moved into the top two in 1979-80. Diener (1977) reported that current data indicate that there is a dramatic increase in the number of international students in community and junior colleges in this country. The numbers are great enough that he advocated special programs, services, and administrative and counseling staff. Vassiliou (1985) reported that the largest number of foreign students in community colleges come from third world groups. Of the community colleges who responded to her survey, 82% indicated that they had foreign student populations. Overall she found that the foreign students totaled 1% of the student population, but some schools enrolled as many as 50% foreign students. Local data support the trend reported by Diener: the community college district of which the selected college is a part reported a rise in enrollment of international students from 270 in 1980 to 444 in 1984.

Several economic factors may influence the growth of the number of international students in community colleges. The community colleges generally have lower
tuition fees so they offer students the economic advantage of being less expensive. Less costly off-campus housing is often available since community colleges are often located near population centers. College administrators may be admitting more international students to combat dwindling numbers of traditional college-aged students in order to bolster enrollments. Vassiliou (1985) cited dwindling revenues and declining enrollments as a reason for enrolling more foreign students. The open-door policies of many community colleges and their developmental studies course offerings may attract students who are not prepared academically to attend four year institutions.

Political issues may also account for the growing numbers of international students on U.S. community college campuses. Students from some countries face political and educational uncertainty in their home countries. The need of third-world countries to educate their people in vocational-technical programs may encourage them to send students to two-year colleges where such programs are prevalent. The world-wide press for the need for international understanding may encourage community college leaders to include an international dimension to the two-year college experience.
Problems of International Students

The majority of research on problems that international students face has been carried out at the university level. Dalili (1982) reported that culture shock problems begin when the international student applies to the college, even before coming to the country to study. During the first year of study abroad, many begin to have financial difficulties, suffer alienation from U.S. students, experience value conflicts, have trouble adapting to the language, climate and food, and encounter difficulties finding adequate housing. The problems Dalili listed center on three main issues: adapting to the U.S. educational system, re-adapting at home, and determining the relevance of U.S. curriculum in the student's home country. Dalili suggested that all international students suffer the culture-shock syndrome of frustration, hostility, and criticism toward the host culture, concern about personal welfare and health, and the fear of being cheated.

NAFSA (1979) reported that foreign students have problems which are different and more intense than American students, problems with language, culture, academic preparation, social customs, and immigration.
Altscher (1976) listed unfamiliar customs, unappetizing food, a novel educational system, loneliness and isolation, communication difficulties, prejudice, confusion about relationships, lack of knowledge about etiquette, and survival skills to be primary concerns of international students. McMillen (1976) found problems which are unique to married international students, particularly when the student's family comes to the U.S. She found that often the spouse of the student does not speak English, is often very shy, becomes confined at home, and has no support system.

In suggesting that the international student presents unresolved problems, Surdam and Collins (1984) cited their research, which found that problems centered around the adaptation issues of housing, climate, communication with Americans, dating, discrimination, finances, food, homesickness, loneliness, and lack of contact with U.S. students. Another important finding of their study was that students who had been here from two to four years had the most problems. The American Council on Education (1982) cited the problems as related to housing, food, courses of study, abrasions with the community and finding employment. The committee also found that foreign students suffered from
loneliness and from a lack of institutional interest and insensitivity on the part of the school.

Somewhat different difficulties were mentioned by Eddy (1972): financial difficulties, shortage of jobs, inflation, restrictions by some foreign governments, U.S. government regulations, and restrictions for out of state residents.

The issue of racism surfaced in Deutsch's 1970 study, which found that half of the sample of students surveyed reported experiencing some sort of racial or cultural discrimination. He also found that non-Western students had more difficulties, which led him to suggest that students from the third world had more problems adapting. However, students within the non-Western group who had English language facility, educated parents, and strong religious backgrounds tended to have less trouble adapting.

Meloni (1984) indicated that most studies agree that homesickness is the most serious personal problem, followed by finances, housing and food. In the academic area, students have problems with the English language, understanding lectures, participating in class discussions, and preparing written and oral reports. Social concerns dealt with making friends, relations with the opposite sex, and being accepted socially.
Agreeing with Meloni's assertion that homesickness is a top problem, Stafford (1978) found that two-thirds of the students he surveyed suffered from homesickness. Stafford's study was based on responses to a questionnaire from 747 international students from 71 countries. Other problems he identified were obtaining housing, social relationships with the opposite sex, English language, and finances. He found a difference between undergraduates' top problem—finances, and graduate students' top problem—homesickness.

Another researcher cited homesickness as one of the major problems. Along with homesickness, Leong (1984) cited the following problem areas: (a) somatization of problems resulting in fatigue, headaches, and colds, (b) culture shock, (c) language problems, (d) educational problems, and (e) personal adjustment problems such as finances and immigration.

Owie (1982), theorizing that social isolation may cause academic problems, surveyed the international students at two universities using Dean's Alienation Scale. He found that foreign students experience a higher level of isolation than American students.

In reviewing research available in 1977, Perkins, Perkins, Guglielmino & Reiff (1977) noted that most of
the studies that were available at that time indicated that English proficiency and finances were the top ranked problems for foreign students.

Rather than focusing on problems, Das (1976) studied the kinds of counseling assistance that foreign students need. He found that 90% needed help on arrival with registration, housing and educational planning. Later, students needed assistance with obtaining information about grades transferring and English language. In the area of personal and social help, 31% of the students needed help with social isolation and homesickness, and 82% needed assistance in making contact with American students.

Porter (1966), in surveying international students' problems, found that single foreign students reported more problems than married foreign students. Johnson's 1971 research contradicted the other authors' findings, reporting the problems of international students to be essentially the same as those faced by American students.

In contrast with four year colleges and universities that have traditionally planned for an international population on their campuses, community and junior colleges have not had the long-term experience with international students. Diener (1977)
reported that little research is available on international students in U.S. junior and community colleges, despite the need for current and accurate data necessary for planning programs and services for that population.

Although there are growing numbers of international students in two-year colleges, there are sparse data on the kinds of problems they face. In the mid-70s two state-wide studies were conducted to determine the concerns of international students in community colleges. Breuder (1972) used the Michigan International Student Problem Inventory (MISPI) to survey the problems of international students in Florida junior and community colleges. His research showed financial problems as the students' top concern, with English proficiency, academic concerns, and admissions procedures as other top problem areas. Hart's 1974 research studying international students in Texas public community colleges found similar results using the MISPI. Competence in English, financial aid, academic advisement, and admission procedures were the major concerns of international students in community colleges in Texas a decade ago.
**Student Service Programs for International Students**

The field of student services has long emphasized the importance of international education (Story, 1982). Leong (1984) suggested that attention to foreign students' concerns has not kept pace with their numbers. In a country-wide survey of community college services for international students, Vassiliou (1985) found that only 57.80% of the colleges responding had foreign student services.

In suggesting how to deal effectively with the problems of international students, Dalili (1982) suggested that foreign student advisors should correctly identify the major problem areas and the common problems related to similar cultural backgrounds. NAFSA (1979) advocated strengthening student support services such as academic advising, tutoring in English, and personal counseling.

Altscher (1976), noting that support services designed for U.S. born students often overlooked the unique concerns of international students, suggested that institutions need to provide a special on-going counseling program designed specifically for international students. Altscher advised that the program include support services in the areas of careers, housing, financial aid, student activities, and
culturally appropriate counseling alternatives. McMillen (1976), concerned that most institutions did not have special counseling programs for international students, suggested that the presence of international student populations calls for unique counseling and guidance procedures. McMillen advocated determining the problems of international students and implementing non-traditional counseling strategies to help the students solve their problems.

A buddy system using experienced international students as advocates and friends of recently arrived international students, a qualified foreign student advisor, and realistic advisement were suggestions made by Eddy (1972). He believed that institutions of higher education needed to assume the obligation to help international students work through their problems.

In 1970 Deutsch suggested programs which advocate cross-cultural communication, study skills, test-taking training, and the use of peer or trained cross-cultural counselors. He also recommended a continual assessment of international students' needs. Story (1982), in discussing research concerning foreign students' needs, asserted that such research is only a starting point,
because special developmental needs of the foreign student must be developed.

Focusing attention on the community college setting, the National Colloquium on the Foreign Student in the U.S. Community and Junior Colleges (Diener, 1977) advocated the development of a total foreign student program which would benefit the international student population.

Immigrant and Refugee Students in ESL Classes

The U.S. is a country made up of refugees and immigrants whose history is the survival and settlement of people from all over the world (Moore, 1982). In 1980 Arrendondo-Dowd and Gonzalvez documented the increase in the multicultural population of the U.S. and voiced concern about the impact of the growing number of immigrants and refugees on the counseling profession. Due to a community-based philosophy, open-door admissions policies, and the presence of ESL classes, many community colleges face increasing enrollments of refugee and immigrant students. Vassiliou (1985), documented the existence of ESL programs at 143 community and junior colleges. Diener (1977) reported that the numbers of refugee and immigrant students in
Community colleges are difficult to obtain due to college record-keeping systems.

The selected community college has experienced growth in the numbers of refugee and immigrant students, because the metropolitan area in which the selected college is located has experienced rapid growth in the numbers of immigrants and refugees. Within the past five years, several of the ethnic groups: the Chinese, the Indians, the Vietnamese, and the French have doubled in size (Deener, 1985). In an area containing approximately one million people, according to estimates by community leaders and U.S. census data, there are 100,000 Mexicans, 45,00 Chinese, 25,000 each Vietnamese and English, 20,000 each Koreans and Germans, 7,000 Indians, 6,000 Canadians, 2,300 Cubans, 2,000 each French, Ethiopians, and Italians, 1,600 Nigerians, and 1,000 each Japanese, Irish and Greeks (Deener, 1985).

Initially, many of the refugees and immigrants enroll in ESL classes to improve their language skills. Unlike international students, refugees and immigrants do not have to demonstrate their English proficiency before being accepted into the college. The community colleges in the district of which the selected college is a part are now faced with providing adequate academic and student service programs to meet the ESL students'
needs. The influx of such culturally distinct populations as refugees from El Salvador and immigrants from Taiwan and Russia has raised questions about how to serve this multicultural population.

A review of the literature found little data on ESL students enrolled in colleges and universities and very few studies which focused on the student service needs of ESL students. Scherini (1980) surveyed immigrant and refugee students' needs at the University of California. She found the students' major areas of concern were the large amount of coursework reading, relations with instructors and peers, and adjustment to U.S. society and institutions. Her study found that normal student problems were compounded for refugees and immigrants. Scherini discovered that feelings of isolation, language-related difficulties, and being treated neither as a U.S. citizen nor as an international student were major problems. Students in the study requested special counselors, tutoring, an information booklet, an office for immigration concerns, a peer advising program, more responsive instructors, and counselors from their own cultures. Scherini's research suggested that recent immigrants need academic advising and personal counseling to obtain essential information and skills.
Questioning whether ESL students can survive in college, Santa Rita (1981) studied the academic performance rates of ESL students who were enrolled in a special counseling program at the Bronx Community College. He found that ESL students earned higher grade-point averages than regular students for the first two semesters, that ESL drop-out rates were higher than those of regular students, and that ESL students tended to select secretarial and technological courses, whereas regular students tended to select business courses.

Studies which dealt with refugees' problems generally focused on the Indochinese refugees. Montero and Dieppa (1982) found that Texas is second only to California in numbers of Vietnamese refugees, with 36,198 Vietnamese refugees in Texas as of September, 1980. The large metropolitan area in which the present study was conducted has about 25,000 Vietnamese (Deener, 1985). The Vietnamese population represents the largest single national group in the ESL population of the selected community college.

Strand and Schultz (1982) cited the major concern of Indochinese refugees to be the ability to obtain economic self-sufficiency in the U.S. economic environment. Their related concerns were the employment problems of English language deficiency, lack of
education, few job skills, no transportation and health problems.

Alley & Pillar (1982) found that Indochinese students experience adjustment and acculturation problems in American schools. Culture shock related difficulties such as depression, fatigue, insomnia, and psychosomatic problems were common in the refugees which Alley and Pillar studied.

Rockville, Maryland's Department of Adult Education identified the problem of Indochinese refugees as the transition into the job market: students needed information about career choices, job qualifications, and educational planning ("Outreach Counseling", 1971). Tobin's 1971 study focused on the unique challenges and pressures of being a refugee.

According to Thompson, Morley, Boyle, Crow & Yontz (1982), the stress levels of refugees soar during the resettlement phase. The refugees are faced with an unresolvable ambivalence: accepting the need to flee, but never losing their longing for home.

Problems which Vietnamese refugees face, according to Montero & Dieppa (1982), stem from being unprepared to live in the U.S., the language barrier, lack of an ethnic community for support, separation from the
orderly network of hierarchial family relationships, finding a new home, obtaining employment, securing language training, becoming culturally oriented, and learning new job skills as the process necessary to relieve some of the refugees' problems.

In summary, the findings about international and ESL students reported in the literature suggest that for social, political, educational, and economic reasons more students from diverse cultural backgrounds are attending U.S. colleges. The research pertaining to problems of international students appears to vary in outcome according to the particular setting and the population studied. Although there were two statewide studies which researched problems of international students in community colleges, there was no study which focused on an in depth study of international student's problems in a particular community college setting. The scarcity of research into problems faced by ESL students in college settings indicates that their problems may not be well understood in any setting. The only study which focused on the problems of ESL students in a college setting was at the university level (Scherini, 1980), and none was found which dealt with the student service related problems of ESL students at the community
college level. The lack of current research in the area suggests that a study which addresses a description of the two populations and the types of student service related problems they encounter while attending community college would be appropriate. Such a study could benefit the administrators, faculty, counselors, and student service personnel by providing information to use in planning services and programs for their growing international and ESL student populations.
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CHAPTER II
PROCEDURES

This chapter describes the procedures used in this study. Research questions, methodology, procedures for the collection and analysis of data, and limitations of the study are addressed.

Research Questions

Due to the lack of definitive research in the area, the following questions were developed to address the important issues and provide accurate data about the international and ESL student populations at the community college level.

1. What are the student service related problems which international students identify?
   a. What are the top 40 problems that international students select on the MISPI?
   b. What are the student service areas into which the highest number of identified problems fall?
   c. What problems do the international students identify which are not listed on the MISPI?
   d. What identifiable trends or patterns of problems emerge?
   e. What are the students' responses to completing the questionnaire?
f. To whom do the students indicate that they go for help in solving their problems?

g. Are there relationships between the number of problems identified and the following demographic variables?

1. ethnic group
2. sex
3. age
4. world region of origin
5. marital status
6. religion
7. length of stay in the U. S.
8. family in the area
9. friends in the area

h. How did the information obtained from the two interviews relate to the data obtained from the MISPI?

2. What are the student service problems that ESL students identify?

a. What are the top 40 problems that students select on the MISPI?

b. What are the student service areas into which the highest number of identified problems fall?
c. What problems do the ESL students identify which are not listed on the MISPI?
d. What identifiable trends or patterns of problems emerge?
e. What are the students' responses to completing the questionnaire?
f. To whom do the students report that they go for help in solving their problems?
g. Are there relationships between the number of problems identified and the following demographic data?
   1. ethnic group
   2. sex
   3. age
   4. world region of origin
   5. marital status
   6. religion
   7. length of stay in the U.S.
   8. family in the area
   9. friends in the area
h. How does the information obtained from the two interviews relate to the data from the MISPI?
3. What are the similarities and differences between problems that international and ESL students identify?
a. What are the top 25 problems common to both international and ESL students?
b. Which student service areas have the greatest number of problems common to both international and ESL students?
c. Are there trends or patterns in the kinds of problems which international and ESL students have in common?
d. Which problems are more common to ESL students?
e. Which problems are more common to international students?
f. How do the international and ESL students compare in terms of measures of central tendency?

4. How can international students be described demographically?

5. How can ESL students be described demographically?

6. How do international and ESL students compare in terms of the demographic data?
   a. What are the differences between international and ESL students?
   b. What are the similarities between international and ESL students?
Selection of the Sample for the Questionnaire

The sample consisted of 60 international and 60 ESL students enrolled in at least one course during spring semester of 1985. On the nineteenth day of class, there were 120 international students on I-20 visas attending at least one course at the selected college. A questionnaire was sent to all of the international students through their classroom instructors. A 50% return rate was expected. On the nineteenth day of classes, there were approximately 135 ESL students enrolled in at least one ESL class. Sixty of the ESL students were selected to participate in the study. Students were surveyed through intact classes which were selected at random from the ESL classes offered. The classes selected included six day and four evening classes. Administering the survey to intact classes was believed to be the most appropriate way of insuring that the ESL students understood the purpose of the research and how to fill out the questionnaire.

Because all international students on campus must be admitted through a special process for international students, they are easily identified and located. The ESL students are not as easily identified individually because they enter the college as regular students.
Selection of the Sample for the Interview

Two international and two ESL students were selected for the in-depth interview on the basis of the following criteria:

1. Interest in the study and willingness to participate.
2. Ability to communicate effectively in English.
3. Female and male subject from each group.

Survey and Naturalistic Interview Research

Due to the broad scope to the study which sought to obtain an overview of the major problems which the two populations identified, the researcher chose a survey instrument, the Michigan International Student Problem Inventory (MISPI), which had been used extensively in surveying foreign students' problems.

The use of questionnaires similar to the MISPI has been discussed as a valid approach to obtaining data. Hacket (1981) supported the use of survey research methods in exploratory descriptive studies where cross-sectional data is desired. She observed that survey research is an effective strategy to aid in making program decisions and in providing counseling services.
Hardyck and Petrinovich (1975) advocated the use of surveys when the information necessary to answer certain questions is not known nor available from other sources.

Other researchers in the area of international and ESL student research have used a survey approach. Scherini (1980) used a survey to identify needs of refugee students. Hart (1974) and Breuder (1972) used the MIPSI to identify problems of foreign students.

In order to gain more information, the researcher included an in depth interview. Hacket (1981) warned that the limitation of survey research is that the information obtained may be superficial. The purpose of utilizing an additional means of data collection was to augment and validate the information obtained through the MIPSI and to provide an in depth view of the problems which the students encounter.

The use of naturalistic techniques, which seek to understand human behavior from the actor's frame of reference, utilizes qualitative methodologies such as open-ended interviews and participant observation. Such qualitative methodologies use descriptive data in the form of people's own written or spoken words to provide a holistic perspective on the subject (Bogdan & Taylor, 1972). The descriptions may include details such as how
old the subjects appeared, their dress, hair, and status (Bogdan, 1972). Ethnographic studies and their research methodologies were used originally by anthropologists studying groups outside American society and are particularly appropriate for studying subcultures.

Wilson (1977) mentioned that investigators are examining ways in which qualitative and quantitative approaches can supplement each other. He observed that some researchers believe that ethnographic techniques may be used to gather information about human behavior which is impossible to obtain from more quantitative methods. Simply filling out a questionnaire may not provide totally accurate information about a subject. Wilson advocated asking open-ended questions, allowing the participant to express emic categories.

Le Compte and Goetz (1982) advocated the use of ethnographic techniques to deepen a study by adding to the quantitative data the subjective experience of both the participants and the investigator. They noted that differences in design between traditional experimental and ethnographic research do not preclude the sharing of data collection strategies. They suggested that the use of ethnographic techniques may be supplemental, adding to the reliability or validity of a more quantitative design.
Instrumentation

The MISPI

The Michigan International Student Problem Inventory was selected for the study because it considers problems related to the student's total life situation, because it was developed for use with the international population, and because it has been widely used. The MISPI was developed to help student personnel workers at the college level understand the international student who studies on U.S. campuses (Porter, 1966). Porter believed that the instrument can aid colleges to alter programming to rectify problem areas. The instrument was developed out of hundreds of interviews and discussions with students who had come to the states to study. Their problems were combined and tested on other similar groups of students. The results indicated that the problems of international students were different from the problems of more typical U.S. students on campus. Porter developed the MISPI to conduct research on the problems of individual students and groups of students from other countries, to facilitate counseling interviews, to provide a means for identifying needed college program changes, and to provide faculty and student personnel workers with an instrument for orientation and discussion.
The MISPI consists of eleven major categories related to recognized student personnel services: Admission-Selection, Orientation Service, Academic Records, Social-Personal, Living-Dining, Health Service, Religious Service, English Language, Student Activity, Financial Aid, and Placement. Twelve problems are listed for each of the eleven areas, making a total of 132 items on the inventory. There are three additional open ended items on the inventory which provide for more qualitative, subject initiated responses. The items question the subject about other problems which are not included in the list of problems, about how the subject reacted to the process of filling out the inventory, and to whom the subject goes for help with the identified problems (see Appendix A).

The inventory is self-administering, including directions on the cover page, which may be read aloud when the inventory is administered. There is no time limit, however students usually finish within 50 minutes. The inventory is anonymous (Porter, 1966).

Porter (1966) found the MISPI to have concurrent validity with the Mooney Problem Check List—College Form. Although he did not provide validity coefficients, he found significant difference between
the mean scores of foreign and U.S. students. The inventory was also validated by the use of item inspection, revealing that the number of statements checked by foreign students was significantly higher than the number of statements checked by a group of U.S. students. Porter suggests that the item inspection and the concurrent validity established indicate that the instrument is valid for differentiating between the problems of foreign students and the problems of U.S. students.

Reliability estimates on the MISPI were established using the Kuder-Richardson Formula for the total scale, finding a reliability estimate of .58. Using the Spearman-Brown split-half method, a total scale estimate of .67 was found. Estimates of sub-scale reliability estimates ranged from .47 to .76 (Porter, 1966).

Dr. John Porter has granted permission to use the MISPI for the purposes of this study (see Appendix B).

To obtain further demographic information, an additional page was added to the MISPI seeking data in the following areas: age entered the U.S., sex, place of birth, native language, length of time in the U.S., marital status, over or under 25 years of age, support groups in the area, immigration status, major ethnic group, and citizenship.
The Interview

The interview used was designed to provide in-depth qualitative information about students' problems to augment the information obtained from the MISPI. The questions were developed to focus on the problem history of the student, to allow for in depth probing, and to encourage an exploration of the feelings and perceptions of the student. The questions were written to address the key question of problem identification, and to validate data obtained on the MISPI (see Appendix C). The interviews were structured so that the first question was open-ended in order to encourage the students to originate their own frames of reference. The second two questions were related to the questionnaire responses, in order to serve as a validation for the data collected on the MISPI.

Procedure for the Collection of Data

Procedure for the MISPI

International students.

Data from the MISPI were collected over a period of three weeks. The first week a packet was sent to instructors of international students whose names and classes had been identified through the student
identification microfiche. The packet included a cover letter to the instructor, a letter to the student, the questionnaire, and a return envelope (see Appendix A). After a week a follow-up letter was sent to the instructors of students who had not returned their questionnaires. The letter informed them of the students' names and requested that the instructor ask the students listed to return their questionnaires. After the first week, 25 completed questionnaires and 30 packets of students who had dropped the class were returned to the researcher. Twenty-eight of the returned incomplete packets were sent to the instructor of another class in which the student was enrolled. There were two packets returned by instructors of students who were enrolled only in the one class, which they had dropped, so the researcher mailed their packets to them. One of those two students returned the questionnaire by mail, and the other student did not respond. At the end of two weeks, 47 questionnaires had been returned. The researcher telephoned students who had not returned their questionnaires, asking them to return the questionnaires. Ten students were reached who committed to return their questionnaires. Sixty questionnaires had been returned by the end of three weeks.
ESL students.

Data from the MISPI were collected over a period of two weeks. Monday, Tuesday, and Wednesday of the first week, the researcher attended 10 intact ESL classes, read the directions to the students, and answered questions. The students were instructed to take the questionnaires home, complete them, and return them to their ESL instructor the following class period. All sixty questionnaires were returned by the end of the second week.

