

**STEREOTYPE, CONFLICT, AND POWER RELATIONS: AN INTERVIEW STUDY
OF INTERNATIONAL AND LOCAL STUDENT'S EXPERIENCE IN WENZAOW,
TAIWAN**

By

Buyannemekh Enkhbold

Tom

陳湯姆

Submitted to the Faculty of
Department of International Affairs in partial fulfillment
of the requirements for the degree of
Bachelor of Arts in International Affairs

Wenzao Ursuline University of Languages
2021

WENZAO URSULINE UNIVERSITY OF LANGAUGES
DEPARTMENT OF INTERNATIONAL AFFAIRS

This senior paper was presented

by

Buyannemekh Enkhbold

Tom

陳湯姆

It was defended on

November 28th, 2020

and approved by

Yuan-Ming, Chiao, Assistant professor, Departmental of International Affairs

Signature: _____ Date: _____

YuJane Chen, Associate Professor & Dean, Office of International and Cross-strait
Cooperation

Signature: _____ Date: _____

Advisor: Mark W Lai, Associate Professor & Director of the Master's Program, Department
of International Affairs

Signature: _____ Date: _____

Copyright © by Buyannemekh Tom Enkhbold

2021

Stereotype, Conflict, and Power Relations: An Interview Study of International and Local Student's Experience in Wenzao, Taiwan

Buyannemekh Tom Enkbold, B.A.

Wenzao Ursuline University of Languages, 2021

ABSTRACT

The emerging popularity of Asian countries, becoming an option for higher education, has increased drastically causing students from around the world to flock to Asia. With the Western education system being top tier, some education systems have mimicked the same style of education of the West and has created a miniature English bubble in a Non – English and Non – Western country.

This phenomenon has caused international students and local students to segregate in terms of power, this so-called power has affected international students and local student's interactions, opinions, and behavior. Through extensive research on previous literature, we have understood that neo-racism explains how such power is being distributed to students.

In order to check if such literature, done in an English and Western environment can also be used to explain international students in Asia, an in-depth interview has been conducted to 22 student bodies, 13 international students and 9 local students.

The findings suggest that, language, culture, 3rd party influence, and experience play a major part in explaining the behavior and interactions of international and local students.

Key words: International students, Power relations, neo – racism, culture, higher education.

TABLE OF CONTENT

INTRODUCTION.....	1
Background	1
Motivation.....	5
Research Purpose.....	5
Research Question	6
Contribution	6
Limits	7
Delimits	8
LITERATURE REVIEW	9
Neo – Racism	10
Intercultural communication: International student’s perspective	12
Intercultural communication: Local student’s perspective	12
English efficiency	13
METHODOLOGY	15
Data Collection	16
DATA ANALYSIS.....	17
Motivation.....	17
Power Relations.....	21
Neo – Racism	25
Intercultural communication	28
English efficiency	33
Summary.....	35

Analysis of theories	35
Additional Findings	38
Solutions.....	39
CONCLUSION	40
BIBLIOGRAPHY	42
APPENDIXES	44

LIST OF TABLES

Table 1 Number of International Students in Taiwan.....	2
Table 2 Number of International Students in Taiwan by Country of Origin (2004)	3
Table 3 Number of International Students in Wenzao (Academic year 100-108)	4
Table 4 Number of International Students in Wenzao by Country	4
Table 5 Demography of International Students Interviewees.....	16
Table 6 Demography of Local Students Interviewees	16

LIST OF APPENDIXES

Appendix A Interview Questions for International Students.....	44
Appendix B Interview Questions for Local Students	46
Appendix C Consent Form for Interviewees	48

PREFACE

This research stems from my own personal experience and desire to share the relations between international and local students. As the world becomes more globalized and people seek to pursue higher education around the world, we must try to leave the prejudgment and closed mindset behind us and open ourself to new experience and culture.

In truth, I could not have completed this paper without the enthusiasm of the student bodies who partook in this research paper and the guidance of my advisor. With the outside help and the desire to share the experience of international and local students, I have obtained a vast amount of data. I truly feel that every answer of the interviewees is equally important and that all should be mentioned in the paper. However, under the restriction of the format, I have chosen the answers that I feel truly voice the majority of the student body. If interested please look at additional appendix, **APPENDIX D**, to see the valuable answers of my interviewees.

As a researcher, who dedicated myself to share the knowledge I obtained, I hope you enjoy my research paper.

INTRODUCTION

Background

The emerging population of international students has increased by 4.8% per year since 1998 to 2018, reaching to a 5.6 million in 2018.¹ The countries that host the most international students are western countries and the majority of the countries that send the student population derive from Asia. Many researchers have studied the experience of international students in the context of English speaking and western countries. However, the study of International student's experience in the context of non – English speaking and non – Western countries have been rarely done due to scarce body of data.

Starting from 2013- 2020 the flow of international students took a turn of change from major destination countries, such as USA and UK, to non – major destination countries, such as China, Korea and Japan.² With the referendum in the UK to leave the European Union and the election of Donald J Trump had created an anti – immigration tone influencing the international student body to go to other destinations that are increasing in popularity.³ The countries that sent the most students abroad, the top being China, Korea, and Taiwan, have started to become new destinations for international students.

In the past many scholars have studied international student's experience in the context of English speaking and western countries, due to it being a popular destination for international students. However, rarely has scholars studied international students experience, especially in the context of, non-English and non-western countries. Now with the flow of international student's

¹ "What Is the Profile of Internationally Mobile Students? Education at a Glance 2020: Oecd Indicators: Oecd I Library.," OECD, accessed November 2, 2020. <https://www.oecd-ilibrary.org/sites/974729f4-en/index.html?itemId=%2Fcontent%2Fcomponent%2F974729f4-en>.

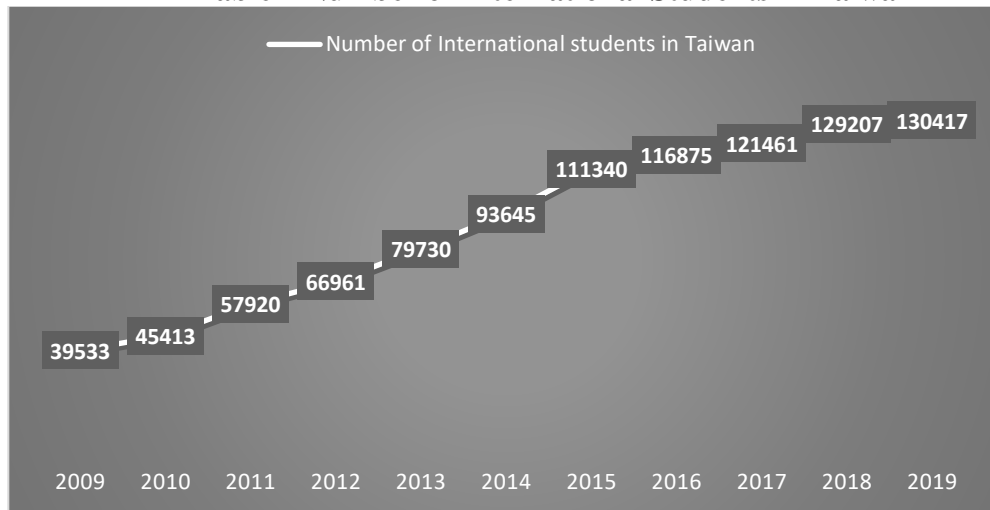
² Rahul Choudaha, "Three Waves of International Student Mobility (1999-2020)," *Studies in Higher Education* 42, no. 5 (2017).

³ OECD, "What Is the Profile of Internationally Mobile Students?," accessed. <https://www.oecd-ilibrary.org/content/component/974729f4-en>.

direction changing and the growing body of students studying abroad in Asian countries increasing, this has created the perfect opportunity for international students experience to be explored just as they were explored in a western and English environment.

One of the emerging non-major destinations for international students is Taiwan. From **Table 1** we can see that starting from 2009 till 2019 the number of international students has increased rapidly, especially during 2010 and 2015. **Table 2** shows that the nationality of international students studying in Taiwan in 2004. From here we can see that students from Asian countries such as Japan and Indonesia are the majority, with the help of USA. This was before the surge of international students flocking to Asian countries in search of higher education. We can assume that not only the number of students, but distribution of nationality has increased as well. Making Taiwan a place best suited to study international student's experience in a non-English and non-western environment.

