

**Culture in Classroom:
Hierarchical Influence on Interpersonal Relationships in Wenzao
Ursuline University of Languages**

By

Kezia Pitasari Yugo

吳喜雅

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
2023

WENZAO URSULINE UNIVERSITY OF LANGUAGES
DEPARTMENT OF INTERNATIONAL AFFAIRS

This senior paper was presented

by

Kezia Pitasari Yugo
吳喜雅

It was defended on

November 19th, 2022

and approved by

Reviewer 1: Wen-Pin Lin, Associate Professor, Department of Southeast Asian Studies

Signature: _____ Date: _____

Reviewer 2: Yufita Ng, Assistant Professor, Department of Southeast Asian Studies

Signature: _____ Date: _____

Adviser: Yuan Ming-Chiao, Assistant Professor, Department of International Affairs

Signature: _____ Date: _____

Copyright © by Kezia Pitasari Yugo 吳喜雅
2023

**Culture in Classroom:
Hierarchical Influence on Interpersonal Relationships in Wenzao Ursuline University of
Languages**

Kezia Pitasari Yugo

Wenzao Ursuline University of Languages, 2023

Abstract

As globalized education has become a phenomenon, Taiwan also has begun to strive to provide a more internationalized education. With comprehensive English-taught classes, Wenzao's Department of International Affairs has attracted numerous international students from various parts of the world. The growing percentage of multicultural classes and students corresponds with the study's purpose of discovering factors that influence the hierarchical structures in a multicultural classroom. This study demonstrated the effect of classroom hierarchy on members' interpersonal relationships, by interviewing students from the Department of International Affairs at Wenzao University about their experiences and perspectives on interpersonal relationships and power structures in a multicultural classroom. The data of the findings showed that the power dynamic in the class context was shaped heavily by members' previous knowledge and experiences in engaging in a multicultural classroom. Likewise, the interpersonal relationship among classroom members was not solely determined by hierarchy, but also by stereotypes, language proficiency, and supporting ideas.

Keywords: Power Dynamics, Multicultural Classroom, Interpersonal Relationship, Stereotypes, Previous Knowledge

TABLE OF CONTENTS

INTRODUCTION	1
Research Background	1
Motivation	8
Research Purpose	9
Research Questions	10
Contributions	10
Limits	10
Delimits	11
LITERATURE REVIEW	12
Introduction	12
Power	13
Power and Culture	14
Culture	15
Globalization	16
Culture Globalization	18
Cultural Resistance	19
Multiculturalism	19
Higher Education	22
Education	22
Power in Education	23
Globalized Education	24
Internationalized Higher Education	26
Power in The Classroom	26
Multicultural Classroom	29
Globalized Education in Taiwan	31
Interpersonal Relationship	34
Cross-cultural Competences	35
METHODOLOGY	37
Introduction	37
Research Design	37
Research Process	38
Sources of Data	38
Data Collection	39
DATA ANALYSIS	40
Reporting	40
Power Relationship in Classroom	42
Prejudice and Stereotype	46
Domination and Peer Pressure	49

Power Rank Influence Towards Interpersonal Relationship in Classroom	53
Multicultural Classroom	56
Reason, Difficulties, and Exposure	56
Experience and Previous Knowledge	60
Prejudices and Stereotypes	62
Atmosphere and Disengagement of Multicultural Classroom	64
Interpersonal Relationship	66
Difficulties and Barriers	66
Initiation of Interpersonal Relationship in A Multicultural Classroom	69
Stereotypes and Prejudice Influence Towards Interpersonal Relationship	71
CONCLUSION	73
Discussion of Findings	74
Power in Multicultural Classroom	74
Experiences Influence on Classroom Power Dynamics	76
Power Hierarchy in Multicultural Classroom	77
Culture Role in Multicultural Classroom	78
Interpersonal Relationship in Multicultural Classroom	80
Ideals of Globalized Multicultural Education	81
Conclusion	83
Implications	85
APPENDIX A	87
INTERVIEW QUESTIONS	87
APPENDIX B	90
Interview Transcript of Wenzao DIA Student Interviewee 1	90
Interview Transcript of Wenzao DIA Student Interviewee 2	96
Interview Transcript of Wenzao DIA Student Interviewee 3	105
Interview Transcript of Wenzao DIA Student Interviewee 4	113
Interview Transcript of Wenzao DIA Student Interviewee 5	122
Interview Transcript of Wenzao DIA Student Interviewee 6	130
Interview Transcript of Wenzao DIA Student Interviewee 7	138
Interview Transcript of Wenzao DIA Student Interviewee 8	144
Interview Transcript of Wenzao DIA Student Interviewee 9	154
Interview Transcript of Wenzao DIA Student Interviewee 10	162
APPENDIX C	173
Foreign Student Number in Wenzao	173
Coded Data	174
BIBLIOGRAPHY	176

LIST OF TABLES

Table 1 International students in each department in Wenzao University of Language	5
Table 2 International students in each department in Wenzao University of Language	7
Table 3 Interviewee List	40
Table 4 Wenzao Ursuline University of Languages 110 Academic Year Foreign Students.	173

LIST OF FIGURES

Figure 1 International students increase in Wenzao University of Languages.....	5
Figure 2 Interview code cloud	42
Figure 3 Codes for interpersonal relationship group	174
Figure 4 Codes for multicultural classroom group	175
Figure 5 Codes for power relationship group	175

INTRODUCTION

Research Background

As boundaries between nations and individuals are transcended, multiculturalism has been rapidly increasing in the twenty-first century. Experiences between people have also become increasingly universal, from consumed information, and performed business, to communities' diversity. Globalization often entails learning about the world's cultures, demographics, history, and contemporary issues, highlighting people's and history' interdependence and complexity. In this vein, globalized education has become complementary to globalization. Ideally enhancing education will foster students to become more knowledgeable and compassionate while also increasing student's interpersonal ability to interact alongside classmates.¹ With Taiwan's 400 years of history has been fraught with cultural and political struggles, recent historical entanglements, and an inflow of immigrants from many nationalities have positioned Taiwan in a unique multicultural position in East Asia. Taiwan's education system, like those of other East Asian countries, has experienced significant changes in the previous two decades. Education has been intertwined with globalization and internationalization trends, technological advancements, including several political, social, economic, and institutional shifts as well as growing presence of academics and educational research, have affected diversity in Taiwanese education. As a result, multicultural education has become a thriving area of research.²

From 2010 to 2018, the number of international students has increased significantly, shifting from popular study abroad destinations like the U.S and

¹ Primary Source, "What Is Global Education," in *What is Global Education* (Primarysource.org).

² C.A Grant and A. Portera, "Intercultural and Multicultural Education: Enhancing Global Interconnectedness," (February 15, 2013).

U.K to less popular countries such as Taiwan. This has allowed Taiwan to welcome approximately 98,200 international students in 2020 from all over the world.³ Currently with 153 universities, colleges, and junior colleges, Taiwan has over 1.24 million local and international students enrolled in 2019.⁴ Taiwan's higher education reforms have been a primary support for the expansion of globalized higher education. With the Ministry of Education's long concern about the quality of teachers in Taiwan during the reform period, teacher education underwent a significant paradigm change. In recent years, education quality has dramatically improved as a result of policies and new evaluation systems.⁵ Newly adopted evaluation systems have resulted in significant gains in teacher quality. Ph.D. holders now account for more than 80% of professors at Taiwanese institutions, up 15% in the last ten years, making them one-third of total teaching staff.⁶ Taiwan's government has committed more than NT\$8 billion a year on higher education in the last five years to push universities to improve their research and teaching levels, as well as projecting NT\$20 billion (US\$719 million) to improve digital learning quality in future years.⁷ With these big expenditures at stake, it is not a surprise that Taiwan's education quality has improved and is attracting students from around the world to invest their time in Taiwan. The Executive Yuan has also played a part in supporting Taiwan as a rising destination with its newly proposed New Southbound Policy that intends to improve Taiwan's commercial and economic community links with ASEAN nations, South Asian countries, as well as New Zealand and Australia. Based on

³ C. Textor, "Number of Overseas Students in Taiwan 2010-2020," ed. Statista.com (2020).

⁴ Study in Taiwan, *Higher Education System*, Ministry of Education, 2019.

⁵ Education GPS, "Future of Education," (OECD October 3rd, 2022).

⁶ Li-Yi Wang Tzu-Bin Lin, Jen-Yi Li and Chihming Chang, "Pursuing Quality Education: The Lessons from the Education Reform in Taiwan," *The Asia-Pacific Education Researcher* 23 (2013). <https://doi.org/10.1007/s40299-013-0135-4>.

⁷ "Moe to Spend Nt\$20 Billion on Improving Digital Learning," (November 25th, 2021).

policy guidelines approved by President Tsai Ing-wen during a meeting on international economic and trade strategy, adhering to the values of "settling in for the long haul," and pursuing comprehensive development and creating mutual benefits, the New Southbound Policy aims on creating a new model of cooperation and economic community with those countries formed by integrating resources and strengths from the public and private sectors as well as diversifying Taiwan's risk exposure and reducing dependency on any single market.⁸ In addition, the policy will provide Taiwan's higher education institutions better chances to enter the regional and global education markets.⁹

Through these efforts, Taiwan hopes to be able to fully integrate into the region's economy and develop a sense of economic community. One of the main areas to be developed is the expansion of exchange and training programs for students, scholars, and professionals in partner countries to complement each strength. English instruction is also heavily stressed in Taiwanese educational globalization initiatives. The Bilingual 2030 policy was launched by the government specifically to ensure Taiwan's young generation attains more chances of getting jobs and earning higher wages in the future. With Taiwan's own advantage of being a Mandarin-speaking country, this policy will potentially make the citizens to become more competitive in the global marketplace by helping them improve their English communication skills from an early age.¹⁰ To corroborate with this policy, EMI (English as Medium Instruction) is also being implemented in the classroom. The EMI were meant

⁸ Department of Information Services, "New Southbound Policy," (Executive Yuan: Executive Yuan, July 04, 2019).

⁹ Santiago Castiello, "Challenges and Opportunities in the International Higher Education "Post-Pandemic" Landscape," (January 18th, 2022).

¹⁰ Directorate-General of Personnel Administration Ministry of Examination Civil Service Protection and Training Commission, "Bilingual 2030," (September 2021).

for non-native English country to taught subject courses in English in order for domestic students ready for global future.¹¹ Both the policy and the implementation of EMI were initially addressed for the benefit for domestic students. Nevertheless, the execution of these policies has also captivated international students who seek to study abroad without adequate local language ability.

Even after drawing attention with the NSBP, Taiwan has not stopped their efforts to attract students amidst the pandemic. At the same time, in an effort to attract overseas Taiwanese and foreign students who may not speak fluent Mandarin, the Ministry of Education is encouraging public and private universities to offer special international programs. Expecting 1,000 overseas Taiwanese and foreign students will be enrolled in manufacturing, construction, agriculture, and long-term care during the new policy, Taiwan hopes to triple its overseas enrollment to 42,000 by 2030, up from 14,000 at present.¹² Overseas Chinese students, international students, sister schools, and exchange programs are becoming very prevalent. According to data, roughly 173 Chinese schools have formed sister school relationships with at least 86 Taiwanese universities, colleges, and vocational institutions in 2007.¹³ Without the availability of international programs, students without prevalent Mandarin skills may have less interest to go for exchange in Taiwan, worried that language will be an obstacle for them. Therefore, the partnership between Chinese schools and universities plays a significant role in attracting foreign students by providing important Chinese skills that permit foreign students to be prepared for their studies at

¹¹ 教學發展中心, "你聽過 emi 嗎? 一窺全英語授課技巧的眉角," (October 22nd, 2018).

¹² Rachel Lin and Liu Tzu-Hsuan, "Ministry Launches Plan to Attract Overseas Students," (April 5, 2022).

¹³ Dian-Fu Chang et al., "Globalization and Higher Education in Taiwan," (2011).

university.

Without exception, the number of international students in Wenzao Ursuline University of Language also increased significantly in recent years. Under the worldwide known Ursuline institution, Wenzao had the opportunity of offering and reserving seats to more international students by having sister schools and exchange program around the world, providing access to education for more than 400 students from over 40 countries and five continents¹⁴, Wenzao University is an ideal depiction of a multicultural university. According to data statistics provided by Wenzao Section of Student Affairs (SOSA) as seen on table 1, in the span of seven years the number of international students, excluding overseas Chinese students and exchange students has increased drastically, reaching 116 in 110 academic year, 276 percent higher than international students in 103 academic years.

Table 1 International students in each department in Wenzao University of Language

103-110 Academic Year New Overseas Degree Student										
Department	103 Year	104 Year	105 Year	106 Year	107 Year	108 Year	109 Year	110 Year	Total	
Department of English	9	16	17	27	21	21	23	19	153	
Department of French	6	4	3	1	2	4	2	2	24	
Department of German	3	3	7	8	4	3	3	0	31	
Department of Spanish	4	5	6	3	9	6	6	2	41	
Department of Japanese	3	7	10	10	11	13	7	14	75	
Department of Digital Content Application and Management	0	1	0	1	0	1	1	2	6	
Department of Communication Arts	2	3	0	2	3	6	1	3	20	
Department of International Business Administration	2	6	7	11	9	9	9	7	60	
Department of International Affairs	1	8	6	9	12	12	25	33	106	
Department of Translation and Interpreting	4	11	12	15	7	14	12	10	85	
Department of Foreign Language Instruction	1	1	5	3	3	3	7	2	25	
Department of Applied Chinese	7	11	4	10	7	10	12	15	76	
Department of Southeast Asia	0	0	0	0	3	1	1	7	12	
Graduate Institute of European Studies	0	0	0	0	0	1	1	0	2	
Total	42	76	77	100	91	104	110	116	716	

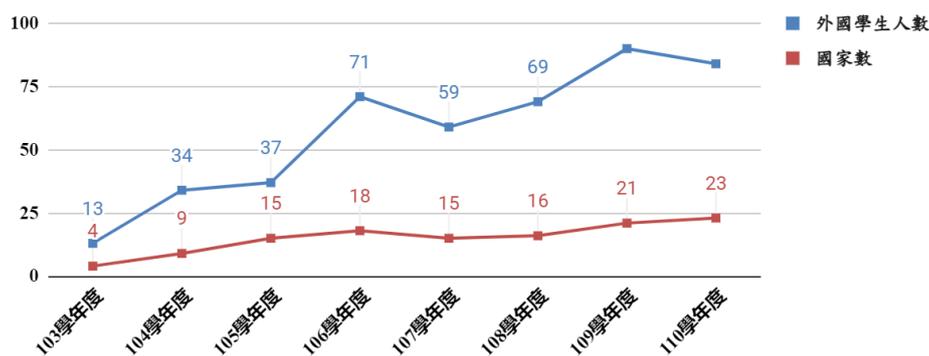
(Organized by Author)

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

Figure 1 International students increase in Wenzao University of Languages

¹⁴ Wenzao, Section of Overseas Student Affairs (SOSA), 2022. Appendix C.

103-110學年度外國學位新生人數及國家數圖表



(Organized by SOSA)

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

As the relationship between Wenzao and sister schools grows closer with the increase of foreign students, the table above reveals that the ratio between local students (red lines) and international students (blue lines) in the 110 academic years is 23:84, implying that the number of foreign students is three times greater than the number of local students.

Especially in the department of International Affairs, where almost 100 per cent of the class are conducted in full-English, carrying the wishes of students who intend to study in Taiwan without adequate language skills. In 110 academic years, the Department of International Affairs is home for 83 students from various countries and become the department with highest number of international students in Wenzao University (Wenzao, Section of Overseas Student Affairs. 2022). This convergence of nationalities offers an ideal setting in which to test hypotheses and theories that have already been proposed by scholars in the field of international students.

While based on table 2, it can be reckoned that the majority of international students' study in the department of International Affairs both in the undergraduate and graduate levels, with 85 and 25 respectively the highest in

both sectors.

Table 2 International students in each department in Wenzao University of Language

110 Academic Year International Students					
Academic system	Department	New Students	Degree students	Exchange students	Total
Four Year Department	Department of English	11	63	5	79
	Department of French	2	11	11	24
	Department of German		8	8	16
	Department of Spanish	2	24		26
	Department of Japanese	10	30		40
	Department of Translation and Interpreting	6	27		33
	Department of Southeast Asia	3	3		6
	Department of Applied Chinese	10	40	7	57
	Department of International	4	18		22
	Department of International Affairs	22	60	3	85
	Department of Foreign Language	2	10		12
Department of Communication Arts	3	14		17	
Department of Digital Content Application and Management	2	5		7	
Two Year Department	Department of English	3	5		8
	Department of French		1		1
	Department of German	4	1		5
	Department of Spanish		6		6
	Department of Japanese	1	3		4
Five Year College	Department of English		6		6
	Department of Japanese		1		1
	Department of Spanish	4	1		5
Graduate Institute	Graduate Institute of English Language	4	9		13
	Graduate Institute of Multilingual Translation and Interpreting	4	11		15
	Graduate Institute of Southeast Asia Research		7		7
	Graduate Institute of Foreign Language Education and Cultural Industries	11	4		15
	Master's Degree Program of International Affairs	3	22		25
	Graduate Institute of International Business and Intercultural Management	5	7		12
	Graduate Institute of Teaching Chinese as a Second Language		14		14
	Graduate Institute of European Studies		1		1
		116	412	34	562

(Organized by author)

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

Problems of internalized higher education will inevitably emerge as the Department of International Affairs becomes a melting pot of cultures. Despite the fact that English alone does not equal internationalization, fluency in English

is crucial to form an information of literacy perspective,¹⁵ in the case of inadequate language comprehension, students will only memorize rather than study. Furthermore, the quality of Taiwan's higher education needs to be taken seriously to compete in the international education market. Since there is no widely accepted standard for international programs at the moment, each program follows different standards, making some significant difference in provision, making it unfair in comparison to the amount of investment made in higher education.¹⁶ Additionally, as the pandemic is hindering and affecting access to campus, as well as increasing the costs of enrolling in foreign institutions for international students. There are numerous examples of international students turning to illegal labor in factories to provide for their studies as a result of the ongoing uncertainty that has an impact on their anxiety levels and their ability to finance their studies.¹⁷ Beside the complexities outside the classroom, multicultural classroom also has its own appeal towards internationalized higher education.

Motivation

Multicultural classroom are become increasingly common owing Taiwan has become one of the rising destination for international students.¹⁸ With the growth of internationalization in higher education, approaches to support quality learning within multicultural classrooms have become increasingly critical.¹⁹ In order for Taiwanese universities, along with many others in Asia, to become

¹⁵ Lindsay Hill, "Taiwan's Struggle to Internationalize Its Higher Education System," (April 15th, 2021).

¹⁶ Chia-Ming Hsueh, "The Challenges and Opportunities for Higher Education in Taiwan," (October 1st, 2018).

¹⁷ Castiello.

¹⁸ OECD, "Education at a Glance 2019," (2019). <https://doi.org/https://doi.org/10.1787/f8d7880d-en>.

¹⁹ Ken Lau and Chia-Yen Lin, "Internationalization of Higher Education and Language Policy: The Case of a Bilingual University in Taiwan," *Higher Education* 74, no. 3 (2017/09/01 2017). <https://doi.org/10.1007/s10734-016-0055-3>.

competitive globally, they must address the academic and social challenges of a multicultural student populations, both domestically and internationally. Along with achieving the usual goal of meeting the learning objectives of a course, students are also required to adjust to a "new cultural environment," learning to navigate unfamiliar cultures and people by interacting and building relationship with their peers.²⁰ However, some culture has a spectrum difference on education that is on different polars, building individual's difference in power.

This might be an issue when opposites culture met and incorporated in a classroom. Demanding multicultural students to find suitable approaches and optimal conditions for learning and adjusting to the classroom's variety of culture. The researcher has found a similar situation happening in the Department of International Affairs in Wenzao University, the increase in multicultural classrooms has made the power gaps even more apparent inside a classroom. Given the researcher is also a part of a multicultural classroom, the researcher feels intrigued to understand the relation of hierarchy and interpersonal relation in a multicultural classroom. Hoping that the findings may serve as a link that connect multicultural students in a classroom, to assist them in understanding each other even to learn from each other during the process.

Research Purpose

The findings of this study will be to discover classroom power dynamics with diverse perspectives in a multicultural classroom. Including the silent dominance effect on individual's social relationships in the classroom during an interaction with people from different cultures and power positions. The researcher seeks to understand an individual's behavior and associate their

²⁰ Merfat Ayesh Alsubaie, "Examples of Current Issues in the Multicultural Classroom " *Journal of Education and Practice* 6 (2015).

interactions with people of different cultures and power positions, in the purpose to facilitate future innovative methods, especially as the generation becomes more culturally sensitive and aware of others' position, a grasp of situation will be needed to comprehend the relation between variables.

Research Questions

Within this research, the researcher seeks to find an answer to

1. How is hierarchical order shaped in a multicultural classroom?
2. How does the classroom hierarchy influence members' interaction and communication?

These two main questions will help to better explain and answer the research purpose.

Contributions

As the younger generation grows up in a worldwide education with sophisticated technology, producing more culturally sensitive and conscious of their surroundings' position individuals, educational practice must be one step ahead and begin to acquaint themselves in order to educate optimally. The researcher wants to look at people's demeanor when interacting with people from various cultures and power positions in order to foster understanding and sensitivity to individual differences and preferences, which could be useful for future educational method innovation for interaction practices.

Limits

The shortcomings of the paper may be attributed to two factors: first, linguistic effectiveness, and second, researcher prejudice. Despite the fact that Chinese is Taiwan's official language, the researcher's proficiency is still limited, hence the study population will be composed of people who can articulate

themselves well in English. To ensure the data is accurate, the study procedures will be carried out in an all-English-speaking context. Nonetheless, it is possible that it may not reflect all students in the department. Furthermore, because this study will employ a range of research approaches, it is probable that the information gained will be impacted by the manner in which the interview was done, including the follow-up questions asked and the participants' prior knowledge.

Delimits

In terms of delimitations, the study will be of impartial study population, the researcher will focus on participants' behavior and conduct a follow up semi-structured interview to minimize or eliminate interviewer bias.

These two parameters will be applied to the study methodologies: distribution and availability. Interview candidates will represent different areas and locations to guarantee the diversity of their background. Also, to ensure that there are no biases in the selection of interviewees. Second, because the research was conducted during the peak of the epidemic in Taiwan, the availability of classes and interviewees has dropped. As a result, for this study, due to time restriction and limited access, the researcher has chosen only accessible classes in the DIA. The researcher also considers students' availability; if one of the participants is unavailable, the researcher has the right of substituting with another participant or persisting without any substitution.

LITERATURE REVIEW

Introduction

Recognizing that power is not limited to something that one individual has over another entity, but in an instructional process as well, power is rather something participants negotiate. Power fades into obscurity when instruction is at its best, while instruction is at its worst, the battle for power becomes central. The most common concern that have been raised is how the social class and race influenced their school life. In 2012, only 3 percent of new students at the highest colleges come from the poorest one-fourth of household, while the other 74 percent come from the wealthiest quarter of households in The United States.²¹ While a poll of 754 students among the 18,000 students from outside the EU studying in Ireland from 75 countries was conducted in 2021. According to the survey, 40% of international students at colleges and universities had witnessed or have been victims of racism. However, just 5% of individuals who witnessed the assaults reported them to the authorities.²² Though that, education scholars and policymakers believed increasing student of low income and culture would enhance campus' diversity in terms of socioeconomic status and race/ethnicity. Despite efforts made by colleges and universities to attract and retain students of color and those of low income, these groups continue to be underrepresented.²³ Clearly, not only in campus but also in classroom marginalized group feel powerless and unable to express their thoughts since

²¹ Paul Krugman, "America's Unlevel Field," (Jan 8, 2012).

²² Conor Capplis, '*Overwhelming*' Concerns of Unreported Racism against Non-Eu Students, Ireland: The Irish Times, December 9, 2021.o

²³ University of Minnesota, *Social Problems*, University of Minnesota: 2022.

their interpersonal relationship become limited. A substantial amount of literature was launched and continues today to give a better understanding of power in the education environment and how communication and power interact.

Power

Power, in this instance, it is defined as a relationship between people, and it is expressed using a simple symbol. In light of this, power comparability is defined as the relative degree of power held by two or more people.²⁴ Another appeal by Hook (1979) stated that power means the ability to influence others behavior in order to further our deepest desires and purposes. With its broad appeal, Hook (1979) defined power as the ability to influence others' behaviors to fulfill our desires and purposes. That there is no such thing as pure luck or luck in general, everything is determined by power. It is a smart approach to perhaps encompass the phenomenon while being innocuous enough not to stir up controversy.²⁵ Yet, other appeal that a position is the focus for someone to exercise power. Closely intertwined with one's authority in a society (Hodgkinson & Meeth, 1971). While thinking that the ability could only be used by someone depending solely on their position, some scholars (Pfeffer & Salancik, 1978) consider power exclusively in terms of resource control. Those who relied on the resource thus are powerless, whereas those able to mediate the flow have power. Nevertheless, flow control may still be associated with one's position as well. Though it may not be the most ideal definition, other researches have also put similar perspective as power subset and believe that power as a

²⁴ Robert A. Dahl, "The Concept of Power," (Department of Political Science, Yale University).

²⁵ Donald W. Harward, *Power, Its Nature, Its Use, and Its Limits* (Boston: G.K. Hall, 1979).

multifaceted phenomenon with numerous expressions is more realistic.²⁶ In an older study of Mannheim (1950), he perceived that the rapid change flow of the transition of laissez-faire to a planned society built an argument that whenever and wherever social pressures operate on an individual, power will present to induce a desired conduct.²⁷ Thus, power is such fluid that can convert and fit towards other instances receptively

Power and Culture

Power conceptualization is a vital element that serves a culturally relevant objective. Demonstrating evidence that cultures value power from a different perspective.²⁸ Cultural characteristics have been discovered to indicate attitudes about the legitimate exercise of power and recurrent experiences regarding power in which power is exercised and resisted as evidence for cultural structuring of power notions at both the individual and cultural-organization levels of study.²⁹ *Administrative Science Quarterly* (1983), Jelinek, Smircich, and Hirsch emphasized that culture should be considered as a symbol or constant organizing process instead of a fixed notion, highlighting the mutable factor of culture shape will interaction and its outcome, a constantly generated and reconstructed by human's developing relationships (p. 331).³⁰ In accordance to Weber's legitimacy notion, the idea of politics and culture assessment of

²⁶ Robert A. Barraclough and Robert A. Stewart 1, ed., *Power and Control: Social Science Perspectives*, 11 vols., vol. 1, *Power in the Classroom: Communication, Control, and Concern* (West Virginia University Routledge, Taylor & Francis Group, 1992).

²⁷ C. Wright Mills, review of *Man and Society in an Age of Reconstruction.*, Karl Mannheim, Edward Shils, *American Sociological Review* 5, no. 6 (1940). <https://doi.org/10.2307/2084533>.

²⁸ Carlos Torelli and Sharon Shavitt, "Culture and Concepts of Power," *Journal of personality and social psychology* 99 (10/01 2010). <https://doi.org/10.1037/a0019973>.

²⁹ Edward Keene, *Beyond the Anarchical Society: Grotius, Colonialism and Order in World Politics*, Lse Monographs in International Studies (Cambridge: Cambridge University Press, 2002).

³⁰ Mariann Jelinek, Linda Smircich, and Paul Hirsch, "Introduction: A Code of Many Colors," *Administrative Science Quarterly* 28, no. 3 (1983). <https://doi.org/10.2307/2392245>.

organizations is overlapping by politics as it maintains through actions and procedures. Signify that when one creates legitimacy for their actions, ideas, and aspirations, as well as delegitimizes the claims of adversaries.³¹ Though that, power structures are often overlooked between cultures (Riley, 1983), the notion also involves conveying that the integration and boundary between the two factors are obscured.³² While in Foucault's poststructuralist terminology, he argues that society is the result of power and knowledge that is articulated via language. The notion is underpinned by Clegg (1989) as he dismisses the vestiges of Marxist humanism that support Mumby's argument of ideology and cultural distortion.³³

The cultural diversity that is frequently witnessed is primarily a process of passing interaction, either peacefully or violently, regulating the presence of the culture itself. As no civilization can remain stagnant and constant, as individual acquires more knowledge, improving their external environment and internal thought processes. Furthermore, Murdoch (1960) also mentioned that culture is transmissible as cultural features are sometimes adopted directly from one another. Thus, by understanding that civilization is shaped by a transformed society, then culture is the result of learning opportunities abound.³⁴ Therefore, once a person or organization adopts a new perspective, its proliferation is dependent on other variables in society.

Culture

³¹ Martin E. Spencer, "Weber on Legitimate Norms and Authority," *The British Journal of Sociology* 21, no. 2 (1970). <https://doi.org/10.2307/588403>.

³² Collete Oseen, "Women, Men, Words and Power: A Feminist/Postmodernist Reconceptualization of Organizational Theory as It Pertains to the Organizational Newcomer" (University of Alberta, 1993).

³³ .

³⁴ S. Ambirajan, "Globalisation, Media and Culture," *Economic and Political Weekly* 35, no. 25 (2000).

Interpreting culture necessitates an understanding of disparities not just in language but also in education, perspectives, beliefs, behaviors, and actions. Culture (from the Latin *cultura*, which comes from the verb *colere*, which means "to cultivate") describes a set of humankind and the metaphorical constructs that give such actions meaning and relevance. Cultures may be defined as "systems of symbolic representations that even its founders' questions, without definite limitations, are always in transition, and engage and compete with one another."³⁵ Culture may also be described as all of a public's lifestyles, including activities, beliefs, and traditions that are carried down from generation to generation. Culture has been described as "a whole society's way of existence." As such, it comprises conventions of etiquette, dress, language, religion, rituals, and art, as well as moral standards such as legality and ethics and cultural beliefs.

Today's vast range of cultural, ethnic, and socioeconomic groupings, has necessitate institution to reflect awareness and respect for each' uniqueness. Culture has sometimes become a catch-all phrase for all potential intangible variables in an organizational life. Furthermore, culture can be described as how people of one institution connect to one another, their workplace, and the outside world in comparison to other organizations that may either help or hinder an innovation mission.³⁶ The need of analyzing university culture is also critical nowadays since an organization cannot be led until its ideals are understood. It is necessary to modify, transform, or update a culture and becoming acquainted with the "society".

Globalization

³⁵ Wayne W. LaMorte, "What Is Culture," *sphweb.bumc.bu.edu*, May 3, 2016.

³⁶ , "Organisational Culture," *hi.hofstede-insights.com*, 2020.

Culture that had been acquainted with the society, in the current globalization can be perceived as both process and theory. Globalization theory, according to Roland Robertson is a rapid compression of the modern society and an increase of awareness of the world as a unique entity.³⁷ Changes has united the globe through the strength of a set of globally disseminated ideas that make the distinctiveness of social and ethnic identities and customs insignificant in local settings and scholarly discourse.

The earliest statement of the present concept of globalization were introduced through a seminal book in the 1960s. However, despite its appearance in the popular vernacular in the 1960s, globalization was not acknowledged as an important idea until the 1980s, when the process's intricacy and multidimensionality were explored further.³⁸ Prior to the 1980s, explanations of globalization centered on a supposed propensity of cultures to converge in becoming modern, originally defined as the development of industrial man by Clark Kerr and associates. Though the idea is relatively new to explore, the process said otherwise. Alliance between dynasties and great nation, unification of isolated territories under empires such as Rome, Austria-Hungary, and Britain, as well as events of germ theory and heliocentrism acquirement,³⁹ the rise of transnational regulatory and communication agencies, and an increasingly unified conceptualization of human rights are evidence of globalizing tendencies on civil history. Thus, society has started “globalize” before realizing and understanding the notion behind. With globalization spreading rapidly, it is

³⁷ Macleans Geo-JaJa, "Education Localization for Optimizing Globalization's Opportunities and Challenges in Africa," (2013).

³⁸ Marjorie Ferguson, "Marshall McLuhan Revisited: 1960s Zeitgeist Victim or Pioneer Postmodernist?," 13, no. 1 (1991). <https://doi.org/10.1177/016344391013001005>.

³⁹ Tatah Mentan, *Unmasking Social Science Imperialism: Globalization Theory as a Phase of Academic Colonialism* (2015).

inevitable that other instances may be affected by it.

Culture Globalization

As it is vital to keep up with globalization, culture also has evolved to become transnational as driven by the increasing technological and infrastructure advancement. Given the consequences of the globalized system, in order to satisfy the needs of the system, local cultures have had an impact on this connection as well. Industrial field are required to alter production method, necessitating more employees with improved knowledge and expertise, while reducing the population of the proletariat at the same time.⁴⁰ This has expanded the credential society by creating meritocracy the foundation of social mobility or selection. However, Cultural internationalization is not limited only to the upper classes. Sociologist Peter L. Berger highlighted, expanding on the notion of Davos culture, that the globalization of Euro-American academic agendas and lifestyles has produced a worldwide "faculty club" which technically is an international presence of individuals who share common values, attitudes, and research aims.⁴¹ While not as affluent or privileged as their counterparts, members of this international faculty club have great power through their affiliation with educational institutions worldwide and have been essential in pushing global problems. As the concept of creativity being promoted, society has shifted towards a knowledge-based paradigm. This modification has prioritized higher education as a method to expand and improve the quality of

⁴⁰ Ralf Dahrendorf, *Class and Class Conflict in Industrial Society* (Stanford, Calif.: Stanford University Press, 1959).