Procedure for the Interview

The four interviews were conducted over a period of three weeks. The interview sessions lasted from one to two hours each. Interview sessions were held at the college in the office of the researcher. The interviews were audiotaped in order to transcribe and analyze data and to allow the researcher time to reflect on the content. In the process of transcribing, unrelated topics, repetitious, and unintelligible statements were deleted. The researcher probed for in-depth exploration of the problems and their meaning within the life of the individual student, in order to obtain a more holistic perspective. The interview followed the
same basic format for international and for ESL students, with slight modifications of wording (See Appendix C).

Analysis of Data

MISPI

The data were analyzed according to the research questions. Quantitative information compiled from the results of the MISPI was tabulated and presented in table form (see Tables 1-15). The descriptive data were collected and reported (see Tables 16-17). The qualitative data collected from the open-ended questions were reviewed, summarized, and reported.

Interview

Bogdan and Taylor (1975) identified two ways of data analysis in handling qualitative data: to code in terms of themes and hypotheses or to present data in terms of a cohesive life history. The researcher chose the coding approach which appeared to fit the purpose of the study by enabling the researcher to focus specifically on the problem areas. Data collected from the interviews were treated by a process of coding into problem areas. Particular problems identified, themes, feelings, and repeated words or phrases were identified. Particular categories which emerged served to catalogue
Particular categories which emerged served to catalogue further data. The following steps suggested by Bogdan and Taylor were followed:

1. Read over all data,
2. Code important conversation topics,
3. Assign a number to each topic,
4. Put duplicates of transcripts into folders with assigned numbers,
5. Construct typologies and classification schemes.

**Limitations of the Study**

Limitations of the study include the following.

1. The measurement of the identified problems is limited to the sophistication of the instruments being used.
2. The population of ESL students is limited to those who have sufficient English language ability to respond to the inventory.
3. Depending on the circumstances in which the instrument is administered, students may check only the problems that they are comfortable acknowledging in that setting.
4. All data will be limited to the self-report of the subjects.
5. Generalizability of findings is limited to the international and ESL students at the selected college.

6. The results of the information which was obtained from the ESL students may be inaccurate due to their difficulty understanding and speaking English.
References


CHAPTER III
FINDINGS AND DISCUSSION

This chapter discusses the findings, conclusions, and recommendations of the study. The findings section introduces the problems of international and ESL students and provides the demographic data about the two groups. The final section discusses conclusions and recommendations.

The first research question dealt with the student service related problems which international students identify. The top 40 problems of international students were selected to report. The information collected on the MISPI indicated the top forty problems which international students checked. Over half, 55%, 33 of the 60 students surveyed, checked the item "Immigration work restrictions" as a problem. The item referred to the international students' being allowed to work only part time at a college while they are on a student visa. The second highest item was "Lack of money to meet expenses," which was checked by 45% of the students. Forty percent of the students found "Immigration regulations" to be a problem. A third of the students ranked "Attitude of some U.S. people to skin color" as a problem. "Writing or typing term papers" was checked by
32% of the students. Over a fourth of the students found the following items to be problems: "Attitude of some U.S. students to foreign students" (28%), "Concern about grades" (27%), "Giving oral reports in class" (27%), "My pronunciation not understood" (25%), "Feeling under tension" (25%), and "Staying in the U.S. and getting a job" (25%). At least a fifth of the students marked "Finding jobs that pay well" (23%), "Concept of being a foreign student" (23%), "Choosing college subjects" (23%), "Homesickness" (22%), "Not receiving enough money from home" (22%), "Cost of an auto" (22%), "Understanding U.S. slang" (22%), "Not being able to find dates" (20%), and "Changes in home government" (20%).

Eleven of the 60 students, 18%, marked "Evaluation of Former school credentials," "Limited amount U.S. dollar will purchase," "Changes in the weather conditions," and "My limited U.S. vocabulary."

Ten of the 60 students surveyed, 17%, marked the following: "Not having enough time to study," "Lack of opportunities to meet U.S. People," "Finding employment between terms," "Speaking English," and "Getting admitted to college." Fifteen percent of the students checked "Ability to write English," "Insufficient
personal-social counseling," "Law enforcement practices in the U.S.,” and "Desire not to return to home country.”

Thirteen percent of the students checked "Relationship of U.S. males and females," "Lack of knowledge about the U.S.," "Understanding how to use the library," "Unfavorable remarks about their home country," "Objective exams," "Nervousness," and "Being accepted in social groups."

Table 1 presents the rank order of the top 40 problems of international students.

Table 1

<table>
<thead>
<tr>
<th>Problem</th>
<th>Percent</th>
<th>No. responses</th>
<th>Student service area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Immigration work restrictions</td>
<td>55%</td>
<td>33</td>
<td>FA</td>
</tr>
<tr>
<td>2. Lack money to meet expenses</td>
<td>45%</td>
<td>27</td>
<td>FA</td>
</tr>
<tr>
<td>3. Immigration regulations</td>
<td>40%</td>
<td>24</td>
<td>AS</td>
</tr>
<tr>
<td>4. Attitude to skin color</td>
<td>33%</td>
<td>20</td>
<td>SP</td>
</tr>
<tr>
<td>5. Writing or typing term papers</td>
<td>32%</td>
<td>19</td>
<td>AR</td>
</tr>
<tr>
<td>6. Attitude to foreign students</td>
<td>28%</td>
<td>17</td>
<td>OS</td>
</tr>
<tr>
<td>7. Concern about grades</td>
<td>27%</td>
<td>16</td>
<td>AR</td>
</tr>
<tr>
<td>8. Giving oral reports in class</td>
<td>27%</td>
<td>17</td>
<td>EL</td>
</tr>
<tr>
<td>9. Pronunciation not understood</td>
<td>25%</td>
<td>15</td>
<td>EL</td>
</tr>
<tr>
<td>10. Feeling under tension</td>
<td>25%</td>
<td>15</td>
<td>HS</td>
</tr>
<tr>
<td>Problem</td>
<td>Percent</td>
<td>No. responses</td>
<td>Student service area</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------</td>
<td>---------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>11. Staying in U.S. &amp; getting a job</td>
<td>25%</td>
<td>15</td>
<td>PS</td>
</tr>
<tr>
<td>12. Finding jobs that pay well</td>
<td>23%</td>
<td>14</td>
<td>FA</td>
</tr>
<tr>
<td>13. Concept of a foreign student</td>
<td>23%</td>
<td>14</td>
<td>OS</td>
</tr>
<tr>
<td>14. Choosing college subjects</td>
<td>23%</td>
<td>14</td>
<td>AS</td>
</tr>
<tr>
<td>15. Unexpected financial needs</td>
<td>23%</td>
<td>14</td>
<td>FA</td>
</tr>
<tr>
<td>16. Homesickness</td>
<td>22%</td>
<td>13</td>
<td>SP</td>
</tr>
<tr>
<td>17. Lack of money from home</td>
<td>22%</td>
<td>13</td>
<td>FA</td>
</tr>
<tr>
<td>18. Cost of an auto</td>
<td>22%</td>
<td>13</td>
<td>FA</td>
</tr>
<tr>
<td>19. Understanding U.S. slang</td>
<td>22%</td>
<td>13</td>
<td>EL</td>
</tr>
<tr>
<td>20. Not finding dates</td>
<td>20%</td>
<td>12</td>
<td>SA</td>
</tr>
<tr>
<td>21. Changes in home government</td>
<td>20%</td>
<td>12</td>
<td>PS</td>
</tr>
<tr>
<td>22. Evaluation of credentials</td>
<td>18%</td>
<td>11</td>
<td>AS</td>
</tr>
<tr>
<td>23. Limited amount U.S. dollar will purchase</td>
<td>18%</td>
<td>11</td>
<td>FA</td>
</tr>
<tr>
<td>24. Changes in weather conditions</td>
<td>18%</td>
<td>11</td>
<td>LD</td>
</tr>
<tr>
<td>25. Limited U.S. vocabulary</td>
<td>18%</td>
<td>11</td>
<td>EL</td>
</tr>
<tr>
<td>26. Not enough time to study</td>
<td>17%</td>
<td>10</td>
<td>PS</td>
</tr>
<tr>
<td>27. Lack of opportunities to meet U.S. people</td>
<td>17%</td>
<td>10</td>
<td>SA</td>
</tr>
<tr>
<td>28. Finding employment between terms</td>
<td>17%</td>
<td>10</td>
<td>PS</td>
</tr>
<tr>
<td>Problem</td>
<td>Percent</td>
<td>No. responses</td>
<td>Student service area</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------</td>
<td>---------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>29. Speaking English</td>
<td>17%</td>
<td>10</td>
<td>EL</td>
</tr>
<tr>
<td>30. Getting admitted to school</td>
<td>17%</td>
<td>10</td>
<td>EL</td>
</tr>
<tr>
<td>31. Ability to write English</td>
<td>15%</td>
<td>9</td>
<td>EL</td>
</tr>
<tr>
<td>32. Insufficient personal social counseling</td>
<td>15%</td>
<td>9</td>
<td>PS</td>
</tr>
<tr>
<td>33. U.S. law enforcement practices</td>
<td>15%</td>
<td>9</td>
<td>OS</td>
</tr>
<tr>
<td>34. Desire not to return to home country</td>
<td>15%</td>
<td>9</td>
<td>PS</td>
</tr>
<tr>
<td>35. Relationship of U.S. men and women</td>
<td>13%</td>
<td>8</td>
<td>SA</td>
</tr>
<tr>
<td>36. Lack of knowledge of U.S.</td>
<td>13%</td>
<td>8</td>
<td>AS</td>
</tr>
<tr>
<td>37. Knowing how to use library</td>
<td>13%</td>
<td>8</td>
<td>OS</td>
</tr>
<tr>
<td>38. Unfavorable remarks about home country</td>
<td>13%</td>
<td>8</td>
<td>OS</td>
</tr>
<tr>
<td>39. Objective exams</td>
<td>13%</td>
<td>8</td>
<td>AR</td>
</tr>
<tr>
<td>40. Nervousness</td>
<td>13%</td>
<td>8</td>
<td>HS</td>
</tr>
</tbody>
</table>

**Student Service Areas**

Question 1 (b) dealt with the student service areas that received the highest number of checked items. Table 2 presents the data related to this question.
### Table 2

<table>
<thead>
<tr>
<th>Student Service Area</th>
<th>Number of Checks</th>
<th>Percent of Total Checks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Aids</td>
<td>142</td>
<td>16%</td>
</tr>
<tr>
<td>Admission/Selection</td>
<td>104</td>
<td>11%</td>
</tr>
<tr>
<td>Placement</td>
<td>99</td>
<td>11%</td>
</tr>
<tr>
<td>Social/Personal</td>
<td>92</td>
<td>10%</td>
</tr>
<tr>
<td>English Language</td>
<td>92</td>
<td>10%</td>
</tr>
<tr>
<td>Orientation Services</td>
<td>87</td>
<td>9%</td>
</tr>
<tr>
<td>Academic Records</td>
<td>80</td>
<td>9%</td>
</tr>
<tr>
<td>Student Activities</td>
<td>65</td>
<td>7%</td>
</tr>
<tr>
<td>Health Services</td>
<td>62</td>
<td>7%</td>
</tr>
<tr>
<td>Living/Dining</td>
<td>52</td>
<td>6%</td>
</tr>
<tr>
<td>Religious Services</td>
<td>26</td>
<td>3%</td>
</tr>
</tbody>
</table>

The highest number of checked items fell within the area of Financial Aids. Lack of money to meet expenses, not receiving enough money from home, having to do manual labor, saving enough money for social events, the limited amount the U.S. dollar will purchase, finding employment between terms, finding jobs that pay well, finding part time work, unexpected financial needs, money for clothing, costs of an automobile, and
immigration restrictions were the items included in the questionnaire that related to the Financial Aids area. Financial Aids problems accounted for 16% of the problems that the international students checked with a total of 142 checks.

The second highest number of responses, 104, fell within the area of Admissions/Selection. The area includes the following items: getting admitted to the college, concern about the difference in home and U.S. educational systems, immigration regulations, understanding college catalogues, lack of knowledge about the U.S., evaluation of former school credentials, choosing college subjects, registration for classes each term, concern about the value of U.S. education, not attending the college of their first choice, differences in purposes among U.S. colleges, and not being met on arrival at campus. Admissions/Selection problems accounted for 11% of the problems students checked.

Ranked third with 99 checks was the area of Placement which includes finding a job upon return home, not enough time to study, trying to extend stay in the U.S., becoming a U.S. citizen, changes in home government, desire not to return to home country, uncertainties in the world today, desire to enroll in another college, U.S. education not what was expected,
insufficient help from the placement office, staying in the U.S. and getting a job, and wondering if U.S. education is useful to get a job at home. Eleven percent of the responses fell into the area of Placement.

Social-Personal Counseling ranked fourth with 10% of the checks. The area included items about being too Westernized, being in love, being lonely, feeling inferior to others, making friends, sexual customs in the U.S., being homesick, feeling superior to others, U.S. emphasis on personal cleanliness, feeling uneasy in public, the attitude of some U.S. people to skin color, and insufficient personal counseling.

English Language related difficulties also accounted for 10% of the checked items. Speaking, writing, reading, and understanding textbooks in English, limited English vocabulary, pronunciation, insufficient remedial English services, having a non-English speaking roommate, and reciting and giving oral reports in class were the items included in the English Language area.

Nine percent of the checked items were in the area of Academic Records, which includes the following problems: frequent college examinations, compulsory
class attendance, writing or typing term papers, competitive college grading system, objective exams, insufficient advice from academic advisor, too many interferences with studies, feeling unprepared for U.S. college work, concern about grades, doing laboratory assignments, insufficient personal help from professors, and relationship between U.S. students and faculty.

The area of Orientation Services accounted for 9% of the problems checked. Items included were the concept of being a foreign student, unfavorable remarks about home country, law enforcement practices in the U.S., leisure time activities of U.S. students, relationship with foreign student advisor, treatment received at orientations, campus size, U.S. emphasis on time and promptness, understanding how to use the library, insufficient orientation, trying to be tourist and ambassador, and attitude of some students to foreign students.

Seven percent of the checked items were in the area of Student Activities including treatment received at social functions, relationship of U.S. men and women, U.S. dating practices, finding dates, being accepted in social groups, regulations on student activities, International House activities, U.S. emphasis on sports, problems shopping in the U.S., foreign student
organization activities, lack of opportunities to meet U.S. people, and concern about political discussions.

Health Services also accounted for 7% of the checked problems. Items included in the Health Service area were dietary problems, need for rest, concern about mental health, feeling under tension, service received at the health center, health suffering due to academic pace, poor eye sight, finding adequate health services, physical height and weight, hard to hear, recurrent headaches, and nervousness.

Living/Dining problems received 6% of the items checked. Including taste of food, housing, cost of food, insufficient clothing, not having a U.S. roommate, bathroom facilities, relationship with roommate, finding housing between terms, changes in weather conditions, lack of invitations to U.S. homes, distances of classes from residence, and being told where one must live, Living/Dining problems had only 52 checked items.

Religious Services received the least number of responses, 26, for 3% of the total checked items. Included in this area were having time to devote to religion, materialistic versus spiritual values, doubting the value of any religion, criticism of home
religion, confusion about religion and morals in the U.S., accepting religious differences, religious practices in the U.S., attending church socials, concern about religious beliefs, finding a worship group, Christianity as a philosophy, and variety of religious faiths in the U.S.

Student Service Areas within the Top Forty Problems

In order to determine whether there were trends toward the clustering of international student's top problems around particular student service areas, a comparison was made between the 11 student service areas. The comparison tended to indicate that the top 40 problems did cluster around some of the areas, and that the area of Religious Services did not have any of the top 40 problems of international students. The top two items, and seven of the top 40 problems were related to problems involving Financial Aids. English Language difficulties were the second highest area with five items ranked. The area of Admissions/Selection also included five of the top 40. Five of the top 40 were within Orientation Services. Also receiving five of the top 40 was Placement Services. Three of the top 40 problems had to do with Student Activity related problems. Social/Personal problems also accounted for
three of the top 40, as did Academic Record related problems. Two items were related to Health Services and one item was related to Living/Dining problems. No items were listed in the top 40 relating to Religious Services (See Table 3). The comparison suggests that the international students who were surveyed more top concerns in the areas of Financial Aids, English Language, Admissions, Placement, and Orientation Services.

Comparison of Student Service Areas

In comparing the lists of the student service areas by overall number and by number within the top 40 items, the area of Financial Aid was ranked highest in both lists (See Table 3). Admissions/Selection was ranked second overall and third in the top 40. Placement was ranked third overall and fourth in the top 40. Overall Social/Personal was ranked fourth, and sixth in the top 40. English Language was ranked sixth overall and second in the top 40. Ranked sixth overall, Orientation was ranked fifth in the top 40. The bottom five areas were ranked in the same positions on both lists: Academic Records-number 7, Student Activities-number 8, Health Services-number 9, Living/Dining-number 10, and Religious Services-number 11.
Table 3
Comparison of Student Service Areas
as Ranked Overall and Within the Top 40 Problems

<table>
<thead>
<tr>
<th>Overall</th>
<th>Within Top 40 Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Admission/Selection</td>
<td>2. English Language</td>
</tr>
<tr>
<td>3. Placement Services</td>
<td>3. Admission/Selection</td>
</tr>
<tr>
<td>4. Social/Personal</td>
<td>4. Placement Services</td>
</tr>
<tr>
<td>5. English Language</td>
<td>5. Orientation Services</td>
</tr>
<tr>
<td>6. Orientation Services</td>
<td>6. Social/Personal</td>
</tr>
<tr>
<td>8. Student Activities</td>
<td>8. Student Activities</td>
</tr>
<tr>
<td>9. Health Services</td>
<td>9. Health Services</td>
</tr>
<tr>
<td>10. Living/Dining</td>
<td>10. Living/Dining</td>
</tr>
</tbody>
</table>

Problems not Listed on the MISPI

Question 1 (c) related to the open-ended question on the inventory that allowed students to fill in any additional problems which were not among the 132 items on the MISPI. The first part of the question asked students if they thought the inventory presented a fairly complete list of the problems which international
students face. Ninety-five percent of the students who responded to his item believed it did present a fairly complete list. The second part of the question was an open-ended question asking the students to fill in any additional problems which they could identify which were not listed before.

Students' comments focused mainly on school fees, tuition going up in the fall, delays in receiving money from home, and the inability to work full-time. One feared deportation due to working illegally. Other themes expressed were the policy of not awarding credit for college level work done in the home country, the required courses, and the number of credit hours required. Comments related to the academic arena were not feeling like studying, being too tired to study, reading English, and lack of concern by instructors. Three other problems mentioned were crime in the U.S., in-law trouble, and peoples' attitudes.

Question 1 (d) related to any trends or patterns of problems which emerged. Comparing the data collected in response to the questions 1 (a), (b), and (c), four major categories emerge: Financial concerns, interpersonal and intrapersonal issues, academic related problems, and language problems. Financial problems
including the difficulties with immigration restrictions and the hardships involved in not receiving enough money from home appear to be a primary concern for a majority of the international students. Financial needs surfaced as the greatest concern among the top forty problems. Financial Aids was the student service area which ranked the highest of the eleven areas. An analysis of student generated problems found financial concerns mentioned most often. In the area of interpersonal and intrapersonal problems, concern about the attitudes of U.S. students toward skin color and foreign students, about not being accepted socially, about feeling under tension, and about being homesick accounted for many of the expressed problems. Academic concerns about performance in class and selection of courses was a third major focus. The fourth trend among international students' problems fell in the area of language related difficulties, primarily of oral communication skills: being understood and understanding U.S. slang.

Question 1 (e) related to the students' responses to completing the questionnaire. Seventy-five percent of the international students who responded to item 2 on the survey found it was worthwhile to list the problems which foreign students face. Of the students who chose to answer the open-ended question, ten students found
the survey useful to identify their problems. Two students stated they felt better after checking their problems, because they finally felt someone understood. Some of the students wrote about the effect the results of the questionnaire might have on others: five thought it might help others, four believed it would make others care, and two hoped it would teach U.S. people to treat them better. There were five students who mentioned doubting that the external problems would change.

Question 1 (f) regarded the people who international students go to for help in solving their problems. The most commonly chosen people to ask for help were fellow students from their home country. Twenty-two percent of the students mentioned other students as a source of help. Second ranked with 19% of the responses were counselors. Fifteen percent of the students said they asked instructors for help. The fourth most common source of help was friends, receiving 14% of the responses. The foreign student advisor, with 13%, and family members, with 11% were the next most commonly chosen to ask for help. Other sources mentioned were guardian-two percent, board of directors—one percent, roommate—one percent, self—one percent, and others—one percent. (See Table 4).
Table 4

Ranking of Helpers Chosen by International Students

<table>
<thead>
<tr>
<th>Helper</th>
<th>Percent of students choosing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fellow Students</td>
<td>22%</td>
</tr>
<tr>
<td>2. Counselors</td>
<td>19%</td>
</tr>
<tr>
<td>3. Instructors</td>
<td>15%</td>
</tr>
<tr>
<td>4. Friends</td>
<td>14%</td>
</tr>
<tr>
<td>5. Foreign Student Advisor</td>
<td>13%</td>
</tr>
<tr>
<td>6. Family Members</td>
<td>11%</td>
</tr>
<tr>
<td>7. Guardian</td>
<td>2%</td>
</tr>
<tr>
<td>8. Self</td>
<td>1%</td>
</tr>
<tr>
<td>9. Roommate</td>
<td>1%</td>
</tr>
</tbody>
</table>

Question 1 (g) dealt with the relationships between the number of problems identified and some of the demographic variables. In looking at the international students in terms of some of the subgroups within the population, the average number of problems varied from 19.3 problems to 8.5 problems. The mean number of problems checked for the whole group was 15.2. The students who reported having few friends were those who marked the highest number of problems (19.3). Those over 25 marked an average of 18.4 problems. Students
from the Middle East checked an average of 18.3 problems each. Other subgroups which checked more items than the overall mean of 15.2 were married students (17.6), students who had lived in the states over a year (16.8), African students (16.8), male students (16.3), Protestant students (16.1) and Latin students (15.3). Students with the lowest average number of problems were Western European (9.2) and "Other" ethnic groups (8.5). Other subgroups scoring below the mean number of problems were students who had been here less than a year (10.3), Jewish students (10.5), those with many friends (11.5), females (12.8), students under 25 years of age (13.3), Catholics (14.0), those students with family in the area (14.1), students with no religious preference stated (14.3), single students (14.7), Oriental students (14.9), and Moslem students (15.0).