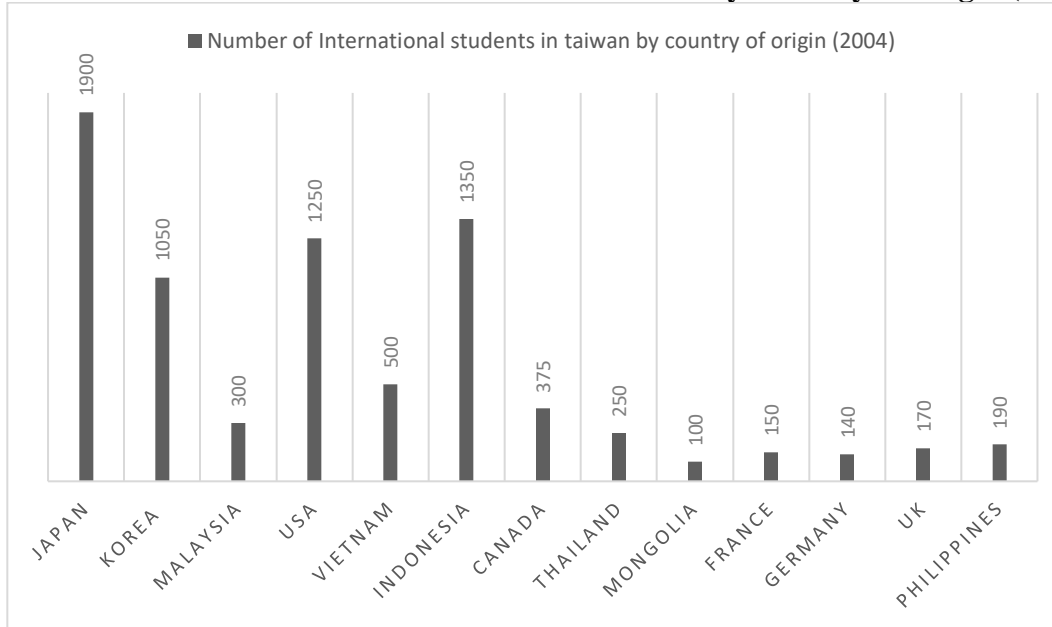
Table 1 Number of International Students in Taiwan



(Organized by author)

(source: <https://www.statista.com/statistics/1092735/taiwan-total-number-of-foreign-students/>)

Table 2 Number of International Students in Taiwan by Country of Origin (2004)

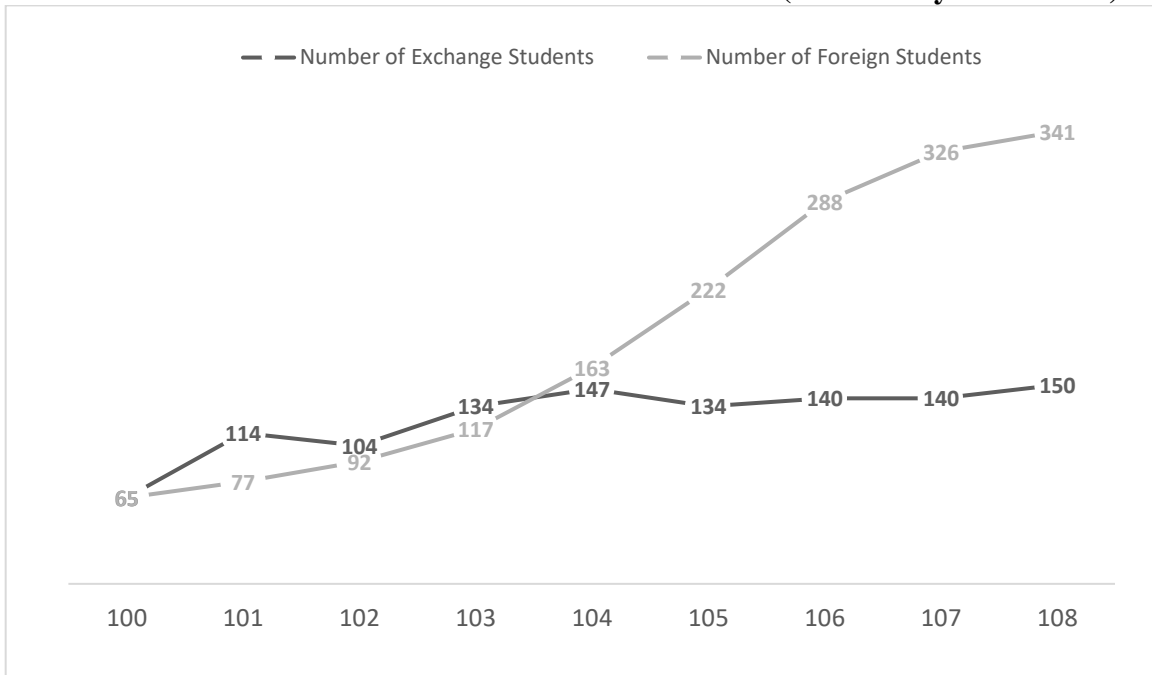


(Organized by author)

(source: https://www.researchgate.net/figure/Number-of-international-students-in-Taiwan-by-leading-country-of-origin-2004_fig6_44836649)

If we take Wenzao University as an example, the number of International students, as seen from **Table 3**, has grown from only 130 students in education year 100 to reaching 500 students in the span of 8 years. Wenzao maybe a special case due to it being a language institute and having sister schools around the world under the umbrella of “Ursuline” institutes, offering and creating the opportunity for more international students from different regions to come to Wenzao. From **Table 4** we can see how diverse the international student population is in Wenzao, consisting of 37 different countries and all 5 continents. Given such a broad range of nationality gathered together in one place, it is the perfect opportunity to test the hypotheses and theories proposed by the previous scholars in the area of international students in higher education.

Table 3 Number of International Students in Wenzao (Academic year 100-108)



(Organized by Author)

(source: Wenzao, Section of Overseas Student Affairs (SOSA))

Table 4 Number of International Students in Wenzao by Country

Country	Number of students	Country of origin	Number of students	Country of origin	Number of students
Japan	62	Spain	7	Italy	4
Vietnam	47	Korea	7	Peru	4
Indonesia	42	India	6	Poland	3
China	35	France	6	Nicaragua	3
Hong Kong	32	Thailand	5	Philippines	3
Malaysia	22	Brazil	4	Mongolia	2
USA	11	Russia	4	Australia	1
England	1	Turkey	1	German	1
Saint Vincent	1	Colombia	1	Greece	1
Portugal	1	Costa Rica	1	Singapore	1
Macao	1	Marshal Islands	1	Myanmar	1
Nigeria	1	Argentina	1	Kenya	1
South Africa	1				

(Organized by author)

(source: Wenzao, Section of Overseas Student Affairs (SOSA))

Motivation

As previously stated, many scholars have studied the experience of international students studying abroad on how they integrate with the local community, how well they adapt to the environment, and what kind of difficulties they face in the context of English spoken western environment. These studies were mostly done where the largest amount of international student bodies was at that time, which were western countries.⁴ However, I believe those findings cannot represent the modern international students who are studying in a non-English spoken eastern society. I took it upon myself to explore this grey area. Given that I myself is an international student and experienced what studying in a non – English speaking and non – western society firsthand, I can assure that some theories and hypothesis proposed by previous scholars in this area of field does not exactly match and align with my student experience. Thus, I wanted to be the voice for me and my fellow international students, to show that we journeyed on a different path. By sharing my findings, I may be the bridge that connects the local students and International students together, helping them to understand each other and even learn from each other whilst developing together during the process.

Research Purpose

The purpose of this research is to understand international students in a non-English speaking and non-western society. How well do they integrate with the local students, what factors makes it easy for international student and local students to engage with each other and what factors make it difficult?

⁴ OECD, *What Is the Profile of Internationally Mobile Students?* (2020).

Research Question

How does “power” affect international student’s experience, in the context of non-English and non-western environment, and their interactions with the local students? Is the research question I hope to answer with my findings. Under this “umbrella” of a question, more sub – questions can be looked in detail to give a clearer understanding. Those sub questions being:

- How does power relate to a student’s nationality, in the point of view of international and local students?
- How does said power affect the co-existence of international and local students?
- What factors, and how, amplify or suppress the power distribution in students?
- How does international students affect the classroom, and for what reason?
- How does language barrier affect interactions between international and local students?
- How does cultural barrier affect interactions between international and local students?
- Are there any other barriers that affect the interactions between international and local students, and why?
- Why do segregations form amongst the international and local students and how can it be dissolved?