⁴¹ J. L. Watson, "Cultural Globalization," *Encyclopedia Britannica* (November 4, 2020).

human capital.⁴²

Cultural Resistance

Anticipating that mobility and cross-border deliveries will continue to expand, several sorts of collaborations and alliances being increasingly crucial for overcoming hurdles need to be highlighted.⁴³ Beneath these varied ideas of globalization, anthropologists defined culture as a common set of beliefs, practices, and ideas that tied individuals together within a self-identified groups.⁴⁴ However, due to globalization, culture can no longer be seen as a knowledge system passed down from ancestors. As a result, many social scientists now regard culture as a collection of ideas, characteristics, and expectations that shift as individuals respond to changing circumstances.⁴⁵ Given the prominence of local cultures, it is difficult to maintain that there is one overall global culture. Projecting the idea that even a local society may be a melting pot of culture.

Multiculturalism

Multiculturalism is a sociological term that defines interaction between society and cultural diversity. Conveys the belief that society is improved by conserving, appreciating, and even fostering cultural variety, based on the

⁴² Katalin Szelenyi and Robert Rhoads, "Education in a Globalized World: The Connectivity of Economic Power, Technology, and Knowledge by Nelly P. Stromquist: Education in a Globalized World: The Connectivity of Economic Power, Technology, and Knowledge," *Comparative Education Review* 49 (02/01 2005). <https://doi.org/10.1086/427787>.

⁴³ Fiona Hunter Centre for Higher Education Internationalisation (CHEI): Hans de Wit, European Association for International Education (EAIE): Laura Howard, and International Association of Universities (IAU): Eva Egron-Polak, "Internationalisation of Higher Education," *Culture and Education* (July 2015), <https://doi.org/10.2861/444393>.

⁴⁴ James L. Watson, "Cultural Globalization: Definition, Origin and Consequence," in *Algerian Encyclopedia of Political and Strategic Studies*, ed. Sakhri Mohamed (November 11, 2021).a

⁴⁵ Watson.

fundamental notion that individuals of frequently quite multiple cultures can dwell peacefully. While multicultural societies are defined by the presence of individuals of various races, ethnicities, and nations living in the same community. People in multicultural societies are sought to be able to preserve, transmit, celebrate, and share their distinct cultural traditions and cultures, languages, art, customs, and behaviors.⁴⁶In a political theory, multiculturalism refers to how countries choose to establish and execute official policies addressing the equal treatment of other cultures.⁴⁷ Sociologically, multiculturalism implies that more variety improves society as a whole via the harmony and balance of diverse cultures. Multiculturalism can flourish on a national scale or among the localities of a country. It can naturally occur via immigration or intentionally by legislative decrees that unite jurisdictions over various cultures.⁴⁸

Multiculturalism itself had two defining theories; the "melting pot" and "salad bowl" concepts of multiculturalism as a process of integrating multiple cultures into a single civilization. According to the melting pot theory, distinct immigrant groups tend to "melt together," leaving their previous culture to fully assimilate into the dominant local community. On the other hand, the salad bowl concept is more liberal, envisioning a varied society in which individuals cohabit but rather than blending into a single homogeneous culture, instead they preserve their particular culture attributes.⁴⁹ The salad bowl theory asserts that it is not

⁴⁶ Jennifer L. Eagan, "Multiculturalism," (October 1, 2021).

⁴⁷ Robert Longley, "What Is Multiculturalism? Definition, Theories, and Examples," (October 15, 2020).

⁴⁸ TriumphIAS, "Multiculturalism? Definition, Theories, and Examples," (July 8, 2021).

⁴⁹ Andy Bertsch, "The Melting Pot Vs. The Salad Bowl: A Call to Explore Regional Cross-Cultural Differences and Similarities within the U.S.A.," *Journal of Organizational Culture, Communication and Conflict* 17 (01/01 2013).

necessary for people to give up their cultural heritage in order to be considered members of the dominant society. However, it had received some critics in a study in 2007 conducted by Robert Putnam that shows residents of salad bowl ethnic communities were less likely to vote or volunteer for community improvement projects.⁵⁰

Despite that, multiculturalism advocate to strengthens society in a long-term existence. In 2001, the UNESCO General Conference stated in its Universal Declaration on Culture Variety that "cultural diversity is as vital for humans as biodiversity is for nature."⁵¹ It is evident that today, whole countries, organizations, and schools are increasingly made up of people from different cultural, racial, and ethnic backgrounds. Communities began to create trust, respect, and understanding across all cultures through recognizing and learning about these distinct groups. Not only that, multiculturalism also brings many origins, talents, skills, and fresh way of thinking that local communities may benefit from. Not only communities, multiculturalism traits also frequently permeate in school where curriculum are designed to teach young people to the virtues and advantages of cultural variety. Though frequently condemned as "political correctness," educational institutions in multicultural cultures has emphasizes minorities' histories and customs in classrooms and textbooks.⁵² While in higher education, multiculturalism comes in the shape of first-hand experience instead of only textbooks and lessons.

⁵⁰ Robert D. Putnam, "E Pluribus Unum: Diversity and Community in the Twenty-First Century the 2006 Johan Skytte Prize Lecture," 30, no. 2 (2007). <https://doi.org/https://doi.org/10.1111/j.1467-9477.2007.00176.x>.

⁵¹ Katérina Stenou, "Unesco Universal Declaration on Cultural Diversity: A Vision, a Conceptual Platform, a Pool of Ideas for Implementation, a New Paradigm."

⁵² Hasan Baktır Melih Karakuzu, Banu Akçeşme and Betül Ateşci Koçak, "Exploring Borders and Boundaries in the Humanities," (British Library Cataloguing in Publication Data: Cambridge Scholars Publishing, 2021).

Higher Education

Education

As abrupt and pervasive globalization were, research has found that the influence was most visibly resisted not at the remote margins, but in towns and places closer to the center, where institutions representative of the mainstream—including law enforcement, employment and welfare agencies, medical facilities, and education. Where newly prevalent and most powerfully challenged traditional community values.⁵³ Though that, school as an initial institution for passing on knowledge, figures strongly in the globalization process and theory. Education accommodates younger generation to ideologies and perspectives; however, Erwin H. Epstein propose a filter-effect theory that describe a contradictory argument. Discovering that children in less developed areas far from any cultural establishment had more favorable perceptions of traditional and national symbols than children living closer to culture lay out. Children raised in conventional and secluded environment means expertise to objectively appraise the political content that schools impart. Children towards the center, on the other hand, who have greater direct exposure to the dominant culture, are better equipped to perceive the dominant culture's shortcomings—for example, its high levels of crime and corruption, lower family cohesiveness, and increased rates of drug and alcohol misuse. This increased exposure undermines the positive impressions of the cultural mainstream that all schools portray, instead instilling realism—and cynicism—about the myths taught in schools.

⁵³ Erwin H. Epstein, "The Peril of Paternalism: The Imposition of Education on Cuba by the United States," *American Journal of Education* 96, no. 1 (1987). <https://doi.org/10.1086/443879>.

In other words, schools act as a filter to sanitize reality, but their efficacy varies; their power to filter increases as they go more out into the periphery. As extra-school information competes with school-produced myths, the capacity and desire to reject the mainstream worldview propagated by schools as part of the globalization process should grow. This filter-effect theory has the potential to elucidate the influence of schools as a tool to obtain power for globalization and invites confirmation.

Power in Education

Education as a force is the most powerful, creating knowledge, boosting confidence, and minimizing boundaries to potential. It is the ticket that unlocks the entrance to a greater life for children.⁵⁴ Power pervades educational practice, research, and philosophy, whether mandated by governments or exercised in classrooms. Education may empower people, but it also contributes to the perpetuation of societal injustices. Those who are disempowered may be complicit in their situation as they perceive that the value system rejects conventional concepts of educational worth. Václav Havel proposed in *Disturbing the Peace* that truth is also the condition of expression as well as the action of it (1990, p. 67). Despite the fact that educational approaches are needed to empower, the policy-making of education is made by authorities who disperse education. If research and theories are to be employed as a force for social justice, the current marginalized education needs to be examined thoroughly.⁵⁵ As seen in recent UN programming that highlighted the complexion of confining the traditional education categories, it is gradually

⁵⁴ Helle Thorning-Schmidt, "The Power of Education," news release, January 23rd, 2017.

⁵⁵ Michael Watts, "Power and Education," 1, no. 1 (2009). <https://doi.org/10.2304/power.2009.1.1.1>.

being incorporated into broader economic and social policies, serving the aims of promoting multicultural understanding.⁵⁶ Displaying a defective understanding of the importance of education. Antonio Gramsci's theory of hegemony believed that uneven interactions were extremely receptive to institutionalization and that education may contribute to better international understanding, as well as boosting productivity, economic growth, and poverty reduction. Thus, unequal education may result in uneven power. If the notion of national sovereignty is central to international relations theory and practice, it follows that nations should be free to define their educational systems, free of foreign influence and control. However, globalization and order will inevitably embrace education as a resource to conduct hegemonic practice.

Globalized Education

International migration and connectivity, the rise of neoliberal policies promoting private schools, and the expansion of public debate spaces in previously authoritarian regimes have indeed contribute to the prominence of multicultural concerns in public debate on education.⁵⁷ Have challenged global thinking about what culture is, how it relates to national and international interests, and how it all relates to the institution of schooling. Educators worldwide are facing unprecedented problems in reconciling local, national, and global standards and values when educating youngsters. While one basic approach toward multiculturalism that appears most adaptive to today's global society is the European-based movement known as "intercultural education."⁵⁸

⁵⁶ Phillip W. Jones, "Education and World Order," *Comparative Education* 43, no. 3 (2007).

⁵⁷ Joel Spring, "Research on Globalization and Education," *Review of Educational Research* 78, no. 2 (2008).

⁵⁸ Carl A. Lei Joy L. Grant, "Global Constructions of Multicultural Education : Theories and Realities"

Much of the attention on education's involvement in globalization has been on the World Bank's and other international lending agencies' structural adjustment plans in low-income nations. As a result, financial factors, government reliance on foreign money to finance economic development, and market ideology are increasingly driving change.⁵⁹

In an analysis throughout Northern Europe including two Scandinavian countries rather than one (Norway, a non-EU country, to supplement Finland), the smaller Western European states (the Netherlands), Central and Eastern Europe, (Poland and Romania) and Southern Europe (Spain and Italy) has shown substantial differences in the design and cultures of higher education systems, as well as approaches to internationalization in education.⁶⁰

Whereas in an English-speaking country, acquisition of English language by immigrant children has provided them more access into education. Many EU nations have prioritized first language instruction for education previously. Nevertheless, bilingual and multilingual programs in school in EU has been excellent and effective for students with multicultural. Nonetheless, in the UK the notion of a largely monolingual nation is still predominant.⁶¹ Meanwhile Canada is also a native English-speaking country; however, their situation are contrasts at the bilingual federal level (French and English), in which some provinces in Canada may have different strength of multilingual communities depending on provinces. In English-speaking countries, researchers have paid more attention to

(Mahwah, N.J., 2001).

⁵⁹ Sumit Roy, "Globalisation, Structural Change and Poverty: Some Conceptual and Policy Issues," *Economic and Political Weekly* 32, no. 33/34 (1997).

⁶⁰ Centre for Higher Education Internationalisation (CHEI): Hans de Wit, Howard, and Egron-Polak.

⁶¹ Jagdish S. Gundara, "Issues of Discrimination in European Education Systems," *Comparative Education* 36, no. 2 (2000).

the acquisition of the English language by immigrant children to provide them with an access to the curriculum.⁶² Despite this major similarity between the approach to research in English-speaking countries, the directions in which the countries have gone have not been similar.

Globalization process are inevitable, however the underlying internationalization such as education are flexible dynamic. Elkin, Devjee and Farnsworth (2008) also supported that internalization is not something that is attained or not achieved; rather, it is an interaction with a variety of aspects. Thus, examining globalization and internationalization as independent processes is critical for serious study addressing current developments in higher education, including university policies, projects, and actions associated in respect to globalization's effect.

Internationalized Higher Education

Power in The Classroom

With the word “Power” carrying a strong connotation, in the usual classroom environment, a constant and on-going process of verbal or non-verbal communication is a central element where power is being recognized.

Foucault (1999) asserted that the relations of power do not exist in a “position of exteriority with respect to other types of relationships”. In this case, thus, power is not an exterior in a classroom situation nor it is imposed from the top down. Previously, Foucault (1980) advocated for a new method of conceiving knowledge, which translates into rejecting the notion of knowing

⁶² .

unity. This entails rejecting the notion that there is a reality that is ordered and systematic, and that it is the same for everyone, even in a classroom of diverse culture. To live in a society free of dominant truths, individuals must adjust to a high level of complexity and diversity, as well as constant changes in society. However, Foucault's concept of "regimes of truth" (McNaughton 2005, 30) gives an insight of how various discourses operate and link together to reinforce a specific term of regimes of truth that are utilized to analyze the written text.⁶³ Giving time for introspective dialogue and acknowledging diverse viewpoints on students' social and cultural backgrounds. This suggestions of Foucault for challenging truth regimes might assist as an identifying mechanism in classes.

Similarly, as expressed by Foucault, power relationships are conceptualized as being on a dynamic scale. With situational circumstances driving the positions of people in an environment to continually move and alter, with the ability to tilt in different directions, implies that in a classroom environments, expressions of power may be discovered in every encounter or connection.⁶⁴ In a classroom situation, the definition of power by Parsons (1963), who defines it as situations in which one person ("ego") seeks to obtain objectives by imposing some form of communication action on another person or individual ("alter") fitted the idea raised by Foucault's situational scale. According to Parsons, this pressure is generally explained by whether the agent (ego) concentrates on the target's (Alter's) objectives or on the situation, and then, whether the consequences or forces exerted are beneficial or harmful.⁶⁵ However, it is hard to tell whether

⁶³ Lynn Cohen, "Foucault and the Early Childhood Classroom," *Educational Studies* 44 (08/14 2008). <https://doi.org/10.1080/00131940802224948>.

⁶⁴Mark Bevir, "Foucault, Power, and Institutions," 47, no. 2 (1999). <https://doi.org/10.1111/1467-9248.00204.b>

⁶⁵ TALCOTT PARSONS, "On the Concept of Influence," *Public Opinion Quarterly* 27, no. 1 (1963).

there is truly an agent and target in a classroom environment, as a solid understanding of values does not form until at least early adulthood, according to developmental psychologists (Kohlberg, 1963), and a completely established moral code may not develop until middle or late adulthood.

Parsons' idea of individual objective, however, differ from Foucault's *Discipline and Punish: The Birth of a Prison*, where a repressive classroom dynamic being examined. Foucault stated a classroom resembles a military infrastructure in which authoritarian authorities' "discipline" the youth. This dynamic outlined by Foucault is comparable to Freire's in *Pedagogy of the Oppressed*.⁶⁶ Foucault framed the classroom as a manner to segregate children from the rest of society to achieve ultimate control, a strategy done through education. Not only allows authorities and educators to keep entire control over students, but also to create an atmosphere dedicated to a certain sort of work, enhancing students' overall productivity, in this case, homework or school assignments. Foucault then further stated that educators may ensure students' productivity and conform with rules by academically ranking them and placing them in different courses.⁶⁷ This is perhaps the most severe kind of oppression since it provides students no option, divides them into separate groups based on performance, and confines them, requiring them to comply with the regulation if they wish to persist in the environment. Young adult in a higher education perhaps frequently responds with these demands that specify a merit motive for compliance. But, according to Kohlberg, they are behaving on the basis of norm

<https://doi.org/10.1086/267148> %J Public Opinion Quarterly.p

⁶⁶ Harry Alfred Stone, "Freire and Foucault on the Classroom Dynamic," *Knowledge, Education and Identity*, April 4, 2015.

⁶⁷ Michel Foucault, *Discipline and Punish : The Birth of the Prison* (First American edition. New York : Pantheon Books, [1977] ©1977, 1977).

or other constraints, rather than a genuine sense of morality.⁶⁸ To completely and efficiently employ this power base, a degree of familiarity, or interpersonal communication, with the counterpart is required, which most higher education classroom may not reach. Other "Power in the Classroom" research have looked at the impact of perceived teacher immediacy on perceptions of compliance-gaining usage, demonstrating that members' interpersonal relationship is a significant predictor of power use.⁶⁹ As actualized power is similar with the term influence. Thus, power is potential influence simultaneously used by classroom members. As students' interactions being analyzed, keeping the relationship between the instruments and observable relationships within sight.⁷⁰ Under this research, a range of cultural tools that were used in a classroom as part of a broad scientific unit were examined and how these diverse linkages manifested themselves within the multicultural environment it analyzes.

Multicultural Classroom

Multiculturalism is essential for attaining a high level of cultural variety, when individuals of different colors, nations, faiths, ethnicities, and ideologies come together to form a community, they create diversity. A truly diversified society respects and celebrates its people's cultural distinction, similarly in a classroom situation. With globalization become more happening, it is inevitable that it will also bring more culture and ideologies into a classroom.

⁶⁸ Lawrence Kohlberg, "The Development of Children's Orientations toward a Moral Order I. Sequence in the Development of Moral Thought," *Vita Humana* 6, no. 1/2 (1963).

⁶⁹ Patricia Kearney et al., "Power in the Classroom Iii: Teacher Communication Techniques and Messages," *Communication Education* 34, no. 1 (1985/01/01 1985).
<https://doi.org/10.1080/03634528509378579>.

⁷⁰ Lindsay Cornelius and Leslie Herrenkohl, "Power in the Classroom: How the Classroom Environment Shapes Students' Relationships with Each Other and with Concepts," *Cognition and Instruction - COGNITION INSTRUCT* 22 (12/01 2004). https://doi.org/10.1207/s1532690Xci2204_4.

A February 2019 NCES report of Status and Trends in the Education of Racial and Ethnic Groupings 2018, analyzed learning environments and outcomes may vary amongst ethnic backgrounds. The study includes 36 indicators ranging from prekindergarten through higher education, as well as family background factors and workforce results. Between 2000 and 2017, the proportion of 5- to 17-year-olds who were White has fall from 62 to 51 percent, while the proportion of Hispanics has risen from 16 to 25 percent in America.⁷¹ While in Europe, Eurostat Statistics showed that on 2018, the EU-27 had 1.3 million international students studying at the tertiary level. In 2018, Germany accounted for 23% (312.000) of the EU-27 total of international students; the next greatest share was 17% of international students in France institution and 8% are in Italy and the Netherlands.⁷² While in Taiwan, approximately had 98.200 international students from varieties of culture in 2020.⁷³

To facilitate students of various cultures, accordingly, in a multicultural classroom teachers may benefit from inquires family belief systems and values, language origins and linguistic difficulties, communication patterns, naming systems, and other relevant cultural information to assist in a better comprehension the social and cultural surroundings of the children they teach, many viewpoints are required to discern how knowledge is culturally created. As postmodern principle stated that it is only right to raise questions regarding what constitutes culturally acceptable behavior and reform goals.⁷⁴ This is one way to

⁷¹National Center for Education Statistics, *New Report Shows Increased Diversity in U.S. Schools, Disparities in Outcomes*, National Center for Education Statistics: Institution of Education Sciences, June 20, 2019.

⁷² Eurostat Statistic Explained, *Share of Tertiary Education Students from Abroad by Continent of Origin*, 2018.

⁷³ Textor, "Number of Overseas Students in Taiwan 2010-2020."

⁷⁴ Gunilla Dahlberg and Peter Moss, "Beyond Quality in Early Childhood Education and Care –

address diversity in the classroom as one of the effects of globalization in the education sector.

Globalized Education in Taiwan

Globalization has intensified competitiveness among the world's finest education institutions, prompting plenty of large-scale projects to integrate with the rest of university education and entice foreign students. Taiwan has been in the game since 1994, when the University Act was revised, that reorganized public higher education institutions into an autonomous legal organization in order to lessen Ministry of Education's influence over institution as well as making campus operations more versatile. Years after Taiwan has opted to alter education legislation allowing rooms for private higher education expansion. Increasing the number of higher institutions from merely 7 in 1950 to 164 in 2008, with over 100 universities, 49 colleges, and 15 junior colleges (MOE, 2008).⁷⁵ Though the dramatic expansion heightened rivalry among institution, it has internationalized and revamped Taiwan's higher education institution.⁷⁶

Within several initiatives administered by Taiwan's Ministry of Education, the Plan to Develop First-Class Institutions and Top-Level Research has the most competitive financing, with Taiwan's government committing more than \$8 billion per year in higher education over the last five years to drive universities to enhance their research and teaching standards.⁷⁷ Taiwan's higher education system has undergone transformations along the lines of decentralization and

Languages of Evaluation," *CESifo DICE Report* 6 (01/24 2007).
<https://doi.org/10.4324/9780203966150>.

⁷⁵ Chuo-Chun Hsieh, "A Way of Policy Bricolage or Translation: The Case of Taiwan's Higher Education Reform of Quality Assurance," 14, no. 7 (2016). <https://doi.org/10.1177/1478210316645250>.

⁷⁶ Chang et al.

⁷⁷ Taiwan. *Short*.

marketization during the previous decade, a long-standing concern over teacher quality in Taiwan throughout the reform period has grant teacher education system to witness a substantial paradigm shift that one of the key standards in judging university performance is the pressure to compete worldwide and achieve global reputation (Mok, 2003; Song & Tai, 2007).⁷⁸ Quality of MOE's evaluation mechanisms have resulted in major improvements in teacher quality in recent years as a result of regulations. Ph.D. holders currently account for more than 80% of professors at Taiwanese universities, a 15% increase in the previous ten years, accounting for one-third of total teaching personnel.⁷⁹ Taiwan's higher education reforms have been a primary support for the expansion of globalized higher education that Taiwan now has about 1.24 million local and foreign students enrolled in 153 universities, colleges, and junior institutions in 2019.⁸⁰ Furthermore, as exchange and training programs for students, academics, and professionals in partner nations are needed for global expansion. English education has been emphasized significantly in Taiwanese educational globalization projects through government's Bilingual 2030 prospect to guarantee Taiwan's youthful population has greater opportunities to acquire employment and earn higher earnings in the future. With Taiwan's advantage of being a Mandarin-speaking country, this program has the potential to make residents more competitive in the global economy by assisting them in improving their English communication abilities at a young age.⁸¹

To support this strategy, EMI is being introduced in the classroom. The EMI

⁷⁸ Mok Ka Ho, "Questing for Internationalization of Universities in Asia: Critical Reflections," *Journal of Studies in International Education* 11, no. 3-4 (2007/09/01 2007).
<https://doi.org/10.1177/1028315306291945>.

⁷⁹ Tzu-Bin Lin.

⁸⁰ Taiwan. *Short*.

⁸¹ Commission.

(English as Medium Instruction) program was designed to teach topic courses in English in order to prepare local students for a global future.⁸² Both the policy and the implementation of EMI were initially designed to help local students, hoping that in the future students will be able to fully use two international language; nevertheless, the implementation of these rules has attracted foreign students who aspire to study abroad without adequate language skills. Not to mention Executive Yuan's contribution to Taiwan's rise as a destination with its recently announced New Southbound Policy, which aims to strengthen Taiwan's trade and economic ties with ASEAN states, South Asian countries, as well as New Zealand and Australia. The New Southbound Policy is based on policy guidelines approved by President Tsai Ing-wen during a meeting on international economic and trade strategy, and adheres to the values of "settling in for the long haul," pursuing comprehensive development, and creating mutual benefits. It aims to create a new model of cooperation and economic community with those countries formed by integrating resources and strengths from the public and private sectors, as well as diversifying Taiwan.⁸³ At the same time, the Education ministry also promotes public and private institutions to provide specific international programs in order to attract overseas Chinese and foreign students who may not speak fluent Mandarin. Taiwan plans to quadruple its abroad enrolment to 42,000 by 2030, up from 14,000 now, by enrolling 1,000 overseas Taiwanese and foreign students in manufacturing, construction, agriculture, and long-term care during the new program.⁸⁴ Foreign Chinese students, international students, sister schools, and exchange programs are becoming very

⁸² 教學發展中心.

⁸³ Services, "New Southbound Policy."

⁸⁴ Tzu-Hsuan.

prevalent. According to data, roughly 173 Chinese schools have formed sister school relationships with at least 86 Taiwanese universities, colleges, and vocational institutions in 2007.⁸⁵ The number of multicultural students' ubiquitous influence can be felt in many aspects, such as students' method to interact with other students of culture.

Interpersonal Relationship

Interpersonal skill can be described as the capacity to communicate with others via efficient listening and conversation referred to interpersonal competency. Interpersonal skills are vital for students, helping them to connect with others and develop their personalities. In general, students may gain interpersonal skills at school through interactions with their professors and peers. However, some students still lack interpersonal skills for a variety of reasons, the most common of which is their introverted nature.⁸⁶ If we see society as interactions, then the base of everything is similar type of interaction that shows effects on whomever is part of the interaction's behavior, according to the positivist principle, it is a phenomenon that connects to unity with people, despite of level of interaction, offering a huge spectrum of possibilities that establish specific links and co-relationships.⁸⁷ Yet, due to social sciences' lack of consistency, weak nomothetic, consistency, and unpredictability, the findings of study on the effect and repercussions of such interactions are dubious. These findings are primarily declarative and do not address the area of education at a sufficiently empirical level. However, the intricacy of such interaction research is

⁸⁵ Chang et al.

⁸⁶ Anjum Khan, "Why Interpersonal Skills Are Important for Students?," *Jagran Josh* (September 21, 2017).

⁸⁷ Charlotte Nickerson, "Positivism in Sociology: Definition, Theory & Examples," *Simplypsychology.org* (January 6, 2022).h

also suggested on the foundation of positivism in the natural sciences.⁸⁸ Often times such flaws might be difficult to see as they might be too peculiar for novice, however, education field and other subject that examine relationship between fluctuating issues should recognize the findings of natural science. Recognizing significant interactions in education that the findings of such research will aid in the development of the educational process and our understanding the subject of research.

Cross-cultural Competences

In the classroom, students' interpersonal skills are comprised of five subjects: listening, verbal communication, nonverbal communication, teamwork, and creative thinking. Such abilities are necessary for developing positive relationships with peers, instructors, family members, and society.⁸⁹ While it may increase their confidence and build their personality to be able to communicate their views and feelings honestly. Interacting with and entertaining friends and acquaintances will teach them to cherish variety as individuals learn to respect diverse practices in society. A person with stronger soft skills is deemed more ethical and gains respect in society.

Though establishing friends is not often a natural ability, asking question, listening, and caring for others are abilities that needed to be practiced in order to grow. Instructor need to consider an inclusive environment to encourages students to engage with their counterparts. Michele Borba, also argue that social skills must be polished via trial and error, indicating that when pupils are

⁸⁸ "International Journal of Cognitive Research in Science, Engineering and Education Ijcrsee," *International Journal of Cognitive Research in Science, Engineering and Education IJCRSEE*. (2013).

⁸⁹ Khan.

exposed to social circumstances from a young age, they have a better chance of developing social trust and a sense of identity.⁹⁰ Another strategy to create relationships in the classroom is to encourage supportive interactions between students of different races and cultures. According to Kendra Yoshinaga, a recent study found that children who had a supportive teacher were more likely to develop a cross-racial bond, thus promoting inter-racial friendships are likely to improve classroom climates. According to recent study from UC Berkeley's Greater Good, "cross-race friendships among youngsters can boost their academic goals, emotions regarding same-race vs. cross-race mates, and social skills."⁹¹ Accordingly, students believe that the usage of interactive technology in school improves positive connections since it provides a chance to socialize, a tool for meeting, and help when supporting peers (Kostenius & Hertting, 2016). Furthermore, students' experiences with health and wellness in the school setting highlight the significance of being cared for, validated by, and connected to others (Kostenius et al., 2017). As a result, educational environments must enable not just academic aims but also the fundamental demands of human connections (Kostenius & Hertting, 2016).⁹²

⁹⁰ Marion Meiers, "Teacher Professional Learning, Teaching Practice and Student Learning Outcomes: Important Issues," (2007).

⁹¹ Kendra Yoshinaga, "Beyond Integration: How Teachers Can Encourage Cross-Racial Friendships," *nprEd* (July 12, 2016).

⁹² Catrine Kostenius, Ulrika Bergmark, and Krister Hertting, "Health Literacy in an Age of Technology – Schoolchildren's Experiences and Ideas," *International Journal of Health Promotion and Education* 55 (08/30 2017). <https://doi.org/10.1080/14635240.2017.1369891>.

METHODOLOGY

Introduction

The methodology of this paper conceptualized power and interpersonal relationship within a multicultural environment to answer the research question: ‘How is hierarchical order shaped in a multicultural classroom?’ and the findings will prevail to answer the second question of ‘How does the classroom hierarchy influence members’ interaction and communication?’. Qualitative research methods and keywords related to culture, power, and interpersonal relationship will be utilized to further understand the relationship among them. Moreover, the data collected through internet sources will be followed by a careful examination to ensure its reliability and validity. This research allows for a deeper understanding of how power in a multicultural classroom may shape members’ interpersonal relationship.

Research Design

Previous researchers of similar fields have used postmodern and Marxist theory to explain how power classes may influence power order, some also mention Foucault's theory of power, explaining that in a classroom students may experience repression that limits their motion. Taking into account past academics' research on comparable articles, the author will use a practical technique based on several theories to develop a hypothesis appropriate for this study to look actively at specific instances such as power hierarchy in multicultural classroom as perceived by respondents. As well as how much it

influences respondents' interpersonal relationship approaches. The narrative analytical method, namely inductive paradigmatic analysis will be used to analyze, while a semi-structured interview will be used to discover individual perspectives and dynamics in a multicultural classroom setting as well as to answer the research purpose of this paper.

Research Process

The first phase will be to do a semi-structured interview with students who have been designated and notified prior to the interview. The interview question will use perception questions that demand an open answer, directional information will be acquired, and follow-up questions may be asked to go deeper into the answer's rationale. In this stage, respondents' responses and interactions will be divided into a few sectors based on the use of comparable terms and concepts. This method will then be respectively followed by a formless question to dig deeper into information from the respondents to investigate different perspectives and to analyze patterns between interviewees. To ensure the validity and reliability of the data collected, the data will then be filtered accordingly in the following stage.

Sources of Data

The information for this study will derive from student interviews from the Department of International Affairs at Wenzao Ursuline University of Language. The participants recruited for this study are expected to have at least one year of experience learning at Wenzao University to ensure students have gone through the adaptation process and have experienced Wenzao University's multicultural

environment. The interview will be conducted in English, through both Google Meet and in-person interviews. The interview data will be collected through the course of summer 2022, specifically from August to early September. The interview will be semi-structured, allowing the interviewee to express their experiences and perceptions along with how they reached that standpoint, whilst adhering to the guidelines to eliminate data that is not pertinent to the research.

The interview guide is based on a review of the literature. The literature study was conducted using a variety of websites, including JSTOR, Z-library, and SAGE Journals. As indicated on the appendix page, the interview questions may be differentiated for each interviewee. Each and every interview will be conducted in a similar or identical scenario for each respondent, to ensure that the legitimacy of the interview will not be affected. Each participant will be requested to sign a written consent form as well as an oral consent to be interviewed. All oral data will be collected using a phone to capture audio and then transcribed using speech-to-text software.

Data Collection

The researcher has selected ten potential volunteers for this research after designing the question as the framework of the interview process, interviewees also have consented to become respondents and to be documented. However, due to pandemics and the summer vacation time, face-to-face interviews are not possible; hence, the primary mode of data collecting is online.

DATA ANALYSIS

The interview will be documented and transcribed using the transcribing program Otter.ai. Each transcription will be scrutinized twice to identify any mistranslations or inaccurate spellings. Upon transcribing, the file will be evaluated with the qualitative data analysis program ATLAS.ti. Treading ahead, the material will be examined using the narrative analytical method, namely inductive paradigmatic analysis, to find recurring themes throughout the data along with how they interacted with several other participants and the initial premise. Furthermore, the researcher will insert the most essential element that clearly demonstrates the issue and conforms to the method used to foster interpersonal relationships in a multicultural classroom.

Reporting

More than 200 codes were present before being merged and appropriately filtered toward their particular code category; after grouping them into 20 code groups, the researcher eventually arranged data into three essential divisions that help ease the analyzing process. Appendix C contains the list of code groups.

Table 3 Interviewee List

	Code Name	Nationality	Gender	Year of study	Years of staying in Taiwan	Previous Education	Exchange or study abroad
1	A1	Taiwanese	Female	3	-	High school	No
2	A2	Indonesian	Female	1	1	High school	No
3	A3	Japanese	Female	3	4	High school	Yes
4	A4	Russian	Male	2	3	Unfinished	No

						bachelor	
5	E1	German	Male	4	4	Associate degree	Yes
6	E2	Portuguese	Male	5	12	Bachelor degree	No
7	E3	Dutch	Male	2	5	High school	No
8	U1	American	Male	2	4	Associate degree	No
9	U2	Vincentian	Male	4	4	Associate degree	No
10	U3	Brazilian	Female	3	4	Bachelor degree	Yes

As indicated in the table above, every single participant is from different country to assure accuracy and to fulfill multiculturalism guidelines. However, since African students are not represented at the DIA, the assessment is confined to Asian, European, and American pupils. Beyond the Taiwanese respondents, the nine interviewees had resided in Taiwan for an average of 4.5 years, suggesting that they had gone through the cultural difference and adaptation period of living as a foreigner in Taiwanese society. The interviewees, on the other hand, have been studying in the Department of International Affairs at Wenzao Ursuline University of Language for an average of 2.9 years, implying that they have previously managed to pass the period of adjustment of studying in Wenzao and comprehend the notion of the interview study.