Table 5
Number of Problems Identified and Subgroup Variable

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Number of problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Few friends</td>
<td>19.3</td>
</tr>
<tr>
<td>2. Over 25</td>
<td>18.4</td>
</tr>
<tr>
<td>3. Middle Easterners</td>
<td>18.3</td>
</tr>
<tr>
<td>4. Married</td>
<td>17.6</td>
</tr>
<tr>
<td>5. Over a year in U.S.</td>
<td>16.8</td>
</tr>
</tbody>
</table>
Table 5—Continued

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Number of Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Africans</td>
<td>16.8</td>
</tr>
<tr>
<td>7. Males</td>
<td>16.3</td>
</tr>
<tr>
<td>8. Protestants</td>
<td>16.1</td>
</tr>
<tr>
<td>9. Latins</td>
<td>15.3</td>
</tr>
<tr>
<td>10. Moslems</td>
<td>15.0</td>
</tr>
<tr>
<td>11. Asians</td>
<td>14.9</td>
</tr>
<tr>
<td>12. Single</td>
<td>14.7</td>
</tr>
<tr>
<td>13. No religion stated</td>
<td>14.3</td>
</tr>
<tr>
<td>14. Family in area</td>
<td>14.1</td>
</tr>
<tr>
<td>15. Catholics</td>
<td>14.0</td>
</tr>
<tr>
<td>16. Under 25</td>
<td>13.3</td>
</tr>
<tr>
<td>17. Females</td>
<td>12.8</td>
</tr>
<tr>
<td>18. Many friends</td>
<td>11.5</td>
</tr>
</tbody>
</table>

A separate list of the number of problems checked by country of origin was made to ascertain if subgroups from particular countries tended to have more or fewer problems than the others. The two students from Iraq averaged 25 problems each. An average of 24.5 problems each were identified by the six students from Kenya. The two Venezuelan students averaged 21 problems each. The average for the four students from Bangladesh was
16.8. Iranian students, who numbered seven, scored below the average, with 13.8 problems each. The three Mexican subjects averaged 13.7 problems. The average for the seven Nigerian students was 12.8. The four English students averaged 10.5 problems, slightly higher than the three West German students who had an average of 10 items checked. Students from India, who numbered five, averaged 9.8, slightly higher than the two students from Pakistan, who averaged 9.0. The two students from Canada averaged only eight problems each. There was only one student from the following countries, so their scores are presented individually to compare with the average scores of students from the other countries. Students who scored above the average were the Lebanese student with 40 problems identified, the Chinese student who checked 34 items, and the student from Trinidad who checked 19 problems. Students who scored below the average of 15.2 were from Malaysia (14), Isle of Man (13), Zimbabwe (11.0), Israel (10), Haiti (9), Italy (7), Singapore (6), El Salvador (5), and Taiwan (4). In summary students from Lebanon, China, Iraq, Kenya, Venezuela, Hong Kong, Trinidad, and Bangladesh checked more problems than students from the other countries represented. Students from the
following countries reported the least number of problems: Taiwan, El Salvador, Singapore, Italy, Canada, Pakistan, India, West Germany, and England. Table 6 presents a summary of the numbers of problems checked and country of origin.

Table 6
Mean Number of Problems checked by Country of Origin

<table>
<thead>
<tr>
<th>Country of Origin</th>
<th>Number of Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lebanon</td>
<td>40</td>
</tr>
<tr>
<td>2. China</td>
<td>34</td>
</tr>
<tr>
<td>3. Iraq</td>
<td>25</td>
</tr>
<tr>
<td>4. Kenya</td>
<td>24.5</td>
</tr>
<tr>
<td>5. Venezuela</td>
<td>21</td>
</tr>
<tr>
<td>6. Trinidad</td>
<td>19</td>
</tr>
<tr>
<td>7. Bangladesh</td>
<td>16.8</td>
</tr>
<tr>
<td>8. Malaysia</td>
<td>14</td>
</tr>
<tr>
<td>9. Iran</td>
<td>13.8</td>
</tr>
<tr>
<td>10. Mexico</td>
<td>13.7</td>
</tr>
<tr>
<td>11. Isle of Man</td>
<td>13</td>
</tr>
<tr>
<td>12. Nigeria</td>
<td>12.8</td>
</tr>
<tr>
<td>13. Zimbabwe</td>
<td>11</td>
</tr>
<tr>
<td>14. England</td>
<td>10.5</td>
</tr>
<tr>
<td>15. Israel</td>
<td>10</td>
</tr>
<tr>
<td>Country of Origin</td>
<td>Number of Problems</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>16. Germany</td>
<td>10</td>
</tr>
<tr>
<td>17. India</td>
<td>9.8</td>
</tr>
<tr>
<td>18. Haiti</td>
<td>9</td>
</tr>
<tr>
<td>19. Pakistan</td>
<td>9</td>
</tr>
<tr>
<td>20. Canada</td>
<td>8</td>
</tr>
<tr>
<td>21. Italy</td>
<td>7</td>
</tr>
<tr>
<td>22. Singapore</td>
<td>6</td>
</tr>
<tr>
<td>23. El Salvador</td>
<td>5</td>
</tr>
<tr>
<td>24. Taiwan</td>
<td>4</td>
</tr>
</tbody>
</table>

Question 1 (h) related to a comparison of the data obtained on the MISPI and the data obtained from the interviews. An analysis of the data obtained through the interviews yielded an initial coding of 27 conversation topics. A classification scheme was developed into which the 27 topics were coded. The overall topologies were English language, school, externals, relationships, and emotional/mental/physical health. The areas were similar to the patterns of problems which emerged in comparing the data collected in questions 1 (a), (b), and (c), which were financial concerns, interpersonal and intrapersonal issues,
academic problems and language problems. For the purposes of this study, the major areas will be described along with some examples of the students' comments. A comparison of the interview data with the results of the MISPI will follow the comments. For an in depth view of the problems in relation to the particular student who participated in the interview, the reader is referred to Appendix D which presents transcripts of the interviews.

The first area related to the English Language problems that international students encountered. The problems appeared to center around difficulties with spoken English—of understanding and of being understood. Both of the students who participated in the interview encountered difficulty understanding English when they first arrived in the U.S.:

...the first semester I started taking courses to fulfill the requirements for my associates degree, and I didn't understand anything the teacher was saying.

International students also expressed difficulty in expressing themselves in English, particularly with making a mistake or pronouncing words that were not understood:

That is one of the main reasons, problems that we face—we are afraid of talking—we are afraid that they will make fun of us if we make a mistake.
Inspection of Table 1 reveals that giving oral reports in class, understanding U.S. slang, limited U.S. vocabulary, speaking English, and writing English were among the top 40 problems of international students, making the English language student service area ranked second within the top 40. Ten percent of the total checks on student service areas were in the area of English language. The open-ended question yielded comments about the ability to read English. A comparison of the data from the MISPI tends to confirm the findings of the interviews that some international students experience difficulty functioning in English.

The second major area related to problems related to the school setting. The topics mentioned in this area were difficulties studying and working at the same time, being accepted into the college, academic advisement of which courses to take, the attitude of some instructors to foreign students, grades, the quality and value of U.S. education, the differences in educational systems, finding time to study, writing papers, and the cost of tuition. Students expressed concern about the amount of pressure they felt when they had to work and go to school full time:

And here's another thing, I took too many credits last semester. With calculus and
everything, I couldn't get my studies done, and I hate to get bad grades.

It's too much...sometimes I want time for myself, and I can't.

A disturbing finding was the comments related to the instructors' attitudes toward foreign students.

There was one instructor that there were ten points of the final grade that was the instructor's final evaluation...I worked hard two semesters to get an "A", but I couldn't get it---88 and 89.

One day he came into class and said "You know I graded your papers so fast because everybody cheated, some foreigners were cheating....He could have said "some students", he didn't have to say "foreigners".

The problems related to the cost of tuition were evident from the students' comments.

How am I going to get the money? I don't know.

I'm OK whether I have money or not, but I just want to make sure the tuition is paid and everything. Since I know that they are raising the tuition, it really bothers me...

The MISPI yielded similar results to the interview in the area of school related problems: Within the top forty problems were writing or typing term papers, attitude to foreign students, concept of being a foreign student, grades, choosing college subjects, evaluation of credentials, not enough time to study, and getting admitted to school. Students' comments on the open-
ended question mentioned the problem of tuition going up in the fall, not receiving credit for courses taken at home, being too tired to study, and lack of concern by instructors.

Students experienced problems dealing with external problems related to work, immigration status, restrictions and requirements of the student visa, food, transportation, money, and deciding whether to stay or leave the U.S.

Then I had to go to Mexico to get my car and I lost my job because of that, and I was five months without working, without money.

...I would get stuck here at school until five o'clock when he would come to pick me up, so it was very tiring for me because by the time I would get home, I was so tired I couldn't get my studies done.

I don't want to do it illegally. There's a lot of ways we can do it...like marrying an American guy. I don't want to cheat...

Inspection of Table 1 suggests the MISPI found parallel results in the area of external problems: The first three problems were immigration work restrictions, lack of money to meet expenses, and immigration regulations. Staying in the U.S. and getting a job, finding jobs that pay well, unexpected financial needs, not receiving enough money from home, the cost of an auto, not finding dates, the limited amount the U.S.
dollar will buy, finding employment between terms, changes in home government, and changes in weather conditions are external problems which are similar to the problems of the students who were interviewed. The results of question 1 (d) found financial needs as the greatest concern among the top forty problems, the student service area which was ranked highest of the eleven areas, and students' comments on the open-ended question mentioned financial concerns most often. The financial concerns expressed by the two students interviewed were major problems for them.

The relationship area dealt with issues concerning friends, family, experiencing prejudice, and people students went to for help in solving problems.

Friends appeared to be an important source of help for the students, perhaps because of their ages, and because of being away from home and traditional support systems.

The reason they like me...they knew me when I didn't speak any English, and they saw me now talking... and they liked that.

...so I always want to go and find out their customs to get closer to them and be their friend.
Family problems were mentioned by the student who lived with blood relatives and by the student who lived with an American host family.

Problems like normal problems that a normal family has—money, problems with the son, problems with the society...

Yes, it's hard to understand. That's why I say she needs help. I don't get irritated anymore because I think she's sick.

Concerns about not being accepted socially, the attitudes of some U.S. students toward skin color and foreign students, about having difficulty making friends, of the relationships between U.S. men and women, about the lack of opportunities to meet U.S. people which were indicated in Table 1, support the finding of the interview that friendships are a concern of international students.

The students who were interviewed received help from many sources: family members, faculty, counselors, and themselves.

I had my counselor who helped me out with a place to live, and ... I'd come see him—personal problems. I had an instructor who helped me with my technical vocabulary.

... If I need help about school, I go to counselors, but if there's some problems at home, I would talk with my brother...

The MISPI included a question that asked to whom the students go for help. Neither of the
international students mentioned friends as a source of help, although on the MISPI, friends were rated as the most common resource of international students. Both of the students who were interviewed mentioned seeing counselors for help, which is consistent with the MISPI's finding. Instructors and family members were selected as helpers by the interviewed students, which corresponds to the findings on the MISPI. One of the students interviewed depended on herself for help. Only one percent of the students' responses to the MISPI mentioned self as a source of help.

One of the students spoke of racial discrimination he suffered at the work place:

...there were three people--two Americans, one Mexican... and they laid me off.

Results of the MISPI found attitude to skin color marked as a problem by 33% of the students. People's attitudes towards racially different populations was also listed on the open ended question.

The final area of problems included feelings experienced--homesickness, apathy, fear, adjustment to change, and physical and emotional health. Students were questioned about their feelings in relation to living and studying in a foreign country.
Students spoke of fears they experienced in relation to the situations in their home countries:

...I could go home, but I'm not sure if I could get out again.

Probably the pressure, and being away from home, and hearing that they are bombing in Iran all the time. They killed a friend of mine—she was only seventeen, and they killed her.

But it's my country, and if I don't do something...who else is going to do it.

On the list of the top 40 problems, changes in home country's government was marked by 20% of the students. Desire not to return to home country was marked by 15% of the students, a concern which parallels the findings of the interview.

Both of the international students who participated in the interview admitted to bouts of homesickness:

I did get homesick and lonely because the other people that came with me, they went home after two months, so I was all alone here, and it was a big adjustment.

And I always wanted to go home like for summer, but I couldn't go...

Homesickness was marked by 22% of the students who responded to the MISPI.

Physical problems and tension were reported by the two students who were interviewed:

...my headaches...it was like three or five times a week...I was really sick.
The next fall I took 25 hours, and I felt tension.

Feeling under tension was marked by 25% of the students who responded to the MISPI, and nervousness was marked by 13%. Students who answered the open-ended question also mentioned feeling under tension.

In reviewing the data generated by the interviews, the findings of the Interview and the MISPI tend to confirm each other in that the major problem areas are similar, and the individual items are expressed in both the interview situation and the pencil and paper survey.

The second main research question focused on the student service problems that ESL students identify. The top forty problems of ESL students were selected to be reported. Data from the MISPI indicated were analyzed to indicate the top 40 problems of the ESL students. Nearly three-fourths of the students, (72%), checked "Speaking English" as a problem. Forty-three of the 60 students marked that item. The second most commonly checked problem was "Ability to write English," receiving checks from 36 of the 60 students (60%). Third ranked with 55% of the students responding was "Limited English vocabulary." "My pronunciation not understood" was marked by 26 of the 60 students for 43%. "Understanding U.S. slang" received checks from 24 of
the students, for 40%. A third of the students, 20 of the sixty responding, marked "Reading textbooks written in English" as a problem. Over a fourth of the students marked "Choosing college subjects" (32%), "Understanding lectures in English" (28%), and "Holding a conversation with U.S. friends" (25%).

Over a fifth of the students found the following to be problems: "Writing semester papers" (23%), "Difference in home and U.S. educational systems" (23%), "Not enough time to study" (22%), "Trying to make friends" (22%), "Hard to hear" (22%), "Concern about grades" (22%), "Lack of knowledge about the U.S.," and "Finding jobs that pay well" (20%).

Eighteen percent of the students marked "Being lonely," whereas 16% marked "Homesickness" and "Attitude of some students toward foreign students" as problems.

Fifteen percent of the students marked "Giving oral reports in class," "Getting admitted to U.S. college," "Attitude of some U.S. people to skin color," and "Understanding how to use the library."

Thirteen percent of the students found the following to be problems: "Concept of being a foreign student," "Compulsory class attendance," "Changes in weather conditions," "Finding part-time work," "Lack of
opportunities to meet U.S. people," "cost of an auto," "Understanding college catalogues," and "Having a non-English speaking roommate."

A total of ten percent of the ESL students checked the following problems: "Insufficient personal/social counseling," "Being told where one must live," "Dating practices of U.S. people," "Becoming a U.S. citizen," "Too many interferences with studies," "Need more time to rest," "Insufficient help from professors," and "Treatment at orientation meetings." Table 7 presents the rank order of the top 40 problems of ESL students.

Table 7
Top 40 Problems of ESL Students

<table>
<thead>
<tr>
<th>Problem</th>
<th>Percent</th>
<th>No. Responses</th>
<th>Student Service Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Speaking English</td>
<td>72%</td>
<td>43</td>
<td>EL</td>
</tr>
<tr>
<td>2. Ability to write English</td>
<td>60%</td>
<td>36</td>
<td>EL</td>
</tr>
<tr>
<td>3. Limited English vocabulary</td>
<td>55%</td>
<td>33</td>
<td>EL</td>
</tr>
<tr>
<td>4. My pronunciation not understood</td>
<td>43%</td>
<td>26</td>
<td>EL</td>
</tr>
<tr>
<td>5. Understanding U.S. slang</td>
<td>40%</td>
<td>24</td>
<td>EL</td>
</tr>
<tr>
<td>6. Reading textbooks in English</td>
<td>33%</td>
<td>20</td>
<td>EL</td>
</tr>
<tr>
<td>7. Choosing college subjects</td>
<td>32%</td>
<td>19</td>
<td>AS</td>
</tr>
<tr>
<td>8. Understanding lectures in English</td>
<td>28%</td>
<td>17</td>
<td>EL</td>
</tr>
<tr>
<td>Problem</td>
<td>Percent</td>
<td>No. responses</td>
<td>Student service area</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---------</td>
<td>---------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>9. Holding a conversation with U.S. friends</td>
<td>25%</td>
<td>15</td>
<td>EL</td>
</tr>
<tr>
<td>10. Writing semester papers</td>
<td>23%</td>
<td>14</td>
<td>AR</td>
</tr>
<tr>
<td>11. Differences in home and U.S. educational systems</td>
<td>23%</td>
<td>14</td>
<td>AS</td>
</tr>
<tr>
<td>12. Not enough time to study</td>
<td>22%</td>
<td>13</td>
<td>PS</td>
</tr>
<tr>
<td>13. Trying to make friends</td>
<td>22%</td>
<td>13</td>
<td>SP</td>
</tr>
<tr>
<td>14. Hard to hear</td>
<td>22%</td>
<td>13</td>
<td>HS</td>
</tr>
<tr>
<td>15. Concern about grades</td>
<td>22%</td>
<td>13</td>
<td>AR</td>
</tr>
<tr>
<td>16. Lack of knowledge about U.S.</td>
<td>20%</td>
<td>12</td>
<td>OS</td>
</tr>
<tr>
<td>17. Finding jobs that pay well</td>
<td>20%</td>
<td>12</td>
<td>PS</td>
</tr>
<tr>
<td>18. Being lonely</td>
<td>18%</td>
<td>11</td>
<td>SP</td>
</tr>
<tr>
<td>19. Homesickness</td>
<td>16%</td>
<td>10</td>
<td>SP</td>
</tr>
<tr>
<td>20. Attitude of some students toward foreign students</td>
<td>16%</td>
<td>10</td>
<td>OS</td>
</tr>
<tr>
<td>21. Giving oral reports in class</td>
<td>15%</td>
<td>9</td>
<td>EL</td>
</tr>
<tr>
<td>22. Getting admitted to U.S. college</td>
<td>15%</td>
<td>9</td>
<td>AS</td>
</tr>
<tr>
<td>23. Attitude of some U.S. people to skin color</td>
<td>15%</td>
<td>9</td>
<td>SP</td>
</tr>
<tr>
<td>24. Understanding how to use library</td>
<td>15%</td>
<td>9</td>
<td>OS</td>
</tr>
<tr>
<td>25. Concept of foreign student</td>
<td>13%</td>
<td>8</td>
<td>OS</td>
</tr>
</tbody>
</table>
Table 7—Continued

<table>
<thead>
<tr>
<th>Problem</th>
<th>Percent</th>
<th>No. responses</th>
<th>Student service area</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. Compulsory class attendance</td>
<td>13%</td>
<td>8</td>
<td>AR</td>
</tr>
<tr>
<td>27. Changes in weather conditions</td>
<td>13%</td>
<td>8</td>
<td>LD</td>
</tr>
<tr>
<td>28. Finding part time work</td>
<td>13%</td>
<td>8</td>
<td>FA</td>
</tr>
<tr>
<td>29. Lack of opportunities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>meet U.S. people</td>
<td>12%</td>
<td>7</td>
<td>SA</td>
</tr>
<tr>
<td>30. Cost of an automobile</td>
<td>12%</td>
<td>7</td>
<td>FA</td>
</tr>
<tr>
<td>31. Understanding college catalogues</td>
<td>12%</td>
<td>7</td>
<td>AS</td>
</tr>
<tr>
<td>32. Having non-English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>speaking roommate</td>
<td>12%</td>
<td>7</td>
<td>EL</td>
</tr>
<tr>
<td>33. Insufficient personal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>social counseling</td>
<td>10%</td>
<td>6</td>
<td>SP</td>
</tr>
<tr>
<td>34. Being told where to live</td>
<td>10%</td>
<td>6</td>
<td>LD</td>
</tr>
<tr>
<td>35. Dating practices in U.S.</td>
<td>10%</td>
<td>6</td>
<td>SA</td>
</tr>
<tr>
<td>36. Becoming a U.S. citizen</td>
<td>10%</td>
<td>6</td>
<td>PS</td>
</tr>
<tr>
<td>37. Interferences with studies</td>
<td>10%</td>
<td>6</td>
<td>AR</td>
</tr>
<tr>
<td>38. Need more time to rest</td>
<td>10%</td>
<td>6</td>
<td>HS</td>
</tr>
<tr>
<td>39. Insufficient help from teachers</td>
<td>10%</td>
<td>6</td>
<td>AR</td>
</tr>
<tr>
<td>40. Treatment received</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>at orientation meetings</td>
<td>10%</td>
<td>6</td>
<td>OS</td>
</tr>
</tbody>
</table>
Student Service areas

Question 2 (b) referred to the student service areas which received the highest number of checked items. Table 8 presents the data related to this question.

Table 8
Student Service Areas Ranked by ESL Students

<table>
<thead>
<tr>
<th>Student Service Area</th>
<th>Number of Checks</th>
<th>Percent of Total Checks</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language</td>
<td>236</td>
<td>31%</td>
</tr>
<tr>
<td>Admission/Selection</td>
<td>78</td>
<td>10%</td>
</tr>
<tr>
<td>Social/Personal</td>
<td>71</td>
<td>9%</td>
</tr>
<tr>
<td>Academic Records</td>
<td>62</td>
<td>8%</td>
</tr>
<tr>
<td>Orientation Services</td>
<td>60</td>
<td>8%</td>
</tr>
<tr>
<td>Placement Services</td>
<td>51</td>
<td>8%</td>
</tr>
<tr>
<td>Financial Aids</td>
<td>51</td>
<td>8%</td>
</tr>
<tr>
<td>Health Services</td>
<td>46</td>
<td>7%</td>
</tr>
<tr>
<td>Student Activities</td>
<td>42</td>
<td>6%</td>
</tr>
<tr>
<td>Living/Dining</td>
<td>35</td>
<td>5%</td>
</tr>
<tr>
<td>Religious Services</td>
<td>16</td>
<td>2%</td>
</tr>
</tbody>
</table>

ESL students ranked English Language problems as the most problematic area with 31% of the checked items. Items included in the English Language area were
speaking, writing, reading, and understanding textbooks in English, limited English vocabulary, pronunciation, insufficient remedial English services, having a non-English speaking roommate, reciting, and giving oral reports in class. There were 236 checked items in the area of English Language problems.

The second highest number of responses fell within the area of Admission/Selection with 10% of the checked items. There were 78 checked items in the area, which included getting admitted to the college, concern about the difference in home and U.S. educational systems, immigration regulations, understanding college catalogues, lack of knowledge about the U.S., evaluation of former school credentials, choosing college subjects, registration for classes each term, concern about the value of U.S. education, not attending the college of their first choice, differences in purposes among U.S. colleges, and not being met on arrival at campus.

The area of Social/Personal concerns ranked third with 71 checked items for 9% of the total. Being too Westernized, being in love, being lonely, feeling inferior to others, making friends, sexual customs in the U.S., being homesick, feeling superior to others, U.S. emphasis on personal cleanliness, feeling uneasy in public, the attitude of some U.S. people to skin color,
and insufficient personal counseling were the items included in the area of Social/Personal counseling.

The fourth ranked student service area was Financial Aid which received eight percent of the total checks, with 51 checked items. Financial Aid concerns included lack of money to meet expenses, not receiving enough money from home, having to do manual labor, saving enough money for social events, the limited amount the U.S. dollar will purchase, finding employment between terms, finding jobs that pay well, finding part-time work, unexpected financial needs, money for clothing, costs of an automobile, and immigration restrictions.

Placement Services received 51 checked items with 8% of the total number of checked items. The area included the following problems: finding a job upon returning home, not enough time to study, trying to extend stay in the U.S., becoming a U.S. citizen, changes in home government, desire not to return to home country, uncertainties in the world today, desire to enroll in another college, U.S. education not what was expected, insufficient help from the placement office, staying in the U.S. and getting a job, and wondering if U.S. education is useful to get a job at home.
Orientation Services also received eight percent of the total with 60 checked items. That area involved items dealing with the concept of being a foreign student, unfavorable remarks about the home country, law enforcement practices in the U.S., leisure time activities of U.S. students, relationship with foreign student advisor, treatment received at orientations, campus size, U.S. emphasis on time and promptness, understanding how to use the library, insufficient orientation, trying to be tourist and ambassador, and attitude of some students to foreign students.

Academic Records, the area which included frequent college examinations, compulsory class attendance, writing or typing term papers, competitive college grading system, objective examinations, insufficient advice from academic advisor, too many interferences with studies, feeling unprepared for U.S. college work, concern about grades, doing laboratory assignments, insufficient personal help from professors, and the relationship between U.S. students and faculty, received eight percent of the checks. A total of 62 checks fell within this area.

Receiving 7% of the checked items was Health Services. Included in this area were dietary problems, need for rest, concern about mental health, feeling
under tension, service received at the health center, health suffering due to academic pace, poor eye sight, finding adequate health services, physical height and weight, hard to hear, recurrent headaches, and nervousness. Health Services received 46 checks.

