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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References


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

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

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

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

About the Reviewer: 
Dr. Espinoza-Herold is a faculty at Northern Arizona University. She has participated in teacher professional development projects and initiatives in the areas of effective schooling for culturally-diverse student populations. She has also served as faculty at the University of Arizona. She was the recipient of two Fulbright awards and a Sasakawi award. Her awards and fellowship allowed her to observe educational systems in Japan, China, Europe and Latin America.