Contribution

With previous studies not focusing on International student’s experience in non-major destinations, my contribution is to shed light on this area and to break down language and

cultural barriers between international students and local students and also to define and dissolve any other barriers that may part take.

By testing previous hypotheses, that were proposed in a different context than Taiwan, I can determine if the hypotheses can represent all student bodies, also propose new hypotheses that can represent certain demography of the international student population. By extracting such data, I can define where are areas that cause conflict for both student parties and also propose solutions that make the studying environment of a given university, that holds both international and local students, to become better. By doing so it will improve the student's satisfaction and hopefully educational level, also it will positively affect the university by creating positive atmosphere where there is unity rather than segregation of different, nationality, culture and language ability.

Limits

The limitations of this paper may consist of two things, one being language efficiency and the other being researcher bias. Firstly, I am conducting my in-depth interview in English even though Chinese is the spoken language in Taiwan. Thus my study population only consists of people who are able to express themselves in English. Which would show that my data collected may not represent all student bodies. Secondly, because it is a face-to-face in-depth interview how, I lead the interview with follow up questions may affect the data collected. I believe that language efficiency and interviewer bias may be the only two obstacles that may hinder my study.

Delimits

In terms of delimitations, my selection of study populations is unbiased, and my interview is semi-structured in order to reduce or prevent interviewer bias. Not only finding solutions to my limitations but the abundance of international students and the environment they are in is also a major advantage creating a perfect habitat and situation for me to conduct my research.

The selection of my study population is determined by three factors: distribution, availability, and randomness. Distribution as in I select my interview candidates that represent certain regions and areas. This is done in order for my interview candidates to represent a broad range of background. Availability as in who is available to be a part of my research. With the current pandemic surging with cases rising and falling, the availability of international students has drastically dropped. With the given situation I must select the candidates that are available. Randomness as in there are no biased selection when choosing my interviewees.

Wenzao university holding International students from 37 different countries and from 5 continents, it gives me the opportunity to make sure my data will come from people around world that each represents their background. I believe these delimits will positively contribute to my research.

LITERATURE REVIEW

The higher education around the world has tilted towards a more western style, this is due to the accomplishments the western education provides. For example, out of the top 20 universities in the world 18 of them are located in the west and only two in the east.⁵ In order to obtain the best education provided, many students from around the world swarm towards western societies. This causes an environment of people from mixed culture and ethnic background, who all came with the purpose of furthering their educational knowledge. A substantial amount of literature done in western higher education has studied this phenomenon. Studies have examined how the power statuses between domestic and international students occur, how such power affects student's way of perceiving each other, and how that different perception can be a barrier between local students and international student's interactions.

Power

We look closely at the term "power" because with this term we can explain the behavior of international and local students. Amid the vast amount of literature work done in the context of international higher education, Hsieh's study on "Challenges for international students in higher education" points out that there is unequal power among international students and local students in America, especially during group discussions and projects.⁶ With English being their mother tongue and the interactive outspoken character of American students overshadow the voice of international students who are foreign to the local environment. He also criticizes that the educators of American higher education should acknowledge this issue and they should

⁵ QS World University Ranking, "The World's Top 100 Universities," Top Universities, accessed June 9 2020. <https://www.topuniversities.com/student-info/choosing-university/worlds-top-100-universities>.

⁶ Min-Hu Hsieh, "Challenges for International Students in Higher Education: One Student's Narrated Story of Invisibility and Struggle," *College Student Journal* 41 (2007).

create a more power – sharing class atmosphere that welcomes all voices to be heard without one voice drowning out the other.

“The intercultural theory of student development”, by Tanaka, also shed light on the need to consider “power”, “difference in power”, and “power issues” in cultural interactions.⁷ In his study, taken place also in the USA, he explains that students from different backgrounds have different levels of power when it comes to being within the host society. It is not only divided between local student and international students but also among those division there is segregation based on culture and nationality. Lastly, he strongly emphasized the importance of equal voice regardless of race and culture in higher education.

From these two scholars we can understand that students from different backgrounds hold different levels of power, in the western context, and that higher the power you hold the better you are treated and more you are listened to. So exactly how do we determine who has more power and why in higher education?

Neo – Racism

The distribution of power can be expressed though neo racism. Before we move on, neo racism is new – racism. Malkki explains that neo racism focuses on culture and nationality, shifting from the rhetoric racism based on physical and biological difference to cultural and national difference.⁸ Bonilla – Silva also shared that neo – racism can be understood as the “National order of things” or “National superiority”.⁹ Explaining that because you are from a

⁷ Greg Tanaka, "Higher Education's Self-Reflexive Turn: Toward an Intercultural Theory of Student Development," *The Journal of Higher Education* 73, no. 2 (2002).

⁸ Liisa Malkki, "National Geographic: The Rooting of Peoples and the Territorialization of National Identity among Scholars and Refugees," *Cultural Anthropology* 7, no. 1 (1992).

⁹ E. Bonilla-Silva, *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States* (Rowman & Littlefield Publishers, 2006).

certain country you may be discriminated or looked up to, this is how we determine who has power.

In their research, Lee and Rice, used neo – racism theory to explain international student’s racialized experience depending on their country of origin in America.¹⁰ They shared that international students of color experienced different levels of difficulty compared to white students from English speaking countries. Students of color tended to experience more levels of discrimination, in forms of negative stereotyping and ignorance, than students who come from western European countries. They expressed international student’s discriminatory experience can be linked to their culture and race.

Lee and Rice’s explanation has also been backed up Marginson, who studied the international student’s security in Australia.¹¹ Marginson explains that while most international students felt relatively safe in Australia, those students who come from non-English speaking countries felt unsafe due to their appearance and country of origin. Many international students experienced hostility and prejudice outside their campus.

In his study, Jon, Jae – Eun explained that more economic power your country has more power you have.¹² Besides economic power, soft power can also affect the power you receive. For example, if your country is known in the world platform by a certain aspect you have access to more power. An example of soft power would be Korea and K-pop or Japan and their manner.

From these scholars we can understand that based on your nationality or culture, people will interact with you differently and you will also be stereotyped based on your country of

¹⁰ Jenny J Lee and Charles Rice, "Welcome to America? International Student Perceptions of Discrimination," *Higher education* 53, no. 3 (2007).

¹¹ Simon Marginson, "Including the Other: Regulation of the Human Rights of Mobile Students in a Nation-Bound World," *Higher education* 63, no. 4 (2012).

¹² Jae-Eun Jon, "Power Dynamics with International Students: From the Perspective of Domestic Students in Korean Higher Education," *Higher education* 64, no. 4 (2012).

origin. These factors influence the power of voice or power of recognition you have inside a classroom, overall, in higher education.

Intercultural communication: International student's perspective

Besides facing discrimination and prejudice another hardship international student experience is they have difficulties befriending domestic students. Brown explains that international students encounter difficulties in making friends with local students due to the language barrier, cultural differences, and preformed friendship groups. Brown also shared that if friendships between international students and local students were to happen it will contribute to the international student's academic results and cultural adjustments.¹³

To back up Brown's claim, in Kim's study Asian international students hope to make friends with local students to facilitate their adjustment to the local environment that and to develop true friendships but experienced difficulty in meeting them due to the lack of opportunity.¹⁴ In these contexts we can infer that international students have the desire to initiate friendship with the local students, because it will help them integrate into the society and is beneficial for them, but does the local students share the same desire as international students?

Intercultural communication: Local student's perspective

In the study "Host student's perspective of intercultural contact in an Irish university", Dunne explains that there are two reasons of such friendships to occur from the local student's

¹³ Lorraine Brown, "A Failure of Communication on the Cross-Cultural Campus," *Journal of Studies in International Education* 13, no. 4 (2009).

¹⁴ YoungKyung Kim, "Needs Analysis for Chinese and Japanese International Students' Adaptation to University Life in Korea," *The Korea Journal of Counseling* 10, no. 1 (2009).

side.¹⁵ First, is “Perceived utility” meaning how such friendship can be of use to local student. Second, is “Interest and Curiosity” meaning if the person is genuinely interested in your culture or nationality. These are the two reasons Dunne explains the engagement of local students towards international students.

Kudo and Simkin’s study on “Friendship formation between Japanese and Australian students in Australia” added one more reason why such friendships occur, “receptivity of other nationals”.¹⁶ They explained that international students felt more comfortable interacting with local students who are interested in international matters, have international experience, and learned or is learning foreign languages.