Prior to enrolling in the DIA, one of the ten respondents had previously attended university, and three had previously received an associate degree. On top of that, two of the participants earned a bachelor's degree, while four others had just completed their high school diplomas prior to coming to Wenzao to study. Significantly, the respondents have a variety of previous knowledge, which could culminate in a difference in perspective and interpretation of the

influence individuals in the classroom” in order to provide respondents more comprehension of power in these contexts.

The majority of respondents considered that power is derived from education. Being an international student has an inherent impact upon that. Whenever someone shifts from one culture to another, regardless of the country, individuals acquire knowledge about more than a single culture, if this occurs multiple times, the individual will have more experience than their peers.⁹³ The process of studying abroad and exchange student programs also have a major effect on one's cognition and standpoint, which in turn influences one's performance.⁹⁴ Possessing extra opinions and expertise granted the interviewees a boost in the classroom given that they had already formed an opinion based on their previous knowledge.⁹⁵

On the other hand, because before I came here, I already learned those things before and that kind of gives me an advantage in the courses. And by that I would say I would see myself but I'm also seeing myself in a higher position.⁹⁶

I do think knowledge, because the people who speak the most is because we already have prior knowledge about things.⁹⁷

The practice of studying abroad and exchange student programs have a tremendous influence on one's knowledge and abilities, which affects the power dynamic in the classroom. While studying abroad or engaging in an exchange

⁹³ U2, interview by Kezia Pitasari Yugo, 2022.

⁹⁴ E2, interview by Kezia Pitasari Yugo, 2022.

⁹⁵ U3, interview by Kezia Pitasari Yugo, 2022.

⁹⁶ E1, interview by Kezia Pitasari Yugo, 2022.

⁹⁷ U3.

student program, respondents often come across cultural obstacles. Nevertheless, once the phase has passed, they will acquire an endeavor in a foreign environment that will enable them to blend within the community. Having accustomed to other cultures, according to a rather large number of interviewees, also represents a strength that may have a significant influence in the classroom.⁹⁸

Being an international student inevitably affects it. So that's one factor. It's not even being a representative of any nation. It's just being an international student, if not Taiwanese having experience of studying abroad before the university.⁹⁹

Furthermore, more than half of the interviewees stressed the importance of linguistic skills, primarily English proficiency. Considering English is a universal language, it increases individuals' influence and power in a classroom. Needless to say, students with better proficiency have guaranteed access to higher-quality education and classroom agility. On the contrary, inadequate linguistic proficiency conveys undeniably less power and influence in the classroom, particularly at the DIA, where more than 80% of lectures are taught in full English. Students of English native speakers undoubtedly had substantial influence and dominance in the classroom.

If English is their second language. I feel like it's there's a little bit of an issue where people are a little shy to say things in the language. They're

⁹⁸ U2.

⁹⁹ A4, interview by Kezia Pitasari Yugo, 2022.

not confident with the language.¹⁰⁰

If the class is taught in English that is definitely power dominance of those who have learned English for a while or simply are from an English-speaking country. This is undoubtedly true for students from the west who are simply more used to voicing their opinions and asking questions during class.¹⁰¹

As a result, when a person feels at ease with the language they are conversing in, it develops into a strength.¹⁰² The findings revealed that when someone is in their comfort zone, they may feel relatively safe, developing confidence derived from within that subsequently evolves into power when released. Referring to one of the following interviewees.

Confidence is everything for power.¹⁰³

On the other hand, interviewees also shared that they have ever felt powerlessness in classroom. Whenever there are too many international students, she felt pushed to the back and limited to speak. Mentioning that their opinion become unavailing in classroom and chose to go with the majority's opinion instead.¹⁰⁴

A significant number of the respondents claimed that there is neither power nor who is more prominent in a classroom context. Everyone gets one vote and

¹⁰⁰ U1, interview by Kezia Pitasari Yugo, 2022.

¹⁰¹ A4.

¹⁰² .

¹⁰³ U3.

¹⁰⁴ A3, interview by Kezia Pitasari Yugo, 2022.

nothing more.¹⁰⁵¹⁰⁶ Regardless, they cannot dispute that certain nations have the reputation of possessing more authority in a classroom context, which has a substantially greater effect on the classroom of power.

In theory, everyone has the same access to power. But on the one hand, I would like to argue that most western people have better access to power because in their behavior and their personalities, on average, they are more open-minded, they are more open to talking, to discuss, to share their personal opinion. Whereas Asians seldom discuss their personal opinion, or in a discussion try to defend their point.¹⁰⁷

Prejudice and Stereotype

Upon entering into a given situation, every individual possesses a similar level of power; nevertheless, various things can influence the degree of power one possesses. In addition to our own prejudices and stereotypes, we cannot control those we encounter from the outside, for example, prejudices and stereotypes that are held by others.

Following the interviews, students in the classroom oftentimes believe that others are more capable than them, particularly local students toward international students. Students who are evidently deficient in experience and possess a high indirect exposure from media tend to construct a stereotype that the grass is greener on the other side¹⁰⁸, forming a perspective that foreigners are always superior, resulting in less involvement in a multicultural classroom.

¹⁰⁵ E2.

¹⁰⁶ A2, interview by Kezia Pitasari Yugo, 2022.

¹⁰⁷ E1.

¹⁰⁸ U2.

I think most of the Taiwanese students because they think they don't have a lot of experience so like, usually don't raise, raise the air their hands and answer the questions because they think foreign students understand more.¹⁰⁹

The cliché saying that the foreign country is always better has a strong foundation from the standpoint of international students. Several respondents argued that their country of origin may be regarded as a smaller and less influential country compared to a developed nation.¹¹⁰ Since their country is less advanced, the interviewees perceive countries with a lengthy history as the cornerstone for other nations' cultures and look up to them while feeling inferior, even though they also come from a developed nation.¹¹¹ The interviewee also mentioned that since her country has been colonized by a European country previously, she thinks that those country, who have evidently colonized many nation are fundamental and central that need to be abided.

Like they're the developed country than other country and like the base, culture is from their country, like in terms of globalization, I think. I don't see it as if we share the same culture. It's more like we started like Asians or you know like minor countries started to share their culture. So, they are the base-base that you know there.¹¹²

The stereotypical portrayal of a country will inevitably lead to stereotypical portrayals of its people. Some interviewees explained that they already had stereotypes build before coming to Wenzao, while others remarked that their

¹⁰⁹ A1, interview by Kezia Pitasari Yugo, 2022.

¹¹⁰ U2.

¹¹¹ A3.

¹¹² .

stereotypes in fact have intervened with their power relations and how they interaction in classroom.¹¹³ The interviewees stated that the stereotype had given them the feeling of competitiveness in the classroom, motivating them to prove that some stereotype is not true and bringing their power to the forefront.¹¹⁴ Interviewee A2 mentioned that it is quite obvious that she is Japanese because she had a four-character-name, and she frequently encountered people that asked about Japanese Anime and speak cutely with her. Thus, knowing that these are the label of Japanese, she is motivated to break the stereotype and educate other people about her country. In this case, they compete with stereotypes of other cultures, they become more powerful and influential in class. Intriguingly this statement does not solely apply to local students but also international students.

Interestingly, some interviewees also stated that they had brought stereotypes and biases against a specific nationality group in the class with higher power standing. Their power has influenced these interviewees to shut themselves away in class, feeling timid and insignificant as they are less outspoken. Remarkd that sometimes stereotypes are true to themselves without the need to be proven true.¹¹⁵

I don't really speak in class. So, like, I don't have any power to say you know.¹¹⁶

They speak so many things and like, I will get shy to talk because I don't know like I don't know how to explain but like, they really say what I think

¹¹³ U3.

¹¹⁴ E3, interview by Kezia Pitasari Yugo, 2022.

¹¹⁵ A2.

¹¹⁶ A3.

and I don't have nothing to talk sometime.¹¹⁷

Following that, the interviewee adds further to clarify that stereotypes do not augment individuals' power in the classroom, but rather weaken other individuals' power in the classroom as they assume nothing would ever improve and indeed the stereotype is always true.¹¹⁸

I think I'll get shy because not because I think they're powerful. I think they will not change their mind. So, when we discuss I think there is no discussion so I would just like okay, yeah, you're right, like.¹¹⁹

The stereotyping of nationality is evidently one instances of power application, similarly on how power affecting pressure in classroom.

Domination and Peer Pressure

Whilst stereotypes might cause one to feel inferior to others, classroom dominance and pressure should also be noted as a source of power relations. An interviewee mentioned that she held higher positions in class, and admitted that she had deliberately dominating other students since she owned more authority in the classroom setting.

It's very hard to make me feel pressured or dominated. Because usually, I am the dominating one.¹²⁰

Interviewees who had previously dominated other students stated that they are more likely to exert pressure on certain students in a group activity

¹¹⁷ .

¹¹⁸ .

¹¹⁹ .

¹²⁰ U3.

arrangement. She stated that being an international student entails becoming the leader of the group activity even when they dislike it.¹²¹ The interviewee indicated that the group members unanimously designated them as the leader as they appear to possess greater prior knowledge and look to be significantly formidable and capable of defending the group while completing the task.¹²² Due to others' common assumptions about students from foreign cultures, the interviewee felt compelled to exert some pressure on students participating in the group activity as a result of this circumstance.¹²³ As much as she felt pressure from local students, it is as well an example that local students can exert power towards international students as they are being the majority participant in the classroom.

I do pressure, I do put a lot of pressure on Taiwanese students, especially when they put me in the like if we were having a group activity and they put me in the role of the leader, I pressured them to do their job because I don't want to be the only one. I don't want to be the one doing the job for everyone, because they pretend, they cannot because they're too lazy to think so I pressured him to think and talk to me and engage in the conversation.¹²⁴

As seen on statement above, the interviewee already had a formed stereotype towards Taiwanese students being “lazy” and free riding on her. Interviewee U3, again indicated that there were usually two scenarios in which either the other students become pressured and dominated by students from other

¹²¹ U2.

¹²² U3.

¹²³ A2.

¹²⁴ U3.

cultures in a multicultural classroom setting, or they cling more onto them out of inquisitiveness and to seek assistance with several other things that students from other cultures are more accustomed to.¹²⁵

While interviewees who admitted that they have experienced being pressured claimed that it was related to their linguistic proficiency. Some individuals in the classroom have stronger language skills, allowing them to speak more fluently without fear of using poor grammar or not understanding how to express themselves in a phrase.¹²⁶ With this argument, it is possible to speculate that students may feel intimidated by their peers' capabilities, causing them to feel inadequate for the class.

I feel so pressured because I feel like I need to speak perfect English because the English standard is higher and higher. And the more I get nervous more, I won't be able to speak English fluently.¹²⁷

This statement is further supported by another interviewee that indicated that English is an essential factor in the classrooms in the DIA as it would relatively influence the power and domination in a classroom.¹²⁸

Students who have high English language ability and are also from Western countries, definitely are more dominant in the classroom.¹²⁹

In addition, some interviewees said that peer pressure is not be a problem as long as there is no group activity, the interviewee indicated that they are envious

¹²⁵ .

¹²⁶ A3.

¹²⁷ .

¹²⁸ A4.

¹²⁹ .

of students who have more influence in the classroom as they are particularly active and clever with their self-expression.¹³⁰ The respondent also revealed that when they partake in a group activity, they would feel overpowered and small in comparison to people who seem to be academically strong, causing them to become introverted and secluded.

However, not all international students are as vocal as her and assigned to be leader, some of them are less outspoken and timid in a group, as A2 mentioned that she felt more pressure when being put in a group discussion because she is less open to other students.¹³¹ Thus, it is an example that local student may as well be better networked and more influential than international students. Therefore, it is evident that not all are good in groups, and it can be determined by personality instead of nationality.

Moreover, nationalities can also exercise influence. Interviewee from St. Vincent stated as he is from lower-income nations, to discuss their nation in the classroom is daunting for him, even though many may look forward to them voicing their opinions concerning their own culture or political system. The interviewee mentioned that he become reluctant in discussing his own opinion, considering that his country is not equal in level to other foreign students' home countries. Likewise, the interviewee has been negatively stereotyped by others and is afraid of being portrayed in the same way he has experienced.¹³²

There are many points of view like I said previously. In some cases, the

¹³⁰ A2.

¹³¹ .

¹³² U2.

pressure is self-inflicted that ends up creating a "quitter".¹³³

Nevertheless, another interviewee disagrees that there is pressure, mentioning that pressure and dominance are self-initiated, and the two do not coexist unless they allow themselves to be influenced, and thus influence their interpersonal relationship.

Power Rank Influence Towards Interpersonal Relationship in Classroom

During the interview, the researcher attempted to inquire with participants about where they positioned themselves in terms of power in a classroom. Defining that power rank in a classroom means how influential and outspoken they are in the classroom; how much different will it make when they are present in the classroom.

More than half responded that their power rank may change depending on the number of multicultural students in the classroom.¹³⁴¹³⁵ Nonetheless, the average interviewees chose to put themselves as a seven or eight. They elaborated that the reason was because it depended on the number of international students present in class. Sometimes there are students that are more outspoken and more knowledgeable, but in the other times most of their classmates are passive. Thus, they will adjust themselves depending on the situation.

The majority of interviewees indicated that when interacting with students with higher power rankings in a multicultural classroom, they will try to adjust

¹³³ E2.

¹³⁴ U3.

¹³⁵ E1.

themselves rather than avoid interaction.¹³⁶ One of the participants interviewed stated that being in a multicultural classroom setting with students who have higher power rankings than them will make them feel happy.¹³⁷ Interviewee U3 mentioned that she felt happy because they rarely find students of an equivalent or higher level than themselves; the very same interviewee, earlier stated that she had greater influence in a classroom, albeit not in every subject. Being on top of the class make her felt more competitive and stimulated to participate in the classroom. Therefore, it logically follows that another interviewee stated that they make sure to adjust themselves accordingly to the number of other students of culture present in a classroom. Interviewee A4 stated that he sought to alter himself carefully in order to avoid being an outlier or someone who cannot put up with the discussion in a room full of people with higher power positions.¹³⁸ Here, yet again, the linguistic skill had a role in the formation of stereotypes and power ranks.

10-grade students will probably be quite eloquent in English and confident in their ability so I probably speak fast, perhaps adjust my pace to their speaking pace. So even if they don't speak too fast, I will simply adjust to theirs and try and voice my abilities with more competence. So, if they are playing a leading role, I will not lag behind too far.¹³⁹

Additionally, one of the respondents expressed that they will get timid and talk less because they believe someone from a higher power position will not bother to listen to their opinion and that even if they offer their opinion, it will

¹³⁶ A4.

¹³⁷ U3.

¹³⁸ A4.

¹³⁹ .

not be included in the debate. Thus, they tend to be less confident and think that they are not an important part of the classroom.¹⁴⁰

Conversely, when interviewees interact with students who they perceive are below them in rank, they tend to become tender. In order to not let the people below them feel unimportant and unheard, they will listen more seriously to what others say.

I wouldn't talk with less confidence. But I think I will definitely try to listen.¹⁴¹

Interviewees stated that they also become more straightforward and take on a more caring role as a mentor or tutor to guide other students,¹⁴² being less vocal and less active so as not to inconvenience others and simply adapting their own speaking pace and manner.¹⁴³

In addition to the two opinions, another interviewee stated that they respect everyone and difference in manner is something that should not be imposed in a classroom scale, that power rankings are not relevant. However, one of the interviewees expressed an interesting piece of mind that it will have an effect based upon the length of the period.¹⁴⁴

Not in the short term, in the long term, yes. And it needs a lot of strong influence. And you have to negotiate, there must be a strong negotiation, because if the power is imposed, if the power is sent higher brought up in a

¹⁴⁰ A3.

¹⁴¹ E1.

¹⁴² U3.

¹⁴³ A2.

¹⁴⁴ E2.

very subtle way. eventually I think it's something that is should not be something that is imposed, but something that there's no right answer.¹⁴⁵

I would try to respect everyone whether it's a one or 10 in the same way.¹⁴⁶

Thus, it can be assumed that when one engages in a temporary or short-period classes, power will have less influence towards an individual interpersonal interaction. However, when they engage in a long-term period, power dynamics become important to suggest who will gain more favor, especially in a multicultural classroom.

Multicultural Classroom

With the advent of globalized education, the study intends to ascertain the reasons behind students from diverse nations choosing to study in Taiwan rather than in other top destination countries for education. In principle, multicultural classrooms encourage plurality by incorporating ideas, beliefs, or individuals from many nations and cultural backgrounds. In which numerous cultural viewpoints are integrated to provide students with a globally integrated education. The majority of interviewees stated that their courses are 70%-100% multicultural, with more than three cultures represented, allowing them to have a greater understanding of various cultures and perspectives on the world. However, there are diverse reason and difficulties that they have faced before they enter the multicultural environment.

Reason, Difficulties, and Exposure

¹⁴⁵ .

¹⁴⁶ E1.

The participants of this study have various motivation for moving to Taiwan to study, one of the interviewees mentioned that their home country does not offer higher education for its residents, and since a degree can only be obtained beyond their country, greater job opportunities only land to those who possess a diploma.¹⁴⁷ While two of the respondents mentioned that they had previously visited Taiwan and fallen in love with the country's environment; one of the interviewee came to Taiwan for business purpose and travelling,¹⁴⁸ while the other interviewees from Brazil previously came to Taiwan when she was in high school for volunteer work, and emphasized that Taiwan has provided her with safety that is not prevalent in her country.¹⁴⁹ Another mentioned that they had previously visited Taiwan to learn Chinese in Wenzao Chinese Language Center, however, after learning that transferring credits to a university is feasible, they finalized their decision of studying at Taiwan university instead of starting from the beginning.¹⁵⁰ While three interviewees mentioned that they come to Taiwan not for education, but for marriage reasons.¹⁵¹¹⁵² They accompanied their respective partners to Taiwan and chose to pursue higher education in order to find better work opportunities.¹⁵³ Another indicated unequivocally that she requires a visa to remain in Taiwan. Nevertheless, since it was tough to obtain, she decided to enroll in a university instead to secure a student visa.¹⁵⁴ While the other respondents claimed that they chose Taiwan because the scholarships are easier to be granted in Taiwan¹⁵⁵ compared to other major destination countries,

¹⁴⁷ U2.

¹⁴⁸ E1.

¹⁴⁹ U3.

¹⁵⁰ A4.

¹⁵¹ E2.

¹⁵² E3.

¹⁵³ U1.

¹⁵⁴ U3.

¹⁵⁵ A2.

not to mention that tuition fees are lower in Taiwan.¹⁵⁶ Additionally, they believed that Taiwan will provide them with a greater chance in the employment market in the long term.¹⁵⁷

I saw studying in an Asian country is definitely beneficial for my future career. as The Asian market is definitely relevant for the next decades.¹⁵⁸

Though they have their personal reasons to come to Taiwan, they also faced several challenges throughout their stay. Even for those who have visited Taiwan previously, culture shock is unavoidable. The contrasts between visiting Taiwan for business and tourism with visiting Taiwan with the purpose of education has resulted in culture shock such as the need to interact with locals, comparing prices, understanding the transportations, etc. Moreover, the interviewee is expected to blend in with the little society he lives in, and also the university society where he will spend his four years in, figuring out how things operate and how to live like a local in a short period of time.¹⁵⁹

Despite this, a number of participants indicated that change is undoubtedly positive and that adjusting to a new environment is a crucial component of maturing.¹⁶⁰ Naturally, studying in a foreign place will lead to more improvement than learning in the exact same place over time. Language was among the interviewees' main challenges, one of the interviewees from Portugal stated that because he came here for marriage reason, he was already prepared with some Chinese to begin with, however, socializing with the locals has

¹⁵⁶ A1.

¹⁵⁷ E1.

¹⁵⁸ .

¹⁵⁹ .

¹⁶⁰ U2.

encouraged him to learn more diligently on Chinese and Zhuyin to engage with locals and stated that they have made the most improvement in Taiwan.¹⁶¹

Interacting with locals, in particular, might be challenging for some of the interviewees. When encountering someone from another culture, the elderly may appear rather insensitive, as they tend to generalize someone based on their skin color, hair color, or other visual attributes to assume their nationalities. One of the interviewees has been assessed based on their hair and skin color.¹⁶² As she has curlier hair and darker skin tones than her country stereotype, the most often asked question by the locals is, "Where are you come from?" Most people assume this interviewee comes from a Philippines as a labor migrant and avoid interaction or speaking with her. Yet, once others realized her that she is a Japanese, their attitude toward the interviewee shifted 180 degrees, growing friendlier and gentler. They started to begin a conversation and being curious about her after discovering that she was from one of the prominent countries.¹⁶³

While in a university multicultural classroom situation, one of the interviewees from Brazil highlighted that the university is still not prepared to have a significant number of foreigners in one place. Mentioning that she frequently encounters trouble during her time in Wenzao, such as the school website since it is in Chinese, and also with the school's attitude score. She also emphasizes that a non-major education destination country is not fully equipped and prepared with specifics that foreigners may encounter in a local community. The interviewee's demeanor suggested a sense of exclusion and rejection. She

¹⁶¹ E2.

¹⁶² A2.

¹⁶³ A3.

also suggests if Taiwan aspires to be a global education destination country, this issue must be treated seriously.

They are most part of the time completely lost about what they should do with us. And this is the biggest downfall of the educational system here. They want a lot of foreigners but they don't know what to do with the foreigners.¹⁶⁴

Definitely not because they create a whole system that allows international students to become part of the community here, we are always out. We don't have any in we don't have a chance of internship. We don't have a chance of doing an exchange program with them. We don't have a way to be part of the student community here.¹⁶⁵

The interviewee also adds that she always felt left out in the classroom and the student community, unable to sign up as a class cadre, as well as doing an exchange program. Emphasizing that the large number of international students are not well-facilitated by the school, and always disregarded, different with what she has experienced before.¹⁶⁶

Experience and Previous Knowledge

The concept of exposure in this research can be defined as how much knowledge and experience the interviewees have, whether they learn about cultures in a first-hand experience or through online medias.

¹⁶⁴ U3.

¹⁶⁵ .

¹⁶⁶ .

When questioned about their exposure to various cultures, seven out of ten students had more than average exposure and experience compared to the other three students. Interviewees who have experience studying abroad, experience in exchange student programs, or have students from other cultures as classmates before enrolling in Wenzao tend to have a higher exposure rate. While the three interviewees indicated that they had less exposure because they have no such experience, and only learned about other cultures from books and online media.¹⁶⁷

Those who have been exposed to other cultures are reckoned to have a better understanding of various cultures, they mentioned that it helped them to adapt faster as they can compare one culture to another to establish their personal perspective.¹⁶⁸ Experiential learning is crucial and makes a difference compared to someone who has only lived in one country, as mentioned by E2 who previously stated that he gained more improvement after lived in a foreign country. He also highlighted that it can be presumed that those who excelled in class were internationalized with knowledge advantages. According to one of the interviewees, individuals with experience with multiculturalism are better equipped to understand people's perspectives.¹⁶⁹

But by speaking to them or, you know, listening to them, to you know, have a feeling of what they might live or how they live in standard maybe in their country.¹⁷⁰

¹⁶⁷ A2.

¹⁶⁸ U2.

¹⁶⁹ E2.

¹⁷⁰ U2.

Thus, knowing the differences and cultures through time might make one more sensible to appreciate other people and cultures. Raising oneself up to be better than before.

I really like that because people are all from different culture and you can share our opinions in different ways. We also have different experience so we can know more about things from the world and from the outside.¹⁷¹

For those with experience, exchanging opinions is valuable in that they prefer to talk to other students of cultures as they have been socialized to different cultures, allowing them to converse easily with someone from a multicultural background. On the contrary, possessing plenty of knowledge implies that they have previously developed opinions that will affect how others view them in the classroom. Again, this attracts people to develop prejudices and stereotypes.

Prejudices and Stereotypes

Considering the challenges encountered by one of the respondents in the experience section, it is also due to prejudice and stereotype from a local perspective that has less exposure with foreigners. Nonetheless, not only elderly have prejudices and stereotypes; students in multicultural classrooms also have evident stereotyping inside the class, according to one of the respondents.

It's a fact that it's there. Especially in Taiwan. It's like I'm special. You know, so they treat me like I'm special.¹⁷²

¹⁷¹ A1.

So, I think there's different perceptions of race. You know, like, for me, I'm also a white person from America. So, I don't get treated the same as like, let's say, a person, a man from the Philippines coming to Taiwan. Do you understand what I'm saying? Like there's kind of like difficulties, but I can't really speak on that opinion.¹⁷³

Some stereotypes, although not negatively affecting the interviewee, do cause them to feel guilty about receiving special privileges not only in multicultural classroom, but also outside the classroom. Interviewee U1 emphasized that since he is a white male American, everyone just gets captivated by his nationality and offer various things for him, he can easily gain access to his desired objections, being seen as a person that is above everyone. Moreover, he can easily obtain a free pass to job opportunities, without the need to worry about being doubted by the company. This statement is supported by A1 that highlighted that native English speaker, especially when they are white, has easier access to obtain a job. She also mentioned that it is stereotypical for Taiwanese' to think a white person is always better, regardless of their skills. She also mentions that Asian can also has exceptional English and teaching skills although they are not native speakers.¹⁷⁴

Not only interviewee A1 had a negative stereotype towards interviewee U1's nationality, interviewee U3 also mentioned that she has stereotyped his nationality as people who are know-it-all and arrogant without adequate knowledge to articulate themselves.

¹⁷² U1.

¹⁷³ .

¹⁷⁴ A1.

Stereotypes about nationality does not end there, another interviewee stated that they regularly encountered situations wherein students in their class would talk to them but not so much to their peers from other countries.¹⁷⁵ She highlighted that local students will talk and interact with those who came from Asia, but less to other nationalities.

So, like, I can see like they see themselves, are like better than them. And I don't know how they see us but like they tend to talk to us but they don't talk to European, Americans.¹⁷⁶

This treatment is presumably because other students feel a similarity of cultures from the same background, and they feel more secure and comfortable interacting with people from similar cultures, whereas they may feel awkward interacting with people from vastly different cultures, which will make a distinction in the classroom atmosphere.

Interviewee A4 also adds that he personally perceived that interacting with Vietnamese students are harder than other nationalities. Additionally adds that he felt a prejudice towards male students in university. Stating that male students are harder to approach than the female students in Wenzao. These stereotypes and prejudice, unequivocally will influence the classroom atmosphere as well.

Atmosphere and Disengagement of Multicultural Classroom

Multicultural classroom atmospheres may be very distinct from each other because every class has a different culture present. Interviewees mentioned that

¹⁷⁵ A3.

¹⁷⁶ .

the class can be very well balanced between the activeness of international students and the curiosity of local students, which facilitates good interaction between them.¹⁷⁷ Some of them also stated that when the number of students is balanced, they feel invigorated and enthusiastic¹⁷⁸. Other interviewee supported the argument of balanced classroom by stating that local students and international students can benefit each other in a multicultural classroom, since witnessing a culture and interacting are two entirely different experiences.¹⁷⁹

Then outside they show a couple of different behavior and they show a lot of knowledge about that same topic that they just don't want to share inside the classroom.¹⁸⁰

The following statement illustrates that even though some students have adequate knowledge, without interaction the knowledge will only be preserved in the individual's mind instead of being shared for the benefit of others. However, some remarked that in some classes, the environment is less than ideal since some students are more dominant or opinionated than the remaining half of the class. One of the more dominant interviewees mentioned that a multicultural class is rather draining as they are involuntarily required to be the ones partaking in dialogues and directing talks for the discussion.¹⁸¹ Since interviewee U3 has obtained a bachelor degree in her home country before, she frequently experienced in classes due to her prior knowledge and formed opinion.

Another participant claimed that the presence of a certain culture may have

¹⁷⁷ A2.

¹⁷⁸ U3.

¹⁷⁹ E2.

¹⁸⁰ .

¹⁸¹ U3.

a detrimental impact on the class atmosphere.¹⁸²

I feel like there are some cultures that affects the atmosphere negatively, for example, Russian people if there's more than one versus only a Russian person in class, eventually creates some kinds of noise because people don't hear because Russian students are like they need a stricter teacher to function normally.¹⁸³

The statement above was made by a Russian interviewee (A4) about his perception towards his people, giving objective point of view. Other interviewee also mentioned that she has a tendency to be disengaged in the classroom due to the pressure of speaking the perfect English by native speakers present in class.¹⁸⁴ Not only caused by nationalities, interviewee E2 mentioned that he also had an inevitable disengagement due to the lecturer's attempts to make local students drop the class, without transparent reason, leaving the class with heavy uncomfortable atmosphere. Interviewee U3 also adds that some lecturers are unable to embrace the multicultural classes, she mentioned that lecturers are supposed to be able to utilized the diversity of the classroom to build a fun multicultural class experience. However, many are not prepared to have international students, as she has mentioned previously in her difficulties, thus it becomes harder to involve an interaction between students.

Interpersonal Relationship

Difficulties and Barriers

¹⁸² A4.

¹⁸³ .

¹⁸⁴ A3.

Communicating can be challenging, especially when language is the barrier, however interpersonal skills are essential. Students from diverse cultures can still become friends if they have appropriate communication skills. However, culture as well has become the barriers in accommodating interpersonal relationship.

Culture and habit were two of the most important factors in developing an interaction; when one's culture is too ingrained within their personality, other students may feel uncomfortable since they aren't accustomed to it; they may struggle to figure out how to make a contact or approach someone from an unfamiliar culture they have never encountered before. Interviewee U3 described that people from cultures with strongly entrenched features may come across as highly aggressive and boisterous, and complicating the connection even more because of the contrast. This statement was supported by another respondent who has limited their interaction to other student of culture, emphasizing the possibility of the other person being offended due to cultural and behavioral differences are higher and she did not want to take a risk.¹⁸⁵

When interacting, interviewees also indicated that body language is quite crucial.¹⁸⁶ Respondent A4 believed that smiling and maintaining eye contact when interacting, as well as actively engaging in the discussion, and not responding perfunctorily will lead to a friendly connection. Not only that, some interviewees also mentioned age as an actor in building a relationship, people of similar ages usually have similar interests, which aid in relationship building.¹⁸⁷ Interviewee E2 also stated that the older they are, the more relaxed they are in participating in the classroom as they possess more knowledge and experience to

¹⁸⁵ A2.

¹⁸⁶ A4.

¹⁸⁷ E3.

share. The idea is also underpinned by interviewee U1 that mentioned that he rather talks about business in place of talking about music and after school activities.

However, interviewee E1 argued that obstacles arise more from differences in personality and interests rather than nationality. The presence of an open personality coupled with confidence will motivate the people around them to be as open as they are, providing the ideal setting for a successful relationship.¹⁸⁸

I would say it does not depend on a person's nationality; it depends on a person's personality.¹⁸⁹

Despite similar interests, the interviewee asserted that although they may talk from time to time in class, these kinds of relationships seldom persist due to a variety of personal factors like work, relationships, and others.¹⁹⁰ As the interviewee continues, they explain that while they are a classmate, they do not see each other on a regular basis. After school, they need to work while their peers went hang out and building acquaintance, additionally include time flexibility as one of the obstacles or building a relationship.¹⁹¹ Others believe that their largest impediment is a lack of Chinese proficiency; one respondent indicated that it is difficult to develop a relationship when they do not speak the same language, nor the same interest.¹⁹² One of the interviewees also mentioned that it is difficult to an interaction with a certain gender.

I actually It's harder to engage with her when he's males. That's the only

¹⁸⁸ E1.

¹⁸⁹ .

¹⁹⁰ E2.

¹⁹¹ .

¹⁹² A1.

thing I would say by gender. I don't know why. It's just maybe it's male students in Wenzao. I don't know.¹⁹³

Thus, above mentioned cultural differences may make it difficult for students to initiate interpersonal relationships with others.

Initiation of Interpersonal Relationship in A Multicultural Classroom

Despite the barrier and challenges of establishing a relationship, there are still several other reasons for multicultural students to initiate a relationship. One of them is a benefit; a few respondents stated that they only begin an interaction if there are any benefits for them in the classroom setting, such as group discussion or with homework.¹⁹⁴ Interviewees emphasized the reason they seek advantage in school was because they do not socialize within the school.¹⁹⁵

It's hard to make this interaction turn into something better, like even hanging out after a university is almost like never something that happens. Although we might talk from time to time in class, but outside of class, these kinds of relationships almost never last.¹⁹⁶

Aside from practical considerations, starting a relationship might also be motivated by curiosity.¹⁹⁷ As told by one of the interviewees, others will initiate a conversation when they are being curious about the interviewee's nationality or origin country. Especially since the interview is from St. Vincent, it is a rare change for those without international program to encounter a Saint Vincentian

¹⁹³ A4.

¹⁹⁴ A1.

¹⁹⁵ A3.

¹⁹⁶ A4.

¹⁹⁷ A2.

in Taiwan, therefore they may develop interest and put on courage to initiate a relationship with him. Not only nationalities, and mentioned sector in the barriers section, some simple things in daily life can also be an adequate environment to initiate a relationship.

I need to always meet people when I'm smoking in the smoking area. This is the closest thing I have to meet people from other departments in Wenzao.¹⁹⁸

A beer can always make it easier.¹⁹⁹

However, the interviewee reiterated that it may not always possible in Taiwan as they have a different culture.²⁰⁰ Other interviewees also similarly claimed that in their home country, going out for a drink after a long day of work, strive for social connection are considered normal.²⁰¹ However, it is not in Taiwan, thus cultural differences may make it difficult for students to initiate interpersonal relationships with others that do not align with their interest.

On the other hand, interviewee E2 mentioned that occasionally interactions are forced in a classroom, and the lecturer may oblige students to be more curious about international students. In that case, they will have no choice but to initiate a relationship, even if it is only for a short period in the classroom.

