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**Ph.D Dissertation of Julie Ahn**

**International Students in Higher  
Education in Korea:  
Motivation and Services for Success**

**February 2018**

**Seoul National University**

**College of Education**

**Department of Lifelong Learning**

**Julie Ahn**

교육학 박사학위논문

**International Students in Higher Education in  
Korea:  
Motivation and Services for Success**

대한민국 고등 교육 기관의 외국인 유학생:  
성공을 위한 동기 부여와 지원

지도교수 Lynn Hon

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서울대학교 대학원  
교육학과 평생교육전공  
안줄리  
Julie Ahn

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**International Students in Higher Education in  
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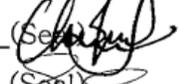
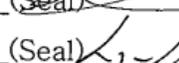
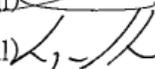
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Chair	<u>오 권 석</u> (Seal) 
Vice Chair	<u>이 지 권</u> (Seal) 
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Examiner	<u>ELISE S. AMN</u> (Seal) 
Examiner	<u>LYNN ILON</u> (Seal) 

## **Abstract**

### **International Students in Higher Education in Korea: Motivation and Services for Success**

Ahn, Julie  
Department of Education  
The Graduate School  
Seoul National University

Korea has experienced a recent increase in international student enrollment in higher educational institutions. The government of the Republic of Korea (henceforth, Korea) has encouraged this trend for its own policy and economic reasons. Another major internal pressure is the decreasing birthrate as a result declining domestic student population, which has put pressure of higher education institutions to increase enrollments through recruitment of international students. But, given the services of Korean higher education institutions for these international students, can the Korean higher education institutions continue to attract international students? *What are international students' views of support for their student goals within Korean higher education institutions?* This is the question that drives this research.

This study reveals where international students reveal gaps in support services they perceive are necessary or desirable for them to have a successful academic or professional outcomes of their studies. The purpose of this study then

is to use analysis of these expectations as a guide both for higher educational policies and services and also to reveal the efficacy of Korean higher education national policy.

This study took place at a private university in Seoul, Korea. This institution was chosen because about 80% of the universities in Korea are private. The institution chosen is in the middle of finding ways to increase and maintain its rank and is struggling financially due to it being cash strapped. Through a descriptive survey of 121 international students, 11 interviews of international students and references from the university professors, and document analysis, a better understanding of international students' experiences and what internationalization looks like in South Korea is reviewed. The countries that the international students were interviewed include countries from Chile, China, India, Kazakhstan, Malaysia, Rwanda, Singapore, Vietnam, and the United States.

The findings show that when international students are considering which country and school to choose for their studies, they consider many different factors and they embed social imaginary within the context of internationalization and globalization. Also, the findings show that international students have a difficult time with language and have expectations from the school in supporting their academic needs and for social issues. They have no expectations and prefer to build social relationships on their own. Lastly, the universities and Korea need to strategize in providing after graduation options, as many international students would like to have some sort of work or internship experience before leaving Korea. If planned well, it can be an opportunity to utilize international students as future human resources to support to country's economic competitiveness and also to achieve its goals of internationalizing the context of higher education. Higher education institutions can benefit as well, by staying competitive for attracting and

maintain international student enrollment.

**Keywords:** internationalization, higher education, international students, private universities, self-formation, social imaginary, South Korea,

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## **Acronyms**

BK21- Brain Korea 21

GKS- Global Korea Scholarship

OIA- Office of International Affairs

KEDI- Korean Educational Development Institute

KLI- Korean Language Institute

KPU- Korean Private University

KGSP- Korean Government Scholarship Program

MOE- Ministry of Education

NIIED- National Institute of International Education

OCED- Organization for Economic Co-operation and Development

OIA- Office of International Affairs

TOEIC- Test of English for International Communication

TOPIK- Test of Proficiency in Korean

UNESCO- United Nations Educational, Scientific and Cultural Organization

WTO- World Trade Organization

## **Chapter 1: Introduction**

South Korea (here-after referred to as Korea) has continued to see an increase of international students, yet there is not much known research about the international students studying in this Asian country. Understanding about the expectations and experiences can provide many benefits, including strategies to better Korean higher education and government policies related to human resource. This study shows factors that drive international students to study in Korea and their perceptions related to academic, social, and support from the university. Additionally, this research provides better understanding for Korean higher education institutions when strategizing in increasing recruitment and retention. Furthermore, much of the literature on internationalization of higher education in Korea focuses mostly on government policies and its effect on universities. Government policies and its internationalization strategies that impact the Korean universities at the organizational level are important but there has been a lack of studies related to how the Korean universities internationalization strategies and efforts are assisting international students and impacting them.

The number of international students enrolled in Korean higher education institutions has increased from over 32,000 in 2006 to a little over 91,000 in 2015 (Korean Educational Development Institute [KEDI], 2015). While this follows a general global trend of growing internationalization of student populations (KEDI, 2015), the reason behind this growth in Korea is rather specific. Primarily, Korea has just recently decided to emphasize the globalization of its higher education system as a national policy (Palmer & Cho, 2012).

Universities are not required by the government to enroll international students, but they have done so for their own purposes (Byun & Kim, 2010). Certainly, as with universities worldwide, many programs within universities try to recruit top students from around the world. A diversity of ideas may be also viewed as a resource for quality of research and program content in some programs. These multiple pressures cause higher education institutions to try to attract and keep international students. Thus, internationalization of higher education has become both policy and practice.

This means that universities' needs and services have to adjust to the needs of changing student demographics (Byun & Kim, 2010). This is important to consider, because if needs are not met, international students can find other institutions that will

help fulfill their goals. This in turn affects Korean higher education institutions in the long run. Therefore, Korean higher education institutions play an important role in striving to fulfill government initiatives by serving international students.

However, these changes raise particular challenges. Many adjustments need to be made. Korea, once known as a homogenous country with a homogenous student population, has recently experienced rapid changes in attempts to meet different demands. The curriculum and pedagogy that fit the once homogenous student population cannot be assumed to fit students from different countries, therefore, must be adjusted to fit the changing student population.

Domestic and international students' needs are different due to having to acculturate to a new environment (Andrade, 2006, Mori, 2000). Understanding the different context of needs related to personal, social, cultural, political, and economical comes with being an international student provides opportunities to make adjustments through policy and practice. Additionally, types of information, access to information, and the language limitation all raise challenges for international students. Higher education institutions need to adjust their administrations in order to serve international students. Faculty members' abilities are also challenged in communicating and teaching international students.

In addition to addressing the different needs and challenges presented by international students in higher education institutions, sustainability also needs to be considered. This is an important component, since a consistent demonstration of student success can attract new students. These types of activities can only withstand when there is a commitment by university staff and faculty to learning and adjusting to the new environment.

A study on international students' expectations and experiences in a Korean higher education institution provides insight to the Korean higher education system and government. It provides an opportunity to judge whether it is accomplishing its internationalization goals while investigating the condition of serving the needs of international students is proposed. In order to examine this, one specific university (which will be referred to using the pseudonym Korean Private University [KPU]), examined the activities at the university that are occurring. The question whether these international students' goals being met? If not, then both the needs of the Korean government and Korean universities and their students are also not being served.

The study of undergraduate international students at Korean higher education institutions is a relatively unexplored area. Many studies have focused on

international students in host countries such as the United States, the United Kingdom, and Australia. Korea is quite a unique destination for many international students since the preference many times for the medium of instruction for international students is in English in other countries. However, the medium of instruction in Korea is usually not in their native language but in a third language- which is English or Korean. Even so, learning Korean language and being exposed to Korean culture is a motivating factor for most students, it is quite unique than on native English language countries. Furthermore, the question remains, how prepared are Korean universities to educate in English and accommodate students from a country that is neither from English speaking countries or not fluent in Korean. What are the challenges and are the students' unique expectations being met?

There has been a dramatic increase in international students coming to Korea universities to study during the past 10 years. This has had an impact on the universities, the nation, and the world, yet there is still a lack of understanding of its effects. Therefore, this study focused on international students in order to gain a better understanding of what international students at a Korean private university are actually experiencing and how universities are responding to their increasing numbers.

## **Statement of Problem**

The response to globalization has caused the Korean government to strategize and put pressure on universities to internationalize the dimensions of teaching, research, and service (Byun & Kim, 2011; Knight & de Wit, 1999). Due to a variety of pressures, Korea is also in a situation where there is a need for more students to fill classrooms (Ahn, 2013; Byun & Kim, 2011). Therefore, Korean universities have started to increase activities on increasing international student enrollments (Byun & Kim, 2011). If universities and government initiatives do not fulfill the needs of these students, there may be consequences to the Korean higher education system. Korean universities have put together programs to internationalize their campuses. In response, universities have started to strategize ways to recruit international students.

International students come to Korea to study for a variety of reasons. These varieties of reasons can provide benefits for international students but also at the same time there are certain expectations that international students have. Many international students find that studying outside their home country, learning another language, and being more culturally aware is seen as more competitive skills in the global market. Studying outside of a student's home country can also provide a

“world-class” education and international students also often hope to stay in the host country to live and work (Bodycott, 2009; Byun & Kim, 2011; Lee, 2013; Marginson, 2006, 2008).

There is a constant cycle of Korean higher education institutions’ needs and varying motivations for international students to leave their home country to study in another. In order to retain international students, the quality of services provided by Korean universities need to be examined in order to identify and resolve any gaps. Therefore, since universities need to maintain and increase the number of international students, it is important to assess the students’ expectations for services and how they are received.

## **Purpose**

The purpose of this research was to provide private higher education institutions with important information that can be used to change the nature of the services that are provided for international students. Through this research, the services currently provided can be adjusted to better match the needs and goals of the international students while also better achieving the institutional goals of attracting

and maintaining international students. This study revealed whether a particular higher education institution is offering the types of services that satisfy the needs of the international student population and what types of support international students are in need of.

If Korean institutions are successful at meeting these needs, the goals of these institutions and the Korean government are being met—as well as those of the international students. If they fall short, however, institutions may face many consequences, the government will not reach its goals, and students are likely to go elsewhere. Thus, this research informs both the institution and the government about where they are falling short and where they might best concentrate their effort and, as an overall benefit, maintain high international student enrollment and retain those students while satisfying those students' needs.

Furthermore, many of the past studies related to internationalization of higher education, particularly in Korea has focused on national policies (Byun & Kim, 2011; Cho & Palmer, 2013; Kim, 2009). Therefore, due to lack of contextualized understanding of international students' experiences and identity in the current internationalization of higher education in Korea, this study connects international students and Korean universities and its student support programs and policies.

## **Research Questions**

In order to better understand a Korean university's response to national policy-driven internationalization, the literature was reviewed to determine what is actually being done to provide support services for international students based on the following research question:

What are international students' views of support for their student goals within Korean higher education institutions?

In order to answer this question, the following sub-questions were considered:

1. What are the goals/motivations of international students for studying in Korea?
2. Which student goals are being met?
3. What types of services do higher education institutions provide to assist international student in achieving their goals?

## **Significance**

Universities in Korea have begun to see the importance of international students. According to an article by the *Chronicles of Higher Education* published on November 27, 2011, the Korean Minister of Education was said that in the next 12 years, student enrollment will decrease by 40% (McNell, 2011). Due to the decrease in birthrate in Korea, universities are starting to see a decrease in enrollment, which has led to the closing of some universities. Statistics Korea predicts that by 2030 only 220 universities will be needed and about 160 will close over the next 14 years (Park, 2016). The significance of understanding international student needs can contribute to maintaining and increasing international student enrollment. This is important especially for a time where many higher education institutions have put an emphasis in internationalizing higher education (in particular on the enrollment of international students). Understanding the needs of international students studying in Korea is significant since they provide economic and cultural value. Not understanding the needs and goals of international students will result in having international students look for other programs within and outside of Korea that will better fulfill their needs and goals.

This study also brings better understanding of the labor market and social demands. Many international students come to Korea with the desire to extend their stay and become long-term residents. For example, more and more Chinese students want to gain work experience in Korea as it can be viewed as valuable (Cui, 2008; Lee, 2009). This contributes not only to improving Korean universities for international students, but it can also help human resources needs in Korea, as different sorts of skills and demands come with globalization and as mentioned earlier due to the decreasing trend in the population because of the current low birth rate.

Various stakeholders in higher education such as students, faculty, higher education administrators, and policy makers may find this study of interest and helpful in minimizing the gaps between conceptual assumptions and empirical data. Thus, it helps to improve policies and implementation of those policies in meeting the needs of international students and enhancing the quality of higher education. Exploring the intersections of Korean private universities support services and construction of international students' identities, the study aims to uncover some of the challenges and potentials of internationalization of Korean universities.