In the context of intercultural communication, given the certain circumstances mentioned above, friendships between international students and local students can occur.

English efficiency

The literature review mentioned above has discussed the arguments of international students in an English-speaking western context. However, scholars such as Hughes have raised the awareness of western model and the use of English in higher education, especially in Asian countries.¹⁷ This act of western adaptation of higher education in eastern society has emphasized the desire to provide the best higher education in eastern context. As the top universities reside mostly in western countries by adopting their module and replicating it in Asia may create a mini western university environment.

¹⁵ Ciarán Dunne, "Host Students' Perspectives of Intercultural Contact in an Irish University," *Journal of Studies in International Education* 13, no. 2 (2009).

¹⁶ Kazuhiro Kudo and Keith A Simkin, "Intercultural Friendship Formation: The Case of Japanese Students at an Australian University," *Journal of intercultural studies* 24, no. 2 (2003).

¹⁷ Rebecca Hughes, "Internationalisation of Higher Education and Language Policy: Questions of Quality and Equity," *Higher Education Management and Policy* 20, no. 1 (2008).

This will lead to the formation of an English higher education environment in an eastern society. By creating such environment, it has attracted many international students from across the globe who do not speak the local language but is able to still receive a higher education with the local students. Jon and Kim explained that in these contexts the division of local students and international students also get segregated in terms of their English efficiency.¹⁸ They call it the “English Divide”, it is a power differential among the local students as well. The more progressive you are in the English language, the more access you have to power.

In my motivation I say be the bridge between local and international students because the experience and the presence of international students can be positive and negative for international students and for the surrounding environment, local students. I believe that by comparing and testing the theories and arguments I have obtained through literature review I can fully express international students and local students experience in a non – English speaking eastern environment.

¹⁸ Jae-Eun Jon and Eun-Young Kim, "What It Takes to Internationalize Higher Education in Korea and Japan: English-Mediated Courses and International Students," in *The Internationalization of East Asian Higher Education* (Springer, 2011).

METHODOLOGY

This paper is set to understand the international student's experience and their effect on the local students, determine conflicting areas, its causes and their solution. The literature review consists of past scholars, who have done research in higher education and international students, theories, hypotheses, and arguments. This paper hopes to test those theories, clarify misunderstandings and offer solutions. Through face to face, in-depth, interview I hope to find data that either proves the past scholars claims or disproves them leading to the birth of new theories, arguments and hypotheses.

The Interview questions are created based on the literature review, which was done with the help of various websites such as J-STOR, Z-library, and many more. The interview questions are based on two sets, each for international students and local students prospectively.

APPENDIX A and **APPENDIX B** shows the list of questions that tackle the hypotheses extracted from the literature review, in other words the interview questions.

The interview environment was identical to all interviewees, in order to not jeopardize the validity of the interview. The interview was held in a quite calm environment, with little to none outside distractions. Each interviewee was asked to sign a written consent form shown in **APPENDIX C**. After signing, each interviewee was asked to give oral consent to be interviewed face to face. After giving oral consent, each interviewee was asked to give oral consent to have the interview audio recorded. All oral consents were audio recorded.

Interview tools:

1. Phone to audio record the interview, for transcription and later use.
2. Laptop to write down key words and main points of the interviewees answer.

Data Collection

The main method for data collection is face to face in-depth interview, there are in total 22 interviewees who took participation in this study. From **Table 5** we can see the demography of the international interviewees. I have chosen to disclose their name and age due to confidentiality.

Table 5 Demography of International Students Interviewees

	Nationality	Sex	Continent
1	Japan	Female	Asia
2	Myanmar	Male	Asia
3	Indonesia	Female	Asia
4	Russia	Female	Asia
5	France	Female	Europe
6	Germany	Female	Europe
7	Italy	Female	Europe
8	Spain	Male	Europe
9	Kenya	Male	Africa
10	Nigeria	Female	Africa
11	America	Male	North America
12	America	Female	North America
13	Nicaragua	Male	South America

(Organized by the Author)

(Source: From the Author)

From **Table 6** we can see the demography of the local interviewees, they have been selected from departments that hold the most international students in Wenzao.

Table 6 Demography of Local Students Interviewees

	Nationality	Sex	Department
1	Taiwan	Female	International affairs
2	Taiwan	Male	International affairs
3	Taiwan	Female	English
4	Taiwan	Male	English
5	Taiwan	Female	English
6	Taiwan	Male	Japanese
7	Taiwan	Female	Japanese
8	Taiwan	Male	Japanese
9	Taiwan	Male	Language and Instructions

(Organized by the Author)

(Source: From the Author)

DATA ANALYSIS

This chapter will share the perspectives of both international students and local students on the matters of “Motivation”, “Power Relations”, “Neo-Racism”, “Intercultural communication”, and “English Proficiency”.

Motivation

Firstly, we will focus on the motivation of international students and their motivation to come to Taiwan. Also, the student bodies opinion on the emerging popularity of Asian countries as a major destination and their perspective of east to west and west to east path of obtaining education.

When asked why did you choose to study in Taiwan, most of the international students explained that the factors that influenced this decision was the desire to learn Chinese, affordable living cost, and preferable environment then China. For example:

“I am really interested in the Asian culture and the Chinese Language” – IS9

“I like the Chinese language” – IS7

When I followed up with why they did not choose China, they shared that they prefer Taiwan because it is freer. For example:

“I didn’t want to study in China because I did not want to be controlled and wanted to have my own freedom” – IS5

“I prefer Taiwan over China because the teaching system is better than China’s” -IS3

Other international students expressed that Taiwan is peaceful, safe and they know someone in Taiwan. For example:

“Came on a trip to visit a relative, then I decided to stay and learn the language” -IS13

“It is peaceful here, plus my wife lives here and I wanted to try something new” -IS11

“I really love Taiwan It's Safe and I'm able to earn a living and be Self-dependent I don't have to worry about taking my parents resources I'm able to provide for myself here And Just able to do a lot more on my own Very freeing for me” – IS12

There were some rather peculiar answers such as:

“Taiwan was the only one who accepted me” – IS6

“I didn't have a choice, I was raised here” – IS10

When asked what they thought the reason was for international students to come here, most local students guessed from a more educational point of view:

“I think they came here because we have good universities, if the university is good then the professors are not that bad” – LS8

“Better education” – LS5

Whilst others came from a more political point of view:

“Our living cost is low, the security index is high compared to other Asian countries and we are a democratic country” – LS2

“No social media restrictions” – LS3

Just like the international students there was some peculiar answers as well. For example:

“Food” – LS1

When I asked why they chose Wenzao to study, most international students expressed that Wenzao was one of the few universities that offered all courses in English, they offered scholarships, and was a good place to improve their language efficiency.

“I pretty much not satisfied with my previous university and since I was working for the embassy and Wenzao is the only university to offer IA in English” – IS13

*“Wenzao was the only one with a program taught in English that interested me
And I really like the campus and location of Campus as compared to some of the ones on
the outside skirts would be a lot less convenient.” – IS12*

“I wanted to improve my language” – IS9

When I asked the local students why they chose Wenzao, the majority explained that they wanted to learn languages and also the reputation of Wenzao housing a lot of International students whether they are exchange students or degree students attracted many local students. They believed they would be in a foreign environment.

*“To learn English, my English ability was not as good as it is now. Also, the
International Affairs department is unique in Kaohsiung. Not many universities offer the
International Affairs department in full English courses.” – LS2*

*“To learn Japanese, I have always been interested in the language. I am planning to go
abroad there. I wanted to learn new languages in Wenzao, it is known for it’s
multinational environment and has a lot of international student. I was excited to practice
my oral skills, but I never got the opportunity.” – LS8*

There are a few students who bluntly told their reason honestly.

“My math grade sucked.”- LS9

When asked their opinion on the emerging popularity of non-major destination countries for a place to pursue higher education. International student answered that this was no surprise, with the K-pop wave spreading and the popularity of Japan his influenced a lot of people to become more open-minded, to try new experiences, and get a higher education in Asia. Besides the cultural influence, non-major destination countries offer good education with a cheaper price compared to western countries.

“They are more popular because we recognize that the education is good and people want to experience something new and the living cost is lower” – IS5

“I agree, I know that, my friends went abroad to non – major destination because of the influence they have started to have. They wanted to see the Asian culture. And try something new. Asians may go to Asian country because it may be easier to adapt.” – IS3

Some international students explained that stereo types also have an impact when deciding where to study. Others explained that major destinations won't have enough resources or opportunities because it is in demand and non – major destinations such as Asian countries will not be flooded and have better opportunities and bigger resource distribution.