In a very formal way, a warm and friendly atmosphere learn system for students to participate in the class, especially for Professor Lee, Professor YMC. He wanted us to participate, he really wanted everyone to

¹⁹⁸ U3.

¹⁹⁹ E1.

²⁰⁰ U3.

²⁰¹ A3.

participate.²⁰²

Though sometimes the relationship is forced by external factors, however, one's stereotype and prejudice will be the determining factor of the way of interaction.

Stereotypes and Prejudice Influence Towards Interpersonal Relationship

Stereotypes and prejudice are intertwined with interpersonal relationships, one of the interviewees mentioned that they blatantly avoid befriending someone who refuses to work or contributes less to a group discussion and instead choose to befriend someone who is more active and diligent in the classroom, because they think these kind of person will only burden them in a group activity.²⁰³ While in the classroom, interviewee U3, mentioned that she purposely becomes more cynical and sarcastically taunts individuals who are proven to adhere to the stereotype she had in her mind, though she understand that not everyone is a reflection of the stereotype.²⁰⁴ Other interviewee also has experience in being watched from a distance; others might be intrigued by them yet refuse to engage with them because they may not understand how to befriend a foreigner and do not have experience before.²⁰⁵ Fear of being stereotyped has prompted some interviewees to become more detached and avoid being too close with anyone in order to prevent making their counterparts feel uncomfortable or pressured to interact with them.²⁰⁶²⁰⁷²⁰⁸

²⁰² E2.

²⁰³ A2.

²⁰⁴ U3.

²⁰⁵ U2.

²⁰⁶ E1.

²⁰⁷ U2.

You can know if someone wants to talk to you but they are shy or they might not feel it they might not get that expression from you that you're approachable or something like that.²⁰⁹

This argument came from students of color. He understood that although not all of them, but many Taiwanese still have some negative stereotype towards black people, Southeast Asian, and countries with lower economic status. This argument is also supported by a statement from another interviewee.

I want to think about race like different ways they might be I don't know like the way I feel more comfortable talking to someone of a white ethnicity.²¹⁰

Regardless of the two contrasting arguments, the outcome reflects the same aspect; ethnicity and racial stereotype, has an influence on individual's interaction. Not just in the classroom, but also within the workplace, one of the interviewers obtrusively stated that,

Obviously Taiwanese really liked foreigners, especially from the USA and western countries and also the parents here like they always they only just hired like white people and it's not fair even though like some people were not white, their English abilities are higher or better than the white people, but they are still looking just looking at their face and say, Oh, you're white. You're hired.²¹¹

²⁰⁸ A4.

²⁰⁹ U2.

²¹⁰ U3.

²¹¹ A1.

This comes from the interviewee's personal experience which let her recognize the long-term consequences of stereotyping. Although the interviewee had prevalent English proficiency, she can hardly obtain job opportunities due to her Taiwan nationalities and not of native English-speaking countries.²¹² Furthermore, some interviewees stated that it was not worthwhile to try to shatter assumptions held by others; even if they could argue against them, they regarded it would be futile and opted to let others think as they pleased.²¹³ However, there is always a third opinion, adding that prejudice and stereotypes all stem from an individual's attitude or previous knowledge. As one of the interviewees stated; he had understood that there are different cultures in the world, and his parents' education taught him not to form stereotypes and prejudices towards any individual from any culture because what made them are their personalities and not nationalities.²¹⁴ This, at best, has assisted him in avoiding prejudice and stereotyping anywhere.

Just respect to each other and because we're all different, so we have we're from different family. We have different experience. So, I think just learn from each other.²¹⁵

Additionally, Interviewee A1 also add that families have influence in shaping someone's personality, therefore it is best if individual refrain from stereotyping and respect everyone

CONCLUSION

²¹² .

²¹³ A3.

²¹⁴ E1.

²¹⁵ A1.

Discussion of Findings

The data findings have demonstrated that Taiwan is fit to the internalization of higher education as it has diverse strength of multilingual communities in this globalization era as it has programmed the Bilingual 2030 program. Wenzao Ursuline University has also supported the internalization of the education by forming relationship with sister school under the Ursuline foundation. Moreover, the Department of International Affairs also encourage EMI program to conduct classes. Providing better access for international students to the curriculum without the need to worry about inadequate language skill.²¹⁶ Although the education is a flexible dynamic, the internationalization is not something to be attained (Elkin, Devjee and Farnsworth,2008). Therefore, the interviewees had a crucial part in demonstrating the effect of power structure and cultural diversity towards interpersonal relationship in the Department of International Affairs in Wenzao in association to internalization and globalized education.

Despite the fact that the vast majority of respondents have been exposed to other cultures, there remains a substantial gap in response and engagement. As a result, an investigation from a broader perspective is required to link threads and properly comprehend the pattern. Throughout the course of skimming the transcripts and evaluating the codes and code groups. The researcher has discovered significant correlations and similarities intertwined among the data categories.

Power in Multicultural Classroom

²¹⁶ Gundara.

Although it is not immediately apparent, the data obtained shows that students at the DIA in Wenzao recognize the presence of a power relationship between each other that is intentionally conveyed inside the classroom. In this light, the concept of power and how they express their desire aligns with Hook's (1979) theory that power possesses the potential to influence others, regardless of the position.²¹⁷ Furthermore, the findings demonstrated that power is not always transmitted from the top down as a vertical line between students. As power in the classroom is shared among students on the same level of study. This theory is in accordance with the interviewee's response that mentioned that power in a multicultural classroom is spread horizontally among the members.²¹⁸ Everyone has one equal vote for each submission in the classroom, implies that it is rejecting the concept that there is a systematic and planned reality that is identical for everyone, even in a multicultural classroom where different cultures practice happening. Interviewees who are used to various discourses of multicultural classrooms are evidence of Foucault regimes of truth (McNaughton 2005, 30) that provides an understanding of how various discussions operate and correlate around each other.²¹⁹ In these terms, the power relationships made a significant contribution by the presence of cultural students, as the data showed that power dynamics is determined by the number of foreign students in the classroom. Giving time for introspective dialogue and acknowledging diverse viewpoints on students' social and cultural backgrounds suggesting of Foucault challenging truth regimes that assist as an identifying mechanism in classes.

Regardless of how close the idea is to Foucault's power idea, the study

²¹⁷ Dahl, "The Concept of Power."

²¹⁸ E3.

²¹⁹ Cohen.

findings of power in the classroom showed that they associate more with Parsons' idea that defines the situation as seeking to obtain a certain purpose by imposing a form of communication action on another person rather than Foucault's idea of ruling the classroom by academically ranking students in classes based solely on their academic level.²²⁰ The study's findings reveal that power dynamic in the classroom is not derived from academic outcomes; rather, power in the classroom is obtained from classroom participation and experience, which are associated with previous knowledge and linguistic competence, as stated by interviewees. In accordance to Patricia K., classroom engagement is a key indicator of power requirements inside the classroom since it depicts the member's interpersonal relationship and interaction with students with varying levels of authority (1985). Nevertheless, the influence of previous knowledge also should not be overlooked.

Experiences Influence on Classroom Power Dynamics

The majority of respondents considered that power is derived from education. The process of studying abroad and exchange student programs has a major effect on one's cognition and standpoint, which in turn has an influence on their power dynamic in the multicultural classroom. Having additional perspectives and experience gave the interviewees an advantage in the classroom as they had already formed an opinion based on their previous knowledge.²²¹ Statements from interviewee are evident to Antonio Gramsci theory of hegemony that view unequal education is the factor of in uneven power possessions. Not only that, they are also aligned with Michele Borba's notion that

²²⁰ Foucault.

²²¹ Meiers.

social skills must be refined via trial and error, shows that exposure to social scenarios at a young age boosts the likelihood of acquiring a sense of identity. Thus, individuals who have been exposed to various cultures are reckoned to have a greater understanding of various cultures. It may be inferred that those who thrived in the classroom were already internationalized and thus can retrieve more benefits as they are more likely to understand someone's perspective. As the postmodern principle stated, diversity of experience and multiple perspectives are what comprises common and accepted behavior and reform goals.²²² While the findings also showed that uneven interaction are receptive to institutionalization to boosts productivity and international understanding, not to mention the influence to classroom power dynamics.

Power Hierarchy in Multicultural Classroom

As mentioned in the data analysis section, interviewees regarded the hierarchy to be inextricably linked to their nationality and former education. Some respondents have acknowledged that their country is less advanced, and regarded countries with long history as the foundation for other countries' culture. This perspective demonstrated the consequence of significant disparities in the structure and philosophies of higher education systems, as well as approaches to internationalization in education in students' perceptions.²²³ Contrast in education structure in different countries are inevitable, and subject to their own respective government, however, the variety of education structure may hindered the internalization of one institution due to the complexity to standardize their perspective and comprehension. Therefore, it can be foreseen that the

²²² Dahlberg and Moss.

²²³ Centre for Higher Education Internationalisation (CHEI): Hans de Wit, Howard, and Egron-Polak.

interviewee thought that they stood on a different ground from the beginning and thus unable to compete in the unfair competition. This perspective is not a rare sight in a multicultural classroom, and it can be presumed that they either submit or subsist within the power dynamics. Nonetheless, knowledge and prior knowledge are crucial in determining the power hierarchy in the classroom as remarked by Pfeffer and Salancik (1978) that individuals who have profoundly and securely set their roots tend to hold more power exclusively, preserving resource control within their control and elevate to a higher level of power.

Moreover, as the stereotype about nationalities rose to the surface, several interviewees indicated that the stereotype had instilled within them a sense of competitiveness in the classroom, motivating them to prove the stereotype and bringing power into light. Proving Hook (1979) that defined power as the ability to affect the conduct of others. That there is no such thing as pure luck or luck in general, and that strength determines everything.²²⁴

Culture Role in Multicultural Classroom

A truly diverse society recognizes and embraces its people's cultural differences, just as it does in the classroom. As globalization becomes more prevalent, it is unavoidable that other cultures and beliefs will appear in the classroom. Similarly, the data has showed that certain multicultural classrooms are more intense and dynamic than a single cultured classroom, yet differences in habits and entrenched culture raise questions as postmodern principles focus on what is acceptable culturally and hence need to reform aims appropriately.

²²⁴ Harward.

The multicultural classroom, coexisted to prepare students to survive in a varied environment. In essence, multicultural education should foster equity, justice, and equality in the classroom. It is evident that individuals show more respect in a diversified society, similarly in a classroom situation. Multicultural classroom has influenced the culture of the member to be more globalized, respectful of other culture, as well as accepting the avail of the variety of ideologies.

Aligned with postmodern principle to raise inquiries regarding what constitutes culturally acceptable behavior and reform goals, interviewees who were accustomed to different culture enjoy communicating freely with people from a multicultural background and prefer to speak with other students of cultures. Furthermore, data showed that students with more experience tend to be more understanding in the DIA as the internationalized educational environment supports the intrinsic capacity for human connections, allowing students who are exposed to multicultural classrooms to feel more apprehension and sympathy for their colleagues.²²⁵ Additionally, it is perceptible that interviewees with more years of experience tend to speak less unless there is a necessity to give their opinion. Demonstrating the notion that someone with more experience and cultural knowledge will be more modest about their actions and how they act.²²⁶ The diversity in the multicultural classroom clearly imposed a change in individuals to be more flexible with cultures, as well as to their interpersonal relationship.

²²⁵ Kostenius, Bergmark, and Hertting.

²²⁶ Dusya Vera and A. Rodriguez-Lopez, "Strategic Virtues: Humility as a Source of Competitive Advantage," *Organizational Dynamics* 33 (12/01 2004). <https://doi.org/10.1016/j.orgdyn.204.09.006>.

Interpersonal Relationship in Multicultural Classroom

Interacting and communicating in a multicultural situation will educate individuals to respect diverse practices in society as strong skills were regarded as an ethic to gain respect in society as well as multicultural classroom.²²⁷ Aligning with the positivist principle, the condition that connects people, regardless of their level of interaction, is particularly necessary for a multicultural classroom as individuals has distinct interpersonal connection practices; certain cultures have unique habits and perspectives on socializing.

The data has recited several things that shaped interviewees while engaging with and forming relationships with other students. In a multicultural classroom, it can be found that students' interpersonal relationships are shaped by their age, language proficiency, and personality traits such as extroversion and introversion. The data findings also reflected Michele Borba, argument of trial-and-error social skills can develop social trust.²²⁸ In multicultural classroom, it is easy to make mistake as there are diverse habits and stereotypes, however respondents have mentioned that prior incidents were subject to individual improvement, offering them a better understanding of multicultural classes.

Moreover, diversity also has influenced students' role inside the multicultural classroom. Data has showed that foreign students who are more outspoken and influential were constantly being forced to have a leadership role in group discussion. Whereas students with less power signaled that they are more willing to be capitulated and delegate more decision-making responsibility

²²⁷ Nickerson.h

²²⁸ Meiers.

to those with greater power. They become impartial within the class and bewildered when assigned to do something open, resulting in an absence of interpersonal skills.²²⁹ As power began to be imposed in a multicultural classroom, it will gradually elevate them to a higher position in the classroom. Though students may have dismissed the idea of using dominance in the classroom. It will ultimately follow the conductor and the recipient until the receiver of the power is capable of using it for its intended purpose. Since power-communication interaction is a mechanism with consequences for both those expressing power and individuals who are the targets of power displays.²³⁰

Ideals of Globalized Multicultural Education

In the purpose of idealizing globalized education, Taiwan has granted teacher education system to compete worldwide and achieve global reputation (Mok, 2003; Song & Tai, 2007),²³¹ making 80% of lecturers in Taiwanese Universities are Ph.D. holder with a 15% increase in the previous ten years, accounting for one-third of total teaching personnel.²³² Thus with this education system there were hope that they can facilitate more foreign students to be more engaged in a multicultural classroom situation. Encouraging supportive interactions between students of different races and cultures. According to Kendra Yoshinaga, a recent study found that children who had a supportive teacher were more likely to develop a cross-racial bond, thus promoting inter-racial friendships are likely to improve classroom atmosphere.

²²⁹ Khan.

²³⁰ Denise Haunani Solomon and Michael E. Roloff, "Power and Interpersonal Communication," in *Power in Close Relationships.*, Advances in Personal Relationships. (New York, NY, US: Cambridge University Press, 2019).

²³¹ Ka Ho.

²³² Tzu-Bin Lin.

Noted that the chances to talk to other students in a multicultural environment are rare though it was advised to establish an interpersonal relationship at the very least. Implying the cross-race connection to enhance educational objectives study as stated by UC Berkeley's Greater Good.²³³ Though establishing friends is not often a natural aptitude in multicultural classroom, asking questions, listening, and caring for others are skills that needed to be cultivated in order to grow as demonstrated by students with more exposure and experience. To encourage students to interact with their peers, instructors can consider creating an inclusive environment. This initial exposure to social situations encourages students to establish social confidence and an awareness of identity.²³⁴ Data has showed that lecturers have tried to create an inclusive environment that push local students with less exposure to interact with foreigners to make an ideal globalized education. However, some respondents have shown disengagement as they are not ready to engage with foreign cultures. Nonetheless, in a successful attempt, it has made the classroom members energized with the dynamic atmosphere in the classroom.

While being able to share their thoughts and feelings genuinely may boost their confidence and personality in the classroom. Interacting with and understanding people from foreign cultures have taught the interviewees to cherish and value diversity as they learn to respect diverse customs in society. Communication abilities, as noted by the interviewee, are a power during the interaction that helps develop relationships in a multicultural classroom

Not only for students, the diversity of culture also benefits lecturers by

²³³ Yoshinaga.

²³⁴ Meiers.

assisting them in improving their teaching method. Students with fewer experiences and exposure are passive and dormant to involvement in multicultural classes. Thus, knowing the diverse in culture and personality, to facilitate students of various cultures, accordingly, lecturers may benefit from inquires family belief systems and values, language origins and linguistic difficulties, communication patterns, naming systems, and other relevant cultural information to assist in a better comprehension the social and cultural surroundings of the student they teach, many viewpoints are required to discern how knowledge is culturally created. As postmodern principle stated that it is only right to raise questions regarding what constitutes culturally acceptable behavior and reform goals.

Conclusion

The findings retrieved from the data analysis of the interview in the previous chapter are designed to answer the research question about how hierarchical order shapes in a multicultural classroom, followed by the second question about how the classroom hierarchy impacts interaction and communication.

Students who are more acclimated to a new environment are more likely to embrace it since they can compare and integrate various cultures, as a consequence of their experience and awareness of distinct cultures. The majority of respondents believed that education is the source of power, and students that are more knowledgeable and acquainted with foreign cultures perform better in class and are placed higher in position. Studying abroad and participating in exchange programs provide individuals with an opportunity not only to acquire

knowledge about more than one culture but also to improve their cognition and point of view. Those with prior knowledge and formed opinions in class, become more outspoken in class, allowing them to advance to a higher power position in the classroom. Others, on the other hand, indicated that their position is unavailing to them and so strive to avoid any potential power hierarchy in the classroom, despite the fact that the presence of a hierarchy is quite obvious. Yet the analysis shows that classroom hierarchy does not operate at a top-down level, as a number of respondents claim that there is neither power nor who is more prominent in a classroom. Therefore, the power dynamics in a classroom spark between students of the same level. Rejecting Foucault idea that there is a reality that is ordered and systematic, and that it is the same for everyone, even in a classroom of diverse cultures.

Following hierarchy, the data findings entail that the hierarchy is not the sole factor that influences members' interpersonal relationships in the classroom. Previous knowledge is one of the largest factors that influence classroom interpersonal relationships. Showing that students with previous experience are more likely to be able to adjust themselves while interacting with students with less experience, creating a more balanced class with variety of perspectives in one place.

Despite that, stereotype and prejudices toward certain nationalities were also prevalent to alter individuals' classroom interaction, constantly swaying power holders rather than in discrete events. In some cases where other students were dominant and outspoken, there would be bias against a specific nationality group in the class with higher power standing. Furthermore, one half of data

emphasized the significance of language proficiency as the DIA can be considered an all-English-speaking environment. Versatility and cultural comprehension have also been emphasized on how differences in personality and interests affect people more than nationality.

The data also succeeded to address a range of variables that affected their interactions and relationships with other students, which are age, language proficiency, and extroverted and introverted personalities, all of which are included in their interpersonal relationships in a multicultural classroom. Thus, power dynamics is not the sole element that influences interpersonal relationships and does not directly affect students' interpersonal relationships, but it is one of the aspects that influences someone's interpersonal relationships. As change is imposed upon a person's mind and not due to it being forced upon them.

All in all, the findings showed that the power dynamic in a classroom context is highly influenced by members' prior knowledge and experiences in a multicultural classroom. Likewise, the interpersonal relationship among classroom members is not solely determined by hierarchy, but also by stereotypes, language proficiency, and supporting ideas.

Implications

The result of this study aims to be able to facilitate future innovative methods, especially as new generations grow up in a culture of globalization and sophisticated technology, becoming more culture-sensitive and conscious of their surroundings' position as individuals. Educational practices must therefore be

able to stay one step ahead to educate optimally in the future.

For Taiwan higher education institution, to improve the standard of education to be on-par with other major destination countries in order to attract more foreign students to come, as well as to support government's Bilingual 2030 Program by increasing the number of classes with English as medium of instruction.

For students, to understand the diversity of culture and perspective of classmates. In the hope that students in the future have more access to foreign cultures and practices, it would be ideal to refrain from setting a certain bias and to embrace classroom members to create an ideal situation for learning.

For faculty, to further refine instruction method used in multicultural classroom. Advocate to internationalized program by designing a suitable teaching method to educate and to engage with students from various culture optimally.

This research is also relevant for future research. Future research may continue to analyze data that might be able to represent the lecturer side of perspective in this topic as well as to further understand the trend of multicultural classroom in Taiwan.

APPENDIX A

INTERVIEW QUESTIONS

1. Background information
 - a. Name
 - b. Nationality
 - c. Duration of time stayed in Taiwan
 - d. Last educational background
 - e. Ever studied abroad / exchange student program
2. The motivation
 - a. Despite the emerging of globalized education, what was your reason to come to Taiwan to pursue higher education?
 - b. Why did you choose Taiwan, a non-major destination country for education instead of the popular destination countries (e.g., UK, USA, AUS, etc.)?
 - c. Are there any difficulties you faced when coming to non-major destination countries?
 - d. Do you think the same difficulties will be faced by other students when they go to other non-major destination countries for education? Why?
3. Culture knowledge
 - a. In a rate from 1-10, how exposed do you think you are to other culture other than yours? Why? (Ten being the highest)
 - b. Have you experienced a multicultural classroom before university?
Elaborate!

- c. In university does anyone in your classroom from different culture? If so, in percentage, how many multicultural classes do you have in Wenzao? (When more than 2 cultures present)
- d. How do you think having a multicultural student in the class affects the class atmosphere?
- e. How does the difference in culture makes a difference in your own behavior in the classroom?
- f. How does the difference in culture made a difference in your classroom power relation?

4. Power dynamics

- a. In the rank of 1-10, where is your position in terms of power? (Ten being the highest)
- b. How do you perceive the relationships (power relationships) between multicultural students? Does any nationality or language affect the power relationship?
- c. How would you change your way of interaction when you are with a higher number?
- d. How would you change your way of interaction when you are with a lower number?
- e. In which situations will the power shift among students? Could you elaborate on it?
- f. How does power affect your relationship with other students?
- g. Whom do you believe has more access to power, in terms of power relation between students? What are the factors?

5. Classroom behavior

- a. Have you ever had a disengagement from a multicultural classroom before? How?
- b. Have you ever felt pressured or dominated by other students of culture?
- c. Have you ever pressured or dominated someone in your classroom?
- d. Have you ever had prejudices or stereotypes towards other students of culture? Why? What was the factor?
- e. How has the prejudice or the stereotype changes the way you interact with other students?

6. Interaction

- a. How often do you initiate a relationship with other multicultural students?
- b. How often does other initiate a relationship with you?
- c. In what situation would an initiation of a relationship would usually happen?
- d. Are there any factors that may make it difficult to interact with students from other culture? How?
- e. Are there any factors that make interacting much easier? How?

7. Hypotheses

- a. How does your power ranking influence your way of interaction with other students of culture?
- b. What factors do you think has major influence on shaping the classroom power relation?
- c. What factors do you think has major influence on shaping your classroom interpersonal relationship?

APPENDIX B

INTERVIEW TRANSCRIPT

Interview Transcript of Wenzao DIA Student Interviewee 1

Interviewer:	Hello first of all can you tell me your name and nationality?
Interviewee:	My name is Adelynn and I'm from Indonesia.
Interviewer:	How long have you stayed in Taiwan?
Interviewee:	It's been less than a year.
Interviewer:	Okay. Before coming to Taiwan, have you ever studied abroad or had an exchange student program?
Interviewee:	No, this is my first time studying abroad.
Interviewer:	Okay. Do you know that right now we have a very globalized education, where you can fly to the other part of the world for the purpose of studying. The UK, USA and Australia are some examples of the major destination countries for education. What was your reason to come to Taiwan, a non-major destination country, to pursue higher education?
Interviewee:	Um, well, to be very honest, it was because of the scholarship but also because I know that Taiwan has a very good education system, that's why.
Interviewer:	Okay, is there any difficulties that you have faced when you came to a non-major destination country?
Interviewee:	I think the most difficult thing is the language barrier. Other than that, everything's fine.
Interviewer:	And do you think the same difficulties will be faced by students from other countries when they go to a non-major destination country?
Interviewee:	That could happen if they don't really know the language of that country and other than that, maybe they will say some culture shocks other than that maybe the major they're taking.
Interviewer:	What do you mean by major, like school subjects?
Interviewee:	Yeah.
Interviewer:	I see, why would it be one of the difficulties?

Interviewee:	Because the lesson may be hard or something.
Interviewer:	Alright then, in a rate from one to 10 how exposed do you think you are to other culture other than yours?
Interviewee:	I think it's five for me.
Interviewer:	Is there any reason why you pick the average?
Interviewee:	Because I think it's not really different in my case, so I can work with that.
Interviewer:	So, do you mean that you're not that exposed, but you do know about other culture. Is that what you mean?
Interviewee:	Like, I don't really know about other culture, but when I learned it like, Oh, I'm okay with it. Because it's like it's not really different from the culture I used to have.
Interviewer:	Okay, and have you ever experienced a multicultural classroom before? University?
Interviewee:	Nope. This is my first time
Interviewer:	All right. And in percentage, how many multicultural classes do you have? When more than two cultural presents. It can be like 50% It means like half from the total or 60 70% like that. Just some rough calculation you don't really need to calculate it very seriously.
Interviewee:	I think it's around 60 to 70%.
Interviewer:	That's quite a lot. How does the difference in the culture present in the classroom makes a difference in your own behavior in the classroom?
Interviewee:	That's a hard question. Please give me a minute. Can you repeat the question?
Interviewer:	Sure, sure. How does difference in culture makes a difference in your own behavior in your classroom? Oh,
Interviewee:	Maybe when I see someone from another country did something in the class and I've never seen that before. It doesn't change my behavior, but it kind of changed my mind set and my view towards that people and the country that that person was from
Interviewer:	Okay, so, you had some prejudice while engaging in a multicultural classroom? Like some stereotypes that you have when you're looking at someone's nationality or cultural background? Is that what you

	mean?
Interviewee:	Yeah.
Interviewer:	Okay. So how does the difference in a culture make a difference in your classroom power relation? Does someone in the classroom that comes from other certain culture have some more influence than the other students or that kind of thing?
Interviewee:	Yeah, actually, it will make a balance because somehow in the class I'm taking mostly Asian are not really active, especially like Taiwanese, but then you have people from Western countries then they're kind of very active and very smart in how they study and taking the class so it makes balance in the class.
Interviewer:	Okay, then since most of your classes are multicultural classes, have you ever felt some disengagement from a multicultural classroom before?
Interviewee:	I think no. That as long as the class don't require me to do a group activity, I'm fine.
Interviewer:	Okay. Then how do you think that having students from other culture affects the class atmosphere? Atmosphere for example is how it makes you feel more pressure or feel more laid back.
Interviewee:	It depends if the class are mostly built by Taiwanese students, and I don't know maybe they're kind of not really into the class and they kind of make the atmosphere it's like, so chill and makes you want to sleep. But then when you come into the class, where most of the class filled with Western students it kind of boosts your energy.
Interviewer:	Okay, and what about yourself, in a rate from one to ten, where do you think you are in terms of power and influence in a classroom? It's okay to be very subjective here.
Interviewee:	I think I am in the sixth.
Interviewer:	Is there any reason why you think you are a six?
Interviewee:	Because I'm not really an active student, but sometimes I do. I'm not active in like, in person class, but I'm kind of really active in the you know, like doing assignments and stuff. So maybe I'm six.
Interviewer:	Okay. And since you're a six, have you ever felt pressured or

	dominated by person above you like for example, 7, 8, 9, and 10?
Interviewee:	Well, it's not a pressure actually. It's more like a jealous thing. Like, they can get very good scores, and I can't reach that score. So actually, it motivates me it doesn't pressure me
Interviewer:	That's really interesting. And how does this change the way you communicate with them?
Interviewee:	Oh no, it's still the same.
Interviewer:	I mean, for example, in a way how you become like shy or become reluctant to talk with the others.
Interviewee:	No, not really.
Interviewer:	Right. And what about you with people that are below you? I mean, five and below. Are you the one that pressure them? Probably.
Interviewee:	I think no, but I know that some of my classmates are kind of need help. Like, they kind of need guidance and studying some classes. So, I'm really happy to help them because sometimes they also asked my help to explain this and that. So yeah, I didn't pressure them.
Interviewer:	I think it's really nice to give guidance. And how do you think a person's nationality may affect their power in the classroom?
Interviewee:	Like what I said before, I don't know if just in our university or in our department, but I feel like most Asian students are not really active. But I don't know, outside the class, but I think the Western students are more active.
Interviewer:	Then what do you think will affect the power in the classroom? is there any factor that come up to your mind?
Interviewee:	Maybe it will, pressure some students like they will see the Western students are very active and very smart and they will feel shy, or they will feel pressured. Like I said,
Interviewer:	Okay, so cultural background, that kind of thing. Do you mean that?
Interviewee:	All right, okay.
Interviewer:	Then, how often do you initiate a relationship with students of all other cultures?
Interviewee:	I think it's a balance between my friendship with people from my country and outside my country

Interviewer:	So, do you approach people from other culture first or are you being the one who are frequently approached by another person?
Interviewee:	I think sometimes I get approached them first. And sometimes they approached me first. So, it's also a balance,
Interviewer:	Right? And usually in what circumstance would you initiate a relationship with other multicultural students?
Interviewee:	I will when it will benefit me and I can make benefit.
Interviewer:	Okay. Can you give me an example of benefit in the classroom that you may get from interacting?
Interviewee:	Like you obviously don't want to be friends with someone who don't want to work in a team, right? So, I prefer someone who's active and not lazy doing their work.
Interviewer:	Okay, and do you think there's any barriers that prevent you from initiating a relationship or for other people initiate a relationship with you?
Interviewee:	So far, because of language, all right. Cultures can be too but I think, in my case, the like the hardest part to communicate with people from other cultures, the language.
Interviewer:	Alright, let's move on to the next part. Do you believe that students of culture have major influence on classroom hierarchy?
Interviewee:	Oh, you mean like people taking a culture class or what?
Interviewer:	Students of cultures just mean students from other cultures, multicultural students that kind of thing.
Interviewee:	It's a hard question, I don't think so.
Interviewer:	Do you believe that they add differently depending on person's nationality?
Interviewee:	Yeah, of course. I think because every country has a different culture. So, it makes every person have a different behavior too.
Interviewer:	What do you think is the major factor that influence someone's interpersonal relationship in a classroom?
Interviewee:	Major influence? maybe it's the social like how do you say like the like the social and the environment? influence you to. Yeah. can you repeat the question

Interviewer:	What do you think is the major factor that influence someone's interpersonal relationship in a classroom?
Interviewee:	I think it's like a social factor, but I don't know how to say it. Like when you see someone from your environment and that influenced us to be like that. Like peer pressure
Interviewer:	Okay then, can I repeat the question before to make sure with you?
Interviewee:	Yes
Interviewer:	What do you think shaped the hierarchy in a multicultural classroom
Interviewee:	Do you mean people who became the cadre in the classroom?
Interviewer:	No, power can be interpreted to various things, and what I mean by that is something like influence, those who often answer questions, or anything that is in your perspectives
Interviewee:	Wait a minute, I will think first. I think as I've said before the western is more active and the factor will be how we see them
Interviewer:	Perspective?
Interviewee:	Yes
Interviewer:	Are there any other factors that makes it difficult to befriend students from other cultures
Interviewee:	I think the way we befriend each other. So, for example when I befriend other Indonesian, I can easily befriend them because I know their way and habit. While for other nationalities I don't know their habit and their mind so if we do a mistake, it will offend them
Interviewer:	And what would make it easier, aside from what you have said before.
Interviewee:	I think if we have the same vibe, I don't know

Interview Transcript of Wenzao DIA Student Interviewee 2

Interviewer:	First of all, can you tell me your name and nationality?
Interviewee:	My name is Anju Taira, and I'm from Japan.
Interviewer:	How long have you stayed here in Taiwan?
Interviewee:	How long? Oh, four years.
Interviewer:	Before you come to Taiwan, what was your last educational background?
Interviewee:	High School.
Interviewer:	Before you come to Taiwan, have you ever studied abroad or having any exchange student program?
Interviewee:	I don't know if it can be seen as exchange program but when I was in high school, we went to Australia for a week. It was just one week to go to their school. In local school. Also, I stayed in like local families. I don't know if it's' counted
Interviewer:	Summer school?
Interviewee:	Yeah, but it was like, requires to graduate from high school like,
Interviewer:	Study trip?
Interviewee:	Yeah, kind of a study trip.
Interviewer:	Okay. Now we have like an emerging of globalized education like you as a UK and our country, what was your reason to come to Taiwan to pursue higher education?
Interviewee:	First of all, the tuition the school fee was really really cheap. Also, the other thing is that I could speak English when I was in high school like I already not like mastered but I think I was in the level that I can say I can speak English so I wanted to learn other languages. So, I chose Taiwan and happen that they are using English to study in university
Interviewer:	Why did you choose Taiwan? as Taiwan is a non-major destination country for education, instead of the popular destination country like the US, UK, Australia, Germany, etc.
Interviewee:	I visited Taiwan like four times before I before I leave Taiwan, and I