## **Theoretical/Philosophical Framework**

This dissertation uses a newer framework of Simon Marginson's (2014) "Student Self-Formation in International Education". This theory indicates that students actively reconstruct their notion of themselves as they experience being international students in higher education. This is termed "active agency" (Marginson, 2014, p. 9). Marginson writes how "agency" is related to identity and self-formation. He also links this to Amartya Sen's concept of human freedom (Sen, 1985, 1992, 2000). Self-formation is based on the idea of identity in that it is the ability to "act on his/her own behalf" and when "the self" is explored and is evolving (p. 10). Sen believes that individuals are able to make decisions based on their own interests (Sen, 1985, p. 169). Marginson expanded on Sen's human freedom by explaining three different types of freedoms: interdependent freedom, effective freedom, and agency freedom (Marginson, 2014).

Marginson (2014) calls for a shift in a need for a different perspective on international education, in particular not viewing international students as ones that adjust and assimilate to the host country but calling for a deeper understanding of self-formation and how international students are not weak and ones that are taking

initiative to drive their life (Marginson, 2014). Self-formation is an empirical process where international students are adjusting to the host cultures. And that it is where international students are developing behaviors that are “self-cultivating and “self-improving.” (Marginson, 2015, p. 12). Therefore, Marginson argues that instead of viewing international students being influenced by their surroundings and circumstances the view of internationals are bold and engaged in their life as many possibilities are presented and they take control of their course of life. International students are flexible and able to adjust according to its new conditions and that there is opportunity for growth and experience in new environment. This helps form the self and shapes their potential and limits. Student self-formation is “irreducibly complex because it entails more than one project- educational, economic, occupational, familial, cultural, social, and linguistic and so on- and cannot be reduced to one indicator on a common scale” (Marginson, 2015, p. 14). Thus, educational impacts must be viewed from many angles at the institutional level. Students view their international world as complex, multifaceted, and they can interact with it and act as agents of change.

This dissertation analyzed the perspectives of international students. In doing so, the role played by a university in Korea to meet different national policies is

assessed from the students' perspective. Looking at how international students perceive the support systems provided by the university will contribute to a comprehensive understanding and help answer the question of how institutions are engaging in helping international students obtain their goals while studying at a Korean university.

But this dissertation asks not simply what international students want, but is intended to inform higher education institutions about such expectations. The notion is that such institutions need to be responsive, at least in part, to such expectations, if their own institutional goals are to be met. Therefore, this dissertation examined the question of whether Korean private universities have adequately perceived internationalization such that their actions result in sustainable integration of international students. To connect internationalization of higher education at the global, national, and local levels and international students, the concepts imagined communities (Anderson, 1991) and social imaginary (Taylor, 2004) are employed. Anderson (1991) writes to explain and connect imagined communities in relation to nationalism and nation- building. Anderson (1991) goes into detail about people has a desire to belong to a nation according to their anticipated community that is imagined. He argues that “imagined communities” is a concept that communities are

not a reflection of reality but that it is an idea that is socially constructed. Norton (2001) connects Anderson's imagined communities in connection with education. Norton's research goes into more detail later about how language learners desire to be part of "imagined communities" and that there is a link to their learning (Anderson, 1991). Also, Wenger (1998) adds the perspective of Anderson's by linking imagination not only as an individual process but social process.

Taylor introduces the social imaginary and the idea of how political moral and practices are brought together in a society. Taylor (2004) explains more than focusing on theories of what moral order looks like but contributed by developing political moral and practice and linking it to simple expression and sharing of ideas. Social imaginary brings together expressions and ideas and expressions in practice in everyday life. Furthermore, this explains how the imagined self-connects to the imagined worlds.

The way in which people imagine their social existence, how they fit together with others, how things go on between them and their fellows, the expectations that are normally met, and the deeper normative notions and images that underlie their expectations. (Taylor, 2004, p. 23)

Therefore, social imaginary enables co-existence of ideas and practice and also connects them. These concepts have been used on education policy research and accepted (Rizvi & Lingard, 2010). Using Rizvi and Lingard (2010) explanation of

how “social imaginary expresses how people have their own identity and how they relate to the world and how it implicitly shapes their aspirations and expectations (p. 24).” These theories social communities (Anderson, 1991) and social imaginary (Taylor, 2004) concepts also explain the existence and future possibilities, which is appropriate for this research since this dissertation looked at the current practices and influences of internationalization, expectations of the international students from Korean universities and possible future practices from Korean universities and government.

This study frames the expression of students’ motivations and perceptions as a link to what internationalization means at a private university in Korea. The practices and social conditions connects the processes of internationalization in Korean private higher education and the perceptions of internationalization students to guide in answering what types of support services are necessary for international students.

## **Overview of the Study**

This dissertation consists of five chapters. Chapter one provides an

introduction of the research. This includes the statement of problem, the purpose of the research, research questions, significance of the research, limitations and theoretical/philosophical framework.

Chapter two discusses the background and review of literature on foundational theories and current descriptions related to globalization and internationalization. This chapter focuses on international student mobility; the motivations of why international students leave their home country to study in a different country and the steps on choosing a country and university; the Korean government's role and influences to institutions and the effects of these policies to international students; and the needs of international students.

Chapter three describes the methodology that was used in this research. This part of the chapter explains the participants, instruments used for the research, and methods used to collect the data. In this section, I will introduce KPU and its history and internationalization strategies.

Chapter four explains the findings from this research. The findings reveal the relationship between student mobility in relation to international student motives to coming to Korea and KPU for studies and their needs. This section provides the findings and discussion of what types of international students are coming to Korea

and KPU. This answers part of sub-question one where it goes through what the motivations for international students coming KPU and Korea. Also, this section presents the findings and discussion from this research and analyzes the data related to the academic and social aspects. Descriptions of students' perception related to academics and social aspects by the interviewed participants in this study will be presented.

Chapter five presents the conclusion of this research. It provides an analysis of what institutions can do to meet the needs of international students. This is an integration of the relevant literature review and also what was expressed from the international students in chapter five. Also, this chapter includes the recommendations for further study in this area of internationalization of higher education in Korea and my reflections.

## **Chapter 2: Literature Review**

In this chapter, the literature review covers the existing literature related to international student mobility, international students' motivation, and the needs of international students. There are four sections that include the different topics related to this dissertation. The first section of the literature review is pertaining to international student mobility. The second section is the motivations of international students to cross borders to study in a different country, more specifically in the Korean context. The third section reviews the internationalization process of Korean higher education and the different demands that institutions are facing. The fourth section covers the experiences and different needs of international students in higher education.

### **The Changing Definition of Internationalization in Higher Education**

The phrases *internationalization* and *globalization* are used interchangeable in

much of the literature. Nevertheless, for purposes of this dissertation, it is probably useful to make a distinction, since such a distinction is both possible and illustrative. In the arena of higher education the term internationalization has been consistently changing but has attained a reasonable working definition (Knight, 2015). Knight (2004) re-classified the terms of internationalization in higher education functions to purpose, function, and delivery. Knight (2007) continued expanding by saying that internationalization does not only look across the different borders but also at the national, sector levels, and institutionally. Knight (2012) suggested “internationalization is the process of integrating international, intercultural, and global dimensions into the goals, primary functions, and delivery of higher education at the institutional and national levels” (p. 22). It is no doubt that the practices has influenced the making of policies and therefore, what is been seen in trends, particularly international student mobility, internationalization and higher education landscape has changed and is continually changing (Knight, 2012; 2014).

Knight’s notion of internationalization, focusing on the relationships across borders and among countries is in contrast to the way that the term globalization is used in the field of higher education (Morrow & Torres, 2000; Wende, 2007). Altbach and Knight (2007) define globalization as” the economic, political, and

societal forces pushing 21st century higher education toward greater international involvement” (p. 290). Altbach (2013) writes about how globalization is connected to higher education and the different trends- economic, technological, and scientific components (Altbach, 2013). The ideas of globalization is something that is used as a tool to organize and better understand how countries are considered within the borders and how internationalization is looked at within the relationships between nations, especially in policies and practices. Thus, globalization is used more as a “pan” nation reference when forces are viewed across many countries. This sort of relationship, the drive for internationalization being driven by the demands of globalization, has been shown in higher education and in many different arenas.

Taylor (2004) writes about the different activities and initiatives related to teaching and learning, research, staffing arrangements, and institutional management to internationalize higher education institutions. Traditionally, universities provide initiatives with the intention to provide cross-cultural perspectives, prepare students for a globalized workforce, and develop global economic and diplomatic relationships (Altbach & Knight, 2007; Arthur & Flynn, 2011; Ho, Bulman-Fleming & Mitchell, 2003). Furthermore, a component of establishing a more internationalized university is bringing international students to campus to study.

However, student mobility is considered a key indicator in relation to internationalizing higher education (Teichler, 1999). Research has shown interest in student mobility as it has been noted as an important component to higher education and continues to be (Altbach, 2013; Bodycott, 2009; Knight, 2012).

Taking a look at the influences of student mobility, in particular the insights on their perspective and experiences contribute to the reasons of why international students come to Korea is worthy to look at.

### **The Relationship between International Student Mobility and International Students' Motivations**

The number of students crossing borders for higher education has been increasing substantially (The Organization for Economic Co-operation and Development [OECD], 2012). In 2011, a little over 4 million international students were accounted for (OECD, 2012). Many of the previous studies related to international student mobility have focused on students' experiences in a new setting (Lee & Rice, 2007) and why international students choose certain countries for studying abroad (Li & Bray, 2007; Mazzarol & Soutar, 2002). These studies have focused on English-speaking and Western countries. Furthermore, OECD (2011)

noted that countries that communicate dominantly in languages like English, French, Spanish, German, and Russian are popular counties of choice by international students. However, there has been an increase in international students choosing counties that are developing, non-Anglophone countries and non-English language as an appealing destination of choice to pursue their studies (Chen, 2006; Jon et al., 2014; Wen, Luo, & Hu, 2104). Therefore, an increase in better understanding international students' decisions on studying in a non-English language speaking country has started to grow. Kondakci (2011) contributed to the literature about international students from developed countries come to Turkey to study. Also, Cantell, Luca, and Lee (2009) researched about push-pull factors that brought international students to study in Mexico. Knight and Morshidi (2011) looked into students' motivation to study in Malaysia.

Not only does student mobility provide a good indication of trends on why students choose certain locations to study but also what institutions are doing to internationalize their campuses to bring more students Komljenovic (2012) defines that mobility is a good opportunity for higher education institutions be more international. Scholars have concluded in developed Anglophone countries English language, types and quality of programs, factors related to host countries are reasons

for international students choosing certain countries to study (Marginson, 2006; OECD 2009). However, some scholars have noted that other countries that are non-Anglophone countries have grown to be a high consideration to study (Altbach & Knight 2007). Scholars also have noted that there is a link with the individual and society. Metcalfe and Fenwick (2009) translate this to public and private factors, which is similar to the push-pull model.

Recently, there has been an increase of students crossing borders to non-English speaking countries. Many of the studies have focused on English language study but the driving motivations for learning additional foreign languages have not been researched. Also, push-pull factors, expectations and actual experiences have not been researched in developing countries and non-English language speaking countries.

In 2000, over 50,000 international Chinese students came to the United States to study according to the UNESCO Institute for Statistics report and almost doubled in 2005 and reached over 110,000 in 2008 (UNESCO, 2008). Their presence has a strong economic impact—particularly on higher education. Korean universities have also seen an increase of international Chinese students studying at the university (Lee, 2013). The number of Chinese students coming to Korea to study has

drastically increased the past few years. However, as China's economy grows, more students choose to head over to English-speaking countries (NIIED, 2014 as cited in Kwon, 2015).

Table 1 *Number of International Students Enrolling in Higher Education*

	2000	2005	2008	2015
Number of International Students in USA	475,169	590,158	624,474	907,251
Number of International Students in Japan	59,691	125,917	126,568	208,379
Number of International Students in Korea	3,963	22,526	63,952	91,332
Total number of International Students studying abroad in Asia	340,017*	469,450*	587,568	n/a
Percentage of International Students studying in Korea compared to Asia	0.012	0.048	0.109	n/a

Adapted from the UNESCO Institute for Statistics, 2010, UIS; *Number of International Students in Korea in 2015* (Korean Educational Development Institute, 2015).

