

collaborative education ventures.

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

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

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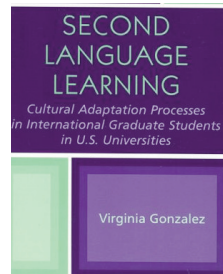
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## ***Second Language Learning: Cultural Adaptation Processes in International Graduate Students in U.S. Universities.***

Virginia Gonzalez (2004), University Press of America ISBN-13: 978-0761827900, \$ 42.99



Reviewed by

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

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

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

Grounded in psychology frameworks and employing utilizing both qualitative and survey data of international students' experiences, Gonzalez powerfully argues against reductionist college admission criteria, which solely relies on standardized scores to measure students' linguistic and cultural "readiness" and background experiences.

Chapter 2 deals with several social and cultural factors (language, adjustment) affecting the cultural adaptation of international students. As a former international graduate student myself and later, as an instructor of international graduate students at the University of Arizona's Center for English as a Second Language, I can identify and agree with the thorough review of existing literature in the field. Chapter 3 deals with the adoption of English as a second language of international students in an academic environment. Chapter 5 presents a study showing the effect of personality and identity factors on the adaptation process of international graduate students to the American college culture.

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

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

spectives as those shared in this book.

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

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#### **About the Reviewer:**

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