	<p>liked the people I like the food I like how people are so linked to like, ask people like without any hesitation that won't happen in Japan. Also. Yeah, I think people most important like the main point of this,</p>
Interviewer:	<p>Are there any difficulties you face when coming to a non-major destination country?</p>
Interviewee:	<p>Well, I will say like maybe one thing I can say is like in Taiwan, I think people are so not sensitive, like people are aware that which country they are from and like, I think they kind of label people as they're like, according to their nationality. So sometime because in Taiwan like Filipinos are like labor classes, right? So, I look like them some time, Although I'm from Japan but my skin, some old people think that I'm from Philippine and I, they will, like I met a person that she didn't talk to me for a while because she though that I'm from Philippines. Maybe she has some stereotype toward them. After they she realized that I'm from Japan. She said, Oh, you're from Japan. Oh, nice to meet you. Like, this is something that I really hard to. How does it like? Like understand? And as you can see from the classmate like, have you ever noticed that you're from Asia and from Asia, like Taiwanese people tend to talk with us, but they don't talk to Nathalia, Khessed, or Manu. So, like, I can see like they see them as like, better than them. And I don't know how they see us but like they tend to talk to us but they don't talk to European Americans.</p>
Interviewer:	<p>Then do you think that the same difficulties are faced when other students from other countries go to non-major destination countries?</p>
Interviewee:	<p>Yeah, I like as I said, like people from certain country can face difficulties that I don't face based on their country's economic</p>
Interviewer:	<p>In a rate from one to 10 how exposed do you think you are to other cultures. I didn't mean yours before you come to Taiwan</p>
Interviewee:	<p>I will say seven.</p>
Interviewer:	<p>Why is that?</p>
Interviewee:	<p>I will say seven maybe more than that. Maybe seven. And why is that because, as you know, Japan is very multicultural. Yeah.</p>
Interviewer:	<p>Have you ever experienced a multicultural classroom before</p>

	university?
Interviewee:	I guess I can say that, I went to high school that has so many mixed races. Because as you know, like there are so many Americans in Okinawa, so some of my classmates are mixed. Japanese Americans. American Japanese. So anytime we exchange we have exchanged from exchange students from schools in the military bases. So, what they're told American so I don't know if that's an exposure
Interviewer:	Oh, so Okay, now was more like American than Japanese. Yeah, so you guys talk in a lot of English.
Interviewee:	I don't think we talk a lot of English but we understand English more than other Japanese.
Interviewer:	Okay, then, in university does anyone in your classroom from different culture? in percentage how many multicultural classes we have? Just a rough calculation, all the classes when more than three cultures present?
Interviewee:	Around okay, I'll say 80 80%. All right.
Interviewer:	Then how does the difference in culture makes a difference in your own behavior in the classroom.
Interviewee:	Oh, I think I feel comfortable with Chinese speaking Chinese. So, if the class is Chinese taught and there're only foreigners so they like their Chinese is like, like mine like did the Chinese is not their first language. I think I can speak up more than other classes. But when there is some. There are people from Europe, for example, like Manu and Natalia. They speak so many things and like, I will get shy to talk because I don't know like I don't know how to explain but like, they really say what I think and I don't have nothing to talk sometime or yeah, I think that's
Interviewer:	How does the difference in culture make a difference in your classroom power relation?
Interviewee:	Like as I said in the third or fourth question. Yeah, I think they have more power. Yeah, I think not. Also, not the skin color though like that. But like the nationality I will say is very important. Like they're the developed country than other country and like the base culture are from

	their country, like in terms of globalization, I think. I don't see as like we share the same culture. It's more like we started like Asian or you know, like minor countries started to share their culture. So, they are the base-base that you know, there. Yeah. And then we need to follow their countries
Interviewer:	And, in the term of one to 10 When is your power rank in a classroom? 10 is the highest. It's very subjective. Okay.
Interviewee:	I will say three or four
Interviewer:	Why?
Interviewee:	I never get to talk in class. I don't really talk in class. I don't know, I think. Like, many reasons. I don't really speak in class. So, like, I don't have any power to say you know, like, but they you know, like they have they speak a lot so, like, as Nathalia says she wanted to change the allegation of moral score so she fought for it with Sosa or with school, but I don't like yeah, that's why
Interviewer:	Then how would you change your behavior when you're interacting with someone's higher than your means is four to 10.
Interviewee:	I think I'll get shy because not because I think they're powerful. I think they will not change their mind. So, when we discuss I think there is no discussion so I would just like okay, yeah, you're right, like,
Interviewer:	So, you don't want to voice your mind.
Interviewee:	Yeah,
Interviewer:	Okay. And how about you interact with someone lower than you which means one or two
Interviewee:	Okay. Can I say in Japan?
Interviewer:	Yeah, sure.
Interviewee:	Like in Japan, I will say like, oh, this is too hard. Like how do I label people okay, in Japan, we really see ages as important like, because we have that you know, like English or Chinese they don't have formality level so when I see someone younger than me, I'll be more you know, like, straightforward. Yeah, I think I will be more you know, like, oh, I'm older than you.
Interviewer:	How do you perceive the relationship between students of cultures and

	their power relationships?
Interviewee:	I think so when I want to interact with other countries people right, I will try to break the stereotype of me because like in real life, like people will see you. First a freshman is based on your nationality, right. So, in like, for example, so many people have so much stereotype to other Japanese. So, I will try to break that one first. Like I will try to show them that I can speak English because they think Japanese cannot speak English. I also tried to show them like, I'm from Okinawa and like, there are so many Americans so we are more multicultural places than other Japanese so we can like yeah, also like anime like when I told them that I'm from Japan, they were like oh you know anime like you know like, but I don't watch anime at all. So yeah, that's what I do first and next time I will do is try to Yeah, like when I speak to other countries when I speak to you is really different because I think we share a lot of common sometime, but like they don't so like I can be more like, open, you know, like, chill
Interviewer:	Okay, as you say that you tried to bring this stereotype then. Have you ever had any prejudice towards others?
Interviewee:	I do have some stereotypes. It's very like common think about American don't learn other country's language. Like they think they're the center. There's a difference when they speak Chinese.
Interviewer:	Then how will it change you with your behavior with your way of interacting?
Interviewee:	Okay, I think the stereotype I have toward I don't know really is this stereotype like? I used to have a lot of stereotypes before I came to Taiwan before I came to Wenzao and to the DIA. But like after I interacted with so many countries people, I realized that it's really depend on person like so. Let me think if I have any stereotype towards some. before I like stereotype toward my country like I have a lot of stereotypes towards my country that like Japanese try to be don't really interact with other countries, people like they always grew up with Japanese, right. So, we tried to break it. Yeah.
Interviewer:	Okay. Then, how do you think like having multicultural students will

	affect the class atmosphere? More laid-back pressure? Anything?
Interviewee:	I think if there's so many countries, people I think Taiwanese get so shy, but they're only Taiwanese students. They just they can speak their opinion. It also depends on which language they use.
Interviewer:	Let's say in English speaking class,
Interviewee:	Well, we can share a lot of different opinions right but at the same time like for example like Japan, we do you know Senkaku Island?
Interviewer:	Oh, yeah,
Interviewee:	You know that one? we used to learn that island before and that time I feel like if you have people or other country you also need to like you also need to consider them. So, like for me like of course I'm from Japan. We think the Senkaku Island is mine, Japan's, ours while Taiwan they think that its theirs so that's kind of like can be very intense sometime. The most of them we I think we can share a lot of experiences we can share a lot of culture. So, I think it is good if you felt a lot of people from around the world
Interviewer:	Then have you ever felt any disengagement from our multicultural classes?
Interviewee:	I feel that one thing I really like sometimes I don't really say anything because. Okay, like, oh, yeah, there's a class the teacher required to do the presentation, maybe, like so many times, and then I couldn't change I couldn't choose the topic. And there's also many students from like, foreign international students. And I feel like I remember like, there are only few Taiwanese, so other students can speak English very, very well. Maybe that's their first language or second language. They've been speaking English. For so long, like a native. And at the time, I was really Yeah, like when I see those students, I feel like I need to, like I feel so. Pressure. Yeah, I feel so appreciate because I feel like I need to speak the perfect English because the English Standard is higher and higher. And the more I get nervous more, I won't be able to speak English fluently. So yeah.
Interviewer:	Then have you ever feel any other case that you have ever feel dominated or pressured in a multicultural class?

Interviewee:	When I was a freshman, I used to feel that often, but I don't feel it anymore. Like, in the beginning, I think I was trying to get used to this situation. That makes like, you know, makes me nervous. That made me nervous also. I feel like that, you know, like, I feel like I can watch Yeah, I feel like I needed to change myself to fit into this environment. But like, after three, two years, I realized that like, Whatever, whatever. Yeah.
Interviewer:	Then have you ever dominates or pressure anybody
Interviewee:	I don't think so. Oh, maybe when sometimes, like, like our department needs, like the courier to speak English, right? Yeah. But when I go to Japanese department, Japanese I am obviously that, you know, like, the pro one. Yeah. And sometimes they see me as a standard like, ah, you know, like, I don't know how to express the feeling like the others feels pressured because oh my god, this is a Japanese person Yeah, yes. and I'm a Japanese language department student. They also have so many stereotype that they will like, they get so nervous and I feel like oh, maybe even though I'm not but I'm giving them pressure. Because I'm Japanese. Sometimes. I feel that when I speak with Japanese.
Interviewer:	Then who do you believe has more access to power in the classroom, to hierarchy.
Interviewee:	If you can speak English better you have more access to
Interviewer:	Then what do you think that might be the factors the hierarchy in the classroom? Besides language,
Interviewee:	Oh, I think extrovert like if you speak more, they will see you like, oh, she's speaking so maybe she has like power to decide what we're going to do as a class. And yeah, I think it's all about like, if you dare to speak up on it.
Interviewer:	What about you, how often do you like initiate interaction with other students of country?
Interviewee:	Okay, like, with Taiwanese, I would try to speak Chinese Of course. That's what they feel comfortable with. Also, and I feel comfortable. So, I think it's easier for me to interact with Taiwanese also, like Manu she can he can speak Chinese as well. But when it comes to people

	who can't speak Chinese or they can only speak English I initiate less and also like, speak less
Interviewer:	Okay then how often does other students of culture initiate an interaction with you
Interviewee:	I think I'm always aware that someone wants to talk with me. Talk to me in Wenzao, I think not like the sometimes people will stare at me. They're like, oh, where is she from? I think they can. Guess where I am from, my nationality So they don't really talk to me, but you know, you know, they, yeah, if they know that I'm from Japan. Like they can see me from my name. Like I have four characters. Yes, so many people. Talk to me, especially in the English class. Oh, yeah. Yeah. So many people started talking to me but in our department or other is less.
Interviewer:	Beside the classes in what situation would you initiate interaction with others or others interact with each other than in classes
Interviewee:	Really, maybe like after school. I think it's different if I think if we're if I were in Japan, I will definitely ask them to have some drinking party. That's what we do in Japan. But I have asked Taiwanese several times they're like, oh, I have allergy to like, alcohol as you do or they don't, they cannot drink. And also, sometimes when I want to go out with international students, they have work, they work. So, the time was not good or it's not really, it's really hard and so and I don't really socialize in school, so you know, my point.
Interviewer:	Are there any factors that makes it easier to interact with other students of culture?
Interviewee:	If there's some activity, like graduation project, we grew up with a few people, 10 or More people so we I think we interact more than ever and also, like the DIA dance group
Interviewer:	Oh yeah,
Interviewee:	You know, like we meet we met more people there Yeah. So, that kind of situation can initiate better interaction.
Interviewer:	What makes it difficult besides factors that make it difficult to have interaction. So, you have said the language and then nationality
Interviewee:	For me, I think for me nationality doesn't bother me but definitely a

	<p>long way sometimes like it depends on the day though like sometimes me or my brain doesn't like you don't even know how to answer to them yet you understand. Oh yeah, it's talking in different language. Yeah. And yeah, so I think someone sometimes I don't know how to answer to them. And but doesn't mean I don't have a new opinion. You know? But those people who ask me something I couldn't answer. They think that I don't have a new opinion they think I'm shy. They think I don't think of anything. I don't think like so many things. So, it seems very how to say like yeah, so sometimes I don't know how to answer so I prefer to not so quick to talk to them so that I don't need to feel like uncomfortable.</p>
Interviewer:	<p>Do you think that culture in a multicultural classroom model would shape the classroom hierarchy</p>
Interviewee:	<p>Why is that? I think it has shaped the culture the class because I mean we see how in shape our classroom but I don't know how to explain because it's from like. Well, I think as I say they are the developed country. They're the most developed country. So, everything they say everything they have is sometimes we think that's better than us. So, we see their opinion I was oh, that's the correct one and ours are wrong one you know, you know, so, so it was shaped the class atmosphere like oh, there's this what they said this so that will become the standard or that will become the perfect answer. Okay, so we got the jackpot Yeah.</p>
Interviewer:	<p>Then how would classroom hierarchy change the way you interact the way you do your interpersonal relationship. Do you believe it's one of the factors or you don't?</p>
Interviewee:	<p>I'll get shy. Like shy like I don't really speak up, but that's what I do usually. So, it doesn't really, It's okay. It's okay. It's so subjective. Yeah, it's really didn't affect me I'd be like, I think I don't I just don't know.</p>
Interviewer:	<p>Okay.</p>

Interview Transcript of Wenzao DIA Student Interviewee 3

Interviewer:	Hello. First of all, can you tell me your name and nationality?
Interviewee:	Okay, my name is Devante Fergus, and I am from St. Vincent and Grenadines, an island in the Caribbean.
Interviewer:	Okay, how long have you stayed in Taiwan?
Interviewee:	I have stayed for four years.
Interviewer:	Before coming to Taiwan, what was your last education? Are you a high school graduate? Or have you attained bachelor degree before from your home country?
Interviewee:	Okay, before coming to Taiwan, my highest level of education was associate's degree.
Interviewer:	Oh, okay. Do you mind to explain what is an associate's degree is?
Interviewee:	Sure. Above high school, but below a bachelors?
Interviewer:	I see. Before coming to Taiwan, have you ever studied abroad or having an exchange student program?
Interviewee:	No, Taiwan is a first experience for me studying abroad.
Interviewer:	What is your reason to come to Taiwan to pursue higher education
Interviewee:	First of all, I would say the government system my country, whereas after I got a job, I understand that to actually elevate yourself you have to either maybe open your own business or to gain a higher education. So, you can be for example promoted or move to a higher-level knowing society. So, that gives me the motivation now to come to Taiwan and study and another reason why I came here to study too is because it is a bit cheaper and our country has a relationship with Taiwan.
Interviewer:	But you do know that there is major destination country for education right; like the UK or the USA that is closer to your home country. Or others like Japan, Singapore, or Australia. What was your reason for choosing a non-major destination country for education?
Interviewee:	As I said, I will say the cost. although they are closer, it's very expensive, very expensive to study. Hence because the currency is

	much higher than us you know, so to take your own money and to go to those places to study is going to really cost you a lot. So, Taiwan is a more suitable place in terms of finance form
Interviewer:	Do you think the other international students will face the same difficulties or maybe not on the international students like students from across the world, will faced a similar difficulty when they go to a non-major destination country rather than when they go to a major destination country, why do you think so
Interviewee:	I would say they will face some difficulties finance, cultural differences because cultural difference plays a very important role in terms of like international students going abroad to study, you know, sometimes can be a big bad to adapt or difficult to adapt or sometimes can be good with experience in your life to You know, change a bit.
Interviewer:	Yeah. Just like as you say, that student may face cultural differences. How do you think you are? Like how exposed Do you think you are to other culture
Interviewee:	to other cultures, well my stay in Taiwan in university, because I'm still here. I got to get a feel of different cultures. Taiwan, of course, I went to Thailand, I went to Singapore, I went to Vietnam. So, I got I got to see all these different cultures, aspects, the way of living and what they may do, or the speak and so on. Also, in university I made friends with Costa Rica from America, Germany, you know, European country, South American country, so I got a feel even though I haven't got the experience from them. But by speaking to them or, you know, listening to them, to you know, have a feeling of what they might live or how they live in standard maybe in their country. Sure, yeah. So, I would say I'm very acquainted or, you know, we got to have a lot of different cultures.
Interviewer:	I see, how many multicultural classes do you have in winter? Like in your four years? Like, what's the percentage like 80%? Or 50%?
Interviewee:	In terms of students?
Interviewer:	Yes. Like, from a whole different culture, and not just one or two
Interviewee:	In our class, I would say, over a year, I would say maybe 40%, it was

	<p>really low, because it was only, like, seven of us from different countries. But I think now, the 2nd year 3rd year, I have more students in that department from international countries. 40% of like, international, and then maybe the rest 60% of local Taiwanese.</p>
Interviewer:	<p>Now, how do you think that having a multicultural student in class will affect your class atmosphere?</p>
Interviewee:	<p>Well, for example, the Taiwanese students, they got the chance to be in classes with international students, because I think that is their first time, you know, interacting international because they just came out of high school and so on, so that sense of feeling can give them maybe some awareness of what they can do in the future, maybe they can go abroad to different countries also have to develop their English skills, because you know, Taiwan wants to be a bilingual country where they can speak English and Chinese as well. So, the local students, they gain a lot of experience, or it is important for them to be in two different multicultural society, for international students, for the foreigners, I would say, yes, we got a chance as well, because even though the Taiwanese gain the experience from the international students, we got that experience from a local as well to be into a classroom setting with them, because seeing them on a street and being in a classroom with a totally different aspect or a different feeling. So yes, in terms of experience, and maybe</p>
Interviewer:	<p>Like the atmosphere of the class, is it like so much pressure that take a toll on you? Or like, it's become more laid back?</p>
Interviewee:	<p>Oh, I understand, what I realized is that for international students, we might be more outspoken, whereas you might answer a lot of questions, you might have a lot of discussions in the class and the Taiwanese though they would be shy, or you know, like, they will speak less. But I would say the reason for that is because maybe their English ability, because what you realize is that the Taiwanese whose English ability is good, they will speak more because they have that confidence. But the ones who are not so good, they will try to talk less within their classmates. Yeah. So yeah, I'll say it's just a difference in</p>

	English proficiency or our language level are on a different level.
Interviewer:	What about you, what do you feel when you're in a classroom full of students from various culture and when you're in a classroom that's full-on Taiwanese students? Any difference on yourself?
Interviewee:	Yes, I would say from a different other than Taiwanese I got like a support in terms of like, discussions, we are talking and we can, you know, talk fluently in English or you know, discussion or something, you have that same culture. Like you have the same cultural background, maybe the Western culture in general, you might be more acquainted with those kind of people, you guys will talk, all kind of thing. And for Taiwanese though, it will be they will be more laid back I would say. Sometimes you have to be like a Taiwanese, they want you to did not dictate them what to do, but like you have to tell them what to do for them to complete a certain task so that is a bit annoying sometimes. I don't know why but it's just the way how they are. they're accustomed to a system where the teachers are always telling them what to do. you do that you do that. the university now wants you to be more developed. So, you can be more acquainted more ready for the job market, you know? So, yeah
Interviewer:	Okay, from all of that, how do you perceive your power? in a multicultural classroom? Like maybe from one, one to 10? Where's your rank?
Interviewee:	Yes. Okay, from one to 10. my highest maybe seven or eight. Because even though I can be outspoken, I try to let others speak and I'm more of a quiet person. But I can be outspoken I can be more interactive. And so, I chose not, so it'll be seven.
Interviewer:	Okay, so you're being like a leader and a group member? Is it
Interviewee:	Yeah, I can be the leader, but I prefer to be more on a group member where we can hear different points. I can hear all of the puzzle's inputs, ideas, in a leader perspective is like you are the one that say and to do that to do this. And then some persons they will not really be outspoken, even though you ask them? What is their idea? What do you think about this, they might just allow you to do whatever, you know,

	but when there's no leader, there's a group can be more can be more comfortable and more ideas can be shared?
Interviewer:	Do you think that difference in culture make a difference in your classroom power relation? Like, just as you say that you see someone who have more English fluency can interact better in a classroom? So maybe like students from other culture, do they make a difference in your classroom, when they're present in that Together?
Interviewee:	I won't say make a difference. It's just that our department is about politics and culture, ideas and so on. So, it's good when you have that interaction where people are talking because other foreigners from different culture might have their ideas have their opinion about certain things. Manu might have my opinion about certain things, right. And the local Taiwanese, they will have their opinions as well. So yes, it is good to have these different culture activities once people are talking. And this leads back to the English proficiency because our department is in English. So those who might not feel comfortable speaking English, we might not hear any points or you know, like any important issues about their culture, because they are not talking
Interviewer:	I see, so you can see there is more tendency of certain from other culture to hold more power in a classroom, that have you ever felt some disengagement, from a multicultural classroom before? Like, you don't feel like it in the class? Because other people hold more power or you feel pressured in a multicultural classroom?
Interviewee:	Yes, I would say sometimes I've been pressured in a different multicultural class, because I would say this because I've been in a class before where other international students are like talking, they're discussing about stuff about their own currency and so on the new field person, not because I'm an international student, people now might look forward for me to voice my own ideas about my culture or my political system in our country. So yes, there's a bit of pressure in terms of a multicultural class.
Interviewer:	So, in that case, have you ever felt dominated by other people, by other students of culture, not you dominating, but you feel dominated?

Interviewee:	Dominated, no never, just pressure to talk because as I stated, I can talk I can discuss but sometimes I choose not to
Interviewer:	Have you in Wenzao, saw a lot of people from various continents and had any prejudice? Towards others from other culture? Yeah, usually we have like this was that stereotype kind of thing?
Interviewee:	Yeah, yeah. Um, I would say yes. Especially if we were placed in groups.
Interviewer:	Can you talk more about that?
Interviewee:	Yeah, I would have prejudice in terms of like, I would want to go to an international student. Yeah, for have a more group discussion or ideas. Because, as I stated, the Taiwanese, they are more laid back, they always wait on you to tell them what to do. And I hate that. And they wait until the last minute, like a day or two before a deadline to submit the assignment. And I, I hate it. I like to do my stuff early. So, like, I try to go into groups with international students, that we can have more common ideas. And, you know, they can understand each other I don't think the language difference or they just, they just like to do things on their own time, I guess. In terms of like, international students, other. Yeah, mostly, because for me, I'm the only person from St Vincent so like, I have my own culture. So once there's an international student, they are obviously from a different culture. Right? So yes, so is when I talk about different culture, it means like European American, South America, yeah.
Interviewer:	Do you think it is because of prejudice? Does it affect your way to communicate with others? Maybe how often do you initiate a relationship with other students? Is it mostly you or the other person that comes to you?
Interviewee:	In terms of like local Taiwanese, if someone is talking to me, Okay, I will explain why I say Taiwan is okay. If someone come to talk to me, a local they are the ones who would come like because they are very shy and so I don't want to go and make them feel uncomfortable. So, I prefer them to come and talk to me on an international level now are different culture from outside of Taiwan. I don't mind go and talk to

	them because I know mentally, you know, I'm medicated that the custom to different cultures and so on. So, I will feel more freely talking to a person from different multicultural backgrounds
Interviewer:	In terms of local students, like usually, when will they initiate a conversation with you?
Interviewee:	They will initiate a conversation with you like if they are curious about where you from, curiosity, they will have a conversation or if they are being forced but educationally or in university. Sometimes you're forced to talk to an international student, whereas in a group, you don't have any choice but you have to talk to them, but outside of that group, you want to talk to them.
Interviewer:	Okay, yeah. Have you ever like initiate a relationship like befriending them? As you know that you have like, hold more power? Have you ever seen that they feel pressured to talk to you because of your own? Because you're from a foreign country
Interviewee:	I don't want to say that yes, I think I I've never really think about that but yes, I think it happens before they will feel especially like in the gym or on time you sometimes you want to like they would watch you, you can know if someone wants to talk to you but they are shy or they might not feel it they might not get that expression from you that you're approachable or something like that, yeah
Interviewer:	Besides English ability is there like any other factors that affect you to build a relationship within your power ability that kind of thing
Interviewee:	Sometimes I want to think about race like different ways they might be I don't know like the way I feel more comfortable talking to someone of a white ethnicity I'm not I've never gotten a bad experience so I cannot say what maybe sometimes because of race. Much I'm not sure
Interviewer:	So is it possible that a certain stereotype will be like one of the factors of like building that kind of relationship like befriending
Interviewee:	Stereotypes, for me personally Yeah, I will say the stereotype of a typical like a multicultural personal and a local Taiwanese so there will be a stereotype
Interviewer:	Okay, so, last question in what ways do you think like your power

	would relate with your way of building a relationship with your way of communicating as you're like, in a higher power level? You say you are around seven or eight right. So, you are in a higher power position in the class. In what ways do you believe it will influence your way of communicating and building relationships with people? do You believe that it is the reason or does it make you feel more confidence because you have power So people will listen to you? Or like they seem okay with everything you ask. That's what I'm used
Interviewee:	Hm power, I try not to in the classroom, I would I would say in terms is basically mostly English, the English proficiency, you know, but in terms of like, academically,
Interviewer:	So, the thing like power is not one of the factors.
Interviewee:	I would say that, it's just that when you guys are discussing discussion groups and international students, or I would say you have more power in terms of like You come from a different culture back. So, you have even more ideas. You will be more educated about stuff that is greener on the outside wall. than local Taiwanese who just lived in Taiwan who never went to nowhere else, you know. So, you have these multicultural students in a class, whereas the more education about different cultures and you have some students in a class, who just appointed to the Taiwanese culture, so among experience and knowledge. So, the other ones were better in the classroom because they were reprimanded and internationalized with basically Politics and International stuff. Right. So that was an advantage for multicultural students.

Interview Transcript of Wenzao DIA Student Interviewee 4

Interviewer:	Can you tell me your name and nationality?
Interviewee:	Okay, my name is Helder Manuel Reis. and I'm from Portugal.
Interviewer:	Okay. How long have you stayed in Taiwan?
Interviewee:	Now saying Taiwan for eleven and a half years. It will be January 23. January 22. Next year, it will be twelve years
Interviewer:	Okay. Did you come to Taiwan for a higher education?
Interviewee:	Well, first motivation is not for education, but rather to get a family because my wife is Taiwanese. And now we also have a son who has 11 years old. So, once he started to go to the kindergarten, I started the admission process for Wenzao and then eventually I finished my high education. I graduated from the Department of English and also took several courses from international affairs. And now I'm just finishing my master's in international affairs.
Interviewer:	Before you come to Taiwan have you ever studied abroad are having an exchange student program?
Interviewee:	No, never.
Interviewer:	If you were to go for an educational purpose, will you still choose Taiwan? Or will you choose another major destination country for education like US, UK, Australia, that kind of country?
Interviewee:	Well, it depends a lot on my condition So I probably would wait for that to happen. If I had that invitation then I would have to wait for a few more years because I want to stay now in Taiwan for my family My son is 11 years old. And it's a crucial age he is going through. So probably I would have expected probably years eight or nine years I would accept that.
Interviewer:	So, there's like preference to go to a major destination country. Is it?
Interviewee:	Yes
Interviewer:	Before coming to Taiwan. Have you ever had international students in your class or students from other cultures?

Interviewee:	So before coming to Taiwan. I remember I had... they were not international students. They were sons and daughters of emigrants, in my country, back in Portugal. They are mostly with double nationality. From France, French and Portuguese nationality. I don't know if you consider that international students. Yes, they may have a lot of influences from where they come from, from France. And, they come often to stay off in Portugal.
Interviewer:	When you first come to Taiwan is there any difficulties you face? Especially this is a non-major destination country for education.
Interviewee:	No, no difficulties. Actually, it brings to me a lot of hope on getting my high education. Struggling on my knowledge about language. Also improving my Mandarin. So, I never had any trouble. And, some of the language that I learned, most of the language that I learned, I learned by myself. I would say the Mandarin, about Mandarin, using Zhuyin fuhao. And had my most improvements by reading English articles. language and then movies, writers to documentaries and things like that.
Interviewer:	Do you think in rate from one to 10 how exposed Do you think you are to other culture? Other than yours?
Interviewee:	10 Of course because I've been here for so long, yeah.
Interviewer:	And so, you must have experienced a multicultural classroom. In university, right?
Interviewee:	Yes.
Interviewer:	So, in person that's how many multicultural classes do you have? When more than three culture presents? Like 50% Out of the total or just a rough calculation.
Interviewee:	I think all courses have international students and we see the class occupation of the international students then we changed a little bit from the bachelor degree to the master degree. In the bachelor degree, because when I count its roughly 10% of the students were international, but then it's 95% in the master degree courses.
Interviewer:	What about in your classroom, the classes you take. I mean, in your classroom, you have like this total class like maybe like 10 or 15. And

	how many percent of them are multicultural classes?
Interviewee:	Oh, multicultural, multicultural classes. I don't purposely choose courses, the way they are required and those are you have to either look to the type of students that are there. I don't move to the nationality of the students. They just happen to be there. Of course, I feel sometimes when the course does not have enough students. And then obviously if I can, I will be there so that class can be open. so maybe like 100% of the classes have student from other cultures
Interviewer:	How does that the difference in the culture makes a difference in your own behavior in your classroom?
Interviewee:	I don't think so. I don't think so. I think the same behavior either there is international students or no international students.
Interviewer:	All right, and how does it make a difference in your classroom power relation?
Interviewee:	Either way, I think having international students or having a classroom full of Taiwanese students with me, presence doesn't make any difference. in terms of my behavior, I don't change my behavior. I keep the same behavior.
Interviewer:	How does a difference in culture make a difference in your classroom power relation? So, it's not you but in your classroom?
Interviewee:	Yeah, yeah. I can see that. There'll be more students, especially international students have more participation than some of the people in the class. So, they cooperate in the participation of the class. They cooperate in the discussion when the professor simulates or gives an issue to the face. Definitely international students are more willing to participate and cooperate in the discussion. Then the usual Taiwanese students, so I would say it's, it's a thing about different students have different cultures and different simulation from across cultures. And also, I think there's another factor. the age. The older you are more I think you feel freer to participate in the class as you age. Because probably, there's more knowledge and more experience that you can share in the class. I think yes, I think the factor that has the whole in all is a higher way for someone to participate in the class I think age is the

	heaviest, the heaviest factor is age.
Interviewer:	What about stereotypes? You know, certain nationalities have certain stereotypes and do you think it's one of the factors?
Interviewee:	Well, almost feel about the others. Probably there are some stereotypes but I don't think there will be some kind of negative stereotypes. Of course, there are some stereotypes about Asian or Western students. But whenever we get to discussion, we don't really take it very seriously. We take it more kind of a mouthful point of view. And I think it's not that serious. So, it's not related to the classroom power relations.
Interviewer:	How do you think having students of culture affects the class atmosphere? More pressure or more laid back, the kind of thing
Interviewee:	I think it depends of the quality of each student than rather of the culture they "represent". There are many points of view like I said previously. In some cases, the pressure is self-inflicted that ends up creating a "quitter". Other times the influence is positive and leads to complementation of knowledge, in which, each one contributes with more, and that is very productive and helps building a good atmosphere. What I've seen in Wenzao is that students tend to cooperate and just follow the orientation given by professors and make good questions
Interviewer:	And have you ever felt like a disengagement in a multicultural classroom?
Interviewee:	I've seen I've seen one situation, but people, students it was between a professor and the students. Okay, because a serious situation. Can you can keep a secret. Yeah. So, the first year over my master's degree, I had one course about history, theories and philosophy, something like that. With a professor was born Hong Kong. But he was living in San Francisco. however, he had a very strong cultural pool to that extent. So as a visiting professor in Wenzao, and eventually to, to push some students to quit the course. Which none of the professors, teachers have ever done it before in Wenzao, this visiting professor will push the students to quit the course. Just because the students were not

	<p>participating the way he wanted. And instead of reflecting their participation in a final evaluation, he decided to push the students from the class, two of them, at least, happen that day. And they were both Taiwanese. Some of these engagements that we're talking about, happen between a teacher and students that never happened between students, neither of those. Were always cooperative in a very friendly environment. We all help each other we may just have the control situation, with the professor that thought long lectures for one or two years. I guess and yet he just he's too strong. I think he also was expelled from the Sun Yat Sen University where he was acting but also by this time, I guess you know who he was.</p>
Interviewer:	<p>Yeah. In the range of one to 10. Where do you think you are in terms of power in classroom? 10 being the most powerful office, influential or the kind of thing than</p>
Interviewee:	<p>I must say that sometimes I took participate more in class. And many times, I was asked many, many times, I was asked to speak does speaking of the answers, so I was not giving chances to my classmates or at least every time I wanted to speak, and I'm also referring again to the same teacher that I was referring moments ago. I was asked to stay quiet. The other students' turns, even other students did not want to participate. Even the other students did not show willingness to participate, even though the other students were not sometimes not even interested in the topic in discussion. I was asked to stay quiet, because I will tell something to say. I think I can be ten, probably we can Oh, because of exaggeration. And because I was told to stay on my cell phone.</p>
Interviewer:	<p>Great. And since you are a ten, and you say that you've had frequently answered question that kind of thing. Have you ever thought how does your power affect your relationship with the other students?</p>
Interviewee:	<p>It was it was quite good. Because after class, we have a good discussion. And what they didn't say in the classroom they eventually will say it incredibly outside the classroom. So, this is great. So, I tried to push them a little bit. Some of students that do not do not want to</p>

	<p>talk about the issue in the in the classroom. Eventually just come out, which is about one to one. And eventually, the person actually shows a lot of knowledge. it's strange. The person that asked him has a behavior and then outside they show a couple of different behavior and they show a lot of knowledge about that same topic that they just don't want to share inside the classroom. That kind of engagement that I have with several students show me that some of the Taiwanese students they know they just think our friends are sharing the knowledge in front of a professor and maybe be afraid of being criticized or something but you should accept I think students they need to learn to accept critiques, and they should know that they are not always right. And I've always liked to when I accepted that actually, I wouldn't move to a group that is actually constructive. It's I tried to do that you know, and then try to reform and, and try to get something better than I have thought before. So yeah, I accept critics but some people probably don't accept criticism. I don't know. Yeah. Because it's maturity or something.</p>
Interviewer:	<p>That's again, like you say, age has lot of influence, right. Yeah. And since you are a ten, does it make a difference when you're communicating with people below you, nine and below, do you become a softer or do you put more power?</p>
Interviewee:	<p>No, not power what I would use is to use engagement and then from that campaign, a lot of things can grow. And that's what I like to call people to people. Even though I'm not cool about everything, right? I don't know everything but he started talking about and investing and doing something more thinking more even interdisciplinary topics that are not putting related, but have some correlation. And, from there, we can start to we start to build a good discussion. so, it's always interesting how things connect to each other.</p>
Interviewer:	<p>And when you talk to them, like people, nine and below do you become softer when you're talking like slowly or do you have any changes in the way you communicate with them?</p>
Interviewee:	<p>That is a problem. Contact you know, I try to make a face for the person that is listening to me or give me the discussion. I tend to put a</p>

	different pace where the person can listen clear to but sometimes it's difficult. Or more or more. Even to go I want to renew my APRC passport, and I found an old classmate when I was doing the courses the bachelor quarters of International Affairs like on one of my classmates, and she's working in the immigration office. And she could recognize me while I couldn't recognize her because of her mask. But she recognized me while I don't. Imagine this. So, there is no more there's no kind of bringing down or pressure more than ever. I help the person to grow up and we will know more about each other. Even sometimes they know more than I do and it's really nice
Interviewer:	How often do you initiate a relationship with other students?
Interviewee:	It's hard because of the generation gap. we need some kind of activity to make us interact via course. So, we can make some group work together. Otherwise, it's difficult.
Interviewer:	And how often does like other students of culture initiate a relationship with you?
Interviewee:	Well, I noticed that international students are easier going to make a relationship than Taiwanese students. For Taiwanese student, well, it's not just a matter of time. You just stand out because well, we just need to say hi and talk about something. It's not about who's the first one. Of course, there are international students that are really shy and didn't interact so much. Sometimes we just say "hi" and that's it. But you can associate averagely they [the international students] are warmer in terms of taking initiative of making friends Of course, there are Taiwanese many students.
Interviewer:	Yeah. Do you think it's because of their English proficiency?
Interviewee:	Yeah, we can do that, yeah
Interviewer:	In what situation usually an initiation of relationship was to happen?
Interviewee:	In a day, most of the times is utilities, home works that the teacher asked to do in groups, or presentations or something like that.
Interviewer:	And do you think there are any barriers that prevents you to have relationships with other students?
Interviewee:	Yeah. Age.