\*UIC estimate

### **A call to look at international student mobility according to international students' perspective**

Much of the past research has looked through the lens of internationalization

activities through impacts of globalization of higher education, national agendas, and institutional responses. National policies were established to provide mutual understanding and as a response it has increased the mobility of higher education students. Furthermore, studies related to international student mobility have focused on the different push-pull factors, national agendas, and institutional responses. Push-pull factors have contributed to factors on students deciding to leave their home country to study in a different country (Mazzarol & Soutar, 2002). Students perceive that there more employment opportunities when they have international experience (Chapman & Pyvis, 2007). However, there is a need to look at students' own perspective. Their own experiences, manifests the demands and expectations from higher education internationally. Linking international students perspectives, examining the differences and commonalities based on motivation, experience can contribute to guiding institutions and national policies, and international mobility. It can fill in the gaps in international student mobility patterns and the perspective of what drives students to go abroad to study and how they choose the country and institution. Another perspective that has been looked at is an ideology that was developed by Rizvi and Lingard (2010). They explain the connection between globalization and individuals is 'social imaginary' which explains about the identity

of people and their place in the world. Acknowledging the influences of globalization and neo-liberal policies, the everyday life and how society functions play a role in the decisions that students make. Rizvi connects the imaginary with neo-liberal activities that influence decisions of governments and institutions on internationalization policies and links it with international students as they make decisions related to education. Rizvi (2009) writes about social imaginaries as “consumer desire and subjective awareness of global opportunities (Rizvi, 2009, p. 269). As international students decide on whether to go abroad, what country to go to, which institution and field of study, students are making calculations and these decisions are made with the influences of neo-liberal imaginary rather than the traditional motivations like the push-pull factors. As students pursue their studies abroad, it is also an expression of pursuing an identity of whom they want to become based on their imagination.

### **Motivations of leaving and becoming an international student**

International students look for particular factors in choosing a country and university abroad. There are many reasons to why international students choose

certain locations to study abroad. The different constituents (students, institutions, and countries) have different motivations and affect the students. The conditions at the home country might have limited options or the home country support students to study abroad. International students have different factors that push and pull to leave and study in a different country. Also, the home country of the international student's government plays a factor. The way universities provide support plays a factor in how students view the universities support for the students.

### **Motivation for studying abroad**

Students have more opportunities to choose better educational prospects across borders, which lead to higher education institutions competing for talented people who have acquired competencies that are gained from experience being abroad. According to the OECD, more than 4.1 million students, a 99% increase from 2000 to 2010 studied outside of their home citizenship. In addition, more than half of these activities come from Asia (OECD, 2012) (see Table 1).

The complexity and multi-facet motivations for student mobility and destination of countries have commonly been modeled through the lens of 'a push and pull model.' Mazzarol and Soutar (2002) explains that push factors are based on

students preferences founded on the economic, social, and political opportunities that are available at the home country of the student. For example, access to higher education and the unavailable topics and quality of educational programs, economic and political issues- cost and opportunities available after graduation (Mazzarol & Soutar, 2002). These are some factors that can play a role in motivating students to look abroad for higher education. As for pull factors, the quality of and reputation of the host country and its educational programs, opportunity to experience a different culture, and economical gains and opportunities (Bodycott & Lai, 2012; Wilkins, Balakrishnan, & Huisman, 2012). There are many other studies and discussions about how the push and pull model neglect the effects of students' characteristics and view of students' choice behavior in pursuing education abroad (Bodycott, 2009; Li & Bray, 2007).

The different experiences and situations can impact the reasons for going abroad to pursue education. Mazzarol and Soutar (2002) goes into how there are three stages to when international students choose their destination to study and. They go into how these stages go hand in hand with push-pull factors.

The first stage is when students decide to leave their home country. The reason for students to leave their home country can be due to push factors. Push

factors are the reasons for student's motivation to leave their home country to pursue educational opportunities. More specifically, these examples can include opportunities to broaden cultural experiences and intellect. Another reason can be due to the lack of opportunities and resources. The home country can lack programs or resources to expand opportunities. Li and Zhang (2011) also states that push factors can include not enough opportunities in higher education, the quality aspect of higher education, and the advantages of receiving a degree from abroad can lead to better job opportunities.

The second stage to when international students make a final destination for studying abroad is deciding which country to attend. When the international student is considering the host country the pull factors are considered. Pull factors are related to the reasons that make the host country attractive. Previous research has referred to how international students from less developed or developing countries might pursue studies in a well-developed educational system (Altbach & Teichler, 2001; Teferra & Altbach, 2004).

Mazzarol and Soutar (2002) also introduces six aspects that influence the destination for international students to pursue studying abroad. These aspects include awareness and knowledge of the destination (country); personal

recommendation based on parents, relatives, and friends around; cost related to finances and social –related to safety and racial discrimination; environment as a student and lifestyle; distance from home; and social connections (Mazzarol & Soutar, 2002 as cited in Mazzarol 1998).

The third stage is the selection of the institute when international students decide on final destination to study. Mazzarol and Soutar (2002) goes into detail about how international students consider pull factors include

Institution's reputation for quality, market profile, range of courses, alliances or coalitions, offshore teaching programs, staff expertise, degree of innovation, use of information technology, resources, size of the alumni base and promotion and marketing efforts (e.g. the use of agents and advertising). (Mazzarol & Soutar, 2002 as cited in Mazzarol, 1998)

### **International student trends in relation to Korea**

More and more, international students are comparing across countries and looking for educational quality. Li and Bray (2007) found that Chinese students reasons for studying abroad was based on the quality of facilities and resources, internationalization of curriculum and program, employability after graduation, and also scholarship. However, another complexity to reasons why students might choose

a location is due to that there were no other options or due to the first option not working out and so out of default Korea happens to be their second choice. For example, a study done by Ahn (2009) showed that many Chinese students come to Korea after considering other countries first and then eventually decide on Korea. In another study by Jon, Lee, and Byun (2014), Chinese students decided to study in Korea due to the lower cost of living, easier visa process, types of programs, geographically close, and understanding of culture (Jon et al., 2014). In other studies, Asians generally prioritized ‘financial and practical aspects’ and found that Korea fit their needs and priorities when choosing a location to study abroad.

## **Korean National Policies**

Korea started to put efforts in internationalizing its higher education due to different pressures. Different demands emanating at the international level but also manifesting at the domestic level has and is pushing internationalization efforts. The government has made specific changes, policies and put specific pressures on institutions in response. A look at the response to Korean’s internationalization

efforts in higher education is reviewed by looking at its history through different government initiatives and its effects on Korean student mobility.

### **Key initiatives in Korean higher education implemented by the Korean government**

The Korean government initiated policies to pressure the higher education institutions to adjust accordingly to meet the market demands and competition and furthermore the pressures from global organizations. This is because of the various global organizations reflecting international processes. UNESCO made adjustments to the different concepts related to lifelong learning and the role of higher education institutions. In the past ten years, Korean higher education institutions have adjusted by internationalizing their activities related to teaching, research, and service due to different international organizations' recommendations.

Starting in 1994 with the former Korean president Kim Young Sam introduced words such as *segzehwa* [tr. globalization] and continued through today, different proposals have come from educators and government officials noting the importance of internationalization to be more competitive economically (Kim, 1995). However, international organizations have also influenced Korea to internationalize

programs related to higher education. When Korea became a member of the World Trade Organization (WTO) in 1995, neo-liberalist activities influenced the higher education market (Kwon, 2013). In 1996, the “Initial Plan for Opening the Higher Education Market to Foreign Countries” policy was established in hopes to expand the university system in lieu of neoliberal policies and marketization. These sorts of policies at the national level were being developed to encourage universities to be more competitive and view higher education as a “commodity” (Byun & Kim, 2011; Lee, 2000). Not only did the international organizations have a big influence on adding pressure for reform in higher education, but also the 31<sup>st</sup> May Plan which was initiated by The Presidential Commission on Education Reform played a major role in shifting Korean higher education policies (Byun, 2008; Green, 2015). This led to mass expansion on higher education and provides opportunities to promote policies that gave more autonomy for institutions, also, less strict regulations; including admission quota (Kim, 2017). These policies were aligned with the New Public Management ideologies<sup>1</sup> that were laid out by Marginson in 1997. Neo-policy makers

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<sup>1</sup> Some of the typical characteristics of the reforms associated with the New Public Management principles are as follows: (a) modeling national systems as economic markets; (b) government-steered competition between institutions and executive-steered competition between academic units; (c) part-devolution of responsibility for administering and, often, for raising finances; (d) incentives to reduce costs per unit and to engage in entrepreneurial behavior; (e) new or augmented

not only had the goals of having higher education to be more internationalized, but also designed programs aimed at making higher education more economically globally competitive within a knowledge-based society (Marginson & Wende, 2007).

The Korean government reflected an international process with its own policies and incentives. An influence to Korea's internationalization of higher education was when the OECD released a paper *Reviews of National Policies for Education: Korea* (OECD, 1998), providing recommendations for internationalizing Korea's higher education policies. In response, the Korean government developed more programs and took different measures to for internationalize higher education. During the 1998-2003, then President Kim Dae Jung initiated the Brain Korea 21 (BK21) Phase One by funding US\$1.2 billion. This resulted in 2000, the Ministry of Education<sup>2</sup> (MOE) developing BK21 to provide incentives for universities to enhance the academic competition. The government provided national research funds to provide universities incentives in producing publications in academic journals and citations; especially in the Science Citation Index (SCI) in hopes to become more

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price signals; (f) incentives to link education and research with business and industry; (g) performance measures and output-based funding; and (h) relations with funding agencies and managers that are based on quasi-corporate forms, such as contracts, account ability, and audits (Marginson & van der Wende, 2007 as cited in Byun & Kim, 2011, p. 483).

<sup>2</sup> The original name for the Ministry of Education, Science and Technology (2008 to present) was originally called the Ministry of Education (before 2000) and then renamed again to Ministry of

globally recognized (Byun & Kim, 2011). This program was extended by President Roh Moo Hyun and provided a BK21, Phase Two and US\$2.3 billion was another initiative to continue to internationalize and increase competitiveness (Green, 2015). With the help of the BK21 Project, funding was provided to so reform for system wide changes to help Korean higher education to be more competitive and also to build world-class universities. In 2004, many different projects were introduced through the support by the government. The New University for Regional Innovation (NURI) was introduced in hopes to increase the competitiveness of the higher education system outside of Seoul. In 2005, the MOE initiated the “Study Korea Project” aimed at increasing the number of international students by building partnerships (Byun & Kim, 2011). These government programs usually are attached to incentives such as tax-free loans, or providing resources. They can also be accompanied by disincentive such as adding special taxes, or imposing new regulations. Also, in 2007, there was a *Vision for Internationalization of Higher Education* event was held to provide integration of higher education and the different ministries of the government.

These different initiatives implemented by the government reformed the Korean higher education system. The Korean government has had strong control on

the institution policies. The reformation in 1995 brought policies for schools to have autonomy and loose admission quota. This provided opportunities for higher education to expand.

A focus that the government has put effort in is quality assurance. Ensuring higher employment rate after graduation, improving research capacity and increasing global competitiveness are some of the focuses are some of the recent focuses. An example of this is the government (Lee Myung Bak administration) introduced the World Class University project and established to invite scholars from other countries in hopes to increase ranking and similar outcomes as implementing educational hubs-more competitive scholarship. In the late 1990's and early 2000, policies were more focused on shaping Korean higher education to be more competitive in order to contribute to be more competitive in human capital through knowledge and as a result in economic growth. Therefore, policies have been implemented to raise competitiveness by establishing quality assurance systems.

One of the driving forces for implementing policies besides from neoliberal pressures and market demands is the issues related to the decreasing in birth rate within Korea. For the past two decades, Korea has seen a decrease in the birthrate. Since the early 2000s, the Korean government has committed a lot of effort to

increase student enrollment in Korean higher education institutions (Byun & Kim, 2011). The number of high school graduates in 2015 was 609,094 and is predicted to drop to 480,214 in 2020 (Green, 2015). As a result, universities and the Korean government are finding ways to make adjustments due to the prediction of decreasing number of enrollment in the future.

Table 2 *Decrease in High School Population and Surplus HEI Capacity in Korea, 2005-2025*

	2005	2010	2015	2020	2025
Final Year High School Population	623 855	679 151	644 695	508 282	426 311
High School Graduates	568 055	641 647	609 094	480 214	402 769
HEI Admission Quota	636 311	599 984	599 984	599 984	599 984
Deficiency or (surplus)	(68 256)	41 663	9 110	(119 770)	(197 215)

Note. Reprinted from “Internationalization, deregulation and the expansion of higher education in Korea”, by Green, C., 2015, *International Journal of Higher Education*, 4(3), p.6

Therefore, Study Korea Project was developed by the government in 2004, in hopes to recruit 50,000 international students by 2008. This project was considered successful, and so the program extended and launched in 2008 with the goal of trying to recruit 100,000 international students by 2012. These types of national level initiatives are not only ways to internationalize the higher education programs, but also ways to provide a solution in hoping to fill the empty seats in the classroom and to alleviate the consequences for the cash-strapped universities.

## **Immediate policy responses**

The different pressures have pushed universities to institutional isomorphism. Mok (2007) identifies recent post-secondary patterns and trends of marketization, corporatization, and privatization within Asia. The Korean higher education has attributes that are complex and influenced by these trends also. Until the early 1990's, the Ministry of Education provided strict guidelines for public and private universities to follow. However, due to different pressures, the government aimed at making higher education more autonomous. This was in hopes to meeting the needs to market pressures and neo-liberal ideology. The public and private higher education institutions follow the government regulations that are under the Education Act or Private School Law (Kim, 2001)<sup>3</sup>. These acts and laws provide rules and regulations that the higher education institutions need to follow. The government still has a strong hold and is seen as a regulator of different policies that are pressed on higher education institutions whether they are private or public. One of the components of this is enrollment quota. Also, the government provides incentives based on

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<sup>3</sup> Seoul National University has its own ordinance.

performance of the higher education institutions.