Student Activities received 6% of the total with 42 checks. The area included treatment received at social functions, relationship of U.S. men and women, U.S. dating practices, finding dates, being accepted in social groups, regulations on student activities, International House activities, U.S. emphasis on sports, problems shopping in the U.S., foreign student organization activities, lack of opportunities to meet U.S. people, and concern about political discussions.

Living/Dining problems received 35 checks for 5% of the total. Included in Living/Dining concerns were taste of food, insufficient clothing, not having a U.S. roommate, bathroom facilities, relationship with roommate, finding housing between terms, changes in weather conditions, lack of invitations to U.S. homes, distance of classes from residence, and being told where one must live.

The lowest area was Religious Services with only 2% of the checks, a total of 16 items checked. The
following problems were included in the area: having time to devote to religion, materialistic versus spiritual values, doubting the value of any religion, criticism of home religion, confusion about religion and morals in the U.S., accepting religious differences, religious practices in the U.S., attending church socials, concern about religious beliefs, finding a worship group, Christianity as a philosophy, and the variety of religious faiths in the U.S.

Student Service Areas within the Top Forty Problems

In order to determine whether there were trends toward clustering of students' top problems around particular student service areas, a comparison was made between the eleven student service areas. The comparison tended to demonstrate that the top 40 problems did cluster around some to the student service areas, and that one area, Religious Services, did not have any of the top 40 problems of ESL students. The English Language area accounted for the top six problems, for eight of the top ten problems, and for ten of the top 40 problems. Social/Personal problems were ranked second with five of the top 40 problems. Academic Records received five of the top 40. The area of Admission/Selection received a total of four of the
top forty. Orientation Services accounted for five of the top 40. Placement Services and Admissions/Selection received three rankings within the top 40. Living/Dining had two items ranked in the top 40, as did the area of Health Service. Financial Aid contained two of the top forty problems, however, none of the top 40 problems fell into the area of Religious Services.

Comparison of Student Service Areas

A comparison of the lists of student service areas by total number and by number within the top 40 items indicates that the two lists tend to confirm each other. Highest on both lists was English Language problems. Second rated on the top 40, and third rated on the overall total was the area of Social/Personal issues. Third rated on the top 40 was the area of Academic Records, which was rated fourth overall. Admissions/Selection was fourth on the top 40 and second overall. Ranked fifth on both lists was Orientation Services. Sixth ranked on the top forty, and seventh ranked overall was the area of Placement Services. Financial Aid was ranked seventh on the top forty and sixth overall. The four lowest ranked areas were the same on both lists: Health Services—eighth, Student Activities—ninth, Living/Dining—tenth, and Religious Services—eleventh. (See Table 9).
Table 9
Comparison of Student Service Areas
as Ranked Overall and Within the Top 40 Problems

<table>
<thead>
<tr>
<th>Overall</th>
<th>Within Top 40 Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. English Language</td>
<td>1. English Language</td>
</tr>
<tr>
<td>2. Admission/Selection</td>
<td>2. Social/Personal</td>
</tr>
<tr>
<td>3. Social/Personal</td>
<td>3. Academic Records</td>
</tr>
<tr>
<td>5. Orientation Services</td>
<td>5. Orientation Services</td>
</tr>
<tr>
<td>8. Health Services</td>
<td>8. Health Services</td>
</tr>
<tr>
<td>9. Student Activities</td>
<td>9. Student Activities</td>
</tr>
<tr>
<td>10. Living/Dining</td>
<td>10. Living/Dining</td>
</tr>
</tbody>
</table>

Problems Not Listed on the MISPI

Question 2 (c) related to the question on the inventory which asked students if the inventory presented a fairly complete list of problems which foreign students encounter. Of the ESL students who responded to that question, 75% answered in the affirmative. The second part of that question asked the students to fill in any additional problems which were not listed on the MISPI. The students added problems
which centered around economic issues: being taken advantage of by employers and not receiving economic support from the government; and around academic issues: not understanding the school terms and calendar, transferability, and the relationship of courses to employment. Other issues mentioned focused on admissions: papers lost, difficult to get into college. Several comments dealt with language: writing, pronunciation, grammar, spelling. Other comments centered on academic concerns related to classes: some people, but not all people, get help and missing classes due to work schedules.

Question 2 (d) related to any trends which emerged among the problems which ESL students identified on the MISPI. The problems of ESL students seem to fall into major categories of language, academic, social and work related problems. Language functioning, particularly verbal fluency, headed the list. Academic problems related to differences in the educational systems, not knowing which subjects to choose, not having time to study, and concern about grades and performance are a major area of concern. ESL students mention problems in the area of social functioning: expressing their concerns about loneliness, homesickness, lack of friends, and the attitude of U.S. people towards them.
Another area of concern is the difficulty in finding jobs that pay well, where one is treated fairly.

Question 2 (e) related to the students' reactions to the process of completing the questionnaire. Of the ESL students who responded to the question on the survey, 73% agreed that the process of completing the questionnaire was worthwhile. Responses to the open ended part of the question mentioned the validity of the questionnaire: that it did a good job, and that the author of the questionnaire knew about the issues. Students expressed hope that their responses might encourage external sources to help them. Other students stated that it was helpful to them in that it pointed out problems. Several ESL students said it might help them get help or advice. One student wrote that it was helpful because it helped express feelings. Overall the ESL students were positive about the experience of responding to the questionnaire, seeing it as a possible source of help for themselves and for other students.

Question 2 (f) asked to whom the students go for help in solving their problems. Of the students who responded to the item on the MISP which dealt with this issue, 21% said they would talk to a teacher, 20% to a counselor, and 18% to a friend. Other sources of help
were fellow student from home country (15%), foreign student advisor (7%), no one (7%), relatives (5%), co-workers (3%), pastor (2%), and supervisor (2%). The ESL students were more likely to go to an identified helper within the school community or to a friend or fellow student for help with their problems. Perhaps since the ESL students' problems centered around language problems, the helpers whom they selected were part of the academic community.

<table>
<thead>
<tr>
<th>Helper</th>
<th>Percent of students choosing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher</td>
<td>21%</td>
</tr>
<tr>
<td>2. Counselor</td>
<td>20%</td>
</tr>
<tr>
<td>3. Friend</td>
<td>18%</td>
</tr>
<tr>
<td>4. Fellow Student</td>
<td>15%</td>
</tr>
<tr>
<td>5. Foreign Student Advisor</td>
<td>7%</td>
</tr>
<tr>
<td>6. Self</td>
<td>7%</td>
</tr>
<tr>
<td>7. Relatives</td>
<td>5%</td>
</tr>
<tr>
<td>8. Co-workers</td>
<td>5%</td>
</tr>
<tr>
<td>9. Pastor</td>
<td>2%</td>
</tr>
<tr>
<td>10. Supervisor</td>
<td>2%</td>
</tr>
</tbody>
</table>
Question 2 (g) dealt with relationships between the number of problems identified and selected demographic variables. With respect to the range of problems marked, the highest average number checked by a subgroup was 21 and the lowest was ten. The average number of problems checked for the whole group was 13.5. The ESL students who had lived in the U.S. for less than one year reported having the most problems, an average of 21.3 problems each. Buddhist students had the second highest number of problems averaging 21.1. Protestant students were in third place averaging 18.0 problems each. Female ESL students had an average of 14.7 problems; students without family in the area reported an average of 14.6 problems; single students averaged 14.2 problems; and students with few friends averaged 13.7 problems. Other groups reporting were students who had lived in the U.S. for more than a year (12.0), students with many friends (12.8), students who are over 25 years of age (12.6), those with many friends (12.6), students with family in the area (12.4), married students (12.4), male students (12.3), Catholics (12.3), students with no religious affiliation (11.8), Moslems (11.8), Greek Orthodox students (11.5), and Bahai students (10.0). Table 11 presents the above information.
<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Number of Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Less than 1 year</td>
<td>21.3</td>
</tr>
<tr>
<td>2. Buddhists</td>
<td>21.1</td>
</tr>
<tr>
<td>3. Protestants</td>
<td>18.0</td>
</tr>
<tr>
<td>4. Females</td>
<td>14.7</td>
</tr>
<tr>
<td>5. No family in area</td>
<td>14.6</td>
</tr>
<tr>
<td>6. Single</td>
<td>14.2</td>
</tr>
<tr>
<td>7. Few friends</td>
<td>13.7</td>
</tr>
<tr>
<td>8. More than 1 year</td>
<td>12.8</td>
</tr>
<tr>
<td>9. Many friends</td>
<td>12.6</td>
</tr>
<tr>
<td>10. Over 25</td>
<td>12.6</td>
</tr>
<tr>
<td>11. Family in area</td>
<td>12.4</td>
</tr>
<tr>
<td>12. Married</td>
<td>12.4</td>
</tr>
<tr>
<td>13. Males</td>
<td>12.3</td>
</tr>
<tr>
<td>14. Catholics</td>
<td>12.3</td>
</tr>
<tr>
<td>15. No religion stated</td>
<td>11.8</td>
</tr>
<tr>
<td>16. Moslems</td>
<td>11.8</td>
</tr>
<tr>
<td>17. Greek Orthodox</td>
<td>11.5</td>
</tr>
<tr>
<td>18. Bahais</td>
<td>10.0</td>
</tr>
</tbody>
</table>
In comparing the students by ethnic group, the highest number of problems was checked by the Western European students. This particular average of 18.0 problems may be skewed, since there were only two students in the group. One of them marked a total of 34 items, whereas the other marked only two items. The three students from Eastern Europe averaged 14.3 problems each. An average of 13.8 problems was marked by the 43 Oriental students. Middle Eastern students, who numbered six, averaged 10.7 problems. The six Latin students had the lowest average of 7.3 problems. The high number of problems reported by Western European students does not seem logical given their cultural similarity and their familiarity with the English language. The high number of problems marked by the Eastern European group may be accounted for by their origins in cultures which are very different from the U.S. and by the lack of extensive support systems in the metropolitan area near the college which the Asian, Latin, and Middle Eastern students have.

The ESL students responses in terms of numbers of problems identified were compared by country of origin to see if students coming from particular countries experienced more problems than other ESL students. Students from Asian countries of Laos and Taiwan
reported the highest numbers of problems, and Asian students from Vietnam and Korea reported lower numbers of problems. Students from Latin countries reported an even lower number of problems as did the Afghani students. No clear patterns of problems emerged among the groups of students coming from particular countries. Further study of this issue utilizing an in depth interview might indicate whether there are differences. An inspection of Table 12 indicates the number of problems checked by students from each country. The three Laotian students averaged 22.7 problems each. Next highest were the four Taiwanese students who averaged 22.3 problems. The twenty Vietnamese students averaged 15.5 problems. An average of 15.3 problems was obtained by the three Korean students. The four Mexican students averaged 6.8 problems, and the two Afghani students averaged 6.0 problems. The remaining ESL students in the study were single representatives of their countries, so their scores are reported individually. The number of problems indicated follows the country of origin: Thailand--0, Sweden--2, Hong Kong--3, Colombia--9, Iran--10, Iraq--11, Poland--12, India--14, Guatemala--16, Rumania--20, Syria--24, and Denmark--34.
Table 12

Mean Number of Problems Checked by Country of Origin

<table>
<thead>
<tr>
<th>Country of Origin</th>
<th>Number of Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Denmark</td>
<td>34</td>
</tr>
<tr>
<td>2. Syria</td>
<td>24</td>
</tr>
<tr>
<td>3. Laos</td>
<td>22.7</td>
</tr>
<tr>
<td>4. Taiwan</td>
<td>22.3</td>
</tr>
<tr>
<td>5. Rumania</td>
<td>20</td>
</tr>
<tr>
<td>6. Guatemala</td>
<td>16</td>
</tr>
<tr>
<td>7. Vietnam</td>
<td>15.5</td>
</tr>
<tr>
<td>8. Korea</td>
<td>15.3</td>
</tr>
<tr>
<td>9. India</td>
<td>14</td>
</tr>
<tr>
<td>10. Poland</td>
<td>12</td>
</tr>
<tr>
<td>11. Iraq</td>
<td>11</td>
</tr>
<tr>
<td>12. Colombia</td>
<td>12</td>
</tr>
<tr>
<td>13. Mexico</td>
<td>6.8</td>
</tr>
<tr>
<td>14. Afghanistan</td>
<td>6</td>
</tr>
<tr>
<td>15. Hong Kong</td>
<td>3</td>
</tr>
<tr>
<td>16. Sweden</td>
<td>2</td>
</tr>
<tr>
<td>17. Thailand</td>
<td>0</td>
</tr>
</tbody>
</table>
Question 2 (h) focused on a comparison of the data obtained on the MISPI and the data obtained in the interviews. An analysis of the data obtained through the interviews yielded an initial coding of 14 conversation topics. A classification scheme was developed into which the 14 topics were coded. The major typologies were understanding and speaking English, writing English, support systems, education, and work. The topologies were similar to the patterns of problems which emerged in comparing the data collected in questions 2 (a), (b), and (c), which were language, academic, social, and work related problems. In order to compare the data, the major topologies will be described along with some examples of the students' comments. A comparison the the interview data with the results of the MISPI will follow the comments. For an integrated view of the students' problems, the reader is referred to the transcriptions of the audiotapes which are presented in Appendix D.

The first major area is related to the problems students experience in being able to speak and understand English. More of their problems were related to their ability to speak English than to any of the other topologies. Students expressed their concern
about having the opportunity to practice their English.

Speaking English is my main problem. My wife told me she don't think I can learn the better to speak English in the United States, because I am not talking often.

I don't have the chance to speak English at home. And the other problem is like I get in an accident, and I don't know what to say, I mean, the police or the insurance company...

No, we do not talk at work. Because when we're working, if we are talking, we will have difficulty, and we will make a mistake.

The students also express concern about being able to talk to their friends:

Well, when we're talking to each other, then I can answer slowly, and I can ask them to speak slower.

Well, I think I can understand better than speaking.

Difficulty understanding English poses many problems for the students:

I can speak, you know, easy English, but when you talk to your friend, you sometimes can't understand, so you just say "forget it".

When they are speaking, sometimes they speak so fast that you don't understand.

Sometimes it is a problem, when they are just talking fast...slang, I have really difficult time.

I am afraid that the teacher will say something, and I won't understand.

Students mentioned vocabulary and being able to read English at a college level as other language related difficulties. The following quote summarizes
the language problems which ESL students face, a problem that seems to touch all aspects of their lives:

And I'm working on it right now. Everything I find I want to do, like I have to study English first, to do something else.

The MISPI yielded results similar to the interview. The most frequently checked problems were related to English language problems. Speaking English was the top concern, holding conversation with U.S. friends was marked by 25% of the students, limited English vocabulary was marked by 55% of the students, pronunciation not being understood was checked by 43% of the students, and understanding U.S. slang was marked by 40% of the students. The top student service area was English Language which received a total of 236 checks.

The area of writing English was considered a separate area because there were so many comments, that it emerged as a typology, distinct from oral English. The following comments focus on the kinds of difficulties that ESL students experience writing:

Well, I know my writing is not good, just like what I say, you know. I just write like what I say.

I still have problems with my English, with my writing.

In writing class, sometimes the teacher tells that when I translate it, it means another thing.
The results of the MISPI indicate that writing English is a major problem for ESL students. Ability to write English was the second most highly checked item, with 60% of the students marking it. Students responding to the open-ended question also mentioned writing difficulties.

The typology focusing on support systems included the categories of help, family, and friends. The ESL students apparently learned to whom to go for help with different types of problems.

I go to my friends. I ask my friends.
If I have a school problem, I ask a teacher.
Sometimes I will go to the counseling office.
I learned, I read in the books, you know, and I take many questions and I search for them by myself.

Students expressed a loss of the natural helping systems they would have had in their home cultures.

Yes, and that's another problem, everybody their family can help them, and I can't.

My father, you know, he knows a lot, but he doesn't know a lot about America, so he can't help me either, so I become independent now. More than if I was there...

Then I'd ask my friends, because my mom, she speaks English too, but I know more things than she.

We have so many friends in our home country, and so we can talk to them. We can talk together and get help.
You just go home and then and ask your family because your family can help, you know. And sometimes you can go to school, you know, and get a teacher to come to home to teach you, and you pay.

Family members living here were a frequent topic of conversation for the interviewees:

I have my sister here, and she's working hard...Twelve hour day and seven days a week.

The other big problem is that she got colon cancer after she got here.

And my father was so sad. He came when all this happened.

Of all the topics, comments about friends perhaps speak to the problem of isolation that many ESL students mention.

Well, I still miss Taiwan. You know, you can't have a lot of friends like I had in Taiwan.

And we had different classes every hour, so different classmates, so as a foreign student, you know, probably you won't get friends from the class.

Well, most of my friends are Chinese, well, I have some American friends, but we are not very close. We cannot communicate very well.

Do you have many friends from the U.S.? "No". What about from Vietnam? "No. After school I have to go home."

Results from the MISPI are similar to the topics the students generated in the interviews: About one-fifth of the students (20%) would get help from counselors, teachers, and friends, 15% would ask a friend for help, and 7% would rely on themselves. Only
5% of the students would rely on relatives, perhaps for some of the reasons stated above in the quotations. Although 50% of the ESL students have family in the area, few of them rely on their families, which are probably their natural helping systems in their home cultures. Trying to make friends was a problem of 22% of the ESL students, and lack of opportunities to meet U.S. people was a problem of 12% of the students. Homesickness and being lonely were checked by 16% of the students. One of the trends among problems mentioned in response to question 2 (d) was in the area of social functioning: loneliness, homesickness, lack of friends, and the attitudes of U.S. people towards them. The above similarities tend to confirm that the two data collection strategies yielded similar results.

The topology including problems related to work centered on two main areas: problems related to work itself and problems related to trying to balance study, family responsibilities and work at the same time.

I studied at home four hours a day. I worked eight hours.

He wants me to study, he doesn't want me to work. With that you can't study very much.

...just cashier because the job is ten 'til seven, and last year I had a class in the morning, so I could go straight to work.
...so I worked and just take about one course a semester.

Well, if you can't speak English, you can't get a good job.

Actually I didn't look for another job than I have now. I'm in school, and I really don't have time to look for a job.

Finding jobs that pay well, finding part time work, interferences with studies, not having enough time to study, and need for more time to rest were items among the top 40 problems on the MISPI. On the open-ended question, students mentioned being taken advantage of in the work setting and finding well paying jobs.

The final topology was the area of academic related concerns. In this area fear of coming to the college to study and difficulty getting enrolled were initial problems of both the students interviewed:

When I decided to come to the college, you know, I was really scared...if you do not understand, the you cannot do anything. Even when you do the applications, fill out the forms.

I didn't understand it, nothing at all. I had to bring my friend with me to help me fill out the application, but we still had problems, because after we filled out the application, we didn't know what to do then. Then, what and how, we don't know.

It was exciting to come to the U.S. About a half year later, I felt afraid, I was afraid to go to school.

Yes, I was frightened, but I just have to study, so I couldn't worry about that.
Another area mentioned was the value of the U.S. education:

That's why I came to the U.S., because you can get a better education here.

You know that sometimes you're better to learn the whole thing than to get the degree. I just want to learn.

Students expressed difficulties with academic advisement related concerns:

Is there any way I can get credit for the courses I took in Taiwan?

And then which school to transfer to...

Do they have to finish 60 hours...after you graduate from the college?

I asked my friends, and they told me what to do.

Difficulties encountered in the academic area were discussed by the ESL students:

When I took the math, I didn't understand so good what the teacher was saying, so I studied it at home.

When I took the engineering class, he told me that I couldn't understand it, but when I take a test, I did really well.

Maybe he just thought I understand. He did not know that I couldn't talk with him, you know. When I told him I don't understand, I just learned the ABC's, I told him, and he couldn't believe that.

The MISPI results mirrored the results of the interview in the area of academic concerns. A third of the students, (33%), encountered difficulty choosing college subjects, 23% had difficulty with the
differences in home and U.S. educational systems, and 16% encountered difficulty getting admitted to U.S. college. Understanding college catalogues was a problem for 12% of the students. The open-ended question yielded statements about not understanding the school terms and calendar, transferring, and the relationship of courses to employment. Academic problems was one of the major categories discussed in question 2 (d).

The third main research question referred to the similarities and differences between the problems which international and ESL students identify. The question sought information which could be used by counselors, instructors, administrators, and student service personnel in planning programming for students from other countries.

Question 3 (a) regarded the top 25 problems that were common to both international and ESL students. The top 40 problems for each group were combined, and the top 25 of those problems were reported. (See Table 13). The highest rated common problem was "My pronunciation not understood." "Understanding U.S. slang" was the second most highly rated concern. "Choosing college subjects, writing term papers, difference between home and U.S. educational systems, and concern about grades"
were the next most highly rated items. Seventh on the list was "Attitude of some U.S. people to skin color." Next on the list was "Finding jobs that pay well." The "Attitude of some students toward foreign students" was rated ninth. Tenth rated was "Giving oral reports in class." The following items were also rated in the top 25: "Trying to make friends, Being lonely, Not enough time to study, Concept of being a foreign student, Homesickness, Holding a conversation with U.S. friends, Lack of knowledge about U.S., Cost of an auto, Changes in weather conditions, Getting admitted to U.S. college, Understanding how to use the library, Nervousness, Insufficient personal-social counseling, Law enforcement practices in the U.S., and Finding part-time work."

Table 13

Common Problems and Corresponding Student Service Areas

<table>
<thead>
<tr>
<th>Problem</th>
<th>Student service area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pronunciation not understood</td>
<td>EL</td>
</tr>
<tr>
<td>2. Understanding U.S. slang</td>
<td>EL</td>
</tr>
<tr>
<td>3. Choosing college subjects</td>
<td>AS</td>
</tr>
<tr>
<td>4. Writing term papers</td>
<td>AR</td>
</tr>
<tr>
<td>5. Difference in home and U.S. ed. systems</td>
<td>AS</td>
</tr>
<tr>
<td>6. Concern about grades</td>
<td>AR</td>
</tr>
<tr>
<td>Problem</td>
<td>Student service area</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>7. Attitude of some U.S. people to skin color</td>
<td>SP</td>
</tr>
<tr>
<td>8. Finding jobs that pay well</td>
<td>FA</td>
</tr>
<tr>
<td>9. Attitude of students to foreign students</td>
<td>OS</td>
</tr>
<tr>
<td>10. Giving oral reports in class</td>
<td>EL</td>
</tr>
<tr>
<td>11. Trying to make friends</td>
<td>SP</td>
</tr>
<tr>
<td>12. Being lonely</td>
<td>SP</td>
</tr>
<tr>
<td>13. Not enough time to study</td>
<td>PS</td>
</tr>
<tr>
<td>14. Concept of being a foreign student</td>
<td>OS</td>
</tr>
<tr>
<td>15. Homesickness</td>
<td>SP</td>
</tr>
<tr>
<td>16. Holding a conversation with U.S. friends</td>
<td>EL</td>
</tr>
<tr>
<td>17. Lack of knowledge about U.S.</td>
<td>AS</td>
</tr>
<tr>
<td>18. Cost of an auto</td>
<td>FA</td>
</tr>
<tr>
<td>19. Changes in weather conditions</td>
<td>LD</td>
</tr>
<tr>
<td>20. Getting into a U.S. college</td>
<td>AS</td>
</tr>
<tr>
<td>21. Understanding how to use the library</td>
<td>OS</td>
</tr>
<tr>
<td>22. Nervousness</td>
<td>HS</td>
</tr>
<tr>
<td>23. Insufficient personal/social counseling</td>
<td>PS</td>
</tr>
<tr>
<td>24. Law enforcement practices in the U. S.</td>
<td>OS</td>
</tr>
<tr>
<td>25. Finding part time work</td>
<td>PS</td>
</tr>
</tbody>
</table>

Question 3 (b) related to the student service areas which had the greatest number of problems common to both international and ESL students. The area of Social/Personal problems received five of the top 25 problems. Concerns common to both ESL and international students were the racist attitudes of some of the U.S. people, making friends, being lonely, feeling homesick, and insufficient personal-social counseling. The area of English Language had four of the top 25 common problems. Pronunciation, understanding slang, giving oral reports in class, and holding a conversation with U.S. friends were the language problems in the top 25. Also receiving four of the top 25 was the area of Orientation Services. Students' common concerns in this area were the concept of being a foreign student, the attitude of some students toward foreign students, understanding how to use the library, and law enforcement practices in the U.S. Admission/Selection accounted for four common concerns: choosing college subjects, difference between home and U.S. educational systems, lack of knowledge about the U.S., and getting admitted to college. Academic Records received two of the top common concerns: writing term papers and concern about grades. Placement Services problems listed were finding enough time to study and finding part-time work. Financial Aid
problems were finding jobs that pay well and the cost of an auto. One problem related to the area of Health Services was mentioned: nervousness. In the area of Living/Dining concerns, the only common problem listed in the top 25 was changes in weather conditions. There were no common problems in the top 25 which related to the areas of Religious Services nor Student Activities.