Interviewer:	Do you believe that students of cultures act differently depending on a person nationality?
Interviewee:	Yes, of course, of course. They all they all have their own ways of behavior. I recently had one classmate from Africa. She was born in Djibouti - Somalia. She was living at the "Horn of Africa" Her name is Hibo. She's very smart, incredibly intelligent. Before that, maybe we didn't have much time to talk more. And I think it's because it was not appropriate in our point of view. Because in office, I learned about that society has lot of empowerment demand, and a lot of division between two genders I'm not sure if it's the reason why we didn't talk more. I really like the time when we have a chance to talk. Walking downstairs from the fourth floor. She was going to the professor's building and then the rest. We could not talk more even though we invited her several times to have lunch students with other students involved. And she just could not. I don't know why. Probably she was busy for something I'm not sure
Interviewer:	Do you believe that someone's culture will influence a person's interpersonal relationship in the classroom?
Interviewee:	Oh yeah, I think it is possible. It is possible that if there's someone with higher knowledge with a knowledge of culture in the classroom as a student. may cause some kind not fear, but we'll have some education from other students to participate because they may think that they're not at the same level. Let's say several simple questions and then probably didn't just step aside and do not answer I'm afraid it may happen that I was afraid that that will happen. So, whenever the professor brings a question, happened several times that I would ask the professor instead to tell the students to answer. And then the professor is sympathetic for them and say no. what I wanted to do in those moments was at least to something and encourage them to add more to the conversation saw some sort of some professor in a very formal way, a warm and friendly atmosphere learn system for students to participate in the class, especially for Professor Lee, Professor YMC. He wanted us to participate, he really wanted everyone to participate of

	<p>course. I tried several times to ask the teachers if there is anything else I can help to make students to answer and know ways to have a conversation. And were actually, I remember from the beginning of one of the semesters. No one is going participate. But then almost at the end of the semester, we start to see several participants.</p>
Interviewer:	<p>Last question, do you believe that power relationship has influence on a person's behavior?</p>
Interviewee:	<p>Not in the short term, in the long term, yes. And it needs a lot of strong influence. And you have to negotiate, there must be a strong negotiation, because if the power is imposed, if the power is sent higher brought up in a very subtle way. You may have the opposite where the other person who understands how power can be used. And eventually that often follows you're the person that is receiving the power. Somehow being a victim that's not being a victim but being the receiver of the power and then eventually that person that is the victim let's say and eventually learns how to use power tools. And eventually I think it's something that is should not be something that is imposed, but something that there's no right answer.</p>

Interview Transcript of Wenzao DIA Student Interviewee 5

Interviewer:	Hello, can you tell me your name and nationality?
Interviewee:	Hello my name is Henning Funke and I am from German
Interviewer:	How long have you stayed in Taiwan?
Interviewee:	In total four years
Interviewer:	Right. Before coming to Taiwan to continue your education, what's the last education you had like a bachelor or high school diploma?
Interviewee:	I got my high school diploma at Germany but after that I already did an apprenticeship so actually, I had a management assistant certificate
Interviewer:	All right. So, before you come here, have you ever studied abroad are having your exchange program somewhere else?
Interviewee:	During my high school time I had an exchange program to the German department of Wenzao and during my work I have been staying for some businesses
Interviewer:	You know that right now we have a very globalized education and Taiwan was not a major country for studying. Can you let me know what was your reason to come to Taiwan to pursue your higher education
Interviewee:	The thing is before I can choose Taiwan for studying. I have been to the country several times, with my Taiwanese friends and I kinda fell in love with the country. So, after I worked for three years for a diploma, and I wanted to continue studying, I thought about different opportunities. And Taiwan was definitely on my list. The good thing is I still had some relationships with some professors. So, then it was kind of easy to make a decision to come to Taiwan for studying.
Interviewer:	But have you ever thought about going to a major country for your higher education like you are in Germany and you're near to the UK or why you didn't make such a decision?
Interviewee:	I would say for me it was kind of easy to know that in Taiwan I could easily get the scholarship. So, I don't have any tuition fees. That wouldn't be the case in the UK or America. on the other hand, although

	it would be pretty cheap to study in Germany. I saw studying in an Asian country is definitely beneficial for my future career. as The Asian market is definitely relevant for the next decades.
Interviewer:	Do you think there's any disadvantages or difficulties for international students when they come to a non-major destination like you? You come to Taiwan with less knowledge on the language right. So do you think there are other difficulties other than that
Interviewee:	I would say that there are definitely difficulties as students, or international students, as I said I've lived in the country before and I would say, during all my trips to Taiwan for vacation I'd say, I never really happened, culture shock. But then coming over, for studying and being kind of part of the society, or at least part of the small university world. Yeah, I definitely had some culture shock. And those methods kind of difficult for us. So, it definitely took one year to get used to it and to know what's going on there, and how to adjust to it.
Interviewer:	And just now, you also mentioned that you have gone to Taiwan several times, right. And when you come to Taiwan, you have some multicultural classrooms. How exposed are you to other cultures before you come to Taiwan?
Interviewee:	What do you mean by that, can you explain again
Interviewer:	How exposed to you to you or to other cultures as is like, before you come to Taiwan before that, those things have you ever like know people from other cultures or have you only known them from internet social media and that kind of thing, but you never have like a communication with other cultures? Like how exposed you are?
Interviewee:	Okay, during my work, I had business connections all over the world. So, by that I definitely got in touch with other cultures. But I will say it was kind of limited because I could understand only the business part out of those people, but not really the overall picture of the country's culture.
Interviewer:	So, in your classroom, have you ever experienced a multicultural classroom? Before University, maybe in your high school or?
Interviewee:	No only during my work, I have known other nationality personally in

	office,
Interviewer:	okay. In Wenzao, how many multicultural classes do you have in percentage like one to 100%? Maybe like 50% or 60%?
Interviewee:	Okay, I would say all of our classes are multicultural
Interviewer:	So, it's 100% Right?
Interviewee:	Yeah.
Interviewer:	Since you say that you have a 100% multicultural classroom. How do you think that having a cultural student in the class affects the class atmosphere when there's like, more than three cultural presents
Interviewee:	I would say there aren't any real difficulties. More difficult between the international students as one group and local students as another group, among all international students, I would say the atmosphere is actually very good. I would say that depends on the cultural backgrounds. First of all, if you have more cultures in the room, I would say it contributes positively because you can learn from each other. On the other hand, you can sometimes see if you have especially many Western people that are kind of dominating the classroom.
Interviewer:	Okay. How do you perceive the power between international students and local students is there any differences among you
Interviewee:	I would say actually depend on the number of international students
Interviewer:	Have you ever wondered if there is any tendency of students from other cultures to hold more power in the classroom?
Interviewee:	I would say to the international students, like my classes, that although all percentage of international students is not as big, there was not really any difference in power. but you could definitely see when we are talking about some specific topic that American students, us student kind of has an upper hand
Interviewer:	Then how does difference in culture makes a difference in your own behavior in the classroom?
Interviewee:	Um, I would say after time, learning the difference and culture makes me or made me more sensible to understand see other people and knowing that because of my not only because of my cultural background, but also my personal life background so that I can be more

	dominant that I'm trying to reduce it so that other people don't feel dominated.
Interviewer:	And from one to 10 Where do you think you are in terms of 10 being the highest?
Interviewee:	I would say, seven or eight. Because on the one hand, I would know that many Taiwanese see Western people in a higher position in the hierarchy. On the other hand, because before I came here, I already learned those things before and that kind of gives me an advantage in the courses. And by that I would say I would see myself but I'm also seeing myself in a higher position.
Interviewer:	Okay, then how would you change your way of interaction when you are with someone who was higher than you? Let's say like 910
Interviewee:	I don't know if I try. I personally don't try to see other people lower or higher than me. But in the best case you can learn from them. So, I wouldn't really see them as a more powerful person. But I would see them as a person I can learn from
Interviewer:	And how would it change your behavior? Maybe you are willing to listen more? Or maybe we talk with less confidence. I wouldn't talk with less confidence. But I think I will definitely try to listen
Interviewer:	Then how would you change your interaction when you are with someone lower than you, let's say like one to six.
Interviewee:	It kind of makes sense, right? I mean, I don't try to put people in a certain level of power. I would say I try to be myself and then it's more like up to the others how they want to interact with me. And yeah, just trying to be respectful and if I can see anything I want to learn, then of course I'm willing to share, but if I don't, I would try to respect everyone whether it's a one or 10 in the same way
Interviewer:	Okay. Then who do you believe has more access to power in terms of power relation between students, and what's the factor?
Interviewee:	In theory, everyone has the same access to power. But on the one hand, I would like to argue that mostly western people have better access to power because in their behavior and their personalities, on average, they are more open minded, they are more open to talk, to discuss, to

	<p>share their personal opinion. Whereas Asians seldom discuss their personal opinion, or in a discussion try to defend their point.</p> <p>Otherwise, education level can play a role. Age can play a role.</p>
Interviewer:	<p>Okay, then in Wenzao, how many multicultural classes they like just a rough calculation, where more than three cultural presents</p>
Interviewee:	<p>I think all of my classes are multicultural. So right now, in the semester, five classes.</p>
Interviewer:	<p>Okay. Have you ever had a disengagement from a multicultural class?</p>
Interviewee:	<p>No.</p>
Interviewer:	<p>Then have you ever felt pressured? or dominated by other students</p>
Interviewee:	<p>It depends on the class topic. I would say you can sometimes see if some American student's kind of say stereotypes and the ways that they as Americans are a dominant power or set sail, kind of like doing everything right and see themselves as the best when it comes down to classes related to America. So, although it is obviously saying that even there are problems that they're heavily trying to defend himself as a nation as a country,</p>
Interviewer:	<p>What would you do?</p>
Interviewee:	<p>Well in paths where you can argue against them, I mean, on the other hand, sometimes I really say like, it's not really worth it to do and just let them think what they think and yeah.</p>
Interviewer:	<p>Have you ever pressured or dominated someone in your classroom? Not that you know of</p>
Interviewee:	<p>I hope I haven't done yeah. If so, sorry. you can see in some classes, relatively easy for me and that you can see it in as our faces. So, kind of feel uncomfortable, because they might not be on the same level as me.</p>
Interviewer:	<p>Have you ever had any prejudice or stereotypes towards other students from other cultures? For example, like when you see this nationality and it reminds you of something?</p>
Interviewee:	<p>I would say no. But that's best because of my education and my parents' education to be open minded. So of course, you know, all the stereotypes of the other nations or of other cultures, but I hope and I</p>

	tried to put them aside
Interviewer:	Then the stereotypes or prejudice have made some changes in the way you interact with other students. Maybe you will become reluctant in talking to them, or others
Interviewee:	No, I would say I'm not trying to change myself. To engage with a certain culture.
Interviewer:	Very humble. then because you say you don't have any stereotype that means you don't change yourself while interacting with other students. Then how often do you initiate a relationship with other multicultural students?
Interviewee:	Definitely more often than I do with like I said, for me, it wouldn't actually be a big problem just to go to a stranger and start to talk. But I definitely know that they would feel not comfortable with whereas for me, it wouldn't be any problem with someone coming to me. So, I'm mostly letting others do the first step.
Interviewer:	Usually in what situation would others initiate an interaction with you?
Interviewee:	Whereas it mostly happens around the campus, I think they're also searching for personal benefits.
Interviewer:	Yeah, okay. Then. Is there any, any factor that makes it difficult for you to interact or build a relationship with others aside? From the one that you have said
Interviewee:	Aside, I would say, not really what makes it for me personally difficult to set on the one hand, that in theory, it's very simple for me to build up new relationships. But on the other hand, knowing other people it's more difficult that I have this kind of struggle in me, like to find a way in between on the one hand so that I can use my strengths to start a relationship on the other hand, not to fear not to let other fear be comfortable.
Interviewer:	Then, aside from that, what makes it easier, aside from the benefit
Interviewee:	A beer can always make it easier.
Interviewer:	You give me new factors okay. Why is that? elaborate please?
Interviewee:	You don't drink beer in university, at least here in Taiwan. So that is mostly happening outside so if you already have a, kinda strict

	environment aside, on the other hand on those people, whether they come from different cultures, cultures or not. but Those people like going out to have a drink. You know, they're all a little bit more open minded. So, then you automatically know it's much easier to talk to them.
Interviewer:	Okay. Do you believe multicultural students act differently depending on a person's nationality?
Interviewee:	I would say it does not depend on a person's nationality; it depends on a person's personality.
Interviewer:	Then what factors do you think have a major influence on shaping the classroom power hierarchy?
Interviewee:	On the one hand, how's the professor's structure the class and how do the professor's try to connect with people in the classroom? I would say they are definitely the leading cross exam because I would argue it's in responsibility that you reduce a hierarchy and make sure that the students see each other on the same level. I mean, I would say here you kind of need to divide the train, like tidying itself, like, responding to the professor and getting a good grade and on the other hands. So, classroom atmosphere I mean, it would be difficult for a professor to says maybe stronger students are not allowed to. To use that power to increase study success, because everyone is trying for good grades. But they can definitely influence the atmosphere of politics divided when it comes to the classroom atmosphere.
Interviewer:	Okay, then, what factors Do you think have some major influence on shaping your interpersonal relationship in a multicultural classroom?
Interviewee:	I would say it's all this head full on. If you have possibilities to talk to each other not only student to professor, but it's really helpful as students this clash discuss topics with each other. Because then you more or less need to get to know each other and at least you have these two built up interpersonal relationships.
Interviewer:	How does your power and influence your way of interacting with other students of culture
Interviewee:	I hope my power ranking does not influence the interaction with each

other. Like I said, although I might have advantages when it comes to the content. I try not to be superior to the others. So somehow, I try to avoid thinking of any kind of power ranking in the class.

Interview Transcript of Wenzao DIA Student Interviewee 6

Interviewer:	Okay, first of all, can you tell me your name and nationality?
Interviewee:	My name is Nathalia and I'm from Brazil.
Interviewer:	Okay, then how long have you stayed here in Taiwan?
Interviewee:	Three years before you plus one when I was here before 10 years ago.
Interviewer:	Okay. And before you come to Taiwan, what was your last educational background?
Interviewee:	I have a bachelor's degree in library science
Interviewer:	Have you ever studied abroad or having an exchange student program?
Interviewee:	Yes, I did a cultural exchange program in Taiwan when I was 16 years old.
Interviewer:	Okay, then, as you know that right now, we have a very globalized education. And what was your reason to come to Taiwan to pursue a higher education
Interviewee:	To be honest, I just needed a visa. If I stay here for four years, they wanted to stay for a long time and they wanted visa this would be the easier way but I also have interested in international affairs so it was a good marriage between the two things I wanted, but I know that it was not because the education here is good or anything.
Interviewer:	So why Taiwan, because you live in Brazil and it is closer to America, or any major destination countries for education. Why you choose a non-major education country for student
Interviewee:	Because first of all, I love Taiwan. I fell in love with Taiwan when I was 16. this such a safe place, especially coming from Brazil where, where being a woman is not very easy, you know? And I fell in love so much with the culture here with the people, the security, the food, so I just really wanted to come back. I didn't come here for the higher education I came here because I wanted to come back. And then the higher education was a plus.
Interviewer:	Then Are there any difficulties you face when coming to our non-major

	education countries?
Interviewee:	I mean, they're not prepared to receive us here. They are not prepared to have international affairs. They are most part of the time completely lost about what they should do with us. And this is the biggest downfall of the educational system here. They want a lot of foreigners but they don't know what to do with the foreigners
Interviewer:	Then do you think that the same difficulties will be faced by other students who go to similar non major education country?
Interviewee:	Definitely not? Definitely not because they create a whole system that allows international students to become part of the community here, we are always out. We don't have any in we don't have a chance of internship. We don't have a chance of doing an exchange program with them. We don't have a way to be part of the student community here. But in other major countries, they are very well prepared for international students so they have all of these little things prepared. So probably most likely because I don't know I've never been there. You have more chance of succeeding in career plus becoming part of the community
Interviewer:	That integrate from one to 10 before you come to Taiwan, how exposed do you think you are to other culture
Interviewee:	10 Why is that? Because I was always curious about other cultures. I was constantly watching materials from other places. I had a lot of international friends because of the first time I came here when I was 16. Coming here to Taiwan for the first time. We came with a huge program. And this program had a lot of students from everywhere. So, I was exposed to basically people from everywhere.
Interviewer:	Have you ever experienced a multicultural classroom before university here?
Interviewee:	In a student like academic environment, no. this will be the first time
Interviewer:	In university does anyone in your classroom from different cultures? Yes. And in percentage how many multicultural classes do you have in total?
Interviewee:	Well, this one is hard to answer because if the person is quieter, I don't

	really notice them in the classroom. So sometimes they don't know maybe they're there, but I didn't notice. because my mind is never in class anyway. Only when they want to give an opinion. I think most of the classes Yes. Most of the class have like Indonesian Japanese at least. And some people from somewhere maybe from other department, especially now that there're a lot of the exchange students are back. Then there are more exchange students, so it'd be 100%
Interviewer:	Then how do you say having a multicultural student in a class affect the class atmosphere?
Interviewee:	Oh, it improves a lot. it improves a lot because it's far more interesting when you have different opinions and different worldview. I hate boring classes. I hate people not talking I hate people not demonstrating their opinions. So, if there are more people engaging and sharing these things in the class, the class becomes better and you actually learn something.
Interviewer:	How it makes a difference in your own behavior in the classroom.
Interviewee:	I talk more and I pay attention mark your class. Otherwise usually I don't pay attention. Yeah, because most of the things that I'm supposed to learn here I already learned in Brazil.
Interviewer:	Then how does it make a difference in your classroom power relationship when there's a lot of cultural in one classroom?
Interviewee:	I honestly feel more comfortable because I want to engage in conversation. When I'm the only one talking only me and the teacher and nobody else is engaging. It's boring. But then I went up
Interviewee:	I ended up being like the people search me for everything if I'm doing a group project, I'm always the one who needs to talk. You know, I'm always the one who needs to organize, like do the organization and everything. So, this bothers me a little bit even though I'm put in this position, this little leadership position. It kind of bothers me a little bit, especially because I'm too lazy to be there. You know, I just want to share my opinion. I don't want to be responsible for an entire group.
Interviewer:	So, you can say like the power is more distributed?
Interviewee:	Of course, yes.

Interviewer:	Okay then in the rank from one to 10 Where is your position in terms of power ranking in your classroom? 10 is the highest.
Interviewee:	I guess it depends on many foreigners are in your class like this in general? I'd say seven.
Interviewer:	Why is that? Why don't you pick a higher number or a lower number?
Interviewee:	Because I'm too confident and strong and myself to share my opinions that I never backed down. And this gives me some sort of power because I'm not afraid right? The less afraid you are more power you have in this kind of situation.
Interviewer:	Then why don't you choose a higher number
Interviewee:	Because some classes there are other foreigners as well so I can share this power with them. I'm not the only one there. I'm not a power-hungry person. You know, I don't want to be the most powerful person in the room.
Interviewer:	Okay, then how would you change your way of interacting when you are with someone's higher than you let's say 910
Interviewee:	That doesn't make any difference to me. I just I actually become happy okay, because I have someone that in kind of the same level that I can actually talk to. So, this makes me happy. I don't like power as an excluded excluding thing you know,
Interviewer:	And how'd it changes you when you interact with someone lower than you, let's say one to six.
Interviewee:	Then I have to feel like I'm putting the position of caring like teaching them showing them the way you know, becoming the mentor
Interviewer:	In which situation would the power shift among multicultural students
Interviewee:	I don't know honestly; I don't know because I don't really care at all about this power. Okay, so I don't really pay attention to these things.
Interviewer:	Then how does your power affect your relationship with other students?
Interviewee:	There are only two situations usually, one they become scared to talk to me. Or then they cling to me so I can help them with the other things
Interviewer:	Who do you believe has more access to power in terms of power relations within schools?

Interviewee:	I think by the fact that the Taiwanese education don't value a lot of the thing's university needs. International students end up being the most powerful ones in their classrooms, especially because we do hold more knowledge than them. At least because we know Taiwan, right? And we know our country. So at least in one of the aspects we do understand more than them because we can compare our culture with them and this gives us a lot of opinions and these opinions migrate to other things as well. So yeah, and foreigners are more confident. And confidence is power. Confidence is everything for power. You can also be a powerful person if you're not confident, and we're confident because we are living here alone by ourselves. And we learn to do everything by ourselves. Be independent, 100% independent, so we're not scared. We're not afraid to step up for these roles, you know,
Interviewer:	Really good answer. Then, have you ever had a disengagement from a multicultural classroom?
Interviewee:	Oh, yes, but that's not the problem of the multicultural class, per se. It's more like the professor and the way how he handles having a multicultural class because some professors they take advantage and they make the class more interesting. Because of its right. That's the whole intention in the end of the day, but some professors they don't, they don't change anything. They don't use this opportunity to create more engagement for your classes.
Interviewer:	Have you ever felt pressured? Or dominated by other students from other cultures?
Interviewee:	It's very hard to make me feel pressure or dominated. Because usually I am the dominating one
Interviewer:	Then have you ever pressure or dominate someone else. How is that?
Interviewee:	Yep, I do pressure I do put a lot of pressure to Taiwanese students, especially when they put me in the like if we were having a group activity and they put me in the role of the leader, I pressured them to do their job because I don't want to be the only one. I don't want to be the one doing the job for everyone, because they pretend, they cannot because they're too lazy to think so I pressured him to think and talk to

	me and engage in the conversation.
Interviewer:	Okay, have you ever had prejudice or stood up towards other students of culture that, for example, like when you see this person from this nationality or this other person how was that?
Interviewee:	I do with Americans, but not all Americans. Just some Americans have this cocky vibe. And what's actually very funny because they don't know much about the world, but it's not all of them. Just some of them and I know how to differentiate. I don't judge all of them. But if they say something that fits the stereotype, then I'm not going to like I started having prejudice against them.
Interviewer:	Okay, then how does it change the way you interact with them?
Interviewee:	No, actually, no, it just become more cynical. Cynical ironic, sarcastic especially if I know that they are those people that don't understand the world. They think America is great and blah, blah, blah. You know, I have no time for this kind of I just, I make fun of them.
Interviewer:	And how often do you initiate an interaction with other students of culture.
Interviewee:	I would say I'm pretty open person. If I'm in a good mood, I would try to interact I have no problem with initiating a conversation. So, for me, let's say very often,
Interviewer:	Then how often does other students initiate a relationship with
Interviewee:	Not very often, because as I say, I can scare people quite easily.
Interviewer:	Then usually in what situation would you initiate a relationship with others
Interviewee:	When I'm happy or if I see someone needs help, or try to help and if I have the opportunity to talk with the person we will always talk because I like meeting people, I like being nice to people.
Interviewer:	And in reverse in what situation would others initiate a relationship with you let's say when they are not scared with you
Interviewee:	When they need my help. Okay. or they need some kind of information in the classroom. And outside the classroom. Not really.
Interviewer:	Okay then. Are there any factors that makes it be difficult to initiate a relationship or befriend others?

Interviewee:	Yeah, I think because my culture is too strong and too ingrained my personality. And it's completely different to what other students are used to so I think they, especially Taiwanese students, they have a hard time trying to understand how to have a contact with me how to approach me. not the nationality per se because most part of them they don't know Brazilians, they don't Brazil. What is more that I come out too strong. You know, like, even the way you speak, I'm very, like, assertive and like, I talk loudly, you know, like, so this complicates a little bit because it's too different from their culture. They don't really feel maybe they don't really feel there is something in common that we can talk about, you know, we can explore together as friends or as classmates I would say they don't have the same vibe, frequency.
Interviewer:	Yeah. Then beside that. Are there any other factors that makes it easier to interact with others to be friends?
Interviewee:	Yeah, I mean, are we talking I mean, I need to always meet people when I'm smoking in the smoking area. This is the closest thing I have to meet people from other departments in Wenzao. The closest in the smoking area. Yes. Is the only way it can meet people from other departments. Even my own classmates. There are some people here that I have no idea they are classmates because I never really see them. In the class, like or they never really react to anything. And then I'm there. And then I started talking with them. And then they're like, oh, I know you. You're my classmate. And I was like, what? What's your name? Are you sure? But also, beer is easier. But also, hard because not a lot of Taiwanese people follow our culture, and they go out or they strive for creating this social interaction. That is so easy for us.
Interviewer:	Okay, and do you believe multicultural students act differently depending on a person's nationality?
Interviewee:	I think so. I mean, it's not even about being having prejudice or anything, but certain cultures, they fit better together than other cultures, you have some sort of common ground, right? Then all for example, for me and Manu, it's super easy for us to connect. We are both Latinos. We both have a very similar upbringing, you know, but

	<p>like with you is a bit harder because I know that your life in your country was more similar to Taiwanese kids than with my life. Right. So, I think some cultures it's, it's easier to click, you know, but I do believe if you really want to or you really care about this, but it does change the way we behave to towards each other.</p>
Interviewer:	<p>Okay, then what facts really it has a major influence on shaping the classroom power relations. Relations, the classroom hierarchy between students,</p>
Interviewee:	<p>I do think knowledge, because the people who speak the most is because we already have prior knowledge about things. And especially like, for example, me and Manu when we are in class together. We already learned a lot of this stuff we have the knowledge and we have our opinion formed already. But for a lot of students, they don't have their opinion formed about these things. So, I believe this prior knowledge puts us in a higher position. Yeah, besides the knowledge, I think our communication skills are also very important. We can become friends with anyone you know, we can talk easily with anyone. My superpower is a small talk. So, it does help a lot. Also, yeah, also, I know that some international students that come here they don't have a good English ability and this probably influence shapes and how much they participate in class.</p>
Interviewer:	<p>What factors do you think has major influence on shaping your classroom interpersonal relationships? It's like how do you interact?</p>
Interviewee:	<p>I think my personality in general. I'm very outgoing. I'm very open. I'm very approachable when I'm not being angry about capitalism, you know?</p>
Interviewer:	<p>Okay, then how does your power in classroom can influence your way of interaction interacting with other students of culture?</p>
Interviewee:	<p>I mean, this goes back to kind of the same thing I said before of them putting me always in leadership roles. Remember, we don't want it and this kind of situations.</p>

Interview Transcript of Wenzao DIA Student Interviewee 7

Interviewer:	Hello, what's your name and where do you come from?
Interviewee:	Hello, my name is Pearl, and I'm from Taiwan.
Interviewer:	Before coming to university, what's the last educational background you have?
Interviewee:	High School
Interviewer:	Have you ever studied abroad or having an exchange student program before?
Interviewee:	Never.
Interviewer:	You know that right now we have an emerging of globalized education and we have a lot of a major destination country like US, UK or Australia. Is there any reason why you decide to continue your study in Taiwan?
Interviewee:	A well depends on my parents because they're going to pay the tuition right and the reason, they're really like expensive so although I want to go but I still need their decisions
Interviewer:	What about before university? Have you ever had students from other cultures in your classroom?
Interviewee:	Yes.
Interviewer:	In your high school?
Interviewee:	Yes.
Interviewer:	Where did they come from?
Interviewee:	Belgium. Italy. USA Vietnam.
Interviewer:	Okay. So, your high school is International School?
Interviewee:	No, they're just here for exchange or other volunteers.
Interviewer:	Oh, I see. And why do you think that international students come to Taiwan to pursue higher education
Interviewee:	Because we have some good English courses, and some of our universities really good too. And I think people like the environment of Taiwan and it's really convenient to live to.

Interviewer:	Do you think that the same difficulties are faced when international students go to non-major destination countries? As they do to major destination countries?
Interviewee:	Yeah, probably but it depends on their experience and how they think about that.
Interviewer:	All right. In a rate from one to 10, how exposed do you think you are to other culture beside yours? 10 is the highest
Interviewee:	I'll say maybe seven. Okay.
Interviewer:	Is there any reason why you don't choose a higher number or a lower number?
Interviewee:	Because I prefer Western countries education rather than, like Asians education because we always think we need to work really hard and just devoted or sacrifice our lives. I don't like that.
Interviewer:	Oh, I see. Okay. And in university you say that there's a lot of people in the classroom from different culture, in percentage how many multicultural classes do you have in Wenzao
Interviewee:	I think maybe 50 percent.
Interviewer:	Okay. So, you tend to choose a multicultural classroom?
Interviewee:	Yeah.
Interviewer:	Okay. And how does the difference in the culture makes a difference in your own behavior in the classroom when you're in a multicultural classroom?
Interviewee:	I really like that because people are all from different culture and you can share our opinions in different ways. We also have different experience so we can know more about things from the world and from the outside. From them.
Interviewer:	Does it make a difference in your own behavior?
Interviewee:	I think I've changed a lot after I make friends with foreign students because I also changed my mind I also to mind some kind of thoughts and I become more open.
Interviewer:	Okay. And this it makes a difference in your classroom power relations. if the students of other cultures have more power or have more influence in the classroom? Oh, how does it make?

Interviewee:	Yeah, especially in our department because always foreigners asking the questions, but Taiwanese students just silent
Interviewer:	How do you think that having them in your class affects the class atmosphere?
Interviewee:	I would say change the vibe totally. Because Taiwanese students always really curious about foreign students. So, if they see like foreign students, really, like answered a question by themselves and they will feel like kind of power to so they don't want to do the same.
Interviewer:	So, do you feel more pressure or any silence dominance?
Interviewee:	Yeah, both. Okay.
Interviewer:	And have you ever felt a prejudice while engaging in a multicultural classroom? Your previous knowledge of their stereotypes, that kind of thing?
Interviewee:	Oh no, I think it's just interesting to know more different cultures people.
Interviewer:	And how would you perceive the relationship with students from various culture in terms of power?
Interviewee:	just respect to each other and because we're all different, so we have we're from different family. We have different experience. So, I think just learn from each other.
Interviewer:	And in terms of one to 10, where do you think you are in a classroom hierarchy? How influential Are you?
Interviewee:	I think maybe six.
Interviewer:	So, you're in a higher position than your classmates.
Interviewee:	Somehow because I like to answer the questions. And I noticed that when I answer a question and they will ask that they will answer the question, too.
Interviewer:	So, since you're a six, have you ever felt pressured or dominated by people who are 789 10
Interviewee:	I will say that because if I have the ability like them or like I know more things like them then I will do the same. So, they share the experience. I really appreciate it. And they have the knowledge of that. So, I think it's helpful.