Another complexity that higher education institutions face is that many private sectors fund higher education institutions and also set a limit on financial university expenditures (Kim, 2008). Although, the government has these strict regulations, the higher education has expanded due to the influence of private sectors (Kim, 2008). The higher education policies led to deregulation and encouraged higher education institutes, the decline to birthrate and increase in demand for going abroad for higher education has led to a decrease in demand for higher education from post high school students. This has led the government to reregulate the higher education institutes. The University Restructuring Plan was introduced in 2004, which led universities to merge and close down some institutions, reduce enrollment, and provide incentives and penalties through different strategic initiatives focusing on quality assurances within private higher education institutes (Green, 2015). Also, recruiting of international students and faculty brings recognition nationally and internationally and has brought motivation for higher education institute to recruit international students and as a result an increase of international student mobility has been increasing.

## **The impact of national policies to push universities to compete for support**

The Korean government's response has led to particular policies that may be short-term in scope rather than incorporating a long-term vision. The different pressures have put universities in a position to respond and make adjustments. The institutions culture, pressure to make adjustments to maintain enrollment and understanding the Korean student mobility are different components that is all connected and affected due to the different pressures. One of the current pressures includes the quality of higher education. The government has put pressure on improving research within higher education institution in order to raise global competitiveness (KEDI, 2010).

Through the pressures of government policies and the need of financial support from the Korean government, universities adjust their organizational structures and projects. Thus, there can be discrepancies in goals, processes, and outcomes of placing policies of internationalization. When organizational goals are nearly fully dependent on the Korean government, then university context cannot be considered. Many Korean higher education institutions responded to the recommendations of the Ministry of Education by increasing the ratio of courses

taught in English and increasing the number of international students and faculty (Byun & Kim, 2011; Cho & Palmer, 2013). Even though, universities might not be ready to implement the infrastructure of internationalizing their campuses, many participate due to the struggles related to financial issues, influences of the market and the pressures from government.

With these different pressures and conditions, universities are finding ways to participate in internationalization. Participating in partnerships with international higher education institutions can enhance the academic competition. In a study done by Kim (2006), about 89% of universities view establishing student exchange programs with foreign institutions as a way to be a more internationalized campus. One way universities have responded with efforts that include in raising university ranking by increasing the number of English-medium classes. Some Korean higher education institutions consider the number of exchange programs between faculty and/or students, increasing classes using English as a teaching medium, establishing administrative units to focus on international affairs, and increasing the number of international students studying at their universities (Kwon, 2013). Therefore, universities adapt their curriculum and teaching methods to meet the enhanced competitiveness of the global demands for the institution.

A factor that many Korean higher education institutions consider is the fact that university ranking affected the number of international students applying to that university. Therefore universities started to focus on rankings in hopes of increasing the number of international students as a strategy. The quality of programs and ranking is an important component in building a world- class university (Byun, Jon, & Kim, 2013). As mentioned earlier, with the support and push from the Korean government, universities have been focusing on increasing their competitiveness by developing a World Class University. This is an initiative that the government has focused on funding and providing resources to help research focused universities to become a world-class university. Korean higher education institutions try to invite world-class scholars to “establish educational, cultural, social and economic environment” (Byun et al., 2013, p. 650). Also, this can meet the demands of the students who are looking enhance their individual growth and academic knowledge.

Universities also started to develop programs and offer more classes in English - as it is seen as one of the biggest demands when international students considers which country to pursue their studies (Byun & Kim, 2011; OECD, 2011). The implementation of English-medium instruction (EMI) has been a means to utilize and increase the competitiveness in the market of higher education (Byun et al.,

2011). With the financial support from the government, Korean higher education institutions increased the number of courses in English (Byun et al., 2011). Not only courses being offered in English, but also implementation of English proficiency when recruiting and evaluating faculty, requirements for students to take a certain number of EMI course, English proficiency for graduation requirements, and using textbooks written in English are some examples of EMI being utilized in Korean higher education institutions (Byun et al., 2011). Some Korean higher education institutions considered these sorts of actions as internationalizing their campuses.

These different initiatives by the Korean government illustrate the building of neoliberal imaginary of internationalization. Different initiatives including the implementation of policies, including recruitment of international students and faculty, using English-medium of instruction, and the push for higher global ranking are thrusts from globalization and neoliberal imaginary of internationalization.

### **Korean student mobility**

The government and higher education institutions have responded to the different demands and it has made an impact on Korean student mobility. Due to the

different regulations implemented by the government it is forecasted that this will be one of the causes of having difficulty in filling classrooms. Every year the number for tertiary education student enrollment quota has decreased and also the ratio (see Table 3). In year 2000, the admission quota for incoming students was over 800,000 and decreased in 2010, the admission quota was set a little over 780,000. In 2015, the number the quota was decreased more to 758,950. The ratio for the new incoming students to the admission quota was 99.9, 94.3, and 90.9 respectively (KEDI, 2015). As the birthrate is decreasing, the government is making adjustments by decreasing the admission quota and therefore, there is a decrease in the ratio.

Table 3 *Percentage of New Incoming Freshmen to Institutional Entrance Quota by Year (All Higher Education Institutions)*

	2000	2010	2015
Number of Incoming Admission Quota (persons)	820,777	783,6000	758,950
Percentage of New Incoming Freshmen to Institutional Entrance Quota	99.9%	94.3%	90.9%

Adapted from *Ratio of New Entrants to Institutional Entrance Quota by Year in 2015* (Korean Educational Development Institute, 2015).

Also, many Koreans have aspirations to receive a degree from the United

States. Thus, there is a need to fill classrooms with students from other countries. For these reasons, Korean higher education institutions strategize ways to recruit from other countries, especially China and South East Asian countries to fill classrooms. These different components show different pressures, demands, and needs of Korean higher education institutions in internationalizing the university.

However, the efforts that the government and higher education has put in impacted the number of international student coming to Korea. In 2000, a little less than 4,000 international students came to study in Korea (see Table 4). In 2005, over 22,000 international students were enrolled to study in Korea and in 2010, four fold more of international students came to Korea to study in a higher education institute (KEDI, 2015).

Table 4 *Number of International Students in Korea*

	2000	2010	2015
Number of International Students in Korea	3,963	83,842	91,332

Adapted from *Number of International Students in Korea in 2015* (Korean Educational Development Institute, 2015).

According to OECD, Korea has the biggest increase in enrollment of

international students among the OECD countries, including other East Asian countries since 2000 (OECD, 2012). Also, about 80% of the international students enrolled in Korean Higher Education Institutes are from the nearby countries of China and Japan (OECD, 2012). With a high number of Chinese students enrolling in Korean higher education institutions the focus on Asian students can contribute in making future decisions related to policies for the university and in servicing international students. Although there is an increase of students coming to Korea to learn and many benefits, there is a lack of studies that contribute to a better understanding of the needs to support the international students to accomplish their goals. Due to the lack of studies, there are possible gaps between the assumptions and expectations of international students and different administrators and faculty at the university.

### **Korean national international student organizations**

There have been organizations developed nationally by the Ministry of Education to support international students. NIIED was established as the main agency in 2000. The role of the agency is to “play a leading role in strengthening

national competitiveness by developing international human resources among overseas Koreans, exchanging students under national government scholarship programs and providing educational administrative services” (NIIED, 2008). The main programs that the NIIED oversees are the Korean Government Scholarship Program (KGSP), Foreign Exchange Students Support Program, Self-financed Students Support Program, Invitation Program for Students from Partner Countries, Foreign Government Scholarship Program, Study Abroad Scholarship Program, and other joint-country initiatives. The NIIED has a website where it offers information regarding the different types of programs for international students but mostly financial support programs. There is a page that explains ways to receive counseling. There is access through the phone, website, email, and visiting its office.

Of these programs, the KGSP has a huge role in supporting international student. This program provides financial support and also Korean language courses for up to one year. This program is used to attract international students with in support to raise future global leaders and international cooperation’s.

## **Student support programs and services**

Student support services provide an environment that is conducive to help students to succeed in their goals. Student support services play a big role and is critical in which the role in building the bridge that provides an environment is connected to a rich academic, social, and cultural environment for students. Student support services can be defined as services that are developed by the institute to help support students' needs. Support can be found academically, where the classroom experience and social support plays an important role in learning and retention to dropping out (Tinto, 2012) to career support (Kuh et al., 2005), and social support (Ye, 2006). The functionality of these services can include the cognition, affective, and systemic (Tait, 2000). The cognitive aspect is supporting the learning aspect, where the affective is more geared towards the self-esteem of the student, and systemic function focuses on the information and administrative processes (Tait, 2000).

An environment for students can include the different experiences that students have (Young, 2003). Not only the experiences but also the types of emotional support that is provided for students is necessary to facilitate student

growth. This can provide opportunities to be involved and build social relationships that can facilitate academic and social goals (Hamrick et al., 2002). The role of higher education can provide opportunities and an environment for cross-cultural communication and enhancement in intercultural skills for all students (Grayson, 2008). This can provide exposure, sensitivity and deepening understanding of other cultures (Geelhoed et al., 2003).

Student support of international students is an area that needs to be evaluated. The question of who is responsible for the student services provided for international students is an area that is necessary and need to be studied more. There are many arguments that successful student services are a result from collaborative efforts (Peterson, Briggs, Dreasher, Homer, and Nelson, 1999). Also being able to work together proactively instead of reactively is more effective. Studies have shown that “many universities attempt to provide services for international students on the surface, but fail to meet the real needs of students at a more practical level” (Bista & Foster, 2011, p.3). Furthermore, international students are not aware of the different services that are available to them (Eland & Thomas, 2013). In previous studies, satisfaction with social support also influences international students’ levels of acculturative stress since there are different perceptions of support that is received

based on the culture (Yeh & Inose, 2003).

Having international students be assisted in the initial integration socially contributes to helping adjust to a new environment. Another point that is commonly argued is that all units are to be committed and networked in providing an environment that is satisfying and supportive to international students.

### **International student needs**

Due to different pressures, international students have become a priority for many Korean higher education institutions. International student satisfaction is important as it can continue to contribute in internationalizing the campus, including filling empty classrooms. However, the satisfaction of international students is something that is important and has not been looked at closely. Many students have been dedicated to international students' needs in Western higher education institutions. However, the circumstances and expectations might be different due to the cultural context.

Many different scholars have divided different issues and needs of international students. Biggs (2001) divided international students' transition issues

into three parts based on a previous study. The three major parts are: social and cultural issues, English language issues, and learning and teaching issues (Biggs, 2001). Barlow wrote “what is plainly evident from global interaction triggered from higher education colloquy...there are today a number of student affairs concerns that transcend national boundaries” (Barlow, 1999, p.53). In general, the different student affairs concerns can consist of academic, social, and administrative support issues among international students that come from different backgrounds.

Looking at the academic concern, many international students can find challenges related to language, which can lead to an awkward classroom dynamic and in the end, affect academic performance. The different exposure to classroom dynamic can lead to having students not being aware of how to adjust including time management, learning styles and methods.

Adjusting socially and culturally is something that is complex. International students are adjusting not only to a new school but also to a new culture. Therefore, international students are dealing with culture and academic shock and so adjustment to studying and socially take time.

## **International Student Acculturative Stresses and Language Learning**

Although there is an increase of interest in ‘mobility of international students’ however there is a lack of theorized concepts (Tran, 2015). Different scholars have brought contributions related to other fields like social theories and educational studies related to theories and concepts (Brooks & Waters, 2011) also theories related to international students’ perspective in seeing international education as an investment as it can lead to employment and international careers (Findlay et al., 2012; Pyvis & Chapman, 2007). Not only is there a lack of studies on theories that contribute to international student mobility, especially in the Asian context, and these different related fields but there is also not enough research on how the experiences of international students play a role in international student mobility and also question of how these studies might be different for students studying in a developing country and a non-English speaking country.

With the increase of international students enrolling in universities outside of their home country, international students face many challenges. Literature has looked at the different challenges. Daly and Brown (2007) identified three major areas of difficulties: cultural adjustment, educational adjustment and language use.

Educational adjustment and language use is an important component of international student mobility and experience studying in a different country. Many of the studies with international students studying in a different country address the academic challenges. Academic challenges are met and part of that challenge is due to the linguistic challenges. Language barrier is a source of emotional and academic difficulties and consequences (Mori, 2000; Poyrazli et al., 2004). The influences of language barrier and fluency have been associated with acculturative stress. Acculturative stress is manifested in physical, social, and psychological problems (Berry et al., 1987) and it is related to cross-cultural encounters.