“Because I live close to the US, I know that some people decide to go to Asia to study because of s.” – IS13

“I am not fascinated by EU or America, I prefer not to go to flooded places, because the opportunities and resources are scarce. I think Asia's popularity has changed. Before they were popular for manufacturing products, seen as a producer and not an educator, now things are changing and they are breaking out of their shell” – IS9

When asked about their opinion on a student going to study from east to west and west to east and the amount of difficulty they may face. International students explained that the culture difference and ease to adapt is different. The western culture being more open in regard to expressing themselves and the eastern culture being more closed they explained that in the short term west to east is more easy and east to west is hard, but in the long run east to west is more easy and west to east is harder.

“Probably western people to eastern countries is more easier because their culture is more open , and closed culture to open is shocking. But after time it gets more easier. But western

to eastern over time is harder. So, they cannot behave the same way all the time. But if they want to understand the culture and acting like locals they must close themselves not open up but close down.” – IS7

Power Relations

When asked, how does having an international student in the class affect the class or the class atmosphere, most local students stated that it brings a more English, active environment where there is a lot interactions in the class between professors and students. However, they pointed out that it has it’s positive and negative effects.

Positive in a way that it motivates the local students to ask more questions and answer more questions like the international students do. Also, it forces the local students to step out of their comfort zone and to become more outgoing and interactive.

“Those who raised their hands and ask or answer questions are international students, it inspires local students to ask more and makes the atmosphere more active and interesting”- LS2

“I think really encouraging me to participate more or to put more effort. The environment is more challenging making me have more of my own ideas. The first pro for IS is that they have more ability to understand quickly due to their English ability. It affects the efficiency to study. Overall speaking their existence it is a good simulation pushing them to com out of their comfort zone. More outgoing or exchange their opinions.” – LS1

Negative in a way that the local students become more self – conscious of their language ability and becomes shy to interact. Not only this but they also explained the local students

sometimes lose the speaking opportunity and the teachers like international students more because they interact more. This can lead to leaving the local students behind.

“A lot of our classes are in English and having an IS may scare the students to speak in class because they are afraid of saying the wrong things. It is a lot of pressure, we become self – conscious” – LS2

“I think sometimes LS lose their speaking opportunity and the teachers will focus more on the IS because they interact more and pay less attention to LS” – LS4

When asked the same question, international students expressed that a number of ideas that were both explaining positive and negative sides as well as explaining what problems there are and why it occurs. For example:

International students shared that having an international student in the class makes the class more dynamic and you have more point of views. It creates an English environment where it forces the local students to speak up and to boost conversation. However, on the flip side, local students may be ashamed to speak because of their language ability and also intimidated by international students.

“I think international students make the class more active and dynamic, we cultivate class discussions and for some teachers that may be helpful. We try to motivate the local students to speak up.”- IS12

“In western society no one cares if an international student is speaking but here international students have a stronger voice and local students are shy and quieter and ashamed of speaking up.”- IS6

One interesting aspect that all international and local students were disagreeing on was whether to ask the teacher questions or not. Local students say the international students are

active and ask the teacher questions and international students say that the local students do not ask questions in class, if needed they will ask during break time. They expressed that this difference in action is caused by cultural difference.

*“International students are taught to challenge their teacher, to think critically about it rather than just accept it. We are taught to question the teacher so we can get deeper knowledge. We dig deep and this puts pressure on the professors and leading them to become more knowledgeable. Here they are taught to listen and not to question the teacher. And then the teacher gives them a lot of quizzes to check if they **REMEMBER**, not if they understood.”- IS9*

When I asked this matter to a local student, he explained that they are taught from a very young age that whatever their parents and teachers say is always correct. Maybe it may be related to Confucianism, to maintain peace and to not disturb it.

“In Asian culture, we are taught not to disagree with the teacher. This is seen as disrespectful and by asking questions or some other actions may offend some teachers and we try to prevent such scenario from happening” – LS2

An international student had a different point of view on this matter, she expressed some amount of frustration where she was being restricted by the professor.

“When I want to be active in class. The teacher said you need to stop a bit. Give time to the local students. So, I need to rethink and consider my actions. Sometimes I feel it is unfair. We are all here to study and learn, just because they don't want to, why should I keep myself quiet too. If I can answer I should answer as well. They don't want to talk. I am not trying to be ambitious. It is uncomfortable when I see a lot of passive people, it is awkward. I feel bad for the professor, when they don't answer.”- IS3

When asked about power relations among international students and local students they all said that they believe international students have more power than local students. They explained that power can be so called “obtained” through various ways. For example, having good English ability, how active you are, the influence of media, and the surrounding environment. All interviewee candidates said international students have more power because they are in an English environment, created by Wenzao, and they have good English ability. Because you have good English ability you are have the opportunity to be more active in class thus drawing attention.

“I believe IS have more power because they can fully express themselves in English in the classroom and the LS kind of see them as leaders rather than classmates when it comes to group projects. They usually take control and distribute tasks.” – IS8

“International students have more power because of how the media portrays us. For example, in Hollywood. The hero who is handsome, rich and smart are usually a westerner. Not only movies but music and sport industries are mostly influenced by western culture.” – IS13

When asked when or how such power can shift from international student to local student, both sides expressed that local students are in power when the students leave the mini-western bubble. When it comes to administrative work and when international students need the local knowledge, domestic students strive.

“Local students have more power when we leave the campus or when we have to deal with issues in the administrative office.” - IS12

“We don’t know shit when we leave our classes or department, this is when we rely and depend on local students” – IS6

Another interesting find I stumbled across is that there is power hierarchy between local students, and some have the desire to have such power that international students have. Some of my interviewees explained that a local student's English or language efficiency also determines power among the local students.

“If your English ability is not good then you cannot fully express yourself. And when we see local students who can express themselves, we perceive them as students who have skills that we don't have, however this comes with positive feeling like respect and also negative feeling like neglect. Some local students who speak good English try to act as if they are one of the international students. And see them-selves superior than other local students.”- IS2

When I followed up with why some students want to be like international students and why they want the so called “power” that international students have they explained that they desire to be on the same level as some international students and try to compete and win against them.

“I am a talkative person, I fight for my power in a normal conversation. I will grab attention, we are all equal. For students who has less capacity in English may have a weaker perspective on power” – IS1

Neo – Racism

When I asked whether that certain power is connected to a person's nationality and their nation's economic power. Most students shared that people from certain countries have more power due to stereotypes that is forged by the media and the older generation. Also, people from certain countries may be acted differently by the local people depending on their country.

“If you fit the iconic concept of blonde blue- eyed Caucasian then you are much likely to be treated differently”- IS13

When asked how the treatment is different, they explained that they get away with a lot of things.

“Because I am white, I tend to get much more passes than usual here. For example, if I do a certain action that is inappropriate or in some ways disrespectful, I may get a pass or I may be treated much kindly. Some foreigners actually abuse this power a lot. And it is sad to think that if I looked differently or if I fit the typical discriminated image than I would have been dealt with much harshly.” – IS6

They also explained that the more economic power you have the easier access you have to information.

“I think more economically powerful country people have more access to information. More likely, so they can get more experience and by having more experience may lead to being more influential. They will have a higher influence than a 3rd world country.”-IS2

The perception that your country has and its economic ties also plays a major influence in the interactions you receive explains on international student.

“I guess there is two kinds, on one hand there is a certain reputation, for example Germany is being held in a high regard. Due to economic ties and it being a more competitive power in the world. I think the fact I am from Germany makes people see me in a higher regard. white privilege. However, if you are from SEA especially in Taiwan there is a big racism against. Them depending on that. Where you from will affect whether you get power in your hands or taken from it. LS have the choice.”-IS6

Most of the interviewees also explained that soft power can also be used to explain why or how certain people are treated. They explained that countries who has a lot of soft power can also be valued more or regarded more.