Question 3 (c) related to any trends or patterns within the common problems. In reviewing the list of common problems, some themes appear. Many of the items the students marked as problems center around the cultural change they experience. Common problems in the area of culture shock are the differences in the educational systems, law enforcement practices, not knowing how to use the library, lack of knowledge about the U.S., changes in the weather, being a foreign student, choosing subjects, being homesick, not understanding slang, not being understood, and having difficulty making friends. Closely related is the area of social and interpersonal relations and communication, which emerges as a theme. Students' problems in this area include the attitudes of others towards foreign students, racism, being lonely, trying to make friends, having difficulty making conversation, being understood,
and understanding slang. Problematic feelings of being lonely, nervous, homesick, concerned about grades, and the expressed need for personal counseling emerge as another theme. Finally concerns about lifestyle: the cost of an auto, finding jobs that pay well, having time to study, appear to be an area of difficulty.

Question 3 (d) dealt with the problems which were more common to ESL students. The lists of the top 40 problems of ESL students and the top forty problems of international students were compared. There were six problems which at least three times as many ESL as international students marked as problems. Speaking English was a problem for 43 ESL students and for 10 international students. Ability to write English was a problem for 36 ESL and nine international students. Thirty-three ESL students and three international students found reading textbooks in English to be a problem. Understanding lectures in English was a problem for 17 ESL students but for only four international students. Having difficulty hearing was a problem for 13 ESL students and for one international student. All of the six problems which were more common to ESL students focused on the area of difficulty with the English language.
Question 3 (e) regarded the problems which are more common to international students. A comparison of the top 40 problems of each group identified nine problems that were more common to international students than to ESL students. The problems are listed in Table 14. The criterion used for differentiation was that the international students’ responses be at least three times as frequent as the responses of the ESL students. Immigration work restrictions was reported as a problem for 33 international students and for five ESL students. Twenty-seven international and four ESL students found lack of money to meet expenses to be a problem. Immigration regulations was a problem for 25 international and two ESL students. Fifteen international and five ESL students checked staying in the U.S. and getting a job. More international (15) than ESL students (3) reported that feeling under tension was a problem. Unexpected financial needs was marked by 14 international and three ESL students. Twelve international students had difficulty finding dates, however, only four ESL students did. Not receiving enough money from home was marked by 13 international and four ESL students. The last problem more common to international students was changes in
home government, which 12 international and four ESL students marked. International students' problems focused on the areas related to their status in the U.S.—immigration, social life; their financial situation—work restrictions, lack of money, unexpected financial needs, not receiving enough money from home; and uncertainty about the future—changes in home government, staying in the U.S. and getting a job. Problems of ESL students focused on the area of English language proficiency.

Table 14

Problems of International and ESL Students

<table>
<thead>
<tr>
<th>Problems Common to ESL Students</th>
<th>Problems Common to International Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Speaking English</td>
<td>1. Immigration</td>
</tr>
<tr>
<td>2. Writing English</td>
<td>Work restrictions</td>
</tr>
<tr>
<td>3. Reading textbooks</td>
<td>2. Lack money to meet expenses</td>
</tr>
<tr>
<td>4. Understanding lectures</td>
<td>3. Immigration Regulations</td>
</tr>
<tr>
<td>5. Hearing problems</td>
<td>4. Staying in U.S. and getting a job</td>
</tr>
<tr>
<td>6. Unexpected financial needs</td>
<td>5. Feeling under tension</td>
</tr>
<tr>
<td>7. Difficulty finding dates</td>
<td>6. Unexpected financial needs</td>
</tr>
<tr>
<td>8. Not enough money from home</td>
<td>7. Difficulty finding dates</td>
</tr>
<tr>
<td>9. Changes in home government</td>
<td>8. Not enough money from home</td>
</tr>
<tr>
<td></td>
<td>9. Changes in home government</td>
</tr>
</tbody>
</table>
An inspection of Table 14 highlights the differences between the problems common to each group. The ESL students' problems center around the issues related to English language usage. The problems of international students are of a greater variety, suggesting that they may face a set core of problems.

Question 3 (f) focused on a comparison of the international and ESL students' responses. Overall the international students checked 912 items with a mean of 15.2, and the ESL students checked a total of 811 with a mean of 13.5. The modes for international students were items six and 10, which were checked six times each. The modes for ESL students were four and seven, which were checked seven times each. The range for international students was from one to 67 items checked. ESL students ranged from 0 to 44 items checked.

Dividing the groups by ethnicity, Middle Eastern international students checked an average of 18.3 items, and Middle Eastern ESL students marked an average of 10.66 items. Asian international students marked an average of 16.5 items, and Asian ESL students marked an average of 13.83 items. Latin international students marked an average of 15.3 problems, and Latin ESL students marked an average of 7.3 problems. Table 15 summarizes the comparison above.
Table 15
Comparison of Problems of International and ESL Students by World Region

<table>
<thead>
<tr>
<th>World Region</th>
<th>ESL</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle Eastern</td>
<td>10.7</td>
<td>18.3</td>
</tr>
<tr>
<td>Asian</td>
<td>13.8</td>
<td>16.5</td>
</tr>
<tr>
<td>Latin</td>
<td>7.3</td>
<td>15.3</td>
</tr>
<tr>
<td>Western European</td>
<td>18.2</td>
<td>9.2</td>
</tr>
<tr>
<td>Eastern European</td>
<td>14.3</td>
<td></td>
</tr>
<tr>
<td>African</td>
<td></td>
<td>16.8</td>
</tr>
</tbody>
</table>

Question number four asked for a demographic description of the international students. With regard to sex, 68% of the international students were male and 32% were female. Nearly half of the students, 48%, reported having many friends, and 52% reported having few friends. Seventy percent of the international students were under 25 years of age, with 30% over age 25. A large percentage reported having family in the area—45%, with 55% reporting not having family in the area. Marital status revealed that 80% of the international students are single, and 20% are married. Table 16 presents a summary of the international students' demographic data.
<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>68%</td>
</tr>
<tr>
<td>Females</td>
<td>32%</td>
</tr>
<tr>
<td><strong>Support groups</strong></td>
<td></td>
</tr>
<tr>
<td>Many friends</td>
<td>48%</td>
</tr>
<tr>
<td>Few friends</td>
<td>52%</td>
</tr>
<tr>
<td>Family</td>
<td>45%</td>
</tr>
<tr>
<td>No family</td>
<td>55%</td>
</tr>
<tr>
<td><strong>Length of stay</strong></td>
<td></td>
</tr>
<tr>
<td>+ 1 year</td>
<td>83%</td>
</tr>
<tr>
<td>-1 year</td>
<td>17%</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
</tr>
<tr>
<td>Under 25</td>
<td>70%</td>
</tr>
<tr>
<td>Over 25</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Marital Status</strong></td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>80%</td>
</tr>
<tr>
<td>Married</td>
<td>20%</td>
</tr>
<tr>
<td><strong>World Region of Origin</strong></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>32%</td>
</tr>
<tr>
<td>African</td>
<td>25%</td>
</tr>
<tr>
<td>Middle Eastern</td>
<td>17%</td>
</tr>
</tbody>
</table>
Table 16—Continued

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin</td>
<td>12%</td>
</tr>
<tr>
<td>Western European</td>
<td>12%</td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
</tr>
<tr>
<td>Religion</td>
<td></td>
</tr>
<tr>
<td>Protestant</td>
<td>25%</td>
</tr>
<tr>
<td>Catholic</td>
<td>23%</td>
</tr>
<tr>
<td>Moslem</td>
<td>17%</td>
</tr>
<tr>
<td>Hindu</td>
<td>7%</td>
</tr>
<tr>
<td>Greek Orthodox</td>
<td>2%</td>
</tr>
<tr>
<td>No religious preference stated</td>
<td>22%</td>
</tr>
</tbody>
</table>

Ethnically the international students are 32% Asian, 25% African, 17% Middle Eastern, 12% Latin, 12% Western European, and 2% percent Other. Their religious preferences were 23% Catholic, 25% Protestant, 17% Moslem, 7% Hindu, 2% Greek Orthodox, and 22% no religious preference stated.

The students represented 24 countries. Nigeria was the country with the greatest number of students—seven, followed by Iran and Kenya with six each. Five students came from India. Four came from Bangladesh and Great Britain. Three students came from West Germany, Mexico,
and Hong Kong. Iraq, Canada, Pakistan, and Venezuela each had two students. One student came from each of the following countries: Haiti, Israel, Lebanon, Trinidad, El Salvador, Italy, Singapore, China, Taiwan, Malaysia, and Zimbabwe.

International students spoke 35 different languages. English was the native language of 17% of the students. Spanish was second with 10%, and Farsi was third with 7%. Other languages spoken included Ibo (Igbo), Gujarati, Kikuyu, Efik, Kisi, Yoruba, Swahili (Kiswahili), Hindi, Urdu, Tamil, Bengali, Konkani, Mandarin, Cantonese, German, Italian, Kurdish, Arabic, and French.

The most popular major was Engineering, followed by Business, Computer Science, Education, Social Science, and Biology. Other majors were Economics, Pre-Pharmacy, Data Management, Real Estate, Technology, English Literature, Science, Theater, Physics, Music, Psychology, Accounting, Government, Interior Design, and Construction Management. The international students' majors were more diverse, including social sciences, humanities, and literature as well as technology, science and business.
Question five related to a demographic description of the ESL population. An equal number of female and male ESL students participated in the study. A little over half of the students were over 25 years of age—55%, with 45% under age 25. Only 17% of the ESL students said they had many friends in the area and 83% said they had few friends in the area. Half of the students reported having family in the area. Regarding marital status, 62% of the students are single and 38% married. Table 18 presents a summary of the demographic data obtained from ESL students.

Table 17

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>50%</td>
</tr>
<tr>
<td>Female</td>
<td>50%</td>
</tr>
<tr>
<td>Support Group</td>
<td></td>
</tr>
<tr>
<td>Many friends</td>
<td>17%</td>
</tr>
<tr>
<td>Few friends</td>
<td>83%</td>
</tr>
<tr>
<td>Family</td>
<td>50%</td>
</tr>
<tr>
<td>No family</td>
<td>50%</td>
</tr>
<tr>
<td>Length of Stay</td>
<td></td>
</tr>
<tr>
<td>+ 1 year</td>
<td>93%</td>
</tr>
</tbody>
</table>
Table 17—Continued

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 1 year</td>
<td>7%</td>
</tr>
<tr>
<td>Age</td>
<td></td>
</tr>
<tr>
<td>-25 years</td>
<td>45%</td>
</tr>
<tr>
<td>+25 years</td>
<td>55%</td>
</tr>
<tr>
<td>Marital status</td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>62%</td>
</tr>
<tr>
<td>Married</td>
<td>38%</td>
</tr>
<tr>
<td>World region of origin</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>72%</td>
</tr>
<tr>
<td>Latin</td>
<td>10%</td>
</tr>
<tr>
<td>Middle Eastern</td>
<td>7%</td>
</tr>
<tr>
<td>Eastern European</td>
<td>5%</td>
</tr>
<tr>
<td>Western European</td>
<td>3%</td>
</tr>
<tr>
<td>Religion</td>
<td></td>
</tr>
<tr>
<td>Catholic</td>
<td>23%</td>
</tr>
<tr>
<td>Buddist</td>
<td>13%</td>
</tr>
<tr>
<td>Moslem</td>
<td>7%</td>
</tr>
<tr>
<td>Protestant</td>
<td>7%</td>
</tr>
<tr>
<td>Greek Orthodox</td>
<td>3%</td>
</tr>
<tr>
<td>Bahai</td>
<td>2%</td>
</tr>
<tr>
<td>No religious preference stated</td>
<td>45%</td>
</tr>
</tbody>
</table>
Table 17—Continued

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immigration Status</td>
<td></td>
</tr>
<tr>
<td>Immigrants</td>
<td>82%</td>
</tr>
<tr>
<td>Refugees</td>
<td>8%</td>
</tr>
<tr>
<td>U.S. Citizens</td>
<td>7%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
</tr>
</tbody>
</table>

Ethnically the largest percentage (72%) of the students is Asian, with 10% Latin and 10% Middle Eastern. Five percent of the students are Eastern European, and 3% are from Western Europe. ESL students represent 20 countries. The largest group of students comes from Vietnam with 31% of the total. Twelve percent of the students come from China, and 7% each from Mexico and Taiwan. Five percent of the students come from Korea, and 5% are originally from Laos. Afghanistan accounts for 3% of the students. Other ESL students come from Thailand, Colombia, Guatemala, India, Iraq, Iran, Syria, Rumania, Poland, Russia, Denmark, Sweden, and Hong Kong.

Languages spoken by ESL students number 16. The largest percentage of students speak Vietnamese...
International students represent a broader range of cultural backgrounds with 32% Asian, 25% African, 17% Middle Eastern, 12% Latin, 12% Western European, and 2% Other. The large majority of Asian ESL students (71%) made their group less diverse. Ten percent of the ESL students were Latin, 10% were Middle Eastern, 5% were Eastern European, and 3% were Western European. None of the ESL students was African. The ESL and International students differed somewhat in the nations they represented. International students represented 24 countries, with the largest number coming from the African countries of Nigeria and Kenya. Iran claimed 10% of the students, with 8% coming from India, 7% from Great Britain and 7% from Bangladesh. Mexico, Hong Kong, and West Germany each had 5% of the total. The ESL students were from 20 countries, with 33% coming from Vietnam, 12% from China, 5% from Mexico and 5% from Korea and Laos.

International students spoke 25 languages, and ESL students spoke 16 languages. English was the most common language of the international students, and Vietnamese was the most common language of the ESL students.
With regard to sex, there were more male than female international students, but there was an equal number of female and male ESL students. The international student population appears to be younger than the ESL population: 70% of the international students were under 25, whereas only 45% of the ESL students are under 25.

More ESL students are married (38%) than international students (20%).

With regard to support groups, international students appeared to have more friends in the area than the ESL students. Of the international students, 48% said that they have many friends in the area, but only 17% of the ESL students reported having many friends. Nearly half of the international students (45%) and half of the ESL students (50%) have family in the area. The high incidence of international students with family in the area could be accounted for by a number of factors: students may have come here with their families who are living in the states for business or other reasons, students may have siblings who have also come to study, or students may have come to live in the area because of other family members who live here.

Although the ESL population's majors are not as diverse as the international students' majors, they both
tend towards majoring in engineering, math, and science.

With regard to religion, the International and ESL students' largest percentages are Catholic. Both populations have Moslem and Protestant members. There are Buddhist ESL students, but there are no Buddhist International students. Several of the international students are Hindu, but none of the ESL students is Hindu. The majority of both groups of students has lived in the U.S. longer than one year. Of the international students, 83% have lived in the U.S. for more than a year. Even more ESL students, 93%, have lived in the states for over a year.

Conclusions

Conclusions regarding the demographic information obtained suggest that the two populations have some differences demographically which might influence student service personnel to plan distinct programming for the two populations. The difference in the ages, marital status, peer support group, and marital status of the two groups might indicate particular services and programs be developed for each population.

Some general conclusions may be made from the data obtained on the MISPI and from the interviews about the kinds of problems that the two populations face.
Although the international students have a variety of problems which relate to all of the student service areas, the results of the survey and the in-depth interviews suggest that financial concerns, interpersonal functioning, immigration restrictions, and language functioning are problem areas for the international students. The study suggests that the root problem of many of the international students is one of finances precipitated by immigration regulations regarding the number of hours they can work while on a student visa, and the immigration service requirement that they be enrolled as a full time student. Many of the problems focus on the stress international students experience attempting to work, study full time, and adjust to a new culture. That stress plus the normal problems all students tend to experience in college compound the difficulties they experience.

Results of the survey and the interviews indicate that the ESL students' primary problem area focuses on language functioning. Other problems which they mention often relate to finding well paying jobs and making friends. A pattern which emerged was initial fear and difficulty in getting admitted to the college combined with the language related problems.
Recommendations

The results of the current study suggest the following recommendations in the area of future research. Future studies in the area of ESL and international students may benefit by the development of an instrument that includes the problems which were added by the students in the open-ended section of the questionnaire. A helpful recommendation would be to translate the instrument into the native languages of the ESL students in order to insure that they understood the concepts. In-depth studies of particular subgroups who identified more problems than others could provide information about why those students were experiencing more problems.

With regard to practical application, problems identified by the questionnaire could be addressed by the college. The following recommendations are possible strategies to deal with some of the identified problems. The concerns are mentioned by student service area, and lists of suggestions follow each stated concern.

In the area of English Language, pronunciation not being understood is a problem of the ESL student population. The community college could provide courses in pronunciation, tutors to work with students one-on-
one, and language labs which have tapes on pronunciation. Meloni (1984) suggested providing special language instruction for all foreign students. Understanding U.S. slang is a problem which could be addressed by compiling a list of current slang usage in the area, by teaching courses using common language, by assigning reading material which uses common language, by teaching mini-courses on slang, by using U.S. tutors, and by forming student groups where the ESL students could socialize with U.S. students. Difficulty with giving oral reports in class could be addressed by providing a special ESL speech class, by encouraging ESL students to role play in class, by encouraging ESL students to enroll in speech and communications classes, and by informing counselors of the need of the students to enroll in courses which will help them in oral presentations. Holding conversations with U.S. friends, a problem for both ESL and international students, could be addressed by encouraging faculty to develop programs and classes that would allow students to participate in cross-cultural classes and workshops on cross-cultural communication. Supporting a Friends Program, which matches volunteer U.S. students, faculty, or community members with ESL and international students could be helpful in practicing conversing with U.S. friends.
Hart (1974) suggested that all international students take an English exam before being accepted, which is a procedure of the selected college; and yet, many international students continue to have difficulties with their English. Perhaps additional language testing and screening of students would help.

In the area of Orientation Services, one of the disturbing issues mentioned by the international students was the attitude of some of the U.S. students toward them. The college could address this concern by preparing the students at orientation meetings, by encouraging faculty to include international understanding as part of their courses, by developing cross-cultural classes and workshops, by supporting international study programs for U.S. students, by establishing international day or week, and by purchasing cross-cultural communication materials which could be used by faculty and students to eliminate racism and stereotyping. The concept of being a foreign student is a problem which could be addressed through various strategies. A strong program involving faculty and students in an American friends, or a host, or buddy system might serve to improve the image of foreign students in the college. A foreign student support
group could be formed which would provide the students with positive experiences associated with being a foreign student. Preparation in advance at orientation meetings and in the information initially sent to the prospective students could help international students accept some of the negative aspects of the concept by normalizing them. A campus-wide initiative promoting the image of the international student through the newspaper, through faculty development, and through administrative proclamation could improve the students' experience. Letters written to each international student confirming the importance of their contribution to the institution might be useful. A third problem which falls into Orientation Services is understanding the library. A library skills course could be recommended for ESL students. Instructors could take their classes to the library for instruction from the library personnel. Orientation presentations for ESL students might provide handouts explaining the use of the library. The problem international students have regarding law enforcement practices could be addressed by the preparation of a manual informing the students of the laws of the state and municipality. The campus police could be present at international student orientations to answer their questions and provide
information. Orientation programs could include information on legal issues. Honey (1978) strongly suggested providing cultural orientations for the students to prepare them to function more effectively. Ivey's (1977) model for training in cross-cultural competence might be effective to use with the students.

Several problems in the area of Social/Personal concerns need to be addressed by the institution. The attitude of some U.S. people to skin color is related to the racism which exists in our country. A campus wide anti-prejudice campaign, exposure and discussion of the issue of racism, including positive role models from various racial groups, and discussion of the problem at orientation meetings could begin to address the issue. Another concern of the students was difficulty in making friends. Mini-courses on how to communicate effectively, establishing a buddy program (Meloni 1984), providing courses in human development and interpersonal relations, and supporting clubs and student programs might help students make contact with others. The problem of being lonely mentioned by many ESL students could be addressed by increasing student services activities, by forming a support group, by encouraging faculty to interact with and befriend the students, and
by supporting organizations that reach out to the students. The problem of homesickness among international students might be relieved through establishing a support group of students from each country, by international clubs and activities, and by contacting members of the community who come from the same countries. Insufficient personal counseling could be improved by identifying a particular person to work primarily with ESL and international students, by having the counselor contact classes of ESL students and send letters to the international students informing them of the counseling services available, and by having a particular counseling area or office each for international and ESL students. A suggestion made by Vassiliou in 1985 was to develop foreign student clubs. Surdam and Collins (1984) emphasized the importance of providing positive exchange with the host country.

In the area of Admissions/Selection, international students had difficulty choosing college subjects. There could be a separate international student advisement session as well as orientation sessions, handouts to outline the process of advisement, group sessions for foreign students within each academic area, and dialogue with the receiving institutions for those who plan to transfer. Eddy (1978) listed standardized
admission information and academic advisement for foreign students. To deal with the confusion generated because of the difference between home and U.S. educational systems, pre-admissions information could be mailed to students, a booklet for international students explaining the differences could be prepared, and the issue could be discussed at orientation meetings. College policies regarding transferring credit from other countries could be provided, and alternate ways of obtaining credit could be clarified in written form and discussed at orientation meetings. Lack of knowledge about the U.S. could be addressed by sending a bibliography of readings about the U.S. before the international student comes to the college, orientation meetings could focus on that kind of information, and a special class on American culture could be offered. The fact that getting admitted to college is a problem for ESL students indicates that a handout on how to apply translated into the major languages represented might be helpful. Training staff to assist the ESL students in the application process, and having multilingual personnel might help alleviate the problem which ESL students face. Eddy (1972), in discussing related concerns, mentioned the need for realistic advisement
and for a buddy system to address foreign students' needs.

In the area of Academic/Records, international students said they had problem writing term papers. Providing a lab to which to go for help in correcting their papers, mini-courses on writing papers, and handouts explaining how to write a term paper might help. Since international students mentioned concern about grades, some strategies to deal with test anxiety, stress reduction workshops, study skills courses, and how to succeed in college information could be made available to students. Deutsch suggested in 1970 that programs stressing study skills and test taking proved helpful to international students. Surdam and Collins (1984) advocated programs which would reduce test anxiety for foreign students.

Included in the area of Financial Aids was the problem which ESL students mentioned of finding jobs that pay well. The career services staff could provide special programs for the students including information about jobs which are available, jobs in the future, techniques about how to find jobs, interview strategies and resume preparation. Financial Aids and Placement could work together to place ESL students in jobs which have a future and which pay well. A major concern of
international students is finances. In his 1974 paper, Hart suggested exhausting every possible way of obtaining funds for international students. He suggested developing a fund for emergency situations, developing a scholarship fund, and obtaining a base for financial aid from the community. Counselors and Financial Aids staff could present workshops on budgeting, how to spend money wisely, how to buy a car, and similar financial planning seminars. Leong (1984) suggested obtaining up to date employment information for each country. Leong also mentioned the approach taken by the career center at Cornell University, which was to hire a Foreign Student Employment Advisor.