International students struggle with language learning and it has a direct relationship with the subjective feelings of tension and apprehension (Horwitz et al., 1986). Studies have shown the different relationships between language learning, low self-perceptions, performance and grades (Horwitz et al., 1986; Horwitz, 2001; Saito & Samimy, 1996).

Much of the literature has looked at international students' language and intercultural interaction barrier through the lens of intercultural competence. Although the use of intercultural competence is widely used, there is not a clear definition (Jon, 2013). The role of the university plays an important part in providing

interactions between domestic and international students (Nesdale & Todd, 2000). Better outcomes on Australian and U.S. institutions connected language proficiency, cross-cultural skills and attitude and behavior when schools put efforts in internationalizing campuses (Parsons, 2010). Many studies have contributed to providing a positive interaction and friendship with the help of the institution's role in putting together structured programs (Jon, 2013; Nesdale & Todd, 2000; Pettigrew & Tropp, 2000). According to a study by Jon (2013), internationalization efforts are necessary in Korean institutions since there is a direct relationship with intercultural interaction and intercultural competence. Blumer's interactionism theory found that international students' motivation to be inter-culturally connected is linked to future hope of employment.

## **Conclusion**

The internationalization of higher education, including the push to increase international students is one cause of changes in international student mobility. There have been a limited number of studies about factors that influence international students to come to Korea to study. The push-pull is one model used to analyze the

factors that bring Chinese students to Korea (Ahn & Choi, 2008). Although the model includes student's background and environment factors, it lacks inclusion of patterns related to the complexity of globalization in relation to student mobility.

The literature review reveals several ways that this study can make a contribution. There is a need for better understanding on factors that bring international students to Korean universities and how the support systems provided by universities are perceived by international students. Such understanding can help in improve internationalizing the Korean higher education institutions. A proper study would include the social and educational phenomenon of international student mobility in Korea. Although there is an increase of students coming to Korea to learn, there is a lack of studies that contribute to a better understanding of the needs to support the international students to accomplish their goals. Due to the lack of studies, there are possible gaps between the assumptions and expectations of international students at the university. The study would include the perceptions related to support for international students in Korean higher education institutions. It would contribute to the knowledge of how to construct better institutional policies and programs for international students. Higher education institutions can utilize the knowledge of the different needs of international students for a particular institution

to attract them to their institute and lead to valuable contribution to the institutional environment.

## **Chapter 3: Methodology**

The aim of this study was to find what the international students' views of support in relation to their goals at a Korean higher education institution. As such, it captured the different activities at KPU in Korea including how the servicing of international students at this university helps these students. First, the study looked at the goals and motivations of international students for studying in Korea. Second, the study examined which student goals are being met. And lastly, the types of services that KPU has implemented to support international students. The framework was based on Marginson (2015) conceptual framework of self-formation. This chapter details the research design, sampling and population, sources, and how the data was analyzed.

This study generally used qualitative methods. The research design, then, was built around qualitative design although some document data was included. A survey was included but only analyzed for patterns, did not employ inferential statistics, so falls well within the qualitative tradition. The study investigated the perspectives of international students and their experiences at a private university in Seoul. Interviews and descriptive data showed the motivation and experiences of the

international students at KPU. This method was used to gain an in-depth understanding of the internationalization process at KPU. Since this study aimed to understand the international students' motivation, perspective, experiences at KPU using the method of in-depth interviews helped in understanding the phenomenon of internationalization. A descriptive survey was also administered to the students to provide the statistical understanding that is necessary to better understand the types of students and programs that are provided. This helped to form questions that can be relatable to the students during the one-on-one interviews.

Data was mostly gathered through interviews and the descriptive questionnaire. Documentation analysis was also used to gather information to support the different findings. Gathering different multiple data sources have many benefits. This was done from December 2016 to May 2017. Data collection methods can be understood through exploration of participants' perceptions (Erickson, 1986) and studying documents. This process analyzed data, since dissimilar evidence was collected and reviewed.

## **Sub-questions and Logic**

Table 5 shows how each sub-question was answered through various sources and methods. The sub-questions were answered so that ultimately it would lead to answer the research question. Also, each sub-question consists of analytical questions and the answers to them were used as a guide to answer the overall question.

For sub-question one, an explanation of why international students choose to come to Korea and study at Korean universities. Included in the explanation is the existing literature on the motivation of international students crossing borders and the different push-pull factors and the relationship with international student mobility; which can be found in Chapter two.

In sub-question two, a look at whether the international students' goals are being met was looked at. The expectations and goals that international students have been explained in sub-question one and so in sub-question two, a look at the different types of support that is provided and if the difficulties that international students face will be investigated. The different types of difficulties that international students face in the realm of academic and social perspectives in investigated. Also, this revealed the international students' types of desires and imagination of who they want to be as

they adjust in a new country and school.

To answer sub-question three, a look at the different types of support that is provided by the institution in supporting the international students is looked into. The different types of services and how it has helped and not helped international students were evaluated. Whether different types of support are helpful or not is considered so that it can better help higher education institutions in planning for the future in servicing international students. Furthermore, the communication and procedures in helping international students is considered also. This assisted in better understanding the relevance, usefulness, expectations, and needs of these students.

These sub-questions assisted in providing guidance in looking at the existing literature, interviews, and questionnaire so that there can be a deeper and richer data and analysis.

*Table 5 Methods and Sources for Examining Sub-questions*

What are international students' views of support for their student goals within Korean higher education institutions?			
<u>Sub-question</u>	<u>Sources</u>	<u>Methods</u>	<u>Analytic questions</u>
What are the goals/ motivations of	Literature Students	Literature Analysis Questionnaires Interviews	-What drives international students to cross borders to pursue studies abroad? -What is international student mobility? What are the trends of international

international students for studying in Korea?			<p>student mobility?</p> <ul style="list-style-type: none"> <li>-What is “push-pull factors”?</li> <li>-What are different push-factors for international students?</li> <li>-Why do students study outside of their home country?</li> <li>-What motivates international students?</li> <li>-What motivates international students to come to Korea?</li> <li>-Why do international students come to KPU?</li> <li>-What are some factors students consider when deciding to come to KPU and Korea?</li> <li>-How do students gather information on coming to Korea and KPU?</li> </ul>
Which student goals are being met?	Literature Students	Literature Analysis Questionnaires Interviews	<ul style="list-style-type: none"> <li>-What types of difficulties do students go through academically and socially? As a language learner? As an undergraduate student?</li> <li>-According to international students, what support services do they need?</li> <li>- What sorts of perspectives, experiences, and expectations do international students have in achieving their goals?</li> <li>-How are students’ academic and social goals defined in the literature?</li> <li>Student perception of services:</li> <li>-Do students believe that current support services are adequate?</li> <li>What services may be missing or mis-targeted?</li> <li>-How likely are the students to recommend KPU to future students?</li> </ul>
What types of services do higher education	Documents, students	Document Analysis, Questionnaires Interviews	-What type of support services do higher education institutions provide in helping international students achieve their goals as international students?

<p>institutions provide to assist international student in achieving their goals?</p>		<ul style="list-style-type: none"> <li>-What is the motivation of higher education institutions in bringing international students and supporting them?</li> <li>-What types of support programs are offered for international students? For language learners? For undergraduate students</li> <li>- What are the goals of higher education institutions related to admitting international students?</li> <li>-Does what the institutions provide consider international students' needs?</li> <li>-How are students serviced?</li> <li>-What is considered a good/effective support programs to recruit international students?</li> <li>-How often are support program offered?</li> <li>-Are the services provided "one-on-one" or in groups?</li> <li>-Is there a special office for helping international students?</li> <li>-How can they increase the support?</li> <li>-Are there special focus groups or meetings to help improve serving international students?</li> <li>-How do the students hear about the support program events?</li> </ul>
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## **Populations**

The population that was used for this research is international students at a private university in Seoul. Different types of sources were gathered which includes interviews, questionnaires of international students and documents were looked into to help support different components of the literature review. First, a look at the different types of universities in Korea are described and then in more detail about the different sources related to KPU for this research.

## **Universities in Korea**

This particular university was chosen in order to isolate the characteristics and challenges of a typical private university that is now in a position where it must recruit international students. It is important to understand the role of private universities in serving the needs of international students in Korea while also serving the goals of the Korean government by providing opportunities for international students. Of the 222 four-year universities in Korea, 180 are private (MOE, 2016). Furthermore, this university has a broad and non-specialized curriculum. Some

universities are known for its specific curriculum or program, for example, focusing on foreign languages or technical skills. Also, this school admits both genders, not exclusively male or female students. The private university chosen is located in Seoul. This is important because many Koreans consider universities located in Seoul to be more prestigious and privileged. KPU strives to be ranked within the top ten universities domestically. Lower ranking universities have to expend more energy in raising their ranking. Therefore, since KPU has a relatively high ranking, it has an advantage in attracting international students. This study can help in understanding the different perspectives of international students that are many times striving to attend a school that can offer some sort of advantage-whether it is trying to be a university in Seoul, a highly ranked university, or a top ranked program. As universities are trying to continue to increase its reputation in different forms, this study can provide insight in providing better services for international students. Since most universities are private, this university can provide a typical example of the context of internationalization at a private university in Seoul. Many of the universities are private and have recently been more actively finding ways to strategically recruit international students. This university was selected for this research since it falls into the similar category of being private and actively becoming

internationalized and strategically finding ways to recruit more international students.

### **History of KPU**

The university has a long history in its role in serving Korea as a resource to educate the nation and eventually growing to becoming a higher education institute. Different historical events influenced KPU and as a result, educational changes and adjustments were implemented based on these events. KPU was found and the mission focus was to play a role in providing education based on the needs of the nation, especially during the historical difficulties like the Korean War and colonization from Japan. The educational needs ranged from educating the young to professional development. After liberation from Japan, KPU decided not to develop educational programs based on the needs of the nation at the current state of the nation but it decided that its main role is to expand human resource not based on the political conditions.

Since then KPU continued to develop its campus and programs. According to the KPU homepage, throughout 1960's and 1970's KPU focused on strengthening its primary programs and expand programs to reach academy-industry cooperation. In

1980's KPU continued to expand programs and also set up another campus, and so there was one campus located in Seoul and the other located right by the outskirts of Seoul, South Korea. In 1990's the university continued to grow and committed in continuing to be a university dedicated to being a national branded university.

The university has grown and currently has a little over ten colleges and 18 graduate programs. It boasts its long history of programs in particularly in Advertising and Public relations, Performance Arts and Media, and Mass Communication. It is always striving to within the top ten-ranked university in Korea. It is always look for ways to improve its ranking. KPU continuously aims to enhance its programs. It strives to have its academic programs enhanced by collaborating with different industries. Also, it has recently been awarded with four major government funding's.

### **Internationalization activities**

KPU has a long history of internationalizing its campus. In the early 1990's the Office of International Education was added which the Language Institute and Office of International Affairs (OIA) was birth. Furthermore, KPU has responded to

globalization by putting together strategies to internationalize its campus. The university encourages international collaborations. Some of the efforts include setting study abroad and exchange programs which as a result have developing over 450 partnerships with different universities, providing over 600 English medium-of-instruction courses, and aiming to publish more in high science index citation journals. The OIA provides services for international students. It advises students from admissions, academic, cultural, immigration and other matters.

The university opened a Korean language institute in 2004 and has served over 2,000 students (KPU website, 2017). The Korean language program has been accredited by the MOE since 2013. It has created its own textbooks and courses are made to help prepare students for the Test of Proficiency in Korean (TOPIK) exam. The program is offered four terms per year and each term consist of ten weeks. The classes are held five days a week for four hours. There are six levels that focus on listening, speaking, reading, writing, vocabulary and grammar. The program is customized to help students to attain a TOPIK score to help receive admission to KPU or to improve Korean language skills. The Korean language institute is decentralized and is operated as its own entity. If students were enrolled as a language learner, they would go to the administrative office of the Korean language

institute and not the OIA. The language institute offers a dormitory on campus and this is open only for international students. Due to the different internationalization activities that KPU have committed to, the number of international students has been increasing since 2013. In 2013, the number of international students enrolled at KPU was 1316. The largest number of international students enrolled at KPU is 2016 with 2420 students (see Figure 2).

Universities have responded to internationalization through different strategies. The Office of International Affairs (OIA) at KPU oversees all international activities. This office is responsible for establishing and implementing international exchanges for students and faculty, international academic cooperation, and language/cultural programs for the degree seeking international students. The office consists of nine staff members and one Vice President of International Affairs.