Interviewer:	Have you ever felt a disengagement from the multicultural classroom?
Interviewee:	sometimes, like when the class is really boring,
Interviewer:	How often do you initiate a relationship with students from other cultures in terms of relationships, like befriending or just make an acquaintance like this?
Interviewee:	Oh, okay. Okay. Um, we, our weekends always. And we spend usually we spend time with each other our weekends and we go to different places and also sometimes discuss the news guessing thing because we like to share our opinions about the issue and the problem happens in the world right now.
Interviewer:	So, you are the one who approached him or most of the times they approached you.
Interviewee:	Most of the time they approached me.
Interviewer:	And is there any reason why you don't initiate it first?
Interviewee:	I think they know more about me. Okay. And they know more about things. One more mature.
Interviewer:	All right. And in what circumstances do you think that you will initiate a relationship first with them?
Interviewee:	If we share the same interest
Interviewer:	And then you will approach them?
Interviewee:	Yeah, like I met an exchange student from Germany in winter. And we just found out that we have same wishes and interests like dancing. So, we just been to dancing studio every week. And then we became good friends. So actually, this summer I went to Germany to visit her.
Interviewer:	it's really cool. Yeah. Are there any factors that make it difficult? When you want to initiate a relationship with students from other culture?
Interviewee:	Language I'll say. when like some Spanish people gathered together, they don't like to speak English. And I will just feel out of the zones
Interviewer:	And are there any other factors that makes it more difficult any barrier? Other than language?
Interviewee:	I think maybe occasions, if the occasions vibe is not like good. So, it's sometimes hard to make friends with though
Interviewer:	And how do the cultural differences affect you befriending other

	students of culture?
Interviewee:	How to Make Friends. I'll say like some people from one culture particularly, like passion and like sometimes will make me misunderstand some stuffs. I will say, language, if I found out that if I can speak some someone's language like their mother tongue, and they always really open to talk with me. But if not, then they're not that passionate.
Interviewer:	And do you believe that a person's power in the classroom will affect their behavior in the classroom?
Interviewee:	Yeah. For sure.
Interviewer:	Any example from students from other culture or maybe yourself?
Interviewee:	I think most of the Taiwanese students because they think they don't have a lot of experience so like, usually don't raise, raise the air their hands and answer the questions because they think foreign students understand more than
Interviewer:	and do you believe that someone's nationality will affect their way of communicating in the classroom.
Interviewee:	Yes, I feel like because, obviously Taiwanese really liked foreigners especially from the USA and western countries and also the parents here like they always they only just hired like white people and it's not fair even though like some people were not white their English abilities. Like, more like higher or better than the white people, but they are still looking just looking at their face and say, Oh, you're white.
Interviewer:	Okay. And how do you think our classroom power relationship was shaped based on what do you think are the factor okay.
Interviewee:	I think teacher, As I always think were the same for me but I don't know whatever other times students
Interviewer:	Does certain stereotypes were one of the factors
Interviewee:	I think it depends more on the openness of a person.
Interviewer:	Okay. And because you say you split that in the classroom, you're all equal and there's no power differences between you. So, do you believe that any hierarchy in the classroom will influence member interaction

	and communication? Probably when you are talking to someone's with more power, you will talk more nervously that kind of thing. When you talk to people with less power, you will talk more aggressively for me. Have you ever known that kind of
Interviewee:	Oh, I'll just keep the same? Yeah, but um, I, I have to admit us some, some people from big country like, I won't say which country, they feel they are really powerful and they always share things. But sometimes I think it's too much.
Interviewer:	Okay. And in what ways do you believe that students of other cultures are similar?
Interviewee:	If they're if they care about the same thing, they in that case, they care about the same thing.
Interviewer:	Okay. Last question, do you wish to have more chances to befriends students from other culture and why?
Interviewee:	Yeah, because I think maybe there was foreign students relevant. Culture, always that may experience new things. And I will have chance to like travel to every country so I would love to run some kind of like different countries stuff from them.

Interview Transcript of Wenzao DIA Student Interviewee 8

Interviewer:	Hello, first of all, can you tell me your name and nationality?
Interviewee:	Sure. My name is Sergei Belousov, Sergei, and I am from Russia.
Interviewer:	How long have you stayed in Taiwan?
Interviewee:	I have stayed in Taiwan for almost three years.
Interviewer:	I see, and before you come to Taiwan, what was your last education background?
Interviewee:	I had some experience with the university. I studied two years at the university but then dropped out for personal reasons. So, I have finished high school and had some unfinished university education.
Interviewer:	Okay. And before you come to Taiwan, have you ever studied abroad or having an exchange student program?
Interviewee:	No. Never.
Interviewer:	Right now. We have a lot of major destination country for education like US, UK, Australia and that other countries with despite the emergence of globalized education, what was your reason to come to Taiwan to pursue higher education?
Interviewee:	Originally, I came to Taiwan to study Chinese. My plan is to pursue higher education here only materialized after I had learned I could transfer some of the credits previously, and continue my education here as opposed to starting a new program. So, this decision only came after I had come to Taiwan. Originally, I didn't have plans to finish university in Taiwan.
Interviewer:	Okay. And are there any difficulties you face when coming to a non-major destination country?
Interviewee:	I mean, yeah, of course there are difficulties but I have gotten used to most of them quite quickly.
Interviewer:	Thank you. And do you think the same difficulties are faced when our students from other countries go to non-major destination countries as they do?

Interviewee:	Yeah, of course. Not naturally, not being a major student destination makes the country less convenient for young people to reside in. And if English is not a commonly spoken language in that country that creates even more barriers.
Interviewer:	Okay, Let's move on to next part in the range from one to 10 how exposed do you think you are to other culture other than yours and why? With 10 being the highest
Interviewee:	Are you talking about when I'm here in Taiwan?
Interviewer:	No, actually before university.
Interviewee:	Okay. Before coming here and studying in university or a Chinese language program, I think my level of exposure was at around Oh, four, maybe? I had a few friends from other countries, including a friend that lived in the same city I lived in and also have a few a lot of people that I have talked to from various European countries but not much more than that.
Interviewer:	So, before university have you experienced a multicultural classroom
Interviewee:	No, I had never experienced such a classroom before here.
Interviewer:	And what about in university, in percentage how many multicultural classes do you have? Just a rough calculation like 60% out of the total or maybe like 50, something like that?
Interviewee:	Well, because here in Taiwan, almost every single classroom would have at least a few students from Taiwan. That's considered multicultural, right? If I'm not telling you myself, yeah, that's correct. So
Interviewer:	when more than three culture present, that's what I'm counting as multicultural. Yes.
Interviewee:	Okay, thankfully. In that case, the percentage would probably be around 75 to 80.
Interviewer:	Okay, and how does the difference in culture in the classroom makes a difference in your own behavior in the classroom?
Interviewee:	If the culture is present in the classroom are majorly Asian. Specifically, there are lots of Taiwanese students. I have some students from Southeast Asia I would not be as outspoken and as active so as not to

	inconvenience others and simply to adjust my own speaking pace and manner of behaving myself accordingly. It has to do with my perception of how characters are in such countries and also my perception of other student's language abilities.
Interviewer:	Okay, and how does it make a difference in your classroom power relations? How influence ones to other
Interviewee:	Could you repeat the question?
Interviewer:	How does a difference in a culture make a difference in your classroom power relations? I mean, power can be perceived as a lot of things so feel free to answer it based on your personal perception.
Interviewee:	Well, I never want to sound overbearing or overly powerful in a classroom no matter the cultural background of other students. But I would probably not speak as much to reduce my level of power because if a class is taught in English, my language ability might be better than other students. And if it was called in Chinese, the teacher might be unnecessarily curious about my thoughts on the topic. So, no matter the classroom and the cultural background, I prefer not to speak as much unless the question is like, majority international students who are in the same boat as me, then I will feel more active taking leading roles and discussions and participate more in conversation.
Interviewer:	Okay, I see. Do you have any prejudice while engaging in a multicultural classroom? Sometimes like stereotypes from any nationality or culture that makes a difference in you?
Interviewee:	Of course, I got some theories. I thought. The one that I find really weird for me personally, is that Vietnamese students are somehow harder to approach. I don't know. I don't know why. But for me personally, interacting with students coming from Vietnam is more difficult. I don't know why, but it doesn't really shape my behavior much. But I do sometimes have this habit of slowing down like speech and talking more. In a more enunciated way, when I'm speaking to Taiwanese students. That's one of them. But as far as other cultures I really don't I try and behave normally, no matter the background.
Interviewer:	Okay, great. And how do you think that having students from other

	culture affects the class atmosphere, maybe like more laid back or more pressure, that kind of thing?
Interviewee:	I feel like there are some cultures that affects the atmosphere negatively, for example, Russian people if there's more than one versus only a Russian person in class, eventually creates some kinds of noise because people don't hear because Russian students are like they need a stricter teacher to function normally. And this is also the case with some other Eastern European cultures, and perhaps some countries going I don't know Eastern Europe, perhaps. But on the other hand, if the classroom is mostly Taiwanese students, I would expect the class to go very well. And if there are some questions towards the teacher, they will probably be asked after the class not in the middle. So, the classroom will be kind of one sided. The teacher is the one talking almost all the time. That's my perception towards a majorly Taiwanese classroom.
Interviewer:	Okay. And have you ever felt any disengagement from a multicultural class? before?
Interviewee:	Honestly, no, not really. I quite enjoy being in multicultural classrooms. Although there are some subjects that are more suited for classrooms with a single culture where if a teacher understands that really well, they can teach the subject quickly and effectively. Most of my classes I think, either don't change much depending on the culture or benefit from multicultural thoughts and opinions of students.
Interviewer:	And what do you think about the power relationship between students of culture towards each other?
Interviewee:	If the class is taught in English that is definitely power dominance of those who have learned English for a while or simply are from an English-speaking country. This is undoubtedly true for students from the west who are simply more used to voicing their opinions and asking questions during class. So, students who have high English language ability and are also from Western countries, definitely are more dominant in the classroom. And then it comes. I mean, the second part is English stability period. Even if a student is from Taiwan, they will still be more dominant in the classroom. If the class is taught entirely in

	English. I cannot say much about other cultures, although it seems like in Wenzao's case, if a student is from a different nation, no matter if the class is taught in Chinese or English, they'll probably be more active than students specifically will be more active than Taiwanese students.
Interviewer:	And what Do you think about a person's nationality and their behavior in the classroom effects on their power in terms of relationship among other students of culture.
Interviewee:	I definitely think nationality makes a difference. It's a very big difference too. Because as I said, people from the West will be more active and feel more confident in their language and subject abilities. While representatives of nationalities where the educational system is like more one sided and there isn't much feedback from students will probably be less confident and on the other hand, more receptive towards the content that the teacher is teaching them. So, the difference is quite vast.
Interviewer:	Okay, so the next question is quite subjective. In the rank from one to 10, with 10 being the highest, where do you see yourself in a classroom power rank?
Interviewee:	You mean, in general, we're taking all the classrooms and classes I've taken and averaging thought? probably. Since we did this interview, before you and I gave you an answer of being like in top 10% and top 15%, my answer has not changed. I think it's mostly Top 15 Top 10%. So maybe top five top seven students in class, depending on the size.
Interviewer:	So, let's say like you're a nine out of 10.
Interviewee:	I would put myself at eight actually. Okay. All right.
Interviewer:	And is there any reason why you're not putting yourselves in a higher number or a lower number?
Interviewee:	I'm not using a higher number because I know there are classrooms in which I'm not the main participant. There might be two or three other students, Taiwanese or international that's participating in the classroom much more actively than I do. And if there are no such students, I will adjust myself accordingly and will not be like an outlier.
Interviewer:	Okay, then I'm going to ask how do you change yourself accordingly?

	For example, when you're talking to a nine or a 10? Do you talk with more confidence or like, how do you adjust yourself when you're communicating? Interacting?
Interviewee:	Right, I got it. So, as I said, language and language ability definitely make a difference and if the class is taught in English and we are in we are expected to converse in English and nine out of 10 grade students will probably be quite eloquent in English and confident in their ability so I probably speak fast, perhaps adjust my pace to their speaking pace. So even if they don't speak too fast, I will simply adjust to theirs and try and voice my abilities with more competence. So, if they are playing a leading role, I will not lag behind too far.
Interviewer:	Okay, and what about you, towards people who are below eight? Do you put on some pressure or do you put some dominant over or do you become more laid back and patience?
Interviewee:	I prefer taking a leading role in these kinds of conversations, but I mostly don't put pressure on them. I try and get the answer from the student if the answer is needed, otherwise, simply asking them for their thoughts and do it in as relaxed way as possible. And if the student has some language abilities, they'll try and, you know, phrase the question differently in Chinese perhaps, or simply phrase it simpler in a simpler way in English, so that everyone gets a chance to participate? Whereas my role becomes that of the leader most of the time, but I don't try and be persuasive or dominant.
Interviewer:	Have you ever felt irritated by people who are below eight because of their disengagement in the class or have you ever felt some pressure due to the difference in a power? Maybe from eight nine or 10?
Interviewee:	Not really. For the second question. I have never felt pressure like this. Even though in my high school and university days, I would rarely be the person leading the conversation. I have gotten used to that role quite easily, but it didn't feel overbearing or being dominated by people of higher ranking within the class. But it does feel tiring sometimes to always be the person engaging in conversations and leading conversations if I am the more dominant figure, if I don't do this, then

	whatever student to student discussion were supposed to have just never happens. So, I kind of feel forced to do that from time to time.
Interviewer:	And how often do you initiate a relationship with students of other culture? Initiating is like you're approaching them firms.
Interviewee:	Simply approaching them I do that quite often, to the best of my ability, but it's hard to make this kind of make this interaction turn into something better, like even hanging out after a university is almost like never something that happens. Although we might talk from time to time in class, but outside of class, these kinds of relationships almost never last. In class. There are some conversations I couldn't be having the students here
Interviewer:	And how often does other students initiate a relationship with you first.
Interviewee:	It's hard to say it's definitely less common than if I were to do it. And it doesn't really matter if the classroom was multicultural or single cultural. mostly it's me doing
Interviewer:	Usually in what circumstance would an initiation of relationship occur
Interviewee:	It's during break, or in the middle of class discussion, if I discover that our interests somehow align or the topic, we are discussing is interesting, I could actually lead into other questions and perhaps find a bit more about the person like, you know, basic questions where they're from and how do they feel today and so on. Something like this.
Interviewer:	Okay. Is there any factor that may make it difficult when initiating a relationship with our students of culture, and why?
Interviewee:	Language barrier is one of them. in my case, it could be a language barrier with Chinese and in their case, it could be a language barrier with English and lack of eye contact is often one of the things that makes it harder for me to establish any kind of contact if the person doesn't really maintain eye contact for a long on their own. I don't know what to feel, maybe they're not interested. Maybe they want to, you know, leave the class. I don't really know. That's something that makes it harder.
Interviewer:	So, like eye contact your personal preference, like from your or Russian are people like that.

Interviewee:	No, I don't know what to say because I don't always maintain eye contact myself. But if a person constantly looks elsewhere and doesn't want to maintain it, then to me it just, I don't know what to feel. I don't know what this is a sign off. And I don't know if I should continue and it's just their habit or they really don't want to engage. So, it makes me less confident in engaging any further contract.
Interviewer:	All right, and is there any factors that make it easier when befriending other students with pleasure?
Interviewee:	Well, of course, if the person is smiling, they're maintaining eye contact consistently. They actually actively asked me about stuff and not just respond to my questions if they engage in small talk. All of these factors are kind of positive in interactions will make it easier for sure.
Interviewer:	And any other reason besides the one that you have said, because you say that what makes it difficult is when they don't make an eye contact and with the English proficiency. Right. So, like, so it's obvious if they have it makes it easier. But is there any other factor besides those?
Interviewee:	I mean, for when it's easier? Yeah. Other stuff? Yeah. Well, as I said, if they're smiling, that's one indicator that it's it will be easier for me to interact with them. Another one is, if they really want to know more about me, then that might be a good indicator. Good sign, it's easier to talk to them. Gender doesn't play a role. I don't think I wouldn't say it's like harder to engage. I actually It's harder to engage with her when he's males. That's the only thing I would say by gender. I don't know why. It's just maybe it's male students in Wenzao. I don't know. Other than that, I don't know what to say if I discover that our hobbies somehow align or I have heard about what they obviously interested in that would be positive in terms of easier interaction.
Interviewer:	All right, then, how does cultural difference affect you in befriending other students?
Interviewee:	it's hard to say, because I feel like being or not being an international student is kind of more important as opposed to being from such and such culture or another because no matter if the student is from Indonesia, Vietnam, Italy, or South America somewhere, it's easier to

	interact with them on average, than with a Taiwanese. And as I said, somehow, it's really hard to establish your relationship with a person from Vietnam. For me, personally, I don't know what kind of barrier that is. Other than that, I don't really have any setbacks.
Interviewer:	And do you believe that other students act differently depending on a person's nationality? And why
Interviewee:	I am not sure like Taiwanese students will definitely act differently. And sometimes they act less confident, but they also consider international students to be kind of like the uniform body as opposed to the representative of nationality. But those coming from countries where English is their native language, speak with way more confidence and speed. They speak normally to other representatives of these countries. So, an American would speak very quickly. Very fast with a normal case to someone from England and not do this to someone from another country. No matter if that other person's English ability is fluent or not. They will like inevitably slow down that's what I have discovered. I don't really know what to say. That's what I've seen.
Interviewer:	What factors do you think have a major influence on a person's decision to initiate a relationship with someone else?
Interviewee:	Its age, language ability, also, whether they are an introvert or not, so being introverted is definitely a positive in interpersonal relations within the classroom. And again, I'm not sure if gender actually plays a role here. I would I am not. I really don't know what to say. In that regard. We have probably these three factors language, ability age, and that last thing I mentioned.
Interviewer:	All right. What factors do you think has major influence on a person's power rank in a multicultural classroom?
Interviewee:	Traits of character, right. So, self-confidence is one of them. Another one is if a person's timid or not, if they are timid and shy, they will probably interact less unless they feel comfortable around another person. So yeah, kindness is also one that might affect interactions in the classroom. Yeah. So, confidence is one. Not being shy is the other that will affect their rank, it will make the rank higher. Another one is if

	<p>they are extroverted, that's also kind of a trait of character they will rank higher inevitably and openness is the last one. If they are actively answering questions of other students or the teacher, they will interact in the class more</p>
Interviewer:	<p>What factors do you think has a major influence in classroom power rank</p>
Interviewee:	<p>Being an international student inevitably affects it. So that's one factor. It's not even being a representative of any nation. It's just being an international student, if not Taiwanese having experience of studying abroad before the university, no matter if it's a camp or a high school or whatever, also affects power rankings then, experienced talking to other cultures. So, if this is this person's first ever multicultural class, they will not feel as confident and therefore will not be as high on the power. Again, ability with other languages not just English, so the person is fluent in English and good in Chinese they will like inevitably interact with people more as opposed to a person that is only good in English and not Chinese. I feel like and the last factor is confidence in the subject. If the person feels like they understand the subject well they will also rank higher. Take some time sometimes they will give tips to other students while other times answering the teachers' questions is what will make them more dominant.</p>
Interviewer:	<p>Okay, then</p>

Interview Transcript of Wenzao DIA Student Interviewee 9

Interviewer:	Hello, can you please tell me what's your name and nationality?
Interviewee:	My name is to Theo Westgeest. I'm Dutch.
Interviewer:	Alright. How have you stayed in Taiwan?
Interviewee:	I've been staying in Taiwan for four and a half years now.
Interviewer:	Alright. Before you come to Taiwan to study, what's your last education background?
Interviewee:	High school
Interviewer:	All right. Before coming here to study Have you ever studied abroad or having any exchange student program?
Interviewee:	No
Interviewer:	You know that Taiwan is not a major destination country for education, right? Can I ask you what was your reason to come to Taiwan to pursue higher education?
Interviewee:	I live here because I live together with my girlfriend. And I wanted to do education because I want to work here. So, I want better education and I want a diploma to get a job here to stay here, to live here.
Interviewer:	Do you have any difficulties you faced as an international student when you come to a non-major destination country?
Interviewee:	Do I have any difficulties as a foreigner?
Interviewer:	Because this is not a major education destination country, right? So, we are not an English-speaking country like UK, USA, or Australia and others?
Interviewee:	Yeah, you mean as compared to studying in America or England? I would say. Now sometimes in communication with letters and emails? Yeah, I have to see exactly what people mean when they write in English because sometimes the translation loses some meaning. Like for example, yesterday I went to the to the immigration to pick up my ARC and they said, no, no, it's not ready yet. But in the email, which says yes, it's ready. But what they mean was it's ready in three days.

	stuff like that. But that's not education in the education. We are picking subjects that is always a problem for me. I want to do a double degree. dual degree. Double bachelor. So, when I'm doing a double degree, I need to find classes that are taught in English. And that is really difficult. That is a bit of a problem. But for the rest? I'm okay. No, it's good.
Interviewer:	How exposed Do you think you are to other cultures?
Interviewee:	Before I worked, I worked at a few international companies. So, I have worked with people from all over the world. And then you see all kinds of work culture, but also eating habits but also communication habits. People from all over the world communicate differently and behave differently in a professional setting. But then also, if you have a party from work, then everybody behaves different so I've been I've been exposed to many countries many cultures. Yeah, I've been on vacation a lot. Every country every city is different.
Interviewer:	In university, does anyone in your class come from different culture?
Interviewee:	No, I'm the only one. Yeah, well, we my class Yeah, of course. I have classmates from other countries, but in my class, I'm the only one Wait, no, no, no, we got to get the means of course. Sorry. No, we got Vietnamese classmates? They are also different culture.
Interviewer:	Sorry. Have you ever experienced like a multicultural classroom before university? Maybe in your high school or junior high?
Interviewee:	No, no, no, not really? No, not really. We have foreigners in the Netherlands of course, but it's not multicultural classroom.
Interviewer:	In percentage, how many multicultural classes do you have in Wenzao
Interviewee:	Sorry, how many multi multicultural classes
Interviewer:	50%. Or like 60% out of your total? Just like when other cultural presence in the class?
Interviewee:	There's always me, Taiwanese and Vietnamese, I guess. And then Indonesia. There's always, not always but often, I think 100% or 80% 100%?
Interviewer:	Then how do you think that having students of culture affects the class atmosphere?

Interviewee:	How it affects the atmosphere. Not some teachers want to give some more attention to foreigners. And I think I think non-Taiwanese students are less shy than Taiwanese students. I think Taiwanese students are quite shy or don't want to participate a lot. I don't know if it's shy or just don't want to. But I think participation is more when there's more foreigners?
Interviewer:	And how do you perceive your relationships? In terms of power between students of cultures?
Interviewee:	How I see my relationship with students of other cultures, the same equal
Interviewer:	Equally. What about in the classroom? In one, to tents? Where are you? Like your position in terms of power? 10 being the highest? It's very subjective.
Interviewee:	Yeah, I am. I am more opinionated than my classmates. Because I'm older. I have more experience. But I have a big I have a stronger opinion. But I don't have more power. I feel, when voting everybody only has one vote. So, I guess I guess a little mid more than average, because I'm different than everybody else. So, when there's a vote, people started looking at me. So that is true. I noticed that. But I don't I don't think I have more power that I don't think so seven. because if I open my mouth, then people will think Oh, that is they start listening, you know, and others, others don't open their mouth. The amount of power is how much you can influence the rest. And I do that by opening my mouth. But that doesn't mean my vote is more than the other votes. Yes. You know what I mean?
Interviewer:	So, you are more inclined and engaged in the classroom, right? Okay. Have you ever felt dominated by someone who has like eight, nine or 10? In the classroom? have they put more pressure on you in the classroom or I feel terminated? Due to the difference of power in the classroom.
Interviewee:	No, no,
Interviewer:	Oh, what about you to which someone who has less power, maybe a below six, have you ever? Like accidentally not accidentally dominate

	them or put some pressure on them without you knowing? Or do you have like silence dominance? If you think about
Interviewee:	Yeah. I guess I have, like, if you need to, you have five things to do. And then you tell people, hey, do your stuff. Right. On Friday. I like if I want to do something in the weekend, I tell my classmates eight by Friday, I need it. So, give me on Friday. And then I will tell them on a Friday afternoon like, hey, give it to me because I need it. Or because I know if I don't, they will give it to me on Monday, Monday evening. So yeah, I have told my classmate like, hey, give it to me. Because any Don't be lazy and do it. Really? I don't think so. I don't know. Do I?
Interviewer:	Have you any prejudice while engaging in a multicultural classroom? Over like stereotype kind of thing?
Interviewee:	Yeah, I think everybody does. Yeah, I would be Yeah, of course.
Interviewer:	What kind of prejudice? Does it affect you in the way you communicate?
Interviewee:	Well, the thing is, I am by now aware that everybody has that when you see somebody from another culture, you. You don't actively feel that yeah, don't actively think that. But I know now, when I see somebody from another country or another culture, I think I know how the other person will be out of experience. But then I, because I know it, I am going to test my own prejudices. So, I have privileges. But I, because I know I have it. I tried to see if I'm right. I tried to see if it's correct or not. So, in that way, I try to come back to no prejudice, you know, you understand? So, when I think so oh, this person must be lazy, because he's from there. And there are oh, he must be good at something because he is from there and there, then I will, I will ask myself, is that true? And then I, then I see if I'm right or not, or wrong or not? And then you come back? Oh, no, the person is actually really active or the person actually doesn't behave that way. So, it's good to know that you have it.
Interviewer:	How does it affect the way you communicate? or building a relationship with the other person? You say that you will see for yourself? Is this true or not?

Interviewee:	Yeah. How? Yeah, so I tried to be as neutral as possible. I think some I, I will just be as neutral as possible. That is the way to ask them. Because if you think oh, I know you because I can see how you are then you. You're in the wrong direction. So that's why I tried to be as neutral as possible.
Interviewer:	How does it affect the way you communicate? does it makes you become like softer or like scarier
Interviewee:	I think more polite, a little more polite than I otherwise would be because I don't want to run or start on the wrong foot. So that's why you'll always be a little bit more polite than you otherwise would. and when somebody says something, you, I assume they're say they mean a good thing. Sometimes in other cultures, like I'm Dutch, right? So, I will say something straight. And then people were like, Oh, that's so rude. But for us, that's honesty and then it means we cared it means we actually liked the good thing for you. Because I say it's real means I care that means I want you to know it. So, I in other cultures, it will be rude but for us it's honest and honesty is good, right? So, if other people would also think, oh, maybe he means he means something good. Like if somebody tells me like a Your shirt is inside out, it's so rude to turn No, thank you for telling me. So, I assume the good thing.
Interviewer:	How often do you initiate a relationship with other students of culture? As you know that you have more power, right? Often, like sometimes, like 70% of the time, you are the first initiate. You approach them first?
Interviewee:	No, I don't know. I let others do that.
Interviewer:	Okay. So, okay, how often does others initiate a relationship with you? Not only friends, probably like classmates or anyone like Yeah, fine times. You have no idea.
Interviewee:	I have no idea. I have no idea.
Interviewer:	Okay, then. Usually in what circumstances towards an initiation of relationship
Interviewee:	During break time
Interviewer:	Okay, and what factors does make it happen?
Interviewee:	Most of the time something happened in class and then we talk about

	it. Something happened in class and then you during you get water or you see each other and you talk about it? Or you know, something about somebody and talk about that?
Interviewer:	Not that you're you say that 100% of your classroom are multicultural classroom? Have you ever had any barriers in interacting with other students of culture? any factors or barrier factors that refrain you from initiating, having an interaction? There any barriers? To have a relationship?
Interviewee:	Maybe language barrier? I don't know. Language barrier maybe. No, I don't know. No, there's no barriers you can talk to anybody. Right?
Interviewer:	Just now you say language barriers. So, you don't think it's a factor anymore?
Interviewee:	Maybe language, but no I don't know
Interviewer:	Can you elaborate?
Interviewee:	Speak a different language, you know, no, if I know I don't know. No. Barrier. There's no barrier
Interviewer:	So are there any other factors that make it difficult when befriending others
Interviewee:	I'm older than anybody else. So, so they will? I don't know. And it is, it makes that level of communication differently. Our kids go out and party I don't I need to work. I don't know. Maybe ah, age difference.
Interviewer:	Are there any other factor didn't make it difficult and befriending students of other cultures?
Interviewee:	Other cultures? No, no, it doesn't have to do it with culture.
Interviewer:	So, what about in general? General to become friends, or just any relationship
Interviewee:	Neither. I'm quite busy. I need to work in the evenings. You know, I got to come home and cook. Stuff like I'm not I'm not as I'm not a young student of 18 years old who goes home to father and mother too. It's, I have a different lifestyle, I guess, different lifestyle.
Interviewer:	Okay, then. Let's move on. Do you believe that students of cultures will act differently depending on someone's power? Someone's power rank in the classroom? Why?

Interviewee:	Students off cultures, you mean, other than Taiwanese? Is that what you mean?
Interviewer:	No, basically, anyone, but usually, because people tend to defy them into international students and local students. But I'm not talking about international and local, So I'm just seeing like students of culture, basically students from different cultures other than yours then like that,
Interviewee:	Other than me, that I'm Dutch and Dutch people don't care much about hierarchy. I care more about whether you tell the truth, whether you're trustworthy, whether you are knowledgeable. We that's more, that's how we make hierarchy, not what your rank is. So, yeah, we are less inclined to believe you. you need to prove yourself more.
Interviewer:	Do you believe that Students act differently depending on a person's nationality, or stereotypes.
Interviewee:	Do students do that? No, not really, I think? I don't know. I've never noticed. I don't really notice that. I don't know. I mean, am I treated differently than others? Well, when I do something, people notice it more, because I'm so different. But that doesn't mean they treat me different. If I say something bad, then they will treat me just like anybody else. Or when say something good. I don't think I don't think it's much different.
Interviewer:	And what factors do you think has major influence on a person to build a relationship with someone befriend
Interviewee:	Common interest, I guess. So, whether you like the person if you think if you think somebody's nice to be around, what factors common interest and whether you think they are nice, that's what I think
Interviewee:	Sorry, that's higher.
Interviewer:	Do you believe that the classroom hierarchy influenced members interaction and communication and why?
Interviewee:	But what hierarchy? I don't? I don't know. No, I don't think so. I don't really feel a hierarchy. Some people are more talkative than the other and then you got some hierarchy. I mean, we got two three students

	that talk more, more, more. They open their mouth more than the others. I don't know if that's hierarchy.
Interviewer:	Yeah, it is. At least in my resource that is
Interviewee:	Yeah. Yeah, so they are believed more follow with more. Yeah. Yeah. There are a few students that speak up. And then people are like, Oh, okay. Yeah, I agree.
Interviewer:	Yeah. Interesting. And why? Any reason?
Interviewee:	Why? Because I think I think a lot of young people assume like, oh, he, he talks, he talks loudly and he talks with confidence. So, he must know it. So, he must be right. He must have thought about it more than I did. That's, that's, I think in psychology, right? If you speak with confidence, and you speak with a loud mouth, then people will be Oh, he must know him. Right? Because he must have thought about it. He must. He must know it. So that's following. So, they don't stop to think whether it's true or not. So that's why Yeah. Do I wish to have more interaction? Well, people go home quickly. So, people go home quickly. I noticed. It would be fun to have some activities next to school that will be fun.