With regard to Living/Dining problems, since international students mentioned the changes in weather conditions as a problem, perhaps mailing information about the climate and the temperature extremes during the year prior to the student's coming to the U.S., might alleviate some problems in this area. Providing an orientation booklet which would give information about how to deal with the heat, the cold, severe weather, and tornadoes could be useful.

In the area of Health Services, international students mentioned being nervous. Stress workshops,
support groups, and sensitizing instructors to the
students' anxiety could affect their feelings. Leong
(1984) reported that many health problems are stress
related and may be a somatization of other problems.
Alley & Pillar (1982), in addressing the health related
problems of immigrants, advocated an outreach program
which focused on cultural adjustment problems. Perhaps
the underutilization of counseling services by
culturally distinct populations calls for such an
outreach program to address the needs of both the
international and ESL students at the college.

A finding of the present study suggested that
students who had few friends checked more problems than
those who had many friends. The finding may support
Kadushin's 1983 suggestion that the interpersonal
environment of friends may compensate for the stress
created by the larger environment and Walker's 1978
assertion of the need for a support system for
international students. A suggestion which may be
appropriate for the college setting was made by Surdam
and Collins in 1984. They advocated using peer
counselors with culturally distinct populations. The
establishment of a buddy system would also be a possible
intervention which would promote the development of
friendships among students.
APPENDICES
APPENDIX A

April 9, 1985

Dear Instructor,

In planning for counseling and student service programs for international students, adequate information about student needs is important. As a counselor who works with many international students, I am interested in obtaining information about our international students to use in planning and as part of the data for my dissertation which focuses on the counseling needs of ESL and international students.

To gather data I am using the MISPI, a well-known indicator of problems faced by international students. I ask your cooperation in this project by giving the enclosed packet to the international student in your class whose name is on the packet and by returning the completed packet to me by campus mail. Students are asked to complete the instrument and return it to the classroom instructor within a week. The inventory usually takes the student about 30 minutes to complete and is self-administered out of class. For students who
do not return the inventory within a week, I will send a follow-up letter.

I appreciate your taking the time to facilitate this process. My hope is that the experience will be valuable to the students, and the results meaningful to the college.

If you are interested in reviewing the instrument or learning more about the students or the results, I would welcome meeting with you. My office phone number is __________, and my office is ____ in the Counseling Center.

Thank you,

/s/ Georgia Paez

Georgia Paez
Memo to: Instructors of international students

From: Georgia Paez

Recently I sent you a letter asking you to forward a packet of information to an international student in your class.

I have not received the student's completed survey yet, and I need your help in following-up with the student. Would you please ask the student who is listed below to return the survey?

If the student has questions about the survey or needs another questionnaire, please ask them to contact me in the Counseling Center.

I appreciate your help in carrying-out this research. Your role is central to this process. Thank you for your assistance.
Form 3
Use of Human Subjects
Committee Action

1. Activity Director: Georgia Paez
2. Activity Title: The Student Service Related Problems of International and ESL Students
3. Department: Graduate School, Counselor Education

XXX The statement submitted for this activity conforms to the University policy on the protection of Human Subjects and the activity is approved.
April 8, 1985

Dear International Student,

The college presently has over 120 international students, and it is likely that the number will grow. As a college counselor, I am interested in knowing if international students have special needs which are not being met.

I ask your assistance in this project by filling out the enclosed questionnaire and returning it to your instructor. Your response is especially important. All replies to this survey are anonymous unless you choose to identify yourself. Please return the questionnaire as soon as possible.

Results of the survey will be available May 15, in the Counseling Center. I would be most happy to discuss the results with you after that date.

If you would like to talk with someone about your concerns, please contact the Counseling Center or call me at

Thank you,

/ s / Georgia Paez

Georgia Paez
April 8, 1985

Dear ESL Student,

The community college district has a large number of ESL students, and it is likely that the number will increase. As a college counselor, I am interested in knowing if ESL students have special needs which are not being met. I will also use the results of the study for my dissertation.

I ask your help in this project by filling-out the enclosed questionnaire. Your answers are important. All replies to this study are anonymous, unless you choose to identify yourself.

If you have any questions or ideas you would like to discuss, or if you would like to talk with someone about problems or concerns, please contact me at ________ come by my office at the Counseling Center. If you want information about the study, the results will be available after May 15, 1985 in the Counseling Center.

Thank you for you time and help,

/ s / Georgia Paez

Georgia Paez
MICHIGAN INTERNATIONAL STUDENT PROBLEM INVENTORY

Please read these directions carefully.
You are not being tested. There are no right or wrong answers. This is a list of statements about situations that occasionally trouble (perturb, distress, grieve, annoy, or worry) students from other countries who are attending colleges in the United States. The statements are related to areas of admissions, academic work, language, religion, and so forth.

Please follow these three steps:
1. Read the list of statements carefully, pause at each statement, and if it suggests a situation which is troubling you, circle the number to the left of the statement, as follows, 23. Giving Oral Reports in Class. Continue through the entire list in this way.
2. After completing Step One, go back over the numbers you have circled, and place an X in the circle of the statements which are of most concern to you, as follows, 23. Giving Oral Reports in Class."
3. After completing Steps One and Two, please answer the questions on Page 4.
1. Evaluation of my former school credentials
2. Concern about value of a U.S. education
3. Choosing college subjects
4. Treatment received at orientation meetings
5. Unfavorable remarks about home country
6. Concept of being a "foreign" student
7. Frequent college examinations
8. Compulsory class attendance
9. Writing or typing term papers
10. Concern about becoming too "Westernized"
11. Insufficient personal-social counseling
12. Being in love with someone
13. Taste of food in United States
14. Problems regarding housing
15. Being told where one must live
16. Poor eye sight
17. Recurrent headaches
18. My physical height and physique
19. Religious practices in United States
20. Attending church socials
21. Concern about my religious beliefs
22. Speaking English
23. Giving oral reports in class
24. Ability to write English
25. Regulations on student activities
26. Treatment received at social functions
27. Relationship of men and women in U.S.
28. Lack of money to meet expenses
29. Not receiving enough money from home
30. Having to do manual labor
31. Not enough time in U.S. for study
32. Trying to extend stay in U.S.
33. Getting admitted to U.S. college
34. Registration for classes each term
35. Not attending college of my first choice
36. Relationship with foreign student advisor
37. Leisure time activities of U.S. students
38. Law enforcement practices in the U.S.
39. Competitive college grading system
40. Objective examinations
41. Insufficient advice from academic advisor
42. Being lonely
43. Feeling inferior to others
44. Trying to make friends
45. Cost of buying food
46. Insufficient clothing
47. Not being able to room with U.S. student
48. Hard to hear
49. Nervousness
51. Finding adequate health services
52. Christianity as a philosophy
53. Finding worship group of own faith
54. Variety of religious faiths in U.S.
55. Reciting in class
56. Understanding lectures in English
57. Reading textbooks written in English
58. Dating practices of U.S. people
59. Being accepted in social groups
60. Not being able to find dates
61. Saving enough money for social events
62. Immigration work restrictions
63. Limited amount U.S. dollar will purchase
64. Becoming a citizen of the U.S.
65. Changes in home government
66. Desire to not return to home country
67. Understanding college catalogs
68. Immigration regulations
69. Lack of knowledge about U.S.
70. Campus size
71. U.S. emphasis on time and promptness
72. Understanding how to use the library
73. Too many interferences with studies
74. Feel unprepared for U.S. college work
75. Concerned about grades
76. Sexual customs in U.S.
77. Homesickness
78. Feeling superior to others
79. Bathroom facilities cause problems
80. Distances to classes from residence
81. Relationship with roommate
82. Need more time to rest
84. Worried about mental health
85. Having time to devote to own religion
86. Spiritual versus materialistic values
87. Doubting the value of any religion
88. Understanding U.S. slang
89. My limited English vocabulary
90. My pronunciation not understood
91. Activities of International Houses
92. U.S. emphasis on sports
93. Problems when shopping in U.S.
94. Finding part-time work
95. Unexpected financial needs
96. Money for clothing
97. Uncertainties in the world today
98. Desire enrolling at another college
99. U.S. education not what was expected
100. Differences in purposes among U.S. colleges
101. Difference in U.S. and home education systems
102. Not being met on arrival at campus
103. College orientation program insufficient
104. Trying to be student, tourist and ambassador
105. Attitude of some students toward foreign students
106. Doing laboratory assignments
107. Insufficient personal help from professors
108. Relationship between U.S. students and faculty
109. U.S. emphasis on personal habits of cleanliness
110. Not feeling at ease in public
111. Attitude of some U.S. people to skin color
112. Finding a place to live between college terms
113. Changes in weather conditions
114. Lack of invitations to visit in U.S. homes
115. Feeling under tension
116. Service received at health center
117. Health suffering due to academic pace
118. Criticisms of home land religion
119. Accepting differences in great religions
120. Confusion about religion and morals in U.S.
121. Insufficient remedial English services
122. Having a non-English speaking roommate
123. Holding a conversation with U.S. friends
124. Activities of foreign student organizations
125. Lack of opportunities to meeting U.S. people
126. Concern about political discussions
127. Cost of an automobile
128. Finding employment between terms
129. Finding jobs that pay well
130. Insufficient help from placement office
131. Staying in U.S. and getting a job
132. Wonder if U.S. education useful for job at home

Do you feel that the statements which you have marked provide a fairly complete picture of the problem areas currently troubling you? Yes___ No___

If there are additional problems which trouble you, and they are not specifically listed earlier, please indicate what they are in the space below.

Do you feel that this procedure of helping you identify problem areas is worthwhile, even though you might not have enjoyed checking the statements? Yes___ No___

Can you explain the reason for your answer?
To whom do you most frequently go for help in resolving problems which have confronted you? For example, counselors, foreign student advisor, fellow students from your home country, faculty, etc. Please list order of preference.

1. __________________________
2. __________________________
3. __________________________

Place of birth __________________________
Country of citizenship __________________________
Native language __________________________
Religion __________________________

Time in U.S. Less than 1 year _____
More than 1 year _____

Marital status Married ______
Single ______

Age Over 25 ______
Under 25 ______

Friends in the area Many ______
Few ______

Family in the area Yes ______
No ______

Sex Male ______ Female ______

Student status __________________________

Major Ethnic Group __________________________
USE OF HUMAN SUBJECTS INFORMED CONSENT

NAME OF SUBJECT ____________________________

1. I hereby give consent to Georgia Paez to perform or supervise the following investigational procedure or treatment:

   To administer a survey of students' problems, a pencil and paper questionnaire.

2. I have (seen, heard) a clear explanation and understand the nature and purpose of the procedure or treatment; possible appropriate alternative procedures that would be advantageous to me; and the attendant discomforts or risks involved and the possibility of complications which might arise. I have (seen, heard) a clear explanation and understand the benefits to be expected. I understand that the procedure or treatment to be performed is investigational and that I may withdraw my consent for my status. With my understanding of this, having received this information and satisfactory answers to the questions I have asked, I voluntarily consent to the procedure or treatment designated in Paragraph 1 above.

__________________________
Signed ____________________________

Date Subject
Eastern Michigan University
Office of the President

Dear Ms. Paez:

I received your letter dated October 10, 1983, and you have my authorization to use the latest revised form of the Michigan International Student Problem Inventory. I have enclosed a sample inventory and the latest revision of the manual.

I would appreciate receiving a copy of the results of your investigation.

Sincerely,
/s/ John W. Porter

John W. Porter
President
Appendix C

The Interview Format

International Student Interview

1. All international students face some problems when they come to study in the U.S. Would you think back to when you first decided to come to the U.S to study, and talk about the problems you have faced?

2. To whom did you go for help in solving your problems? Were they able to help you?

3. These are the top problems identified by other international students; How do your problems seem different or similar to theirs?

ESL Student Interview

1. All ESL students have some problems when they come to study at the college. Would you think back to when you first decided to come to the college, and tell me about the problems you have faced?

2. To whom did you go for help in solving your problems? Were they able to help you?

3. These are the top problems identified by other ESL students; how do your problems seem different or similar to theirs?
Interview 1

The following document is an interview which was transcribed from an audiotape of a session which lasted an hour and a half. The first portion of the session is summarized because it dealt with problems encountered before coming to the college to study. The interview took place at noon on June 19, 1985 in the office of the researcher at the selected college.

The subject was an eighteen year old Iranian woman who has lived in the U.S. for one and a half years. She lives with one of her brothers and her sister-in-law in one of the suburbs of a large metropolitan city in the southwest. She has two other brothers who live in the area. Her parents are still living in Iran, where they plan to stay, although her father had been an ambassador prior to Khomeini's takeover and may be in danger. The youngest child in the family, the only girl, she came to live with her brother at the age of seventeen and she studied at a local high school for a semester. She has attended the selected college for two semesters. She is an attractive young woman with long dark hair, flashing eyes, and Western clothing. Her voice is high pitched and she speaks fluent English with a slight accent. She is eager to speak about many topics. Her speech is
animated with much inflection. She came early to the interview and was prepared to talk. She even brought a list of her concerns. At the present time her mother is visiting from Iran, she is taking one class in summer school and she is working on campus at the information booth. Her religious preference is Moslem, although she does not attend the Mosque nearby. She is single, and has many friends.

The researcher first met the subject a year ago when she was having difficulty being accepted at the college. The researcher saw the student informally at the college and had a friendly relationship with her, although it was not a counseling or advising relationship. During a conversation with the student in the cafeteria, she began talking about some of the problems foreign students were having. The interviewer asked if she would like to participate in a formal interview that would be a part of the study of international students' problems since she met the criteria for an interview subject. The transcribed portion of the interview is preceded by a summary of the prior discussion and the early part of the formal interview when she discussed issues not related to the scope of the study.
Summary

The young woman had grown up in Iran where she attended private schools. She said she was very free and happy until Khomeini came into power, and they began to have to wear traditional clothing and change their lifestyle. She told about an experience with the police who stopped her and a friend on the street for no reason, and her tremendous fear of them. She spoke of coming here to live with her brother, her love for him and her difficulties in getting along with her American sister-in-law. The first problem she encountered was related to language, but she applied herself and learned quickly. She would like to be able to speak English perfectly because it is important to her to do things well. She had problems getting into college because the counselor at the high school did not know international students had to take the TOEFL in order to be accepted in the community college. Her first experience with the admissions office at the college was negative, but she returned and spoke with the registrar who helped her get into the college.

Interview

I. After you were finally accepted at the school after the three month wait, you had other problems, would you
talk about them?
S. I think transportation was a problem. I didn't have a car. Then my brother had to give me a ride every day, and still I don't, still my brother has to give me a ride every day. And I didn't have the money to do that because of the tuition. The tuition is so high. And now it's going to be higher, so I couldn't buy me a car, so I would get stuck here at school until five o'clock when he would come to pick me up, so it was very tiring for me because by the time I would get home, I was so tired I couldn't get my studies done. I think that was one of the most important ones. Oh, and let me see what else I have here, oh, yes, my headaches. You know back home I had those headaches, they were just like once a month and I would say "god, this is really bad", but like two months ago it was like three or five times a week. It was just so awful. That is what happened when my GPA went down. I had a 3.0, and now it's like 2.0.
I. You really were sick.
S. Yes. I was really sick, so I went to a doctor and he put me on medication, and I'm much better right now.
I. That's good. What do you think caused the headaches?
S. Probably the pressure, and being away from home and
hearing that they are bombing in Iran all the time, and killing people. They killed a friend of mine. She was only 17, and they killed her. I can't believe she used to sit next to me, we were in the same class at school, and now she is gone. And I always wanted to go home like for summer, and I couldn't go. It was so hard to get in touch with my parents back there and even if we could, it would be so expensive.

I. So you really miss being there, and yet, at the same time the pressure of knowing what's happening there.

S. Yes, that's right. And then I think my mother had a lot to do with it because even though my mother is about thirty years older than me, she's like my friend. I can't believe like things I would say to my friends I would say to her also, we were just that close, and when I came here I just felt that there was something missing here. I used to go and tell her what happened at school and we would go out together, and go shopping and everything. And when I got here I just found out that there was that much dependence.

I. On someone you loved very much, that you were very close to..

S. Yes.

I. It must be very sad.

S. Yes... (Laugh). (Pause)... Khomeini was the worst
one, I mean I can't believe he would say that to his country, that I couldn't go home. I mean I could go home, but I'm not sure if I could get out again.

I. It's very frightening.

S. Yes, I think of it a lot, a lot, for sure, and it's a lot of pressure, for sure. And here's another thing, I took too many credits last semester. With calculus and everything, I couldn't get my studies done and I hate to get bad grades.

I. You expect a lot out of yourself.

S. Yes, and if I can't study, how can I expect myself to get a good grade?

I. You really didn't feel well, like four or five days out of every week.

S. Awful. Awful. You just want to die, it hurts so bad. And that's another thing that really bothered me. That day when I had that headache, my sister-in-law said. I mean I used to cry it hurt so bad I would just cry, and she said "Whenever you cry, it makes your brother miserable". I swear to god, I used to go to my room and cry there. And even if it made him miserable, it is not my fault. I'm sure I didn't want to make him miserable.

I. So she was even blaming you for crying...
S. I know. And whatever I do it's wrong. And I told her that day, "I don't care if you think it's wrong".
I. Instead of being supportive of you and helping you when you felt bad, she tried to make you feel guilty.
S. Yes. It's hard to understand. That's why I say she needs help. I don't get irritated anymore because I think she's sick.
I. You don't let it get to you on the inside.
S. No. But it took a year and a half.
I. You mentioned the headaches, that they really increased as the pressure increased from a variety of sources, missing your family, feeling really uncertain whether you could go home, and the things that are happening there, plus what was going on here in terms of being overloaded and at school, anything else?
S. Yes. I used to work like 20 hours a week, plus 15 credits, that was a lot, but I needed the money for school. My brother helped me and everything, he paid half of the school but it was like 11 hundred or something like that and he paid 6 hundred or so, and still it was hard for me, and he had me to quit my job for a little while.
I. While you were having the headaches?
S. Yes. Working I think was another problem because I thought I could have studied instead of working.
I. And when you studied and didn't work, how did you feel?
S. It was great. But I still wasted my time. Now, I know what I'm doing, right now, it's so wonderful. I can go to work and I can study, and I can talk to people. I'm not working that much.
I. You've resolved that issue, and that won't happen to you next fall. You were overstressed and over pressured and some of those things you were doing really had you on overload.
S. Yes, and you know something really strange happened to me. Last semester I didn't feel like studying at all, and I don't know why.
I. Have you heard of the Sophomore Slump?
S. No. (Laughter).
I. Well, it's just a term we use for students who get burned out after they've been studying for about two years. Like you, you came here and you've been studying in English for about two years. It's a phenomenon that often happens to people their second year.
S. So it's natural, but I'm OK right now, I can get my studies done and I have time. I can read. I like to read, and now I can get to read a lot more. And I love it.
I. It's relaxing for you.

S. Yes. When I read I feel like I can get closer to a Americans, to know their customs, and how they feel. Maybe if I say something, it would hurt them, but it wouldn't hurt like my people back home, like Iranians. You know what I mean? You know, back home, I can't remember, but I know their customs are different, so I always want to go and find out about their customs to get closer to them and be their friend. And I already have so many American friends. I like them a lot.

I. So you feel really good about some of the things you have done here, in terms of making friends, your brothers being here, so there's some good, some real good here for you. We've only been talking about problems, and I'm glad to hear the good part too. And you've kind of resolved some of these problems you've had. One of the things you started mentioning was concern about instructors and their attitude, has that been a problem?

S. Yeah, a little bit. You'd expect that person to understand you, I don't know why. Because maybe they're a teacher. But he just, whenever anybody asks me about a teacher, my definition of a teacher is somebody who is kind and his knowledge is a lot. That's what I'm expecting. When I see that they hate us for no reason,
I didn't hold the hostages back home, I didn't have anything to do with it. It wasn't my fault, so I was expecting him to be more kind to us, to get along with us, especially, I know that we foreigners study a lot more, I know that because if an American student needs to study an hour, for a chapter in history, we need to study that exact same chapter for three hours. So I wanted him to know that we really tried. One day he came into class and said "You know I graded your papers so fast because everybody cheated, some foreigners were cheating, they got the answers from last semester's students, they got the solutions and everything". He could have said "some students", he didn't have to say "foreigners". And there is something else I thought of last night when I was thinking about it. There are a lot of students who are taking Physics for the second time, and he always gives out the solutions for the test. They had it, so why did he have to mention our name? I know they cheated. I know, everybody cheated, and to say like we were innocent.... I. You think he used you like a scapegoat, saying that you all were the problem, kind of like your sister-in-law.
S. Yes. And there's another thing that really bothered him. I don't know, there were about 15 people in that class and nine of them were foreigners, I think that's what made him mad.
I. That he had a class...
S. Full of foreigners. And I don't know why....
I. Is he the only instructor or have you felt that from other...
S. Yes. Even some of the Americans said he did wrong. Even they said it.
I. I see. So that was kind of an isolated incident? What about with other students?
S. I don't have any problems with them. They're good. I get along with them. We talk and everything.
I. Any other general problem area that has been difficult for you?
S. Well I think money.
I. Is that a big problem for you?
S. Yes, I think. I'm OK whether I have money or not, but I just want to make sure that my tuition is paid and everything. I don't spend that much money if I know that I don't have it. Since I know that they are raising the tuition, it really bothers me, I don't know what I'm going to do.
I. Is that mainly the money problem for you—the tuition?
S. Yes, it's going to be three times as much, is that right?
I. That's what I've heard, but I'm not sure.
S. How am I going to get the money? I don't know.
I. Is your working going to be able to cover it?
S. It's not going to be that much. I don't know.
I. Is that because you can only work a limited amount of hours?
S. Yes we just can work 20 hours. And besides, if we could work more, I couldn't work more, because we have to be full time students.
I. You have to take at least twelve hours, so it would be hard to work more than 20 hours. So it's kind of a double bind for you unless you have money coming in from another source, or unless you brought money over when you came.
S. Which we couldn't do that. Because they wouldn't let me bring money.
I. Can your parents send you money?
S. It would be wonderful if they could, but they won't let you take money out. My mother just came over.
I. Your mother was only allowed a certain amount when she came over?
S. Just five hundred dollars. That's nothing. She had to stay in Frankfort for a couple of days. Her hotel and eating and everything, it's all gone. And what I need is more than that.

I. What do you think you'll do? How do you think you will handle it?

S. I don't know, maybe I'll try to get my green card or something, so I can work outside. It would be a better wage, or at least to get less cost...no, I don't think I would do that, I ....

I. You want to finish school, don't you?

S. Yes. But at least I wouldn't have to pay that much money.

I. True, and after a year you'll have a green card.....

S. But since my brother is a resident, I don't need that year, so if I got my green card today, I would pay in district, because when I came here, he was my guardian- I was only 17, so he's my legal guardian and he's responsible for everything. And so if I get the green card all my problems are over, but I don't know how.

I. You've done a lot of research. Do you think getting a green card will be all that difficult? even if your brother is a resident?
I. There are no specific reasons that you should be granted asylum than that your brother lives here. But you could apply to be an immigrant because you have family here?

S. I think that if my father were here, he could have gotten it. I think they would have given it to us also.

I. Since he was a diplomat?

S. Yes, uh, huh. I think his life is really in danger right now, because they are forcing him to go back to work, and he doesn't want to do it because he doesn't believe in Khomeini, and what he is doing, and he doesn't want to do it and he's not going back to work.