## **Methods**

International students are important stakeholders in the realm of internationalization. Having a better understanding of the specific perceptions of what

support systems are placed and available for them is important. Perception can form a person's attitude and behavior (Finegan & Theriault, 1997). Having to understand international students' perception can impact the attitude and further impact recruitment activities to aid in increasing the number of international students. To understand the perception that has been developed can support in adjusting and services provided for international student. In this study, a questionnaire that was completed by the international students provided an overall perception related to the motivation of coming to Korea and KPU. Focus groups was to be formed but was not able to proceed. Many of the international students preferred to be interviewed one-on-one. Therefore, 11 interviews were conducted for this research.

This section explains the different methods that were used (questionnaire, interviews, and document analysis) and under each methods- the population and sampling, methods and analysis of each methods is explained.

## **Questionnaire**

The creation of the questionnaire and collection of the data was done by the researcher. The questions asked to better understand the motivation and goals of the

international students. Also, the questionnaire asked about the international student's satisfaction and difficulties related to academics, social, and living in Korea. Two types of samples participated in the questionnaire. The first samples of international students (25 students x 4 classes) were enrolled in bachelor degree programs. The department that was chosen was in the general education department. The reason for choosing international students enrolled in general education classes are because these classes have a mix of students from different majors. The class that was chosen was a general English course. These classes are required for bachelor students, including international students, in order to graduate. There are about four of these classes scheduled for international students specifically each semester with 25 students enrolled in each, so the sample would have included approximately 100 students that have entered the university during the semester when the questionnaire was to be sent out. It was originally planned to use the sample because the pool of students enrolled in the general English class would include a mix of different majors. However, one class was cancelled. Therefore, a different class was utilized, that is offered only to international students. This class subject is Korean writing skills for international students. The questionnaire was also sent to students enrolled in English-medium classes, since many international students enroll in courses that are

instructed in English.

The second sample of international students (15 students x 5 classes) that were to receive the questionnaire was students enrolled as Korean language learners at the language institute. The reason for choosing this department was due to the diversity of students from different countries and easy accessibility of finding many international students. Most of these students intend to pursue a degree at KPU after taking the Korean language course. The researcher asked the instructors of these classes and coordinated a time to stop by to have the international students participate in this questionnaire. However, it was noted that most of the students were Chinese. The researcher had to ask the instructors if there were any classes that had a variety of students from different countries. The researcher was able to find a couple of classes where there were a wider variety of students. Once the questionnaires were collected, the data was entered into a Google Docs page. The questionnaires were then kept in a locked cabinet in the office.

After the data was entered into Google Docs, the data was analyzed using Microsoft Excel Pivot Table was utilized to analyze the data. This contributed to finding the ranking of the motivation, dislikes and likes of KPU according to KPU.

As a result, a sample of 121 students filled out the questionnaire. The

researcher was able to ask some faculty members at KPU if there were any international students to have them contact the researcher. Four faculty members referred their students to the researcher. The faculty members asked their previous or current international students if there was an interest in taking a questionnaire and interview. One of the contacts that the researcher had was a Korean language instructor at KPU's language institute. She referred students to the researcher. Through these contacts, the researcher was able to gather the questionnaires and interviews. In terms of undergraduate students at KPU, the researcher had contacts that taught English language courses at the school.

From the KPU Student Questionnaire survey, 121 international students participated in filling out the questionnaire. The respondents consisted of students from China (85.8%), Vietnam (5%), Taiwan (2.5%), Kazakhstan (1.7%), and other countries (e.g. United States, India, Africa, Malaysia, and Latin America all 5%) (see Table 6). This table also includes the percentage that is surveyed. These numbers might not provide the representative of the actual population at KPU. The number of Chinese students is very high among the different countries that are represented. There were similar number of students from Vietnam and the USA, however for this research; the representation of the USA was limited compared to international

students from Vietnam. Only one student is represented from the USA when there are over 32 international students at KPU that are from the USA. Most of the number of enrollments represents undergraduate students.

Table 6 *Countries Represented Among International Students at KPU*

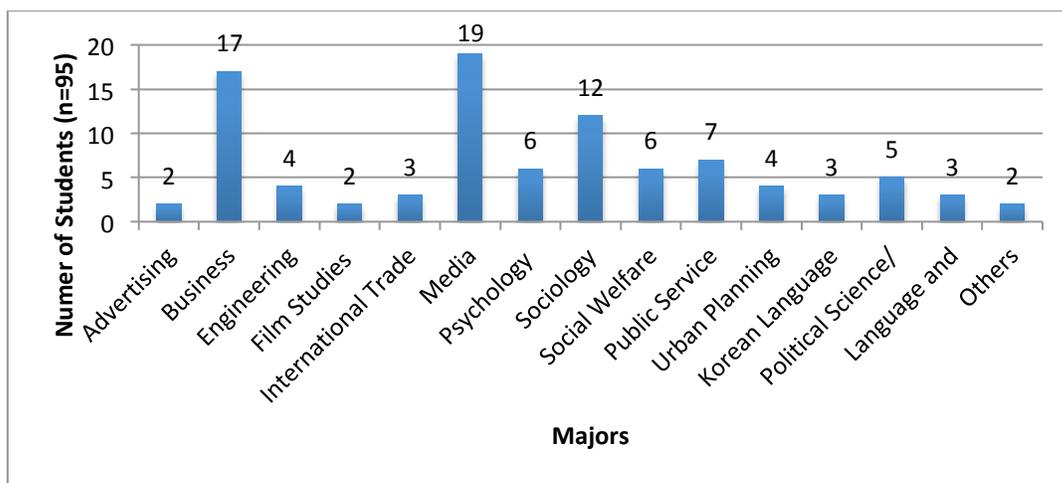
Country	KPU 2016 Enrollment	From KPU Questionnaire	percentage surveyed
Vietnam	30	6	20%
USA	32	1	3%
Taiwan	58	3	5%
China	1562	104	7%
Kazakhstan	7	2	29%
Chile	1	1	100%
Malaysia	4	1	25%
India	3	1	33%
Uzbekistan	5	1	20%

\* Adapted from KPU Statistical Yearbook 2012-2015 (Korean), p. 79-89

Of the 121 responses, 96 (79%) are undergraduate students and 25 (21%) are Korean language learners. Students' majors ranged from media communications (11),

advertising (2), business administration (17), engineering (4), film studies (2), Korean language and literature (3), psychology (6), public service (7), social welfare (6), sociology (12), and urban planning (4) and others (see Figure 1).

About 57% (66) of the students have been studying at KPU for one to two semesters, 36% (42) have been studying for three to four semesters, and 2% (3) have been at KPU for over five semesters.



**Figure 1 Sample Majors of International Students at KPU**

\*Source: Author

## **Focus groups**

After the questionnaires were completed, the researcher asked for any students that might be interested in participating in a focus group. International students were given an opportunity to volunteer themselves or be recommended by an instructor of one of the classes. The researcher hoped to gather two sets of five international students as a sample for the focus groups. Initially, focus groups were to be complemented with one-on-one interviews. Focus groups provide an opportunity to see several perspectives on the same topic and can be used as a preliminary stage to explore some themes to generate and zoom in on. They provide insight and can be empowering to the students in their interactions with each other. Focus groups and one-on-one interviews can provide a better understanding of how services supporting international students at KPU are being received and can also be an important component in how the support programs have been delivered. However, many of the students preferred to be interviewed one-on-one. Therefore, focus groups were not pursued and only one-on-one interviews.

So after the questionnaire was collected to better understand the general

background of the students. The researcher was not able to gather any focus groups. The researcher initially tried to put together focus groups but since many students requested to be interviewed alone and not be part of a focus group. So the researcher then sought out a diverse range of interviewees to carry out one-on-one interviews.

### **Interviews**

International students were also interviewed. It is important to find participants that feel comfortable, so faculty members were asked for recommendations and volunteers to be recruited when the questionnaire was being collected. In addition, the researcher contacted students that the researcher has previously been in contact with and was asked if they were willing to be interviewed. International students referred other international students which resulted in a snowball sampling effect. In order to obtain an appropriate and diverse sample for this study, the researcher considered various disciplines and origin of country. Therefore, the researcher used the research method called *purposeful snowball sampling* (Cresswell & Plano Clark, 2011; Patton, 2002). This technique helped in finding rich information and diverse background from different country of origin

(Patton, 2002). The participants' experiences, which are explained in the next chapter, show a culturally diverse background at KPU. With these descriptions their motivation, experiences, perspectives, and expectations show that there are different sorts of synergy that is transferred to show what internationalization looks like in Korea at a private university. A total of 11 students were interviewed.

The researcher was hoping to interview five students all with different majors and five students from the Korean language program (see Table 7). However, the researcher found that the level of English was limited in the KPU's Korean language program. The researcher ended up interviewing more undergraduate students due to their capability to express in more detail about their experiences.

The interviews with the students took place face to face. The researcher made appointments by email and had the interviewees sign consent forms. If an interviewee consents (Appendix B), their interview was recorded by using a smart phone recorder. To minimize errors, all interviews were transcribed within 24 hours of the interview. The interview involved introductions, and was not asked their names. The interview was semi-structured and based on the responses from the prepared initial questions (see Appendix A), follow up questions were asked. The questions were open-ended so that the interviewees would be able to describe their experiences and

talk more about their perspectives. The audio file was destroyed after it was transcribed. The transcribed data was stored in a laptop with a password. All data was labeled and coded by whether the interviewee was an undergraduate student or language learner.

*Table 7 Participants for the Interviews*

Participants as interviewees	Number of interviewees
International Students (Undergraduate degree seeking)	8
International Student (Language learner)	3

\*Source: the author

The interviews and questionnaires were coded for major themes, looking for trends among the different constituents or those specific to a particular context. The coding was guided by the analytical questions posed in the research matrix, but the researcher also added any other themes or patterns that have emerged during the interviews, and compared with document analysis and questionnaires. This process of coding helped to understand how international students perceive the support services

that are offered by the university. The coding shows similarities and differences among the different analyses through document analysis, questionnaires, and one-on-one interviews. Comparing and contrasting themes and patterns are presented through various texts, matrix tables, Venn diagram, trees, and webs. Once the coding was finished, themes and patterns were grouped together and written up in patterns. Key words, phrases, and processes were noted on different color-coordinated post-it notes and organized. The type of students that were interviewed for this research was either language learners or undergraduate students at KPU. All the students that the researcher interviewed are listed in Table 8. Listed are the students' pseudonym, home country, their major, and when they first arrived to Korea.

Table 8 *Participants of Interviews including Major and Home Country*

<b>Pseudonym</b>	<b>Home Country</b>	<b>Major</b>	<b>Korea Arrival</b>
Karen	Kazakhstan	Media Studies	2013
Sarah	Singapore	Media studies	2014
Kathy	Kazakhstan	International Trade and Logistics	2014
Mary	Malaysia	Film Studies	2014

Rachael	Rwanda	Civil Engineering	2014
Vicky	Vietnam	Media studies	2015
Andrea	USA	Language learner - Level 2	2015
Chen	China	Urban Planning	2016
Alex	USA	Language learner- Level 5	2016
Isabella	India	Language learner – Level 4	2016
Christina	Chile	Film Studies	2016

\*Source: the author

## **Documents**

Documents were analyzed in order to have an understanding of national policies. Document sources included: OECD and UNESCO papers and documents from the Korean Educational Statistical Service, the Study Korea Project, the Strategy of Internationalization of Higher Education of 2007, the World-Class University Project of 2009, Ministry of Education and the International Students Restriction Law.

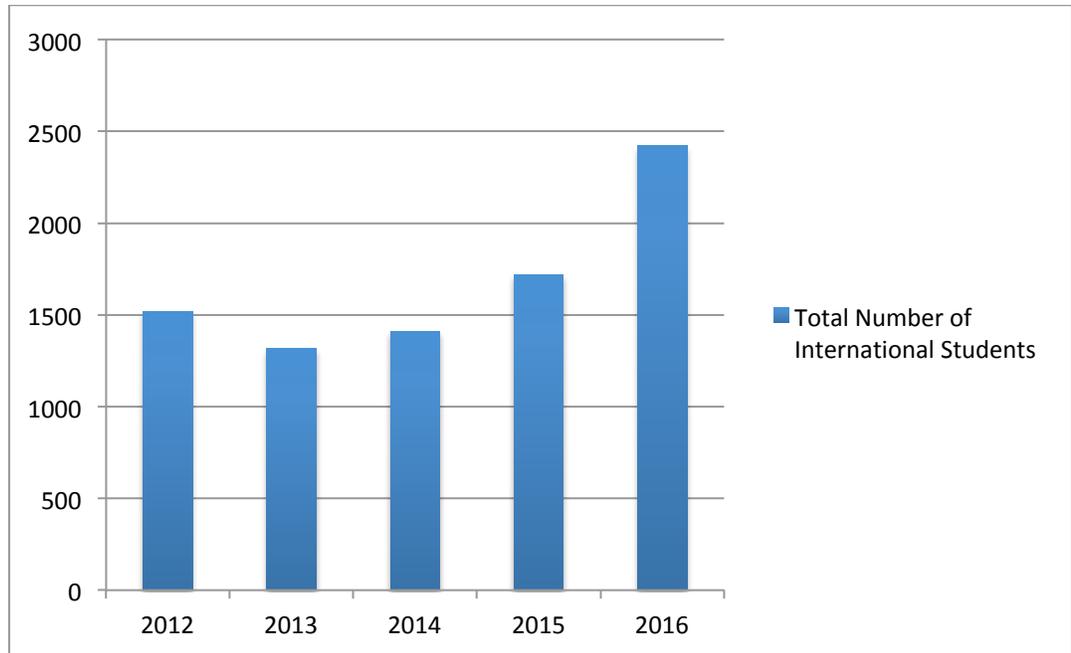
The materials related to KPU's mission and vision, strategy plans related to internationalization, and announcements and websites marketing to international students were analyzed. Also, pamphlets to recruit students were observed. Documents related to curriculum, English-medium courses, and recruitment strategies were analyzed. To better understand the history of the university's goals and programs related to internationalization with respect to international students, an examination of KPU's website and published brochures were evaluated. It helped to interpret the university's mission and vision for internationalization as well as the programs and support provided for international students. In addition to examining the school's websites and brochures, an examination of the number of programs and amount of support shown in KPU's Statistical Yearbooks for the past years helped to understand the expansion or shrinking of programs and support. Also a look at the university website took place, to observe the different classes offered in English.