“Actually, I didn’t realize it back home but when I came here. USA or western countries have so much money or power that can dominate the rest of the world. We still have the stereotype that white people is the best. In Asia Japanese people, Korean people and Taiwanese people have more power, in SEA. That is kind of kind sad for me, I didn’t know back home. But here I realize Japan is powerful they see Japanese products as the best.” – IS1

When I inquired about the how these mindsets are formed from the local students, they explained that it is due to the outer influence they receive. Those influence being their previous generations mindset, which was formed by the media of that time. The previous generation grew up on the media of western countries dominating the world economy and being the most influential while at the same time SEA laborers were coming in to do jobs that the local people did not want to do. So this mindset of polar opposite opinions started to form. That exact mindset has started to influence or has been an influence whilst the current generation grew up. For example:

“While I was walking from a store back to Wenzao, I was about to pass a group of grandmas sitting in their chair relaxing whilst their grandchildren played by them. When I got closer one of the grandmas deliberately stopped the others conversation to draw the attention to me and said “Kan, Kan, hei-ren”, meaning look, look, a black person. Why could they not say “Kan, Kan, wai guo ren”, meaning look, look, foreigner. By branding

me in this term and their grandchildren are copying this type of behavior is embedded into them from a young age.”- IS9

The international students also explained that such discrimination can also lead to not only the people but is also associated with the location those discriminated people go to.

“My local friend went to a morning market for the first time and when she came back I asked how the market was and she explained that she saw a lot of “wai - lao” there, when I asked my local friend if she was planning to there again because I wanted to go there she said she won’t go there again because it is seen as not such a nice place there are “wai-laos” there, like it is a cheap dirty place or something” – IS1

However, some local students have said that the younger generation is on a transitional period, saying that with globalization and being exposed to more and more culture they are becoming more open-minded compared to their previous generation.

“I think we are changing our mind-sets ourselves, even though the media does portray some cultures to be of higher standard it also shows their flaws as well. And I think race is becoming less and less important and the amount of knowledge is what makes someone be respected and in your words power”. – LS5

Another explained that the mindset or assumption is only temporary and that it does not last long.

“That might happen in the beginning, we don’t, we try not too, but we do treat them based on their assumptions. Tend to be more listened. But in the long run it is all about personality. Countries will not be the factors.” – LS 3

Intercultural communication

When asked how often they initiate a conversation or a friendship with the local students, international students said that they always initiate such conversations given that the environment is right. The motivation behind it is that they want to make friends and practice Chinese or learn the culture.

“Often, because I really love to make friends and I want to learn the culture before I leave. I usually start the conversation first. Or even simple daily questions. Like basic ones. If they face problems, I will volunteer my help.” - IS3

“All the time, every class. Some are interactive some are answering a lot of them are shy, they may be intimidated. There is a little bit of delay, I try to loosen up by speaking my Chinese. It could be also the age difference. Some talk and some take more initiative, they are more comfortable.” – IS11

“On a daily basis. I have a very (woop) personality” - IS10

However, some international students also said that they don't initiate as often because they are shy and also lack the opportunity.

“I usually don't because I am a shy person.” - IS7

I usually don't because they are very hard to approach, if they don't go to me I don't go to them.” – IS5

“I am a very shy person, most of the time I am being introduced to people. They come in through connect but usually I don't initiate. There is no opportunity to do so.” – IS6

When asked how often you initiate a conversation or a friendship with the international students, local students said not so often. They explained they are shy and concerned about their language ability.

“Not often, Taiwanese people are quite conservative. Taiwanese people are usually afraid if doing something, like to express their ideas. Because our parents and teacher in junior high and they taught us to not make mistakes and be perfect. They don’t know individual thinking or critical thinking we need to obey everything they say. We are under their thumb.”- LS5

Some even expressed that social it is awkward to engage with someone you don’t know and it may be seen as weird.

“It is weird to have people come and talk to you so no.”- LS8

“Not quite much, 4-5 foreign friends I have, I don’t feel like I want to approach someone I don’t know” – LS8

Other local students said they initiate a conversation if there is an opportunity to do so but because opportunities lack, they don’t initiate conversations.

“Seldom, because I don’t have opportunity. If opportunity given I will. For example, I have 2 foreign class in my class, and I am good friends with them.”- LS4

“Not quite often because, it depends on the classes I take that semester, like classes that has a lot of international students if not I do not see any chances or opportunities to reach them. When I volunteer in SOSA, I will have those opportunities. After I left no”

-LS3

When questioned about their friend groups and how it started, local students and international students both shared similar answers. They both explained that their friend group mostly consists of people from the same group, meaning international students to international students and local students to local students, because they are more comfortable and easier for them to make friends of similar type.

“I hang around with local students a lot, because we speak the same language, so it is easier for us to communicate and same culture.”- LS6

“My friend group consists more of IS, because it is easier, and we have a common cause because we have more events in common and we study the same things. IS usually stick together. Mostly because everything is unknown and by having something, we know it is comforting.” – IS12

International students expressed that the maturity level compared between local students and International students are different because of the experience each group has. Some expressed that local students sometimes act childish and is not mature, so it is hard to really develop deep friendships. Also, the interest between local students and international students don't really align together.

“LS who are 18, they act much younger. I cannot be really friend with people who are immature. They are helpful and nice and stuff but they are just different they are not really honest with you and shy they don't act like grownups.” – IS4

“IS, even if I want to be friends with LS, it is difficult I am not sure why maybe the vibe or mood is different. LS don't really go to parties or they don't go, their hang out is café taking pictures but for me I don't enjoy that thing. The interests is kind of different” -IS1

When asked in what situations do local students and international students will definitely be engaged in a conversation, all students said that the environment and opportunity that is created in a classroom is the one that both parties are forced to engage with each other. In cases such as group activities and discussions.

“When debating with them or debating or there is a discussion time in class will definitely talk with them as a group.” – LS1

“It would happen if you are paired in a group, because there is opportunity to befriend them.” – IS11

When asked in what situation is it difficult for initiations to happen between international and local students, they explained if the environment does not support such conversations to happen.

“Giving individual works, a task that doesn’t involving joint effort things.” - LS3

“if they are not told to they don’t. if they are not forced to then it is difficult.” - IS13

“When there is no activities. Unless they are not interested, they won’t engage with each other.” - LS2

Both parties added that even in forced situations they engage temporarily, if the two parties are not willing to make the conversation to go further, then it is pointless.

“If they have the same interest. For example, sports. In which they have the same interest they are most likely to communicate more. If they are forced, they won’t last much longer.” – IS2

International students explained that conversations with local students is kind of restricted to the topics you can discuss about and also the effort is kind of one sided, it is not a conversation it is an interrogation.

“Having conversations with local students is more difficult than having conversations with international students because there is only few topics you discuss with local students whereas you can talk more with international students, It is mostly schoolwork and nothing else, oh and how they are.” - IS3

“When I talk with local students I am always carrying the conversation and always asking, it makes the conversation one sided, and I don’t want to talk again not because I don’t like it but because there is nothing new to discuss.” – IS9

English efficiency

Local students explained that when talking with international students they are afraid of making mistakes and become self – conscious about their English ability.

“Taiwanese people are generally shy because they really care about how they think about them. Before I improved my English ability, I was very self - conscience. I think I may disturb them from having a good talk, what if I make a lot of mistakes. Grammar mistakes or pronunciations, or our accents. This whole reason becomes the language barrier.” – LS2

“I think the slangs and native and not native students it is difficult. If they say some jokes and we won’t get it is vice versa.” - LS4

International students also expressed that difficulty of language efficiency between international students and local students

“For me, I was in CLC. But at the beginning, but when I speak English or Japanese with IS I talk but they practice with me, like I am training them. And these things make IS try to avoid LS. Because we can’t have convo.” - IS1

“Sometimes it is really hard because you cannot communicate with them, if you get to communicate, they might misunderstand, or your point won’t be delivered the way you want it.” – IS2

When I asked the interviewees if there are any other difficulties that make it difficult besides language, of course some said that culture is one factor but besides that they also explained that other factors also are put into play as well. Such as, financial ability, responsibilities, interests, aura, and maturity level.

“At some point I wasn’t having things easily, there were many chances for me to make friends, but my budget doesn’t really help. Sometimes my local friends would go to pricey places and sometimes I cannot afford, and these situations may prevent you.” - IS13

Another international student pointed out that it is very difficult because of agenda each party deem prior and that causes conflicts.

“I think it is more about what you are doing, Local students some of them are all about the school, cheering on the teams and so on. On the other hand, I have to go home do work, we are not sharing the same experience. I think it kind of changes things.”-IS11

Some international students expressed the concern of age and how some students are older than others and that influences the behavior.