I. And you think he's in danger, yet he is going to stay there?

S. Yes, he is, but I'm like everybody else. You know how many people escapes from Iran? It really makes me mad.

I. That people left like that?
S. Yes. Because it's my country, and if I don't do something for my country, who else is going to do it?
I. So that's why you're going back, to do something? Will there be problems for you going back?
S. I don't think so.
I. What about your education...from the States?
S. It would be good. Yes.
I. Even with their party in power?
S. The government has nothing to do with it. It is my education, you know. If they don't like Americans, it is because of their policies, not because of their education. I think they would appreciate it, you know the last time my brother went to the embassy to get his passport, his passport was expired, they asked him to go back. They wanted him to go back since he has that knowledge, and skill.
I. And that's what you're going to have too. The knowledge and skills, and they'll need you, and you'll do something to help your country.
S. Yes.
I. You mentioned lots of different kinds of problems. Was there anything else?
S. Let's see. No, I think that's all.
I. I was kind of curious to know, it sounds like you've worked out a lot of your problems, but did you... who did you go to for help in solving those problems?
S. Nobody.
I. Nobody? You just handled them on your own?
S. Yes, because I thought I had to handle them by myself. You know I couldn't just get information from other people, how would I know if they would give me the right advice? And besides, I thought that would be a big help to me, to improve my English. Going through the books and everything. But sometimes I would ask my brother, to which book should I go, to find out about this information, or what should I do? But that is how, I spend a lot of time by myself in my room thinking what I have done today, and should I have done it the other way around or whatever?
I. So you're really independent in terms of resolving things and finding out answers—your own answers.
S. Yes, and you know why? Because if I make a mistake and I say "Well, I did it myself", but if I ask, and I find out my sister-in-law gave me the wrong information, I'd kill her. (Laugh). But I'm serious.
I. You mentioned a counselor in the high school. Did she help?
S. Oh yes, yes. But she didn't have any information about immigration or those kind of things and they just had a couple of foreigner students and that was it. She had not dealt with it. But you've got education and schools and stuff, I used to ask her about that and she was very helpful. And whenever I wanted to take any classes, she would help me with that. She was very helpful.

I. What about instructors? Have you received help from any of them?

S. Do you mean high school?

I. Or in college.

S. Yeah, they're pretty good.

I. But you don't go to them and actually ask them.

S. Yes, I do if I think I can't handle it. I know that if I went to my book and I could find it, then I wouldn't.

I. You'd rather handle it on your own.

S. Yeah, uh huh.

I. What about problems with your sister-in-law, who did you go to for help?

S. My brother and right now my mother.

I. Because your mom's here. If you had been at home who would you have gone to?

S. My mother.
I. Is that because you all are real close, or is that true for most people there.
S. No. My father was really close too, but my mother is really smart. Not because I love her, she is really smart, so I would trust her, whatever she tells me.
I. So it wouldn't be necessarily true for most of your friends from Iran that they would go to their mother. Who would they go to?
S. Probably to their father, I would say so.
I. I wondered who young people from Iran go to for help. I was kind of curious about that because in each country they seem to have their own way of getting help, some people go to priests, here we have counselors.
S. It depends, if I need help about school I go to counselors, but if there's some problems at home, I would talk with my brother or my mother, that's what I would do.
I. But usually you just get information, and then you solve the problem yourself, is that right?
S. Like if I got some information from you, I would go and look for it and see what's going on, I wouldn't just take it from you...well, not you, you know, but anybody.
I. You'd have to check it out?
S. Of course, I remember my sister-in-law saw a commercial and they said something wrong like "I switched" instead of "I have switched" and then my sister-in-law said "switch" is an object. And I wouldn't ....I knew it was wrong, but still I wouldn't just take it from her.

I. You're saying you really trust yourself. I have a list of some of the problems that the other international students came up with. I wonder if you'd kind of look over them and tell me which ones have been or which are problems for you.

S. I really enjoyed doing that.

I. You're learning from the forms as you're doing that.

S. Yes. That, and lots of money. (Work restrictions)

I. That seems really common with international students, especially with the tuition coming up in the fall.

S. No, not that one. I've never been in that situation, I don't think so. (racism)

I. The attitude of people who live here, about blacks or other....

S. Oh, about others, I mean I don't care if they don't. If I don't like somebody, it's my business... so I don't think so. Let's see, writing or typing term papers, that's only a problem if you're lazy.
I. That's not a problem for you?
S. No, I learned to type by myself. You're living here, you've got to learn whatever they do here. I don't have problems with that either.
I. What was that?
S. Writing or typing term papers.
I. Oh, I thought you were looking at something else.
S. Attitude of students to foreign students. I don't think I've been here long enough. I wasn't here when they had the hostages, but when my brothers were here, they said it was really bad. They'd kick them out from places, or they'd be looking for a fight.
I. Taking their hostility out at them.
S. And my brothers had so many problems in the bank. You know they had their money in the bank, and they needed it for tuition and everything, and they wouldn't give it to them.
I. During the hostage crisis?
S. Right. But right now, no.
I. You really haven't felt that? Since you've been at the college?
S. No. And this one, well maybe when I'm talking with somebody, maybe they don't understand what I'm saying, but they tell me. They really want to know what you're
saying. They really try. I remember, when I was back home in high school, we had some American students, and we wouldn't listen to them when they were speaking Persian with their accent. But here, they really try to understand you.

I. You haven't experienced that here? Not being understood. I know it isn't now because your English is very good. It is very good.

S. Well, thank you. Um, no I don't think so. But I go out with my friends too who don't speak well, and they really try to understand them. And it helps. It's a big help.

I. What about this here?

S. Let's see. Getting good grades. That's very important.

I. Why is that so important to you?

S. I don't know. My brother says you can be an engineer with a C grade, or you can be an engineer with a 4.0 also, but I don't think so. I want to. Well, when I get a good grade, that means I've learned everything, but when I get a bad grade, that means I did not learn anything, so I should go back to it and see what I've missed. To see why I didn't learn.
I. So, that's really important to you. Your own sense of pride, wanting to do well, not to get into another school or....
S. No.
I. So there's some pressure there, and yet, you manage to do it if you ...
S. If I study.
I. If you're not too busy, too overworked. What about this--giving oral reports in class?
S. I've never done that.
I. Would that be a problem if you had to do that?
S. Yes. I think so. Because you think the whole class knows how to speak English very well, and you think "I might make a mistake".
I. You'd feel kind of uncomfortable at first? Maybe the first time.
S. Yeah. The pronunciation.
I. Is that a problem for you right now?
S. Yes, it's a big problem. My sister-in-law is learning Persian and when she says something with another accent, I really can't understand her. And it's the same thing for me. If I pronounce some word with another accent then...
I. ...Then nobody understands you.
S. Just a little accent, nothing else.
I. You learned your pronunciation just by listening, you haven't taken a class or anything?
S. When I was back home, we had English teachers. They were English. There's another thing that I have problems with, their pronunciation, I am used to it, and the words they use. I remember, one time I said something and the other sister-in-law, she's majoring in English, she said, "That's not the word we use here—they use that in England." I don't say it. I can't remember what it was.

I. And the last one is being nervous...is that?
S. No, I don't think so. I might get nervous when I take a test which I always get nervous, even when I was at home, I'd get nervous.

I. Do you think your headaches had anything to do with being anxious or tense? You think it was more from worrying?
S. Yes. From worrying and working too hard especially. And the problem was with that headache. It wouldn't go away. I would get it in the morning, and I would have it all day, like 12 o'clock at night, I couldn't do anything. I couldn't do anything. I couldn't walk, I couldn't talk. I have very strong medicine, but even those, sometimes do not help.
I. Do you get any exercise? Sometimes that will help.

S. Sometimes I swim.

I. Well, I really appreciate your talking with me.

S. I enjoyed it, really, anytime.

I. And if you have questions, or if I can be of help to you ....

S. Thank you.
Interview 2

The following document is a transcription of an audiotaped interview which took place June 29, 1985 at 9 A.M. in the office of the interviewer at the selected community college. The student who was interviewed is a young man in his late twenties. He lives and works in a suburban area of a large metropolitan city in Texas. He came to the U.S. to live five years ago from a refugee camp in Hong Kong. He is of Chinese descent, was born, raised, and educated in Saigon, Vietnam. He and his wife fled Vietnam five months after they were married. They lived in Tailand and eventually were taken to a refugee camp, and were permitted to emigrate to the U.S. He describes the period of flight from Vietnam and being a refugee as very difficult, very hard. He has a sister who lives in the same area, but the rest of his family still lives in Vietnam. He came to the college a year and a half ago to learn English and to take classes in electronics. He was an electrician in Vietnam, and is currently employed by an electronics firm. He and his wife became Christians here in the U.S. The interviewer met him when he first applied to the college, and has kept in touch with him over the past year and a half. The last year his wife has been very ill, but she is
much better now. He is an attractive person who smiles easily, and speaks in a soft quiet voice. He has straight black hair, wears glasses, and dresses casually. In the past month he has gained weight, he says because his wife is well enough to eat and cook. His English is remarkably good considering he only began studying a year and a half ago. The interviewer structured the interview because of the limited English of the student.

Interview

I. What I would like you to do is to think through this first question with me. When ESL students come to the college they all encounter difficulties, just like any student does. When you decided to come to the college what were the difficulties or problems that you had?

S. When I decided to come to the college, you know, I was really scared....my English was the big problem, and besides, if you do not understand, then you cannot do anything. Even when you do the applications, fill out the forms.

I. So when you first came it was understanding what the procedure was?
S. I didn't understand it, nothing at all. I had to bring my friend with me to help me fill out the application, but we still had problems because after we filled out the application, we didn't know what to do then. Then what and how, we don't know.

I. That was really difficult to understand then, even though your friend spoke English.

S. Yes, and then somebody said "Go to the counselor's office". And that's when I meet you.

I. That day? I remember that. So after you came to the college you felt scared?

S. Yes, I was frightened, but I just have to study, so I couldn't worry about that.

I. You forced yourself to do it. So the first time you came to the college you had difficulty with the forms, then you came to my office....

S. And from what you told me I knew how to do it.

I. You understood my English then?

S. Yes. Then I found out what to do.

I. What was the next thing that you did, did you come in to take the Michigan test?

S. I took the Michigan test, it was very difficult for me.
I. How was it for you, the atmosphere, the way they gave the test?
S. It was good, and you know we have no problem on the math, the math was easy.
I. What did you find out about your English when you took the test?
S. (Laughs) That I don't understand at all.
I. What did they tell you to do?
S. To take Communication, Developmental Writing, and Reading-ESL.
I. What did you think of those courses?
S. They helped, the communication helped a lot and the reading and the writing, they helped too. Because when we come to the writing class, the teacher told me that we have four different books, you know, just for writing. We used four kinds of different books.
I. That's a lot. How long did you take the ESL classes?
S. I took them first semester and the second semester.
I. Just two semesters, and that was enough to take the regular classes?
S. Yes.
I. And did you take math that first semester or electronics?
S. Just math and the English.
I. How was that math for you? Because sometimes without the English, it is a problem.
S. I know a little bit because I studied it in my country, but I didn't learn it so good in my country. So when I took the math, I didn't understand so good what the teacher was saying, so I studied it at home.
I. You learned a lot of it on your own. That's what I was wondering, when the teacher talked and taught the class, did you understand it?
S. No, I had to study it and learn it before I came to class. So I'd find out what chapter we were having for the next week and I would study it.
I. You were in a regular class with U.S. students?
S. Only me as an ESL student.
I. Was your teacher helpful?
S. Oh, maybe he just thought I understand. (Laughs). He did not know that I couldn't talk with him, you know, when I told him I don't understand, I just learned the ABCs I told him, and he couldn't believe that.
I. He must have been impressed that you could do that.
S. When I took the engineering class, he told me that I couldn't understand it, but when I take a test, I did really well. (Laughs).
I. How did you do that?
S. I learned, I read in the books, you know, and I take many questions and I search for them by myself.

I. One thing that may have been a problem for you, and tell me if it wasn't, but I know that at one time you were working, your wife was very ill and you were coming to school...was that difficult for you?

S. Yes, that was when I was taking the English class, you know, and I have a problem. So I dropped it and I dropped the regular electronics, and the D.C. circuits. I learned that in my country, so I have no problems.

I. Did you look into getting credit for things you already know?

S. No. You know that sometimes you're better to learn the whole thing than to get the degree. I just want to learn.

I. So the important thing for you is to learn the skills since you already have your job? How is your job?

S. Ahhh..It's really good. They pay me so good.

I. So will you stay there?

S. Yes.

I. You're just getting more training then?
S. Maybe after I graduate, I will change my job, but now I don't want to change my job.

I. You feel secure there and they pay you well and you are happy.

S. Yes. I feel secure and I am happy, and, you know, they need me too.

I. What about friends and family here?

S. Well, I have my sister here, and she's working hard.

I. She works night and day?

S. Yes, twelve hour day and seven days a week.

I. When do you find time to have fun?

S. I just go to movie with my wife, especially at this time, I don't have to go to school.

I. You and your wife are enjoying yourselves—that's good.

S. Yes, and I am also studying myself at home, to learn some, and then it's easy when I go back to school.

I. What about your English—is that still a problem for you?

S. I still have problems with my English— with my writing.

I. Was that the hardest part for you?

S. Yes, you know when I go to translate from my mind, sometimes the teacher doesn't understand me.

I. Is that mainly in tests, or...
S. In writing class. And sometimes the teacher tells that when I translate it, it means another thing.
I. Does that bother you in your electronics classes though?
S. No. I can just write yes or no.
I. When you did have problems, who did you go to to get help?
S. Sometimes I just got help from the dictionary.
I. Who did you get help from, if you were having problems with a class?
S. I would just ask the instructor.
I. When you first came to the college, who did you get help from?
S. From a counselor.
I. What about ESL classes, did you get help from your instructors?
S. No.
I. I have a list here of some of the problems that other ESL students have. How do you think your problems are similar to theirs or different? The way I'd like to do it is if we could go through each one...
S. OK. Speaking English is my main problem, my wife told me she don't think I can learn the better to speak English in the United States, because I am not talking
often.

I. You don't speak English at work?

S. Uhh, sometimes I don't like to talk and I just think to myself.

I. You are quiet just by nature.

S. Yeah, that's why it's a problem for me.

I. You don't get enough practice.

S. Yeah.

I. What about this one - writing English?

S. That's really very difficult for me.

I. You have only had two classes in writing English, that's not very much.

S. Yes, when I took the other classes in English—the 091, that's more easier, and after they give me some tests, you know, and I don't have to take it again.

I. Oh, good.

S. So many American students, they need to take it again.

I. Yes.

S. But my wife says not to take any writing right now.

I. She wants you to stay home.

S. Eventually I have to take some more writing.
I. This one deals with vocabulary, and I don't know if that's a problem for you, or not....
S. Yes, it's a problem too. And sometimes you're just learning, and if you want to understand you have to learn about each word.
I. Is that normally in your classes, or where is that a problem for you?
S. When I'm taking a writing class.
I. At work is that a problem for you?
S. No.
I. What about in your electronics classes?
S. It is no problem.
I. What about in conversation?
S. It is a problem too.
I. What about in conversation with someone who has always spoken English?
S. Sometimes it is a problem, when they are just talking fast...slang, I have really difficult time.
I. Do you work with people who speak English natively?
S. No we do not talk at work. Because when we're working, if we are talking, we will have difficulty and we will make a mistake.
I. You don't hear slang at work, where do you hear slang?
S. My teachers, they don't use slang, so it is easy to
understand the instructor, but sometimes it is really
difficult when you talk to friends, you know.
I. That's a whole different language, how do you deal
with that?
S. I ask them what that means, but sometimes you
forget.
I. You have to hear it again and again. What about
this one-reading textbooks?
S. That's no problem for me. Because if I don't
understand it, I look at it again and it's OK.
I. What about choosing subjects?
S. Umm. I don't think that is a problem to me because
I like to learn what is written on the paper before I am
in the class. I take a look from the catalogue and I
understand what they will be teaching in that class, and
I have no problem with it.
I. That first time did you know what to take, how did
you know?
S. I asked my friends and they told me what to do.
I. Your friends told you?
S. One time, some friends told me you better take
English before some other class, and some friends told
me forget about the English, take the electronics class
first, and then you'll get a better job.
I. And what do you believe?
S. I believe I have to take the English first, and after that, when I could understand a little bit, I forget about the English.
I. Then you don't worry about it. What about this one-understanding lectures in English?
S. It is no problem.
I. Do you think it would be hard for you to take history of another subject?
S. Yes.
I. We talked about this one-holding a conversation with U.S. friends, is that a problem?
S. Yes, that is a problem. Because when they speaking, sometimes they speak so fast that you don't understand.
I. What about your talking to them, is that a problem?
S. Well, when we're talking to each other, then I can answer slowly, and I can ask them to speak slower.
I. Do you have many friends from the U.S.?
S. No.
I. What about from Vietnam?
S. Not many.
I. In the church, at school?
S. After school I have to go home.
I. That's what most students say that commute—they just run in and they run home. But you said you had friends
who helped you when you came here.
S. And they're studying at another college.
I. The last one is if there are problems related to the differences between the educational system here and yours at home. The way education works, is that a problem?
S. Yes. It is different. Because in my country, when you're in a class, you know, and the teachers they don't want you to ask many questions. That's the difference. And they just teach it and after that if you don't understand it, you'll have difficulty to ask the teacher.
I. Not very helpful.
S. Not helpful. You just go home then and ask your family because your family can help, you know. And sometimes you can go to school you know and get a teacher to come to home to teach you, and you pay.
I. A tutor. And here that's very different.
S. Yes. It's very different, if we don't understand them then we have to ask them.
I. Was that difficult for you to learn to do?
S. Yes. Because we don't have the problem, we understand you know, we don't have to ask them. Also it's a different situation, we have so many friends in our home country, and so we can talk to them. We can talk together and get help.

I. A lot you don't have here - the friends and family.

S. Even my family doesn't speak English.

I. Your sister...

S. Yes, my sister can't speak English. She speaks Chinese, she works at a manufactory and her boss speaks Chinese. Sometimes she works for a restaurant and now she does the hiring of people from Malaysia, because she can speak Chinese. She don't need to worry about speaking English.

I. But your wife speaks English...

S. Oh, yes, she speaks better than me. She studied in Saigon.

I. When did you first learn English?

S. In here. When I took the developmental reading, the teacher told me to learn the ABC's.

I. You had never had English class before? Not even in the refugee camp?

S. No.

I. You knew no English when you came here to school?

S. My sponsor when I came to the United States, said
"How are you?" and I didn't know what to say. My wife told me what it means, and she told me "tomorrow you are going to say "'How are you'." (Laughs)

I. So you learned all your English in the last year and a half— that's wonderful.

S. And also so many friends, American friends said "How are you?" or "How are you doing?" and they asked me the questions, almost the same questions, and after a few times, you understand.

I. I wasn't aware that you had so little English when you came here. So that was your major problem. But in two semesters you finished the whole developmental program. Do you think that is because you studied at home?

S. I studied at home four hours a day. I worked eight hours.

I. Anything else that you think is a problem for ESL students, or for you? You know you talked about learning English as a problem, and then having to work and study and with your wife's illness— that was difficult, and understanding slang. Anything else?

S. When I first came even filling out the forms was a problem. I bring two friends now to the school and he doesn't know what he needs to do also.
I. So now you're the expert.

S. Yeah, I told him "sit down, fill out the application, and in the summer time only take communication, don't take the writing. And you take the communication class and the writing, and you will learn the basic things... speaking and pronunciation."

I. You know we have a class...a new one in the fall that is just for pronunciation.

S. I better pick up the fall schedule. (Laughs).
The interview took place July 1, 1985 at 5 P. M. in the office of the interviewer in the counseling center of the selected community college. The student is a 24 year old Mexican man who has attended the college for the past four years on an international student visa. He originally came to the college as part of a special program sponsored jointly by Mexico and the U.S. to train Mexican students in the technological fields. His family came from Mexico to see him receive his associates degree two years ago. The interviewer has known the student for three years on a casual basis and met his family when they came to the college. At present the young man has permission to work while he studies toward his B.S. in Engineering. The company where he works will pay his tuition to finish his degree at a four year institution in the area. He will attend the community college for one more semester before transferring. He has an outgoing, warm, and friendly manner. His English has a soft accent but is very clear and fluid. The student has strong connections with the Catholic Church. Although he does not have family here, he lives with an American family and has many
friends in the area. He was dressed in running shoes and shorts, ready to go for his late afternoon jog. He was relaxed and spoke easily throughout the interview, seemingly confident about himself and the situation. At the end of the session, he asked if he might send a friend of his who needed to learn English to me for assistance in getting enrolled in ESL classes.

The Interview

I. All international students, when they come here to study, have some problems, you know.... What I'd like you to do is think back to four years ago to when you first came to the college, think back to the kinds of problems you had and just talk me through them.

S. Ok. The first one was that I had was my English. I took an intensive course in English in Mexico for six months for three hours every day, but it is different than the English that you have it here when they are teaching English in another country, and then come to this country or another country where they speak English and it's 100% English—no Spanish. I was so proud when I was in school in Mexico—it was great—three hours of English was great—I was excellent—excellent—then after we are finished it was out to the outside world—it was all in Spanish, so that was the problem when I came
I. What kinds of problems did that create for you?
S. Ah, I was, the first semester I started taking courses to fulfill the requirements for my associates degree, and I didn't understand anything the teacher was saying.
I. You couldn't understand because you weren't used to hearing the English...
S. It was like another language, so that was one of the problems. Fortunately, I had people who helped me out and it was the English.... I think that was the main problem.
I. What kind of help did you get—who helped you out?
S. I had my counselor who helped me out with a place to live, you know taking me around, and every time I had a problem, I'd come see him—personal problems. I had an instructor who helped me with my technical vocabulary, and I had the Center for Independent Study, and an ESL instructor who helped me with my pronunciation, practicing English, And later on the biggest help I got was from when my friends from Mexico decided to go back. I stayed here by myself, and I had to go to live with an American family, and if I wanted to eat, I had to speak English—that's the kind of help that I got.
I. Was that all the first semester? That must have
been a big adjustment—you encountered difficulties with housing, language, pronunciation, you mentioned homesickness earlier...

S. I did get homesick and lonely because the other people that came with me, they went home after two months, so I was all by myself here and it was a big adjustment.

I. Anything else that was a problem?

S. The food.

I. At home, at school?

S. Everywhere!

I. It didn't agree with you?

S. It didn't agree with me at the beginning. Later on you have to get accustomed to the change.

I. How long did it take you to adjust to being here?

S. Two years

I. To feel normal?

S. Yes. Another problem that I had was transportation.

I. How did that affect you?

S. The first three months I was here, I was living about two miles from here, so I had my bicycle and it was easy to ride back and forth. And then I moved with the American family—it was about five miles, and I started riding the bicycle in the traffic, cold weather,
and heat.

I. You depended on your bicycle to get around with no way of getting other places.

S. It was from the house to school and straight back.

I. Kind of cuts down on social life, doesn't it?

S. Yes, it did.

I. What did you do for fun?

S. When my friends were here, we'd just ride bicycles, and go wherever we wanted to go, watch TV, and with that family, they took me to different places to show me something about Dallas, and this friend of mine, John, took me to the Friends of the Americas—he was involved with them and I was helping them out with Spanish, so that was my social life.

I. That helped, I imagine.

S. They took me to Austin for Thanksgiving the first year.

I. But you didn't have any freedom yourself to choose if you wanted to go anywhere. You had to depend on them. How did you get that resolved?

S. We had a small motorcycle and as soon as I started riding it, then it was easy.

I. So it was easier once you got the motorcycle....

S. Yes, I could just take it and go somewhere.

I. Anything else...
S. I think the adjustment to the educational system of the U.S.

I. The difference of that from Mexico?

S. Yes. In Mexico I came from a technical school and I was in my first year of metalurgical engineering, and I was used to more technical, using more techniques, more technical, er, ah......