Sub-question two aimed to better understand students' perspectives on what sorts of support are being provided and whether it is sufficient. KPU is associated with a variety of organizations that assist international students, such as the National Institute for International Education, a government-sponsored program that is used by many international students. These types of websites assist in identifying the types of

support provided and needs of the international student.

Currently, the university enrolls over 23,400 undergraduate students and roughly over 8,000 graduate students. Also, over 2,800 professors are employed at KPU (KPU Statistical Yearbook, 2015).

The population for this study was divided into four regions of origin: East Asia (China, Hong Kong, Japan, Singapore, and Taiwan), Asia (other countries in Asia), North America/Europe, and other. However, the researcher found that there were not enough students from specific countries and so it was decided to not divide into four different regions but to specify the country that the student was from. The level and type of study was divided into non-degree (language learners) and undergraduate students' level type of study. The sample of students came from different regions enrolled as international students and language learners. Graduate students were not included in this study due to the lack of numbers of graduate international students from different regions.



**Figure 2 Number of International Students at KPU**

\*Source: KPU Statistical Yearbook 2012-2015 (Korean), p. 8

## **Limitations to the Methodology**

Focus groups did not occur due to the students' request. The students did not feel fully comfortable, so interviews with the students individually occurred. Also, many of the students were very hesitant to answer honestly, and so meeting the international students twice was pursued. It was found that many were shy; finding ways to break the ice at first took time. Initially simple questions about their experience were asked and slowly the students started opening up honestly. Also, when students were asked to refer other students, clarification and emphasis on students that will be referred need to be able to be comfortable in expressing themselves. Also, asking open-ended questions were asked so that it can lead to answers that may not be entirely pre-determined. However, it was difficult to identify the individual message at times and so clarification occurred multiple times. This was done so that it would not lead to misunderstanding.

Language was also a limitation. Many documents were in Korean, so it took extra time and it was difficult to completely understand the contexts and the meanings of these documents. A Korean teacher was used to help translate and explain the context to bring understanding. The interviews were held in English.

International students had a basic speaking level in Korean or English. However, only students that were able to speak in English were interviewed. Some international student's first language was not English. Therefore, language was at times a limitation, so a colleague who is fluent in Chinese, English, and Korean was asked to help during the interview. The colleague was available during the interview. As the interview progressed and if there was any difficulty, first the international student was asked if it was okay for a colleague to come and translate a question or explanation after the interview to clarify if there was a lack of understanding.

## **Ethics**

The researcher received approval from the Seoul National University research ethics board. Also, the researcher participated and received the certification from the Collaborative Institutional Training Initiative program. This certificate program certifies the competency of conducting research ethically.

The researcher also provided information about the purpose of this research and how the information will be utilized to all the international students. The study maintained a professional manner and respected the participants' privacy and practiced ethical

measures by using consent letters that give permission to interview, and also received permission when recording.

All documents, notes, questionnaires, and consent forms that were used were kept in a file cabinet that was locked. Any information that identifies a participant was coded. The key for the codes was kept on a smart phone and it was locked. The recordings were erased after being and approved by the participants.

## **Chapter 4: Findings and Discussion**

### **Background on KPU, Demographics of KPU's international students, and Motivations**

This chapter looks closely at the international students' perspectives of what factors have impacted them to leave their home country and choose Korea and KPU. Additionally, what the international students' perceptions have been like since they started and have been studying in Korea. This chapter answers sub-question one, which is "why do international students choose to come to Korea to study?" The findings will provide a better understanding of the push-pull factors in choosing to come to Korea and attend KPU. Furthermore, through these experiences, it shows more about what Korean private universities practices in attracting international students.

The findings provide understanding of the international students' perspective and experiences studying in Korea as a language learner or undergraduate student. Looking into the lives of these international students provide not only an

understanding of their experiences but also the different influences of their motivation to pursue their education in a different country through values, family, education and cultural factors. The findings show the surroundings that influence the international students' experiences as they pursue their different goals. All of the student's stories are different; these experiences include intentional and unintentional components that show that there are complex elements that impact not only the individual but also the university and higher education in Korea.

### **International students motivation for coming to Korea and KPU**

The purposes of students coming to Korea are very diverse. The reasons based on the questionnaire and interviews show that the path that students took to come to KPU and or Korea is sometimes with a specific goal or unexpected results that led the students to study at KPU. This section answered sub-question one, what attracts international students: what motivation did the students choose to come to Korea and KPU? Some students had the intention to study in Korea due to its interest in Korean culture. Understanding the students' background and story on how their interest brought them to Korea will provide a better understanding of how internationalization

is being played out at a Korean private higher education university.

The background of the international students is first explained; including what brought them to Korea; the steps that were taken when applying to KPU and what their goals were that motivated them to come at study at KPU and in Korea. This answered the third sub-question, which is what types of international students come to Korea and more specifically to KPU. This section helps provide a rich understanding and diversity of students that has brought these students to Korea and what the pathway was like for these international students applying to KPU. At the end of this table (see Table 9), a description of the students' motivation and interest for coming to Korea and KPU is explained in more detail.

Table 9 *Summary of Country of Origin, Major, and Interest in Korea and KPU*

<b>Pseudonym</b>	<b>Country of Origin</b>	<b>Major</b>	<b>Came to Korea</b>	<b>Interest in Korea</b>	<b>Interest in KPU</b>
Sarah	Singapore	Media studies	2014	Want to study media and gain international experience but stay in Asia +want to learn a new language	KPU has a competitive media studies program in Asia
Vicky	Vietnam	Media studies	2015	Came as an exchange student at a different Korean university and transferred to KPU	KPU has a competitive media studies program in Asia
Kathy	Kazakhstan	International Trade & Logistics	2014	Attend Cultural Center in Kazakhstan to learn Korean language	Other programs in Korea offers international trade programs but not logistics
Chen	China	Urban Planning	2016	Wanted to study urban planning and there was a program in	KPU is one of the few universities in Korea that offers urban

				Korea	planning major
Mary	Malaysia	Film Studies	2014	Lack of development of film studies in Malaysia	Korean lecturer recommend KPU since it considered a competitive program in Asia
Alex	USA	Language learner- Level 5	2016	Want to learn the Korean language	
Rachael	Rwanda	Civil Engineering	2014	Heard about Korea through a taekwondo class from a Korean professor	Applied to other schools, KPU was the only acceptance
Isabella	India	Language learner - 4	2016	Finished undergraduate studies- want to integrate Korea and India in graduate studies since Korea is starting to have a bigger influence in India	The tuition is lower and has a balance of academic and speaking Korean
Andrea	USA	Language learner - Level 2	2015	College roommate and floor	Friend graduated from KPU

				mate were Korean and was introduced to Korean culture	and acquaintance is currently attending KPU
Karen	Kazakhstan	Media Studies	2013	Many Koreans are in Kazakhstan. Became friends with Koreans.	KPU has a competitive media studies program in Asia
Christina	Chile	Film Studies	2016	Learned about Korean culture through a family friend.	KPU has a competitive media studies program in Asia

\*Source: the author

**Sarah.** Sarah is from Singapore and came to Korea as a language learner at a different university. She was exposed to Korean culture through her friends. Once she came to Korea for the language program for one year, she explained shared how she really enjoyed the Korean culture and her time at the language program. This led her to go back to Singapore and start looking for undergraduate programs in Korea. With the help of her friends, she was able to apply to KPU for the media communications

program. Sarah explained that most of her help came from using different blogs and talking to Korean friends. Sarah talked about how it was easy to apply to KPU and the timing was right. She missed the deadline to apply to other schools, in particular the SKY<sup>4</sup> universities and KPU was good at responding back to all her questions when applying to the university. Most of the experiences that Sarah describes show that her motivation has brought her to find the necessary information and steps to apply to KPU.

Sarah's motivation and future goals to come to Korea to study media communications is for better opportunities and to be globally competitive in Asia. Singapore's media industry is not as developed and Sarah felt that to have an advantage and to stand out from other students in Singapore, it was important to gain international experience. Sarah hopes to gain experience through an internship in Korea after graduation or is even open to working for a few years in Korea and then in different countries in Asia.

**Vicky.** Vicky is a Vietnamese that has been studying at KPU for almost two

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<sup>4</sup> SKY is an acronym signifying to Seoul National University, Korea University, and Yonsei University. These universities are considered prestigious and entering one of these universities will provide many opportunities (Wikipedia, n.d.a).

years in the media communications program<sup>5</sup> as an undergraduate. She was studying at a university in Vietnam and came to Korea as an exchange student at a different university for one year. She wanted to continue to study in Korea and so decided to transfer to KPU. Vicky mentioned that it was difficult to find information about KPU because the website of the university has a Korean and English version. However, when clicked on the English version, it would go back to the original site, which is in Korean. She said that it was confusing but she just tried to figure it out on her.

Vicky's motivation to study at KPU is due to the high reputation the media communication program has in Asia. If she has a chance, she is open to pursuing a master's degree and working in Korea, since Korea is considered to be good and ahead in media communications in Asia.

**Kathy.** Kathy is currently a sophomore studying international trade and logistics at KPU. She is from Kazakhstan and while in high school she was introduced to Korean culture through her friends that were all attending Korean classes that was offered at a Korean culture center in Kazakhstan. She studied the Korean language for a little over a year and when it was time to decide on what

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<sup>5</sup> Although Sarah and Vicky are from the same major and dong-ari, they came in to take a survey and after the survey was filled out, was asked if they would like to be part of a focus group was asked but they declined and preferred to be interviewed individually right after filling out the survey.

university to pursue after high school, most of her friends were planning on going abroad for university and so she decided she would go abroad for her university. She was debating between China, Russia, and Korea decided to come to Korea due the safety and since she was already familiar with the Korean language. She chose KPU due to her major. She said that there were not many universities in Korea that offers international trade and logistics. There are universities that offer international trade programs but not the logistics aspect.

Kathy studied at a different university as a language student first and then applied to the international trade and logistics program. She entered the program at the fall semester of 2015, which in Korea is considered second semester. Kathy had to find to contact two different offices to obtain information. She had to contact the OIA to find information on how to apply to KPU. She also had to contact her major department office separately to know the requirements to enter into the program. She said that there were gaps of information and so it was confusing. However, she first focused on the requirements for entering KPU and then the requirements for international trade and logistics. She mentioned that the requirements were not clear and so there was confusion. For example, the international trade and logistics program is taught mostly in English and for international students, many expect the

classes to be taught in Korean and therefore, prepares to study the Korean language instead of English. This can be confusing and Kathy was not sure if there is an English language test score for the program. Kathy hopes to go back to her country and work. She hopes to use the language and experiences when she goes back.

**Chen.** Chen is from China and is a freshman at KPU studying urban planning. She was studying at a Chinese university but was really unhappy and so she went to recruitment agency in China was able to find information about urban planning programs in Korea and was told that KPU had an urban planning program and she has the correct qualifications. She decided to come to KPU because she wanted to study urban planning. Chen hopes to use her skills and degree at KPU to potentially pursue urban planning. Furthermore, she is considering studying more and is hoping eventually to go to the United States to get more international exposure. Chen's transition to coming to Korea and studying at KPU was not difficult because the recruitment agency helped provide all the necessary information, including documents for admission to KPU and visa processing, and housing.