“Also ages, IS are more older, some us have taken gap year, or we worked before. What they are like what they do is kind of childish. I see some relation problems. Every classroom has a groups. I realize that they started to have conflicts but that is high school stuff. That really surprised me after I saw these things I though it only happens in high school.” – IS1

On the other hand, local students expressed even though there may be barriers if they really are interested and have intentions than they will overcome such obstacles.

“If you have intention even though you have language barrier you will overcome it. We have terms “氣場 - aura” first impression has an aura that make it difficult to befriend him or her we will try not to and just observe them and see if they could be our friend or not. They are more careful. An aura that is difficult to approach maybe how they dress or how they talk, maybe luxury or famous brand clothes. For example, the way they talk is more aggressive they try to talk a lot and try not to listen to others, in Taiwan when we communicate we are the one who try to listen. If someone try to talk to much and not observe the atmosphere. Most of these factors are more subject than objective because everyone has different ideas.” – LS3

Summary

In this part we look into how the answers of the interviewees, match or differ from the literature review, bring out new findings in the area, and what suggestions or solutions can we come to.

Analysis of theories

In this mini – bubble of English environment in a non- English speaking and eastern country the co-relation of international students and local students have many implications, and this paper has tried to determine and define such issues and prove or debunk past scholars work in higher education and give pathways to a better understanding amongst international student and local students.

Hsieh’s theory of unequal power between international students and local students can be seen in Taiwan, however in Hsieh’s research the local students had more power but in the

context that was done by this paper international students have more power. This is due the English environment and the culture of the west and east. In the west the local student, who spoke English more dominantly, had more power. Whereas in Taiwan, Wenzao the international students have more power because of their higher language ability.

To add to this theory proposed by Hsieh, I believe besides language, culture also plays a major role as well. The international students have a more western style of education thus they interact and question the teacher more whereas the local students have a mindset of "Confucianism", withholding harmony and peace, with this mindset they were raised and taught not to challenge the professor leading to not interacting as much in class. This creates space for international students to roam freely with the help of their English fluency and their western mindset.

Tanaka's theory of students from different background have different power does apply to the context of this paper. The data extracted shows that, neo – racism is built from an early age with the help of media influence and past generation's mindset. However, majority of local students have expressed the transition to a more open-minded mindset. This transition is able to happen due to increasing exposure of intranational bodies arriving in Taiwan, Asia. By being exposed to other cultures and more access to information, local students can differentiate the stereotypes and decrease prejudgment.

Marginson's students from non – English speaking countries feel unsafe in an English environment (Australia) has little to no adaptation in Taiwan. However, with the combination of Jon, Jae-Eun's theory of economic power and soft power also influences power distribution can be both used to explain how international students, who derive from an English-speaking country

or their country has economic and soft power, can find it easy to adapt to the environment and gain popularity among local students.

The reason why international students can adapt and have it easier than other international students who are not from English speaking countries or their home country has less economic power and soft power can be explained by using Dunne's theory of local students engage with international students based on perceived utility and interest curiosity. Just as Dunne explained in his research local students in Taiwan do initiate with international students if they feel that it is beneficial for them and if they have genuine interest in their culture.

Due to Wenzao, being a language university Kudo and Simkia's claim on local students who are exposed to other culture and is learning a third language are easier to engage with international students cannot be used to the behaviors of international and local students. However, like any normal person would when choosing a friend local students and international students both find personality and similarity in interest to be more of an influential factor when deciding to further their friendship.

However, for any friendship to develop in the first hand, language fluency is a major part to consider. Both international and local students expressed that they find it difficult when they cannot fully interact and because of the language barrier the area of topic being able to cover is lessened drastically making any interaction dull. Those local students who are able to interact with international students do feel that there is positive and negative perception of their language ability.

Jon and Kim's English efficiency segregation fully explains this perception. The positive affect being that local students are able to fully converse with any international student and is able to partake in discussions in class, yet they are seen as "international student wannabe".

Other local students see them as showing off and that they hope to gain the same amount of power that international students possess in a classroom. This discourages local students to fully partake in class.

Additional Findings

Besides the theories extracted from the literature review, the findings of the interview also shines light on areas that is deemed worthy to gain recognition. International students and local students have other factors that influence their behavior. Experience and maturity level, instructors of the class, and opportunity.

Stepping out of their comfort zone and seeking to obtain education in a foreign land it is arguable that international students house more experience than local students. This experience can be translated into knowledge and maturity. With the local students not having this opportunity the mindset of the two student bodies differ and in some cases cause difference in viewpoints and actions that influence the likelihood of friendship.

The most noteworthy and easiest to be solved would be the instructor. With different student bodies that each input different perspectives it is the instructor's, or professor's, duty to use it to the best way that creates healthy learning environment in the class. Motivating interactions amongst the students and cultivating local students voice to be heard much loader that it does not get overshadowed by the international student and offering even opportunities to both parties to engage with each other and the instructor.

Creation of opportunity does not only hinder to the instructor of the given class but to the organization that is offering the education. All interviewees expressed their lack of opportunity to engage with each other outside the classroom. All interviewees expressed their desire to have

more opportunities than they have currently. By creating such platform for intercultural engagement will not only benefit the student bodies but to the institution itself.

Solutions

Just as I have taken upon myself to shine light in this grey area of representation of international students in an non-English speaking and non-western environment. I also take it upon myself to create the prototype of a platform where it can be a hub for cultural and language exchange among students, international and local. By having such platform, in the form of a club, international and local students can come together to squish out any prejudgment or stereotype and learn whatever we can from each other. I propose that if this prototype is successful then the educational institution or even professors can adopt this method of engagement between local and international students to equally distribute power and to create a more interactive, equal and educational learning atmosphere.

CONCLUSION

With the arising movement of international student bodies and their dispersion to every region of the world, popularity of Asian education has elevated in the higher education field. This creates a new power dynamic situation that differs from the stereotypical power struggles seen in the English-speaking western countries. Previous scholars state that the power distribution mostly favors the local students in the western context and the international students are seen as the minority. However, this is not that case in Taiwan, Wenzao. Local students hold the middle ground, and some international students are positioned higher and some positioned lower based language, culture, experience, and stereotype.

The language of instruction being English, those who come from English speaking countries or developed countries seem to have more power compared to local students in the classroom. This is explained that the efficiency of the English ability gives the student more freedom to freely express his or her opinion. Overshadowing and drowning the voice of others whose English ability lack in comparison. To add on, when a student comes from an economically powerful country they are perceived as intellectuals because of the easy access they have to information in relative to others.

Besides the language difference being a cause to power distributions, culture also plays a major part. Westerners are taught from a young age to be individualistic and independent, on the other hand eastern students tend to be more conserved and have a more group mindset. This act of behavior guided by their cultures and how they were raised amplifies westerners and lessens easterners power struggle amongst the students.

All student bodies agree that with experience, knowledge and maturity comes as well. International students have more opportunity and is exposed more to other cultures making them

more open minded and less brainwashed by media influence and stereotypes compared to local students. Their prejudgment has been embedded by the past generation, who were influenced by the polarized media glorifying western culture. And the lack of opportunity to test those prejudgments in life. With this mindset local students put westerners and countries who have economic power in high regards and other countries to be of less importance. This leads to unconscious power transition from locals to international students or vice versa.

I truly believe that even though such factors influence power distribution among student bodies in Wenzao, Taiwan. The gradual process of improvement can be seen, by spending more and more time together the segregations students create themselves start to dissolve and all start to focus more on interests and personality rather than thinking in a neo-racist way. I believe that 3rd party influence from professors and institutions can also hasten up this process making the end goal to be a platform of integrated educational environment of equal distribution of power.