I. More applied?

S. Yes. To solve problems, you know the teacher just came to class, explained what it was all about, and we solved some kind of problems to work out. Here, the teacher does everything for us, makes it easy for us, so that is one of the reasons why the first semester I got good grades, it was easy for me to work out the problems, even with the English.

I. So you didn't have to work as independently here as you did in Mexico...there they gave it to you and you had to work it out by yourself, here they worked it out for you. That helped in some ways.

S. Yes, but it was another kind of adjustment that I had to make.

I. You made yourself more dependent, but with the language difficulty, it kind of leveled it out. What about the quality of education, did you think you were
getting enough?
S. Uh, the practice, the lab, yes. In Mexico because of the economical situation, we cannot spend that much money....educational labs and buying equipment. Here to use a voltmeter is like going to buy a coke, in Mexico to use one you have to fulfill a lot of requirements to do it.
I. To get to that level, to use the equipment.
S. It didn't have the electronical equipment that you have here. I would never see it in Mexico.
I. So part of the adjustment was positive, it wasn't all negative.
S. Uh huh.
I. But it was a big change for you, another stress, another having to adapt to the language, the food, the educational system.
S. Also I was accustomed to, you know, Mommy would do everything for me. She would wake me up, she would cook. And when I got here and I was by myself, if I didn't want to go to school-it was fine, if I didn't want to get up-it was fine.
I. I think that is an adjustment that every college student makes when they move away from home. Do you think that adjustment is harder for students from other countries who come to live here? Do we expect our young
people to be more independent?

S. Uh. I think it is easier for an American student, that change, than for an international student, because you are taking his roots and transporting them to another place.

I. So it's more complex.

S. Yes.

I. When we talk about the problems it seems like they were all around that initial period, is that true?

S. Yes. I start getting accustomed once I accepted the change. I was getting, it was easier for me, like the second semester I take 19 hours and then the next semester 25 hours, so....I can tell that the adjustment was getting better.

I. But, still there were different kinds of problems.

S. Oh yeah. Okay, I went to Mexico and then I came back and I was homesick. The weather in Mexico it's like 36 degrees or 32 the most, but here I come it was 22 or 23 and I had to ride the motorcycle, so that was one reason for the adjustment I made. Uh. The adjustment that I had to make with the American family.

I. What was that like for you?

S. OK. In Mexico I was accustomed to wash the dishes by hand, here you just put it in the dishwasher. I had
problems with it. They tell me I should just put it in the dishwasher and not do it by hand. The tennis shoes, there we washed them by hand, here you just put them in the washer, so that's another adjustment. Problems, like normal problems that a family has, money, problems with the son, problems with the society, and they came to the house and they would just explode.

I. Emotional problems that all families have....
S. And I got involved with them.

I. After that first year was it different?
S. Once I worked out the transportation I started to leave, I started to go wherever I want to go. I had enough freedom, I was picking up the English. I was not afraid of going out and talk. That is one of the main reasons, problems that we face—we are afraid of talking—we are afraid that they will make fun of us if we make a mistake.

I. And it took you how long to get over that fear?
S. A year. And something that I found out is that if I want to express myself I can do it. Something that helped with that was a special group and they accept me the way I was, and they knew about my English—that they had to speak slowly—make it very clear, and they like it, and I enjoyed it.

I. You felt secure.
S. Right.
I. It's nice that you had that supportive group of people—Church, was it?
S. Yes. It's called Search. I think all the problems started to go by becoming more sociable, by getting new friends, this program Search is helping me—it caused me to do stuff. The reason they like me, they have, they knew me when I didn't speak any English, and they saw me now talking, expressing myself and they liked that.
I. They saw you grow.
S. Yes. So now it's real neat for me to go to those kind of meetings where everyone knows me. Everyone knows who Javier is.
I. You are special to them.
S. Yes, they saw me grow, so that is a memory I will always keep. Right now it's getting my friends, getting loose.
I. It took about a year to get to that place?
S. It took about a year not to be afraid of talking, to be comfortable and confident about what I could do.

I. You mentioned that you were able to buy a car. That must have been a big step for you.

S. Yes, I didn't know how to drive. (Laughs).

I. How is it that you were able to buy a car—were you working?

S. The Mexican government sent me 500 dollars a month, I was paying 150 for rent, 150 for food, and I got 200 dollars for free every month, so I started saving that money, and then I went to California and I saw a friend. He was selling his car and I paid him little by little.

I. So you didn't have to work while you were here.

S. Not in the first two years. After that I finished my technical program and I was in the situation of staying here or going back, so I grew a lot in two years, I felt that I was a man, that I could make my own decisions, and it doesn't bother me if I make a mistake, that's my decision.

I. You were independent.

S. Right. I didn't have to see my mother or my father and I could handle it. And I had the opportunity to stay here. I got my working visa, I got a good job, but I had a lot of problems before getting here.

I. Like....
S. Well, it's kind of a story. After I finished I planned on going back to Mexico because I didn't get my working papers in time so I made up kind of a party, and I remember I said "I'm not leaving until the last person is gone". And there was this girl, she didn't want to leave. It was four o'clock in the morning and she didn't want to leave, and then finally she said she understood that I was going to leave. So I went back to Mexico and they called me and told me "you got your working visa, you can go now".

I. How long did it take?

S. Two weeks! (Laughs). So I was very happy about it and I started working as an inspector in a company. I was there for three months, then in that Christmas of 1983, two of my friends and I drove to Mexico. On the way back the car broke down, so we had to leave the car there until March. I was laid off. I got another job. Then I had to go to Mexico to get my car and I lost my job, because of that, and I was five months without working, without money. And I got a job, had an accident...so it was hard, but fortunately the college, a teacher got me the job I have now and I am very happy.

I. Things have been pretty good for you—no major problems?
S. No, finally I have to be a full time student and that is hard.
I. You have to be a full time student in order to work.
S. It's too much...sometimes I want time for myself, and I can't.
I. Are you in school this summer?
S. I was, but I dropped. If I come to the school, I expect the instructor to teach, so if I am just going to school to read the book, it's not worth it.
I. What about the tuition going up?
S. Work is paying for school, so I just have to put the money up in the beginning.
I. Anything else you can think of that has been a problem?
S. Well as I said at the beginning, the hardest time was the first two semesters I was here. It was the biggest change I ever had, but just to suggest to forget about your own language, just forget it and get into the American culture and the English, forget your own culture, try to speak English as much as possible, and try to socialize.
I. Let me show you a list of things that other international students considered problems. Why don't you look through them, one by one, and tell me if they were problems for you. That first one...restrictions that immigration puts on you for work.

S. Yes. That's one, and attitude toward skin color...

I. How was that a problem?

S. I had it in the first place I was working at—I was making five dollars an hour, and they were laying off people. They knew that I had some education, they knew that if I got the training, I would stay with the company. We got into the situation where there were three people—two Americans, one Mexican. One was a very good friend of the manager, and one was the same as I was, and they laid me off.

I. Prejudice....?

S. Yes. And where I'm working now, I don't look 24 years old and I'm a manager so I have problems with people trying to accept somebody younger being manager. I am the statistical manager and I don't look old enough to be involved in management.

S. That's a little different than skin color, but you have noticed a prejudice here towards people— not just blacks, but you too...

S. Yes.
I. What about this one...

S. Writing or typing term papers... well, before I took English 101 and 102, I was polishing my writing skills, so I didn't have problems then.

I. What about attitudes of students and faculty to foreign students....

S. I think they should pay more attention to them—to their problems. I know they have an international club, but I don't think that's enough.

I. What kind of things do you think they need?

S. There was a Host Family Program. I got my host family and since three years ago, I am still seeing them and they are great. They helped me out a lot.

I. You got a lot of help, how did you know where to go?

S. Well, I'm Catholic, and I think God was looking out for me. Whenever I got in trouble, I'd ask for help and promise I would go to church, and I always found the solution.

I. Like somebody was watching out for you. Did you feel prejudice toward you because you were a foreign student?

S. Yes. There was one instructor that there were ten points of the final grade that was the instructor's evaluation, attitude, attendance—he always had those ten points and I worked hard two semesters to get an "A",
but I couldn't get it-89 and 88.

I. Did you ever talk to him about that?

S. No. I'm the kind of person that I don't like to argue about grades-I get a "B", I deserve a "B".

I. What about from other students?

S. Not my age, no. The other people that started the career at the same time I started, they admired me at the end, because I went through all these problems.

S. Were there other instructors, or was he the only one?

I. Instructors who don't care if you speak English or not - they just don't care, and I can see their point. Here I'm supposed to know English, and they don't give you any consideration.

S. Worrying about grades, giving oral reports in class, they are not really problems.

I. What about having your pronunciation understood?

S. Well it's become kind of fun for them to hear it and give another interpretation, so they helped me out with it. It has been a problem, but I look at it in a good way—if I make a mistake, they will tell me.

I. What about this one—feeling under tension?

S. It was when I took 19 hours the second semester. I was feeling the tension, a lot of pressure. The Mexican government required that I make a "B" or better, and I
was nervous. I talked to my counselor about it and he said I could drop the class, but I would have problems later on.

I. And after that semester did you feel the tension?
S. The next semester I took 15 hours, and that was easy. The next fall I took 25 hours and I felt tension, but I made it.

I. I want to really thank you for coming in. It was enjoyable for me to get to talk to you and to see you again....to see how you have grown and changed.
Interview 4

The following document is a transcription of an audiotape which was made July 10, 1985 in the office of the interviewer at the campus of the selected community college. The student is a nineteen year old ESL student who emigrated to the U.S. two years ago from Taiwan. She lives in an apartment with her mother and her two older sisters in a suburb of a large metropolitan area in the Southwest. Her father still lives in Taiwan but comes to visit often and will eventually move here permanently. She was recently selected as a representative of the Chinese community in the area to compete for the national title of Miss Chinatown, U.S.A. She traveled to California for the pageant, and did very well. She is interested in completing a four year degree in Interior design and is entering her first drawing class this summer. She has attended the college for a year and a half. Prior to coming to the state, she and her mother lived in Kansas City and Washington, D.C. She came to the area to study at the college because a friend of hers from Taiwan lives here. She says she has friends here but misses the number of friends she had in Taiwan. The interviewer had not met the student beforehand but was referred to the student by one of the ESL teachers
because she met the criteria set for the selection of a student to interview. She is a very attractive person, who dresses in stylish, colorful clothing. Her hair is shoulder-length, clipped back on one side with a barrette. One of the adornments she wears is jade jewelry set in gold. Her English is excellent, her accent slight, but she does pause from time to time to think through what she is going to say. When the interviewer spoke with her on the phone, she sounded close to a native speaker, however, in person she had more difficulty speaking.

The Interview

I. What I want you to do is to think back over the time when you first decided to come to this country to live and tell me the kinds of problems you encountered. All students who come to the college have problems, and what I'm looking for is what you...as an ESL student had difficulty with.

S. Yes, I was exciting to come to the U.S. about half year's later I felt afraid, I was afraid to go to school 'cause I was in Kansas City I went to High School, but it was just four months.

I. What was scary for you, what was frightening?

S. Well, the high school student, you know, was very
active. And we had different classes every hour, so different classmates...so as a foreign student, you know, probably you won't get friends from the class.

I. Because you change every hour...because you didn't have friends, being at high school where people already have their friends. What other kinds of problems did you have?

S. Well, sometimes I cannot understand the teacher....what she is talking about. The high school I went in Kansas City was harder than the ESL classes that I took here in college.

I. That's very difficult then...

S. Yes, because they have history class, so they just talk about their things, and the teacher gave me...I think it was a sixth grade book.

I. For your reading level...

S. Yes, so they just did their work, and I do mine.

I. Understanding then, was a real problem...what about reading?

S. Reading was hard because I didn't read a lot. It was because I was used to work, then come to school. Because the, my family, I was the first one with my mother that came from Taiwan, so I worked, and just take about one course or two courses a semester.
I. That's difficult, isn't it? To go from home to work to school, not having time to read and study....
S. (Laughs.) Yeah!
I. So you came alone with your mother to live here?
S. Yes, I had a friend who lived here.
I. She already lived here....
S. Yes, I think the first semester was this spring was my first semester...
I. You mean last spring..
S. Yes, well I forgot. But, I was planning to come to this school when I moved here.
I. Had you heard about this school?
S. Yeah, because my friend was here, and she already went to school...no she didn't, but we planned to come together. But since her English...she has been in the U.S. about five years, so she speaks good English. Well we came two together then, and I didn't take any courses, but she took two courses.
I. What happened that you didn't take courses?
S. Well, I live in Dallas, and that's pretty far from here.
I. Was it scary for you then?
S. Yes!
I. So at first the transportation was a problem for you, and then you felt scared knowing your friend knew more English.

S. Yes.

I. So when you did decide to come to the college, what kinds of problems did you have?

S. Oh, yes. My aunt and some of my friends told me to go back to high school. They say that's more helpful to learn English than in college, but I just don't want to.

I. You felt you were too old?

S. Well, when I came to college I was only 19 or 18.

I. So you could have gone to high school. When you did decide to go to the college, what kind of problems did you have?

S. Well, I, no. I already knew how to drive here.

I. What about filling out the forms and getting admitted, was that a problem?

S. Not really.

I. What about choosing the right classes, was that a problem for you?

S. Well, yes, the first class Teddy was my teacher, and she was very nice, and I felt more comfortable.

I. Was it more comfortable here for you than in high school?

S. Yes, because the class is almost all foreigners.
I. Everybody else is in the same situation in that they don't speak English perfectly either.
S. Yes. So that makes me feel OK.
I. How is it for you going into that regular art class, is that scary for you?
S. Yes. When I went to the class this morning, well because I don't know anything about the art, so...
I. So it's more the subject and not the English?
S. Well, I'm still afraid that the teacher will say something, and I won't understand. But the teacher is not coming today.
I. So you'll be getting used to taking a regular class, not just one with ESL students...
S. Right. I was going to take history, but I decided not to take it right now.
I. I think you're wise, because they lecture, you have to read a lot, and write a lot, plus the vocabulary.
S. Also they have the art appreciation class, it is open today too, but I thought I have to study a lot, you know, they talk a lot of English so I think it better to take art.
I. Any other problems that you have coming here?
S. I just want to take the regular class. And then which school to transfer to.
I. Yes, you mentioned that earlier...the transfer, which degree...
S. And also, since I'm not a full time student, I worry how long I take to finish this....
I. Will I be here 'til my hair turns gray?
S. (Laughs). Do they have to finish 60 hours, I mean 60 credits after you graduate from the college?
I. If you want to graduate, you can get 60 hours and graduate, but if you want to transfer to another college to get your four year degree, you can transfer after a number of hours, like 30...it depends on the college you want to transfer to.
S. And also because I went to the College of Commerce in Taiwan, is there any way I can get credit for the courses I took?
I. You can get credit for some of the courses you took. Have you had algebra?
S. Yes.
I. You can probably test out of it then. It's called a CLEP test, and you can get credit for some of the things you already know. Plus some of the four year schools may give you credit for the classes you took abroad. They will evaluate your transcripts.
S. Oh, so I have to check with them.
I. Anything else that you can think of that was a problem for you?
S. Well, I think the language, well I think I can understand better than speaking.
I. So you can hear and understand everything, but speaking is another issue...
S. Yes, I think so. I still have a problem watching TV and at the movies, I don't always understand.
I. Some of the common language, the slang, is hard to understand?
S. Yes, because you never learn the slang before....
I. It doesn't have any meaning for you and you can't go look it up in the dictionary. How about friends?
S. Well, most of my friends are Chinese, well I have some American friends, but we are not very close, we cannot communicate very well.
I. It's a lot of work.
S. I have American friends, but it's not...it is more....
I. More casual?
S. Yes. I think that's the problem to learn English.
I. What about writing?
S. Well, I took ESL developmental writing twice. I never had writing before.
I. When you studied English before in Taiwan, you didn't write, you just spoke.
S. I have two semesters writing now, so this will be my third semester.
I. Do you think that will be a problem for you...the writing when you go into regular classes?
S. Yes, I think so, but I think the writing is better than speaking.
I. Speaking is the harder one for you...
S. Yeah, in writing you have time to think about it, you know what's wrong and you can change it. In speaking you don't have time to think. Sometimes the writing is hard, because you don't knew the grammar perfect.
I. The grammar has to be perfect and all, but you're more comfortable with the writing?
S. Well, I know my writing is not good just like what I say you know...I just write like what I say...
I. So English is a big problem...
S. And I'm working on it right now. Everything I find I want to do, like I mean, I have to study English first, to do something else.
I. So that language is the barrier between you and whatever you want to do...like the degree or whatever...
S. Even work.
I. So it's difficult for you at work?

S. Well, if you can't speak English, you can't get a job. I mean like, you have a problem to communicate.

I. So there are two parts to the problem...One that you need good English skills to get the job, then just to talk when you have one. Has that been a problem for you to get a good job?

S. Well, actually I didn't look for another job than I have now. I'm in school, and I really don't have time to look for a job.

I. How did you find the job you have now?

S. Oh, looking in the newspaper, just cashier because the job is ten 'til seven, and last year I had class in the morning, so I could go straight to work.

I. So you don't have to sell in your work—you don't have to use much English?

S. Well, no, I think that's good. I was looking for a job, you know, I used to work in a Chinese restaurant. Well, I think that's not good, because I talked Chinese all the time, except to the customers, and that's not really talking, so I was looking for work with Americans, I think that's better for my language.

I. It pressures you to speak English.
S. Yes. Because I don't have the chance to speak English at home. And the other problem is like I get in an accident, and I don't know what to say, I mean, the police or the insurance company...something like that.
I. Kind of practical things.
S. Yes, so I have to ask my friend to help me.
I. So that language fluency is really important to you in all kinds of situations. So mainly what you have been telling me is that the problems that you've had are mainly around English. And some apprehension...Any thing else that has been a problem, besides the English? Any other thing that has been a problem for you, coming here to live....
S. Well, I still miss Taiwan. You know you can't have alot of friends like I had in Taiwan, I think that's another problem.
I. Are you homesick?
S. Yes. Actually I have American friends, but sometimes they call me or something, and I say "no" because you want to say something and you can't, so you just say "forget it".
I. It's harder for you to communicate?
S. Yes, I can speak, you know, easy English, but when you talk to your friend, you sometimes can't understand, so you just say "OK, forget it".
I. You don't get into it real deep, because it's too much trouble...

S. Yes, so you just say "forget it".

I. One of the things is that you miss having a lot of friends, anything else?

S. Well, like when I was in Taiwan, I could go to movies all the time because they had Chinese subtitles on the screen. But now if I want to go to the movies, I don't understand very well.

I. When you go to the movies, you don't understand everything, so you miss...

S. Parts of it. Yes, and sometimes I watch comedies, you know, I don't know what they laugh about.

I. You don't pick up on the humor.

S. Right.

I. How long did it take you to get over feeling homesick?

S. Probably half years ago, I still felt it.

I. So it took about a year to feel more at home here. What about your family... still in Taiwan?

S. My two sisters came, it's not a year already, I mean it's not a year yet. They came to this school too. I think they will be here a year in January, so then they...
been in the U.S. just two years, so I don't speak good English in the pageant.

I. They expected you to have perfect English?
S. Well, not perfect, but to answer the questions well, you had to have pretty good English. Because some of the girls, they don't speak Chinese.

I. It seems unfair, how could they have a Miss Chinatown that doesn't speak Chinese?

I. I know, well, that was just an experience.
S. You did very well in the pageant, didn't you?
I. Well, not very well, but my father says "You've only been in the U.S. for two years—that's good enough".
S. Will you do that again?
I. Well, you know they have a Miss Asia pageant coming up in October, so some of my friends, they tell me to participate in this, so I just think about it. Well, probably I will miss some school. So, if I, also the Chinese Chamber of Commerce will take me back to Taiwan, so I was thinking about if I took class in Fall, probably I would miss a lot. So I thought maybe I should take more classes now.

I. Your education is important to you.
S. Yes. That's why I came to the U.S., because you can get a better education here.

I. If you go back, the U.S. degree will be valuable?
S. Oh yeah, I learned a lot, because I had to learn all the medical vocabulary. Also, when we lived in Kansas City, we almost always depend on my aunt, I was like a child, but when we went to Washington, D.C., I had to take care of my mother at the hospital. I have an aunt in Washington, D.C., but she is very busy. So in the hospital, I had to be there every day. Everything I had to take care of.

I. You had to learn a lot. That was a big problem, you must have been frightened to see your mom so sick...

S. And my father was so sad. He came when all this happened.

I. When will your father be moving here?

S. He work for China Airlines, so he comes all the time. He will come the end of August, he will take my brother. My father, probably because I am the youngest in my family, and I came to the U.S. the earliest one, he wants me to study, he doesn't want me to work. With that you can't study very much. I think the other problem is the most important, when I went to San Francisco for the beauty pageant, even Miss Chinatown, couldn't speak Chinese, but we have to speak English, so I think, you know, it's not fair for me, because I've
can come here. Then they will be a resident. The tuition will be cheaper.
I. Was that a problem for you when you first came... the tuition, the cost of living, the money problem?
S. No that's OK, well actually my father say he told me not to go to work, that he could pay my tuition, send me to school, but the U.S. dollar equals forty Taiwan dollars, so if they use U.S. dollars, it's unreasonable, because like the rent, we used to rent an apartment, the rent used to cost 400 dollars, so that's a lot.
I. So that was $8,000.00
S. It was 16,000 dollars. And we have to eat and transportation, and everything, it costs a lot, so I told my father that I would go to work just to support myself.
I. Does she work too?
S. No, the other big problem is that she got colon cancer after she got here. It's OK, because everything is better now, she got her one year's treatment of chemotherapy. This is why I quit high school in Kansas City, and we go to Washington. She had her operation, and well, Teddy knows, because I had to go back to Washington every month, for her chemotherapy. So I was absent a lot, every time, but she understood.
I. Did you learn English in that process?
S. Yes. And also you know more language.

I. Let me ask you one more thing—a general question, when you had problems, who did you go to for help?

S. (Laughs). I go to my friends. I ask my friends.

I. People who have been here longer than you?

S. Yes they know more than I do.

I. What about teachers or anybody else at the college?

S. Yeah, if I have a school problem, I ask a teacher. Actually, that's good, I don't have a lot of problems.

I. You haven't had a lot of problems at the school?

S. No. Well, actually, the problem that I have now is about transfer.

I. And that's a question you need to have answered by the academic advisors.

S. Yes, sometimes I will go to the counseling office.

I. What if you have a family problem?

S. No, I wouldn't ask anybody to help.

I. You wouldn't go to your mother or your father?

S. No.

I. But if it's something like how to get along in the U.S....

S. Then I'd ask my friends, because, you know, my mom, she speaks English too, but I know more things than she.

I. You've been out more than she...
S. Yes, and that's another problem, everybody their family can help them, and I can't.

I. And at home would you have normally gone to your family for help?

S. Yeah, they would have known, they would have helped.

I. And here you have to depend on your friends...

S. Right, because even my father, you know, he knows a lot, but he doesn't know a lot about America...so he can't help me either, so I become independent now. More than if I was there...

I. Will that be difficult for you-being independent when your father comes back?

S. I think so, because I was the youngest on in my family.

I. And they will expect you to be the one to go to them for help, but you'll be the one who's helping them.

S. (Laughs). Right. So before my sisters came, they know nothing and they're scared, and they have to depend on me.

I. Now you're the expert in the family.

S. Yes. (Laughs).

I. Well, I want to make sure you get to class, and I want to thank you for doing this. I appreciate your taking the time...

S. No, thank you for seeing me today.
References


National Association for Foreign Student Affairs.

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