Interview Transcript of Wenzao DIA Student Interviewee 10

Interviewer:	Hello, first of all, can you tell me your name and nationalities?
Interviewee:	My name is Tim McCarthy and I'm an American.
Interviewer:	How long have you stayed here in Taiwan?
Interviewee:	I have been in Taiwan since 2019. about three or four years but I went back and forth I visited America and I came back summertime and back to Taiwan.
Interviewer:	So, what was your reason to come to Taiwan?
Interviewee:	I met a Taiwanese woman and I married a Taiwanese girl. And then I moved to Taiwan. After we were married in New York.
Interviewer:	What was your last educational background before you come to Taiwan?
Interviewee:	I had an associate's degree from like a business school two years ago
Interviewer:	All right. Then have you ever studied abroad or having an exchange program before you come to Taiwan?
Interviewee:	Never
Interviewer:	Then, in the current emerging of globalized education. What was your reason to come to Taiwan to pursue higher education?
Interviewee:	I felt like I needed a four-year degree. And being that I was living here in Taiwan. It was easy for me to go to school here. And then I received a scholarship from wins out. So, then I took advantage of that. So, it's basically a free school for me.
Interviewer:	But why Taiwan? I mean, the USA is one of the major student destination countries right for studying like, everyone wants to come to USA or maybe others like the UK, Australia. So, why non major country?
Interviewee:	Well, firstly, like because I had relationship with my wife, but for me coming to Taiwan I think it's something that's very exotic. It's very far away from the US. And it's really different. So, the culture is different. plus, I wanted to learn Chinese, and I felt if I was in a

	Chinese environment, I could I can take advantage of that.
Interviewer:	Are there any difficulties you face when coming to non-major destination countries? usually when people come to a major destination country for education, they receive better treatment because everyone knows that they're international students and they will receive happier or more benefits. But what do you think? Are there any difficulties you face when coming to a non-major destination country? It can be anything.
Interviewee:	Yeah, I just think the language is the main thing, because it seems like if you go through the school, they kind of they help you and they guide you through. I feel like the Wenzao particularly, you know, they make it very easy for you to come, you know, and then they'll help you and they'll guide you. So, it's, I guess it depends on the school and the country probably.
Interviewer:	Do you think that the same difficulties are faced when other international students go to non-major destination country as they do to major nations student country?
Interviewee:	I don't know it has a lot to do with the culture and the country you're coming from. So, I think there's different perceptions of race. You know, like, for me, I'm also a white person from America. So, I don't get treated the same as like, let's say, a person, a man from the Philippines. Coming to Taiwan. Do you understand what I'm saying? Like there's kind of like difficulties, but I can't really speak on that opinion.
Interviewer:	Okay, that in a range from one to 10, how exposed Do you think you are to other cultures other than us, before you come to university, let's say before you come to Taiwan, this is very subjective.
Interviewee:	I think it was like a maybe like, a five maybe in Taiwan, it's like, it's like a nine or 10. Okay, I had I had interaction with other cultures, but it wasn't really the same as being here in a Taiwanese school. So, like, being here, I'm like forced to have relationships with other people. In fact, other people with different ethnic backgrounds. I have, but that's because I'm from New York and New York and America has many

	different cultures. So, like I've been in a classroom with you know, people from African countries, people from Asian countries, and then people from like European countries at the same time.
Interviewer:	But you say that your exposure level one was only five
Interviewee:	I never think about it like I just in the classroom. And I don't know it's like a classroom in Taiwan. feels a lot different than a classroom in America. Okay, because there's so many different people in America. So, it just seems like normal. So, you're not really focusing on the person's background. because America has everybody you know, there's white people, black people, Spanish people, Asian people, so it's not It's not strange. You know, there's no difference. But in Taiwan, it's like, there's a lot of Taiwanese people. Okay, a lot of Asian people look people that look like Asian Asian
Interviewer:	Then in university does anyone in your classroom from different culture? in percentage, how many multicultural classes do you have?
Interviewee:	Yeah, definitely. I think every class because I have Indonesian students. There's me, our American students. And then there's Russian students. And then there's like Spanish students. And there's Taiwanese students. And even our public policy class, there was a there was a Chinese kid who you know, from China mainland so that was, so I think it's it happens quite often in the international affairs program, so probably like 100% of your classes have been multicultural classes. Okay, then how does the difference in culture makes a difference in your own behavior in the classroom. I think I'm able to like talk more, you know, because no one nobody says anything. Everybody's pretty shy. I don't know if it's a what do you call it like the power relation? Hierarchy? Yes, like Yeah, exactly. It's like that. So, I always want to you know, raise my hand and stuff like that. And then the people around me they don't really want to say anything. Because it's like, the teacher asks a question and nobody speaks. So, I kind of like I'll say, you know, because I'm I have no fear.
Interviewer:	How does the difference in culture makes a difference? In your

	classroom power relation, as you say that in your classroom, we have like this difference in power, right? How does the difference in culture make a difference in your classroom power relations.
Interviewee:	I think that me being from America, we have a different attitude. As far as respect for the teacher, I think the educational, like the way you come up through the school, you know, it's like in Asian countries that are I don't know about Asian but like Taiwan and China it's like, the teacher says this, and you listen to the teacher, but like, in America, it's more like you can ask a question, and your kind of like think more critically. I think that's the key, you know, because otherwise it's just, this is the problem. This is the answer. This is the problem is the answer. So, there's no real discussion. So, I think that's one of the major differences. That relates to the teacher student discussion.
Interviewer:	Okay, then, this will be very subjective, but where do you think you are in the rank from one to 10 in your classroom population 10 being the highest
Interviewee:	Might be 11.
Interviewer:	Why?
Interviewee:	Because like I feel like I can say whatever I want, I can ask whatever question and then, I can try to get people involved into the conversation. Like, if the teacher like, I'm also a lot older, so my life experiences are different. So, it's like I can help after the teacher I can help control the classroom. I feel but that's basically my like personal behavior. That's who I am. I could definitely like I have a lot of power in the classroom. But don't tell anybody that. You don't think so. You were in the class with me. You see other teachers. You see how the teacher has treated me they treat me differently, you know, so I have I have like, it's more like I'm a special student.
Interviewer:	You noticed your difference?
Interviewee:	Yeah, exactly. So, you know, compared to the other students, they're not going to say anything. I also I also have a big smile and
Interviewer:	You want to try to make everybody loves you with that smile.
Interviewee:	Maybe I don't know. I just said, okay, like, there's so much more to

	<p>life. I think like the school is like, it's not stressful at all. You know, it's, there's a lot of worst things you could be in worse places. So, think about it.</p>
Interviewer:	<p>Okay. So as an 11 Ah, you've got a fairly big power in the classroom. Then how it changes your behavior towards someone's below you basically from one to 10 How will change your change your behavior accordingly? Does it make you softer when you're talking to them or you becoming more controlling towards?</p>
Interviewee:	<p>I definitely. I understand, kind of like I have, I have a feeling of who wants to talk and who doesn't? Want to talk? And then I'm not trying to push my power or anybody, you know, and it's the people don't want to talk I can kind of, I can read their face. I see their facial expression. And then I kind of see like. There's, like, I'm not going to push anybody to do something they don't want to do but if they have a happy attitude, and they're like, open minded, I can help, you know, not be powerful, but just help them try to learn more, you know, like if somebody's sitting next to me and the teacher asks a question, I tell the teacher to pick that person to go pick, pick him, and then they're like, oh, no, but I kind of like, in a way I feel like I help the people participate.</p>
Interviewer:	<p>Then how will it change the way you interact with them?</p>
Interviewee:	<p>Again, it depends on it depends on the student who they are, you know, if it's a girl, I'm not going to push a girl. If it's a boy and like maybe I'll make fun of him. If we're on like a friendly level, I'll use little like you know, like, oh, come on, you know the answer. Don't be stupid, you know, but the girls I don't really do much to its more about, like pushing the boys to do it.</p>
Interviewer:	<p>In a real case, when you meet a 12 Someone has more power than you'll see like a higher level. How will it change your behavior when you're interacting with them?</p>
Interviewee:	<p>I don't know if like, I guess I kind of like I haven't really had the experience most but what you try to listen to that person and kind of like I tried to keep it positive. Yeah, I feel like it's not a competition.</p>

	<p>Okay. And then I listened to them and I consider like, oh, why what makes them why are they this way? You know, and I tried to figure out like, what do they have something I don't have? Like, how do they like why are they talking that way? So, I pay attention to them to kind of like learn from them. If somebody's higher than me, and if I feel that I kind of like maybe get a little quieter and maybe actually put it actually pushed it pushes me to study harder in a way. It does. Like if that person like comes in and they have the knowledge and this sort of power. They have the power and the knowledge that like motivates me to like learn more, so I have more power. So, I can kind of like I guess it's very competitive. I want to beat that person.</p>
Interviewer:	Then have you ever pressure or dominate someone who's below you?
Interviewee:	Maybe I did. You write it? Maybe I did. Yeah.
Interviewer:	Have you ever felt dominated? Or pressured by some situation or by any case?
Interviewee:	No, no. No.
Interviewer:	All right, then. Have you ever had any disengagement in a multicultural classroom?
Interviewee:	No, no, no.
Interviewer:	Then how do you think that having international students in the class affects the class atmosphere?
Interviewee:	I think I think it has to do with language. I feel like it was an English class and everyone's you know, Taiwanese, or you know, like, if English is their second language. I feel like it's there's a little bit of a, like an issue where its people are a little shy to say things in the language. They're not confident with the language. But I think that's a big barrier that some people have. Me on the other hand, it's like an English program. I feel like the Taiwanese kids don't want to say anything.
Interviewer:	Most of us are from different country and our English are not our first language. Say that and then in a classroom we have students from all over the world that how does it affects your classroom atmosphere. Well, there have been like more laidback or more pressure with

	because students from our culture
Interviewee:	I don't think there's any pressure because the thing with the education it's me learning from the teacher, you know, like the teacher is bringing forth the problems, the books, you know, I'm saying like that that person is lecturing me. So, regardless of who's around me, you know, like, I'm focused on what the goal of the class is. If there is if there is a part where you have to break into groups, and you have to, you know, kind of, not be not be so worried about like, who's culture as well, because we're all the same. We're all the same. We're all students we're all trying to learn. So, when we're put into groups or something like that, the key is like the teacher wants us to negotiate or work together, so that I never I don't really see a difference. In the culture. It's like people are shy, and I'm a little more outgoing, or different, but the main purpose is to learn from learning the subject. I feel like that's, that should never be that should never be an issue.
Interviewer:	Thank you. Well, you know, like, I think we're all the same role in the same position, you know, the teachers in the front of the class, they're getting paid to be there. Where were there to, you know, like learn, you know, you should want to be there and it has nothing to do with the people around you. But I'm saying this from you know, I'm kind of privileged so you got to okay, I've had the same experiences as you have or other people.
Interviewer:	Yeah. Have you ever had any prejudice when engaging in a multicultural classroom? Tell me more about prejudice.
Interviewee:	No. I don't think of it that way. Like that. These questions are they're tough for me because I don't, I don't look at things that way. You know, and I see maybe I don't maybe I do. You'll, it would have to be a study about like, oh, how does how does Tim react you know you think of him in the classroom? And then then I get like, but otherwise I'm not. I'm not. I'm not viewing it like that. You know, I don't see it that way.
Interviewer:	So, you never had an experience like this.
Interviewee:	The prejudices are that I think being a white person in internationals

	<p>school like this, like I have the attention coming to New York, it's like they think, I don't know. it's like a white privilege thing. I hate saying that. But it's very true. It's a fact that it's there. Especially in Taiwan. It's like I'm special. You know, so they treat me like I'm special. So, there could be people that are like they don't appreciate that, you know, if I was seeing it from a different perspective, like in this you know, all this this guy that teacher is always talking with this guy, you know that the director, teacher is always looking and talking to him. So maybe there is there is prejudice</p>
Interviewer:	Then you are making a judgment about yourself?
Interviewee:	I think about it and I'm like, wait, no, if I if I reverse it around, then it then it could be Yeah, I'm saying yeah, there's there is
Interviewer:	How often do you initiate to build a relationship with the other students of culture?
Interviewee:	Yeah, I do but I don't you know, it has a lot to do with the age. As you probably know, I'm a lot older than you guys. So, the things that you guys talk about things I don't really find interesting. This I'm more like making money if you have an opportunity or business or something like that, that we could talk about. That otherwise, I'm not really like I don't want to talk about video games. And I go out and have lunch, you know, and but it's not the same, you know, I have no friends, I'm married, you know, I have a different lifestyle. So, I might not match your talk. I'm old enough to be you know, everybody's father. I try to be cool; you know, we do things but I it's strange for me.
Interviewer:	Then how often there's other initiate a relationship with you?
Interviewee:	Not often. Yeah, it doesn't it doesn't really happen. Like maybe invitation to lunch, or others
Interviewer:	Maybe not a relationship, maybe initiate an interaction? Yes. If that's a better way of wording it.
Interviewee:	Well, the interactions are different, you know, there's no like, Okay, I'm not I'm not a friend of the classmates. But yet, no interaction is if somebody I want to help everybody and I want it to be like, oh, if you

	want some help, I can help you. And then also, when like, I was taking Chinese classes, I ask, you know, a small group of people that, that are my classmates that I feel like, oh, they can help me that I helped them, you know, so I have a little a little group of people, but it's not a lot of people ask me about maybe eight people out of the 50 people that I'll talk to and have interactions with because they seem more motivated to talk to me. And then when they're talking to me, I feel like I could talk to them. You know, so it's like I would say eight people in the class of 65 that are like close to me. And I like to ask me questions, and I can ask them questions, and it's like a mutual kind of learning thing. But like I said, it's a small number.
Interviewer:	So, in classrooms usually, in what circumstances, an initiation of relationship will happen.
Interviewee:	It's only during like classroom, classroom things. So, it's like always they want to talk about like their GP or something. Like that. I'm happy to talk with them. And then we talked about the class and then I'm focused about their classes like, oh, what class you taking, which is Oh my God, that's a lot of work and they talk about English or Chinese or and then we kind of like bond from the language. I'm not the average student. I mean, I said, what's up to people, you know, but I don't really talk to them. it's there's a huge like difference in what I want to talk about and what they want to talk about. I don't have the same frequencies like I said. They're not the same. We're not in the same level.
Interviewer:	Yeah. Then how would you describe your power relationship with the other students of culture?
Interviewee:	I don't know how to describe it. I can't like I'm pretty open minded?
Interviewer:	multicultural students? I don't know. I don't think about it. I don't think about power when it comes to that. I just know that there's a difference how we react to things you know, I don't know. Maybe think about it like, I don't know. Do I feel like oh, I have more power than him? I don't know. No. Yes. No. Yes, I could sometimes I don't know. You know, I don't know.

Interviewer:	How well, okay, how do I make this question? Are there any factors that make it difficult to initiate a relationship with our students of culture?
Interviewee:	Ages the age is by far the I have more interaction.
Interviewer:	Okay, so, you know, so far, the biggest factor is age, and then Is there any other factor?
Interviewee:	Other factors that are like I don't know? I don't know. If they want to talk to me or they, I don't know, I feel the only interest that we have together is being in the same in the same program. That's, that's where our interests are. Otherwise, I have nothing like in common with everybody. That I like I'm wrong person to ask the question. I'm definitely different than all of you. I don't live in the dorm. Married. I have little anyway. Sorry.
Interviewer:	It's fine. Then besides that, what makes it easier? besides the thing that you have said before,
Interviewee:	I don't. Besides I have no issue starting interactions about like school, you know, with talking about the discussions and teachers I have no, there's nothing that is difficult for me to do that. Unless the person doesn't want to look at me or they don't they just turn around and walk away. I have no problem with it. You know, like I can interact with anybody in the classroom. I can.
Interviewer:	So that's your personal factor makes building an interaction much easier. Okay, and what factors do you think plays a huge influence on the classrooms power relations.
Interviewee:	The teacher shapes. it has to do with it has to do with like, you know, if it's a teacher asked the question, and nobody answered, I have to answer like, I feel like everybody's very quiet. Nobody says anything. I think the teacher has to be responsible for creating some kind of hierarchy. And then participation if nobody says anything, okay. If it's like, okay, you know, like, let's say for example, like YMC's class, you know, okay, so who knows about like, you know, political science or ideology, what does that mean? And nobody's looking at him, you know, like, nobody's paying attention, but like, I'm paying

	<p>attention to him. And he's looking around like, he looks a lot. Like you're like, you know, somebody needs to say something. So, it's a lot. I don't know. The teacher has to just call on people. You know what I'm saying like, Yeah,</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

APPENDIX C

Foreign Student Number in Wenzao

Table 4 Wenzao Ursuline University of Languages 110 Academic Year Foreign Student

			Mainland China				Overseas Chinese Students				International Student				Total
Continents	Country	System	Master Degree	4 Year Program	2 Year Skill	5 Year College	Master Degree	4 Year Program	2 Year Skill	5 Year College	Master Degree	4 Year Program	2 Year Skill	5 Year College	
Mainland China	Mainland China		3	22	2										27
Hongkong and Macau	Hongkong						3	47	9						59
	Macau							3							3
Asia	Malaysia						1	7			2	10			20
	Vietnam							5			22	62			89
	Indonesia						2	5		1	8	42			58
	Mongolia										1	1			2
	Japan								2		5	50		1	58
	South Korea											4	1	1	6
	Philippines							1			3	1			5
	India										1	3			4
	Thailand							1		2	2	3			8
	Cambodia							2							2
	Singapore									1					1
	Jordan											1			1
Europe	France										5	1			6
	Spain										4	2			6
	Portugal										1				1
	Italy										1	3			4
	Russia											7			7
	Poland										1	1			2
	German											1			1
	Netherland											2			2
	Turkey										1				1
	Hungary										1				1
	England										1				1
	Greece											1			1
Oceania	Australia										1	1			2
	Marshall Islands								1						1
North America	America										2	6	1		9
	Canada											1			1
	Saint Vincent and Grenadines											2			2
South America	Brazil											1			1
	Nicaragua										2	2			4
	Colombia											1			1
	Peru							1			1	4			6
	Argentina							1		1					2
Africa	Nigeria											1	1		2
	Kenya											1			1
	South Africa											3			3
	Djibouti										1				1
Total			3	22	2	0	6	73	11	6	66	218	3	2	412

Coded Data

Figure 3 Codes for interpersonal relationship group

<ul style="list-style-type: none"> • Afraid • Afraid others may be uncomfortable • Clueless in approaching • Eye contact • Facial expression • Gender • Generation gap • Language proficiency • No similar interests • Occasion • Race and ethnicity • personality • Active • Never learnt beef • Awareness • Boring • Cooperation • Energized • Friendly • Laid back • More talking • Productive • Relaxed • Warm • Wary • Culture shock • Economic • Getting hope on educat • Insensitivity • Knowledge challenges • Labor group • Less chance for international students • New to accepting foreigners • Not well prepared • School problem • Stereotypes • Improving • Low • Native • Intermediate • Actively talk • Beer • Mood • People with the same cultur • Similar interest • Smile • Smoking • adjusting self • Befriending barrier • Being watched by the other person • Beneficiality • Class participation • Cling • Confidence • Curiosity • Depend on mood • extroverted • Formed opinions • Free ride • Habit • Help • Lazy to argue • Leader role • less confidence • listen more • Major factor • MBTI • Need to be asked first • Never back down • No change • Not often • Not on the same level • not the main participant • Not worth it • Nothing to say • Nothing will change • Only in class • open minded • Other initiate relationship • Outspoken • Reason of befriending • Reduce interaction • Sarcastic • School assignment • Self initiation of relationship • Shy • Similarity • Slowing down speech • Someone to look up t • Speaking pace • Stand out in class • Straightforward • Talk more • Talking in a more simple way • Teaching and tutoring • Too quiet • unnoticed • With higher number • With lower number • Social factor • Behavior • Language • Balanced 	<p>Barrier in building relationship</p> <hr/> <p>Chinese proficiency</p> <hr/> <p>Class atmosphere</p> <hr/> <p>Difficulties</p> <hr/> <p>English proficiency</p> <hr/> <p>Factor of befriending</p> <hr/> <p>Interpersonal Relationship</p>	<p>Interpersonal Relationship</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------

Figure 4 Codes for multicultural classroom group

<ul style="list-style-type: none"> ● 100 ● 60 ● 80 ● Bilingual ● Business culture ● Difference between undergraduate classes and master classes ● Interdependency ● Interacting ● Interesting ● More perspective ● Percentage ● Refuse to talk ● Respect each other ● unfair attention ● Exposure ● Understand more ● Comfortable ● Diversity ● Happy ● Learn from each other ● More sensible ● Not paying attention ● not talking ● Perspective ● Colonialization ● Nationality ● Culture ● 4 ● 5 ● American ● Arrogant ● Language learning ● No prejudice ● Positive ● Russian ● Taiwanese ● Unfair job opportunities ● Negative ● Asian ● Western 	<p>Multicultural Classroom</p>	<p>Multicultural Classroom</p>
	<p>Culture and behavior</p>	
	<p>Culture and Power</p>	
	<p>Exposure</p>	
	<p>Stereotypes</p>	

Figure 5 Codes for power relationship group

<ul style="list-style-type: none"> ● Academic related ● Afraid to make mistake ● Home country condition ● Jealousy ● Motivation ● No pressure ● Peer Pressure ● Pressuring others ● Self inflicted ● Speak too much ● Uncomfortable ● Dominated ● Cheap tuition ● Country relationship ● Education ● Family reason ● Financial Reason ● Learn Chinese ● Like the culture ● Looking for job opportunities ● Marriage ● Safe country ● Scholarship ● Visa ● Visited Taiwan ● Society ● English proficiency ● Actively speaking and discussing ● Afraid of critiques ● Afraid to talk ● All equal ● Asked to be quiet ● Avoiding having power ● Communication skill ● Criticism ● Depend on the number of international students ● Doing assignments ● Foucault ● Inactive ● More participation ● Not giving chance to classmates ● Not participating ● Subtle power ● Teacher shaped ● Experience ● Influence ● Age ● Previous knowledge ● Culture background ● Different behavior in and out classroom ● Good discussion ● More powerful ● Pushing other students to talk ● Stereotype ● After class ● Between student and professor ● Boring class ● Country's economy ● Never ● Professor attitude ● Pushed the student to quit the class ● Tiring ● With reason 	<p>Pressure and Domination</p>	<p>Power Relationship</p>
	<p>Reasons</p>	
	<p>Power in classroom</p>	
	<p>Power Relations</p>	
	<p>Disengagement</p>	

BIBLIOGRAPHY

- 1, Robert A. Barraclough and Robert A. Stewart, ed.^eds. *Power and Control: Social Science Perspectives*. Edited by Virginia P. Richmond and James C. McCroskey. 11 vols. Vol. 1, Power in the Classroom: Communication, Control, and Concern West Virginia University Routledge, Taylor & Francis Group, 1992.
- A1. "Culture in Classroom: Hierarchical Influence on Interpersonal Relationships in Wenzao Ursuline University of Language." By Kezia Pitasari Yugo (2022).
- A2. "Culture in Classroom: Hierarchical Influence on Interpersonal Relationships in Wenzao Ursuline University of Language." By Kezia Pitasari Yugo (2022).
- A3. "Culture in Classroom: Hierarchical Influence on Interpersonal Relationships in Wenzao Ursuline University of Language." By Kezia Pitasari Yugo (2022).
- A4. "Culture in Classroom: Hierarchical Influence on Interpersonal Relationships in Wenzao Ursuline University of Language." By Kezia Pitasari Yugo (2022).
- Alsubaie, Merfat Ayesh. "Examples of Current Issues in the Multicultural Classroom " *Journal of Education and Practice* 6 (2015).
- Ambirajan, S. "Globalisation, Media and Culture." *Economic and Political Weekly* 35, no. 25 (2000): 2141-47.
- Bertsch, Andy. "The Melting Pot Vs. The Salad Bowl: A Call to Explore Regional Cross-Cultural Differences and Similarities within the U.S.A." *Journal of Organizational Culture, Communication and Conflict* 17 (01/01 2013).
- Bevir, Mark. "Foucault, Power, and Institutions." 47, no. 2 (1999): 345-59. <https://doi.org/10.1111/1467-9248.00204>.
- Capplis, Conor. 'Overwhelming' Concerns of Unreported Racism against Non-Eu Students. Social Affairs. Ireland: The Irish Times, December 9, 2021.
- Castiello, Santiago. "Challenges and Opportunities in the International Higher Education "Post- Pandemic" Landscape."(January 18th, 2022).
- Centre for Higher Education Internationalisation (CHEI): Hans de Wit, Fiona Hunter, European Association for International Education (EAIE): Laura Howard, and International Association of Universities (IAU): Eva Egron-Polak. "Internationalisation of Higher Education." *Culture and Education*(July 2015): 326. <https://doi.org/10.2861/444393>.
- Chang, Dian-Fu, Cheng-Ta Wu, Gregory Ching, Chia-wei Tang, and Lin Xiao. "Globalization and Higher Education in Taiwan." 2011.
- Cohen, Lynn. "Foucault and the Early Childhood Classroom." *Educational Studies* 44 (08/14 2008): 7-21. <https://doi.org/10.1080/00131940802224948>.
- Commission, Directorate-General of Personnel Administration Ministry of Examination Civil Service Protection and Training. "Bilingual

- 2030."(September 2021).
- Cornelius, Lindsay, and Leslie Herrenkohl. "Power in the Classroom: How the Classroom Environment Shapes Students' Relationships with Each Other and with Concepts." *Cognition and Instruction - COGNITION INSTRUCT* 22 (12/01 2004): 467-98. https://doi.org/10.1207/s1532690Xci2204_4.
- Dahl, Robert A. "The Concept of Power." Department of Political Science, Yale University.
- Dahlberg, Gunilla, and Peter Moss. "Beyond Quality in Early Childhood Education and Care – Languages of Evaluation." *CESifo DICE Report* 6 (01/24 2007): 21-26. <https://doi.org/10.4324/9780203966150>.
- Dahrendorf, Ralf. *Class and Class Conflict in Industrial Society*. Stanford, Calif.: Stanford University Press, 1959.
- E1. "Culture in Classroom: Hierarchical Influence on Interpersonal Relationships in Wenzao Ursuline University of Language." By Kezia Pitasari Yugo (2022).
- E2. "Culture in Classroom: Hierarchical Influence on Interpersonal Relationships in Wenzao Ursuline University of Language." By Kezia Pitasari Yugo (2022).
- E3. "Culture in Classroom: Hierarchical Influence on Interpersonal Relationships in Wenzao Ursuline University of Language." By Kezia Pitasari Yugo (2022).
- Eagan, Jennifer L. "Multiculturalism."(October 1, 2021).
- Epstein, Erwin H. "The Peril of Paternalism: The Imposition of Education on Cuba by the United States." *American Journal of Education* 96, no. 1 (1987): 1-23. <https://doi.org/10.1086/443879>.
- Explained, Eurostat Statistic. *Share of Tertiary Education Students from Abroad by Continent of Origin*. 2018.
- Ferguson, Marjorie. "Marshall McLuhan Revisited: 1960s Zeitgeist Victim or Pioneer Postmodernist?". 13, no. 1 (1991): 71-90. <https://doi.org/10.1177/016344391013001005>.
- Foucault, Michel. *Discipline and Punish : The Birth of the Prison*. First American edition. New York : Pantheon Books, [1977] ©1977, 1977.
- Geo-JaJa, Macleans. "Education Localization for Optimizing Globalization's Opportunities and Challenges in Africa." 159-81, 2013.
- GPS, Education. "Future of Education." OECD, October 3rd, 2022.
- Grant, Carl A. Lei Joy L. "Global Constructions of Multicultural Education : Theories and Realities." Mahwah, N.J., 2001.
- Gundara, Jagdish S. "Issues of Discrimination in European Education Systems." *Comparative Education* 36, no. 2 (2000): 223-34.
- Harward, Donald W. *Power, Its Nature, Its Use, and Its Limits*. Boston: G.K. Hall, 1979.

- Hill, Lindsay. "Taiwan's Struggle to Internationalize Its Higher Education System." (April 15th, 2021).
- Hsieh, Chuo-Chun. "A Way of Policy Bricolage or Translation: The Case of Taiwan's Higher Education Reform of Quality Assurance." 14, no. 7 (2016): 873-88. <https://doi.org/10.1177/1478210316645250>.
- Hsueh, Chia-Ming. "The Challenges and Opportunities for Higher Education in Taiwan." (October 1st, 2018).
- "International Journal of Cognitive Research in Science, Engineering and Education Ijcrsee." [In English]. *International Journal of Cognitive Research in Science, Engineering and Education IJCRSEE*. (2013).
- Jelinek, Mariann, Linda Smircich, and Paul Hirsch. "Introduction: A Code of Many Colors." *Administrative Science Quarterly* 28, no. 3 (1983): 331-38. <https://doi.org/10.2307/2392245>.
- Jones, Phillip W. "Education and World Order." *Comparative Education* 43, no. 3 (2007): 325-37.
- Ka Ho, Mok. "Questing for Internationalization of Universities in Asia: Critical Reflections." *Journal of Studies in International Education* 11, no. 3-4 (2007/09/01 2007): 433-54. <https://doi.org/10.1177/1028315306291945>.
- Kearney, Patricia, Timothy G. Plax, Virginia P. Richmond, and James C. McCroskey. "Power in the Classroom Iii: Teacher Communication Techniques and Messages." *Communication Education* 34, no. 1 (1985/01/01 1985): 19-28. <https://doi.org/10.1080/03634528509378579>.
- Keene, Edward. *Beyond the Anarchical Society: Grotius, Colonialism and Order in World Politics*. Lse Monographs in International Studies. Cambridge: Cambridge University Press, 2002. doi:DOI: 10.1017/CBO9780511491474.
- Khan, Anjum. "Why Interpersonal Skills Are Important for Students?". *Jagran Josh* (September 21, 2017).
- Kohlberg, Lawrence. "The Development of Children's Orientations toward a Moral Order I. Sequence in the Development of Moral Thought." *Vita Humana* 6, no. 1/2 (1963): 11-33.
- Kostenius, Catrine, Ulrika Bergmark, and Krister Hertting. "Health Literacy in an Age of Technology – Schoolchildren's Experiences and Ideas." *International Journal of Health Promotion and Education* 55 (08/30 2017): 234-42. <https://doi.org/10.1080/14635240.2017.1369891>.
- Krugman, Paul. "America's Unlevel Field." (Jan 8, 2012).
- LaMorte, Wayne W., "What Is Culture." *sphweb.bumc.bu.edu*, May 3, 2016.
- Lau, Ken, and Chia-Yen Lin. "Internationalization of Higher Education and Language Policy: The Case of a Bilingual University in Taiwan." *Higher Education* 74,

- no. 3 (2017/09/01 2017): 437-54. <https://doi.org/10.1007/s10734-016-0055-3>.
- Longley, Robert. "What Is Multiculturalism? Definition, Theories, and Examples." (October 15, 2020).
- Meiers, Marion. "Teacher Professional Learning, Teaching Practice and Student Learning Outcomes: Important Issues." 409-14, 2007.
- Melih Karakuzu, Hasan Baktır, Banu Akçeşme and Betül Ateşçi Koçak. "Exploring Borders and Boundaries in the Humanities." British Library Cataloguing in Publication Data: Cambridge Scholars Publishing, 2021.
- Mentan, Tatah. *Unmasking Social Science Imperialism: Globalization Theory as a Phase of Academic Colonialism*. 2015. doi:10.2307/j.ctvh9vxhh.
- Mills, C. Wright. Review of Man and Society in an Age of Reconstruction., Karl Mannheim, Edward Shils. *American Sociological Review* 5, no. 6 (1940): 965-69. <https://doi.org/10.2307/2084533>.
- Minnesota, University of. *Social Problems*. University of Minnesota: 2022.
- "Moe to Spend Nt\$20 Billion on Improving Digital Learning." (November 25th, 2021).
- Nickerson, Charlotte. "Positivism in Sociology: Definition, Theory & Examples." *Simplypsychology.org* (January 6, 2022).
- OECD. "Education at a Glance 2019." (2019). <https://doi.org/https://doi.org/10.1787/f8d7880d-en>.
- , "Organisational Culture." *hi.hofstede-insights.com*, 2020.
- Oseen, Collete. "Women, Men, Words and Power: A Feminist/Postmodernist Reconceptualization of Organizational Theory as It Pertains to the Organizational Newcomer." University of Alberta, 1993.
- PARSONS, TALCOTT. "On the Concept of Influence." *Public Opinion Quarterly* 27, no. 1 (1963): 37-62. <https://doi.org/10.1086/267148> %J Public Opinion Quarterly.
- Portera, C.A Grant and A. "Intercultural and Multicultural Education: Enhancing Global Interconnectedness." (February 15, 2013): 157-76.
- Putnam, Robert D. "E Pluribus Unum: Diversity and Community in the Twenty-First Century the 2006 Johan Skytte Prize Lecture." 30, no. 2 (2007): 137-74. <https://doi.org/https://doi.org/10.1111/j.1467-9477.2007.00176.x>.
- Roy, Sumit. "Globalisation, Structural Change and Poverty: Some Conceptual and Policy Issues." *Economic and Political Weekly* 32, no. 33/34 (1997): 2117-35.
- Services, Department of Information. "New Southbound Policy." Executive Yuan: Executive Yuan, July 04, 2019.
- Solomon, Denise Haunani, and Michael E. Roloff. "Power and Interpersonal Communication." In *Power in Close Relationships*. Advances in Personal

- Relationships., 241-60. New York, NY, US: Cambridge University Press, 2019.
- Source, Primary. "What Is Global Education." In *What is Global Education: Primarysource.org*.
- Spencer, Martin E. "Weber on Legitimate Norms and Authority." *The British Journal of Sociology* 21, no. 2 (1970): 123-34. <https://doi.org/10.2307/588403>.
- Spring, Joel. "Research on Globalization and Education." *Review of Educational Research* 78, no. 2 (2008): 330-63.
- Statistics, National Center for Education. *New Report Shows Increased Diversity in U.S. Schools, Disparities in Outcomes*. National Center for Education Statistics: Institution of Education Sciences, June 20, 2019.
- Stenou, Katérina. "Unesco Universal Declaration on Cultural Diversity: A Vision, a Conceptual Platform, a Pool of Ideas for Implementation, a New Paradigm."
- Stone, Harry Alfred, "Freire and Foucault on the Classroom Dynamic," *Knowledge, Education and Identity*, April 4, 2015.
- Szelenyi, Katalin, and Robert Rhoads. "Education in a Globalized World: The Connectivity of Economic Power, Technology, and Knowledge by Nelly P. Stromquist: Education in a Globalized World: The Connectivity of Economic Power, Technology, and Knowledge." *Comparative Education Review* 49 (02/01 2005): 120-000. <https://doi.org/10.1086/427787>.
- Taiwan, Study in. *Higher Education System*. Ministry of Education, 2019.
- Textor, C. "Number of Overseas Students in Taiwan 2010-2020." edited by Statista.com, 2020.
- Thorning-Schmidt, Helle. "The Power of Education." news release, January 23rd, 2017.
- Torelli, Carlos, and Sharon Shavitt. "Culture and Concepts of Power." *Journal of personality and social psychology* 99 (10/01 2010): 703-23. <https://doi.org/10.1037/a0019973>.
- TriumphIAS. "Multiculturalism? Definition, Theories, and Examples." (July 8, 2021).
- Tzu-Bin Lin, Li-Yi Wang, Jen-Yi Li and Chihming Chang. "Pursuing Quality Education: The Lessons from the Education Reform in Taiwan." *The Asia-Pacific Education Researcher* 23 (2013). <https://doi.org/10.1007/s40299-013-0135-4>.
- Tzu-Hsuan, Rachel Lin and Liu. "Ministry Launches Plan to Attract Overseas Students." (April 5, 2022).
- U1. "Culture in Classroom: Hierarchical Influence on Interpersonal Relationships in Wenzao Ursuline University of Language." By Kezia Pitasari Yugo (2022).
- U2. "Culture in Classroom: Hierarchical Influence on Interpersonal Relationships in Wenzao Ursuline University of Language." By Kezia Pitasari Yugo (2022).

- U3. "Culture in Classroom: Hierarchical Influence on Interpersonal Relationships in Wenzao Ursuline University of Language." By Kezia Pitasari Yugo (2022).
- Vera, Dusya, and A. Rodriguez-Lopez. "Strategic Virtues: Humility as a Source of Competitive Advantage." *Organizational Dynamics* 33 (12/01 2004): 393-408. <https://doi.org/10.1016/j.orgdyn.2004.09.006>.
- Watson, J. L. "Cultural Globalization." *Encyclopedia Britannica* (November 4, 2020).
- Watson, James L. "Cultural Globalization: Definition, Origin and Consequence." In *Algerian Encyclopedia of Political and Strategic Studies*, edited by Sakhri Mohamed, November 11, 2021.
- Watts, Michael. "Power and Education." 1, no. 1 (2009): 1-1. <https://doi.org/10.2304/power.2009.1.1.1>.
- Yoshinaga, Kendra. "Beyond Integration: How Teachers Can Encourage Cross-Racial Friendships." *nprEd* (July 12, 2016).
- 教學發展中心. "你聽過 emi 嗎？一窺全英語授課技巧的眉角."(October 22nd, 2018).