BIBLIOGRAPHY

- "What Is the Profile of Internationally Mobile Students? Education at a Glance 2020: Oecd Indicators: Oecd I Library." OECD. Last modified 2020. Accessed November 2, 2020. <https://www.oecd-ilibrary.org/sites/974729f4-en/index.html?itemId=%2Fcontent%2Fcomponent%2F974729f4-en>.
- Bonilla-Silva, E. *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States*. Rowman & Littlefield Publishers, 2006.
- Brown, Lorraine. "A Failure of Communication on the Cross-Cultural Campus." *Journal of Studies in International Education* 13, no. 4 (2009): 439-54.
- Choudaha, Rahul. "Three Waves of International Student Mobility (1999-2020)." *Studies in Higher Education* 42, no. 5 (2017): 825-32.
- Dunne, Ciarán. "Host Students' Perspectives of Intercultural Contact in an Irish University." *Journal of Studies in International Education* 13, no. 2 (2009): 222-39.
- Hsieh, Min-Hu. "Challenges for International Students in Higher Education: One Student's Narrated Story of Invisibility and Struggle." *College Student Journal* 41 (2007): 379-91.
- Hughes, Rebecca. "Internationalisation of Higher Education and Language Policy: Questions of Quality and Equity." *Higher Education Management and Policy* 20, no. 1 (2008): 1-18.
- Jon, Jae-Eun. "Power Dynamics with International Students: From the Perspective of Domestic Students in Korean Higher Education." *Higher education* 64, no. 4 (2012): 441-54.
- Jon, Jae-Eun and Eun-Young Kim. "What It Takes to Internationalize Higher Education in Korea and Japan: English-Mediated Courses and International Students." In *The Internationalization of East Asian Higher Education*, 147-71: Springer, 2011.
- Kim, YoungKyung. "Needs Analysis for Chinese and Japanese International Students' Adaptation to University Life in Korea." *The Korea Journal of Counseling* 10, no. 1 (2009): 535-59.
- Kudo, Kazuhiro and Keith A Simkin. "Intercultural Friendship Formation: The Case of Japanese Students at an Australian University." *Journal of intercultural studies* 24, no. 2 (2003): 91-114.
- Lee, Jenny J and Charles Rice. "Welcome to America? International Student Perceptions of Discrimination." *Higher education* 53, no. 3 (2007): 381-409.
- Malkki, Liisa. "National Geographic: The Rooting of Peoples and the Territorialization of National Identity among Scholars and Refugees." *Cultural Anthropology* 7, no. 1 (1992): 24-44.

Marginson, Simon. "Including the Other: Regulation of the Human Rights of Mobile Students in a Nation-Bound World." *Higher education* 63, no. 4 (2012): 497-512.

OECD. *What Is the Profile of Internationally Mobile Students?* , 2020.

OECD. "What Is the Profile of Internationally Mobile Students?" Last modified 2020. Accessed. <https://www.oecd-ilibrary.org/content/component/974729f4-en>.

Ranking, QS World University. "The World's Top 100 Universities." Top Universities. Last modified 2020. Accessed June 9 2020. <https://www.topuniversities.com/student-info/choosing-university/worlds-top-100-universities>.

Tanaka, Greg. "Higher Education's Self-Reflexive Turn: Toward an Intercultural Theory of Student Development." *The Journal of Higher Education* 73, no. 2 (2002): 263 – 96.

APPENDIXES

Appendix A Interview Questions for International Students

List of question frame: *INTERNATIONAL STUDENTS*

1) Background information

- a) Name
- b) Age
- c) Nationality
- d) Duration of time stayed in Taiwan
- e) Educational background
- f) Ever studied abroad
- g) Exchange student program

2) The motivation:

- a. What was your reason to come to Taiwan to pursue higher education?
- b. What was your reason to come to Wenzao to pursue higher education?
- c. What is your opinion on the emerging popularity of non-major destination countries?
- d. Do you think the same difficulties are faced when international students go to non – major destination countries as they do to major destination countries? Why?

3) Power dynamics:

- a. How do you think having an international student in the class affects the class atmosphere?
- b. How do you perceive the relationships (power relationships) between international students and local students?
- c. How would you describe your power relations with the local students?
- d. In which situations will the power shift among international students and local students? Could you elaborate on it?
- e. How does power affect your relations with the local students?
- f. Whom do you believe has more access to power, in terms of power relation between international students and local students? Why?
- e. How does a person's nationality and their economic power have effect on their power, in terms of relationships among other international students and local students?

4) Befriending:

- a. How often do you initiate a relationship with local students?
- b. How often do you initiate a relationship with international students?
- c. How often has a local student initiate a relationship with you?
- d. Your friend group consists more of international students or local students? Why do you believe that is? Why not the other?
- e. In what circumstances would an initiation of a relationship would definitely occur with local students?

- f. In what circumstances would an initiation of a relationship would not occur with local students?
- g. Which do you hope it happens more? Why?
- h. How does language barriers affect you befriending local students?
- i. How does cultural difference affect you befriending local students?
- j. Are there any other factors that may make it difficult when befriending local students? Why?
- f. Are there any other factors that make befriending local students much easier? Why?

5) Hypotheses:

- a. Do you believe local students act differently depending on a person's nationality? Why?
- b. Do you believe international students act differently depending on a person's nationality? Why?
- c. What factors do you think has major influence on a person's decision to befriend someone?
- d. Would their nationality be one of the factors?
- g. Would certain stereotypes be one of the factors?

6) Friendship

- a. In what ways do you think local students are reliant to International students? Why?
- b. In what ways do you think International students are reliant to local students? Why?
- c. In what ways do you believe international students and local students are similar? Why?
- d. In what ways do you believe International students and local students are different? Why?
- h. Do you wish to have more chances to befriend local students? Why?

Appendix B Interview Questions for Local Students

List of question frame: *LOCAL STUDENTS*

1) Background information

- a) Name
- b) Age
- c) Nationality
- d) Educational background
- e) Ever studied abroad
- f) Exchange student program

2) The motivation:

- a) What do you think is the reason for international students to come to Taiwan to pursue higher education?
- b) What was your reason to come to Wenzao to pursue higher education?
- c) What is your opinion on the emerging popularity of non-major destination countries?
- d) Do you think the same difficulties are faced when international students go to non – major destination countries as they do to major destination countries? Why?

3) Power dynamics:

- a) How do you think having an international student in the class affects the class atmosphere?
- b) How do you perceive the relationships (power relationships) between international students and local students?
- c) How would you describe your power relations with the international students?
- d) In which situations will the power shift among international students and local students? Could you elaborate on it?
- e) How does power affect your relations with the international students?
- f) Whom do you believe has more access to power, in terms of power relation between international students and local students? Why?
- e) How does a person's nationality and their economic power have effect on their power, in terms of relationships among other international students and local students?

4) Befriending:

- a) How often do you initiate a relationship with International students?
- b) How often do you initiate a relationship with local students?
- c) How often has an international student initiated a relationship with you?
- d) Your friend group consists more of international students or local students? Why do you believe that is? Why not the other?
- e) In what circumstances would an initiation of a relationship would definitely occur with international students?
- f) In what circumstances would an initiation of a relationship would not occur with international students?
- g) Which do you hope it happens more? Why?

- h) How does language barriers affect you befriending International students?
- i) How does cultural difference affect you befriending International students?
- j) Are there any other factors that may make it difficult when befriending International students? Why?
Are there any other factors that make befriending International students much easier? Why?

5) Hypotheses:

- a) Do you believe local students act differently depending on a person's nationality? Why?
- b) Do you believe international students act differently depending on a person's nationality? Why?
- c) What factors do you think has major influence on a person's decision to befriend someone?
- d) Would their nationality be one of the factors?
- f) Would certain stereotypes be one of the factors?

6) Friendship

- a) In what ways do you think local students are reliant to International students? Why?
- b) In what ways do you think International students are reliant to local students? Why?
- c) In what ways do you believe international students and local students are similar? Why?
- d) In what ways do you believe International students and local students are different? Why?
- g) Do you wish to have more chances to befriend International students? Why?

Appendix C Consent Form for Interviewees

Consent form for Interviewees



Stereotype, Conflict, and Power Relations: An Interview Study of International and Local Student's Experience in Wenzao, Taiwan

INFORMED CONSENT FORM

The purpose and details of this study have been explained to me. I understand that this study is designed to further knowledge and that all procedures have been approved by Department of International Affairs of Wenzao Ursuline University of Languages. Yes No

I have read and understood this consent form. Yes No

I have had an opportunity to ask questions about my participation. Yes No

I understand that I am under no obligation to take part in the study. Yes No

I understand that I have the right to withdraw from this study at any stage for any reason, and that I will not be required to explain my reasons for withdrawing. Yes No

I understand that all the information I provide will be treated in strict confidence and will be kept anonymous and confidential to the researchers unless (under the statutory obligations of the agencies which the researchers are working with), it is judged that confidentiality will have to be breached for the safety of the participant or others.

Yes

No

I agree to participate in this study.

Yes

No

I agree that the bodily samples (audio recording) taken during this study can be stored for future research.

Yes

No

If No to above, I confirm that the bodily samples taken during this study can **only be** used for this study and should be disposed of upon completion of the research [28th November 2020].

Yes

No

Your name

Your signature

Signature of investigator

Date