**Mary.** Mary is majoring in film studies at KPU. She came from Malaysia in 2014. Mary was studying in a foundations class at a Malaysian college and was thinking about going abroad to pursue her studies since there were not many

established programs related to film studies. And then she met a Korean lecturer that recommended for her to apply to KPU since film studies programs are not developed in Malaysia and KPU has a reputable program in Asia. She contemplated between Hong Kong and Korea but decided Korea since the film industry is “booming and hot in Asia”. So she decided to study Korean for three months in Malaysia and decided to apply to the language program and studied for six additional months of the Korean language and took the TOPIK exam. Mary tried to find all the information necessary to apply to the program but there were gaps of information missing and so she had to continuously email one person in the OIA’s office, who was helpful and answered all her question.

Applying to the film program is very competitive. There is an entrance exam. At the time that Mary was applying, eight other students were applying and only one was accepted. As she is learning a lot about the film industry through KPU, she hopes to work for several years internationally and hopes ultimately to become a film director.

**Alex.** Alex is from the USA and graduated with an engineering degree and is currently a language learner at KPU. Throughout university, he enjoyed travelling and learning about different cultures. He has always made an effort to learn a

language during her university studies. After graduation, he decided to join Peace Corp to gain international experience and then travel to different places. Alex was enrolled in a language program in Japan before coming to Korea. He said that when he first arrived onto the KPU campus, he had his suitcases with him and he was confused where the dormitory was located and he remembered many people were passing by but no one seemed to stop and approach him asking if they can help him. He said that in Japan it would have been so different. However, he said that the school has been helpful in answering any questions he had and is enjoying his language learning classes for the past 15 months. He said that the teachers have helped tremendously in adjusting to the school and Korea. All the students in the language program help each other to adjust. Alex just applied to the graduate program at KPU and will pursue further studies.

**Rachael.** Rachael is a second year civil engineering major at KPU that is from Rwanda. She heard about Korea first through a taekwondo class in high school from a Korean professor. She started to become more interested in Korean culture and so with help from the professor and the Korean embassy in Rwanda, she was able to apply and was granted the Global Korea Scholarship (GKS) that was provided by National Institute for International Education (NIIE) a sector of the Korean

government. When Rachael first arrived to Korea she said what Korea would be like was something that she wasn't expecting, it was more than what she expected.

Rachael first went to a different university in Seoul to study the Korean language, as it was part of the requirement for the scholarship. The university was decided by NIIE and after the one-year language-learning requirement was fulfilled, she applied to three different universities for admission for civil engineering. And out of the three schools, Rachael received admission to KPU. When she was searching for schools to apply to, she didn't know much about KPU. She searched on the Internet and found that KPU is in the top ten. However, it was her last choice because it was difficult to find information about the school. She was familiar with schools like Hanyang University and Yonsei University, since friends have talked about these schools or attended these schools.

Rachael never expected to come to Korea. In high school she dreamt about going abroad to the United States or Europe study but when the possibility to go abroad to Korea became a reality, she did not know what to expect. When she came to Korea, she was so impressed with the infrastructure, the high buildings and technology. She was inspired and hoped to apply what she learns in her major and Korean culture to her country. Rachael hopes to get an internship or work for a year

or two to gain experience and go back to Rwanda.

**Isabella.** Isabella is a Korean language learner at KPU from India. She came to KPU eight months ago in hopes to experience something new. She was debating whether or not to pursue her doctoral studies in the United States but decided to come to Korea. She feels that the economical relationship between India and Korea has increased but there is so much more potential. Not only economically but she wanted to increase cultural exchanges. Many people in India are not as familiar with Korea and vice versa. For example, Samsung has a big presence in India; many Koreans come to India due to business but have a difficult time adjusting and hopes to increase understanding through cultural exchanges.

When Isabella was considering coming to KPU for the language program, she was able to gather information on the KPU language homepage. However, if she had any questions ranging from tuition to bedding, she was able to ask the language institute staff. Isabella was able to message her at night and would get responses immediately before coming attending the KPU language program.

Isabella is hoping to apply for a doctoral program at a university in Korea due to more research opportunities. Isabella said “in comparison to India, the education is much more refined and also the research and development is much more better in

comparison to India.” However, Isabella found that a lot of the programs in Korea require the thesis to be written in Korean. Classes might be taught in English but it might not be part of a doctoral program but a master’s program. She is looking for a program where she can meet the requirements and also find a program that will help her accomplish her goals related to research.

**Andrea.** Andrea is an American that is a language learner at KPU. She worked in Korea for a year and has been attending the KPU language program for six months. Her first exposure to Korean culture was through her Korean college roommate and two floor mates. Her interest in Korean culture continued to grow and led her to take the opportunity to go on an exchange program. After attending the exchange program for one month she decided to go back. She enjoyed her time and felt that she needed to come back and learn the language. Understanding and speaking the language would enhance her experience and so she felt that it was important for her to come back and dedicate full time study the language.

Andrea decided to attend KPU due to a friend that she had met graduated from KPU and the friend’s brother is currently studying at KPU, so having a connection helped her to decide to study at KPU. Also, many universities in Korea do not have housing available for language learners. The other reason was that the

application process to apply to KPU was easy and quick. Other universities either delayed or did not respond to her questions. Especially changing from a working visa to a student visa, Andrea said it was time sensitive and complicated and so she felt that KPU was quick to responding and able to solve the issues related to changing visas.

Andrea hopes to live in Korea indefinitely. She is hoping to learn the language and communicate in Korean so that it would provide easier living in Korea.

**Karen.**<sup>6</sup> Karen is a junior studying media communications at KPU. She is from Kazakhstan and came to Korea because she believed it would provide better opportunities. The higher education is not well developed in Kazakhstan and not as many job opportunities. Karen is hoping to work and gain experience and eventually bring the knowledge and experience back to Kazakhstan.

**Christina.** Christina is a Chilean freshman studying film at KPU. She heard about Korea through a family friend. Through the family friend, she was able to find out more information about Korea and that KPU was a reputable film program. Her family friend helped her find information about the process to applying to KPU and scholarship opportunities. The film program in South America is lagging and there

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<sup>6</sup> Karen and Christina's explanation for motivation and interest in Korea is a bit shorter because the interview focused more on the issues that they faced as international students.

are not as many opportunities.

The stories of each student interviewed for this research shows a diversity of reasons for coming to Korea and KPU. Everyone has a story of how they became interested in Korea, the steps to applying to KPU, and goals to accomplish after studying at KPU. There are many different countries that students can choose from to study. Although there are many different options, it is important to see what attracts international students to come to Korea to study. According to the questionnaire, the data recognizes the different sorts of factors that attract students to come to Korea. Overwhelmingly, students were motivated to learn the Korean language and gain international experience (see Table 10). Interestingly, Korean Hallyu does have some influence in motivating international students to pursue studies in Korea.

Table 10 *Motivation for Coming to Korea*

Motivation for coming to Korea	number selected	Percentage
Learn Korean Language	93	77%
Want to gain international experience	81	78%
Opportunities to work in Korea after graduation	61	50%
Family Pressure	60	50%
Korean Hollywood	59	49%
Friend's recommendation	58	48%

Other Schools didn't work out	48	40%
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\* Source: the author

## **The Factors Influencing International Students Decision to Come to Korea and KPU**

According to the introductions and questionnaire, interest in Korea ranged from an introduction to Korean culture by chance, with the efforts of the Korean embassy the international students' home country or through relationships with a Korean person in their home country. These events and relationships have brought interest in learning about Korean culture and the language. The range of exposure to Korean culture is diverse.

Based on the general demographics of the international students that was found from the questionnaire and the interviews that show the motivation, experiences, and perspective reveals the factors that brought the international students from this research sample to Korea and KPU. This section will highlight some themes that were found that answer what influences international students to choosing Korea and KPU as their destination to study. This provides a better understanding of what

pushes and pulls international students to Korea and KPU.

### **Understanding how international students decide on the host country and institution**

International students in this study all have considered all or some of the different factors mentioned above as they decide to pursue their studies abroad. Many of the students stated that the opportunities were limited in their home country and so stage one going abroad mentioned earlier took place. Then, many of the students considered the country to study in and based their decisions on the different factors mentioned earlier; some have mentioned that the reputation of the country and institution impacted the decision to study abroad. For Mary, she was deciding if she wanted to attend a film school in Hong Kong or Korea but knew that Korea's was a rising country in the field of film. However, some of the international students did not really consider the country but more at the institution and field of study. For example, Kathy shared that she knew that the program at KPU specialized in not only international trade but also logistics which not many programs offer a combination of both fields. It can be assumed that the stages two and three can happen simultaneously or the weight of choosing a country and institution is equally

important. A look at the important factors for international students in this study will provide an understanding of their motivation for choosing the country and institution will be examined.

### **Push-pull factors go hand in hand: better opportunities**

The KPU questionnaire results show that 78% of the international students decided to study outside their home country and/or specifically Korea to study in hopes of gaining international experience (see Table 10). Through the interviews, international students wanting to gain international experience showed indication that their motivation is related to different push-pull factors. This supports the international student self-formation theory where international students are more willing to go through their course of life and not be viewed as “habitually weak or deficient (Marginson, 2014, p. 12). More specifically, the educational opportunities in their home country are lacking and so this pushed students to leave their home country to look for better opportunities abroad. Karen shared about how her country does not provide opportunities at this moment. The economic situation in her home country does not provide an opportunity for her to utilize the knowledge that is

gained as a university student in Korea.

“The situation in Kazakhstan is bad so there is no chance to go back. It’s not the war or something but the economical situation is really bad and you don’t know what will happen tomorrow.”

The economical and political situation in the international student’s home country plays a role in having them to pursue opportunities across borders. The diversity of situations among the international students interviewed shows that different push factors related to their home country’s situation has influenced their decision to leave their home country and explore and expand their cultural experience and intellect. Isabella from India shared about how she chose to come to Korea because she wanted to experience what a developed country would be like and it Korea is not as expensive as the United States.

The economical situation plays a role in the development of programs in higher education. The programs that are offered might be limited or the quality does not provide opportunities to grow in. Many of the students interviewed expressed that their home country lacked programs or was not as developed in the specific programs that they wanted to study. For example, during the interviews, Mary talked about how the film program is not as established and there was only one school that provided a program related to her study and that Korea has stronger programs and a longer

history in film studies.

“For my major, it’s – in my country film studies is still in a very beginning- it only had the first film school when I started to go into university so I was like thinking I should go somewhere that has better base.”

International students also hope to acquire knowledge from a more developed country to take back to their home country. The lack of opportunities and knowledge and value of international experiences provide more value and opportunities. Sarah shared how the media industry in Singapore is not as developed compared to Korea and that the program at KPU is recognized in Asia.

“In Singapore the media industry is not that well developed and I feel like if I learn anything there I won’t have anything to set me apart from all the other students there and my dream is to work in Pan Asian media. I wanted to learn a new language and study more about media overseas so I thought Korea will be good since it’s still Asia.”

Rachael from Rwanda finds value in the knowledge that she is gaining and hopes to take it back to her country. She shared that in Rwanda there limited knowledge and opportunities and that the knowledge that she is gaining in her civil engineering classes will provide opportunities to apply back when she goes back to Rwanda. Coming to Korea and seeing the advancement of education and economic system has given her vision for the future of Rwanda.

“I didn’t know that Korea is like this. Like when I came here I saw the infrastructure was too high and technology is too high so I was really impressed by that I think by liking here I got many dreams. I didn’t expect this one (infrastructure and technology)- not only in the class but what I see outside- I mean because you know my major is about construction and building and subways and something like that so like what I see here I want to apply them in my country. So I think that’s-the future that I want to make my country there by saying how Korea is.”

Most of the students that were interviewed and questionnaires that were collected come from countries that are developing. These countries are in situations where it causes limitations and opportunities and as a result, students decided to pursue opportunities outside of their home country. However, the programs in Korea have pulled these students to pursue further studies outside their home countries.

### **Language as a reason but social influences and links**

The second highest reason for coming to Korea, according to the KPU questionnaire, 78 percent of the respondents indicated were to pursue learning the Korean language (see Table 10). There are different factors that attribute to why international students come to Korea to learn the language. Some of the pull factors

attract these students to pursue coming to Korea. Some students came to learn Korean more in-depth in hopes to receive admission to a Korean higher education institute. This could be due to as mentioned earlier the lack of opportunities in their home country. But taking a step back, trying to understand why students would choose to come to Korea to further their education needs to be evaluated.

The exposure and interest in Korean culture, which led international students like Kathy, Mary, Rachael, Andrea, Karen, and Christina wanting to know more about the Korean culture and pursue Korean language studies that encouraged them to take the chance and opportunity to study abroad is something that needs to be explored. These international students that were interviewed decided to come to Korea to learn the Korean language and/or pursue a bachelor degree but became interested in Korea and the Korean culture through personal recommendations and social connections and links. Through the interviews, it is found that learning the Korean language is a means to a different end goal. These different stories show how the different efforts as a nation or institute consciously or unconsciously have brought these students to Korea.

Kathy was exposed to Korean culture due to the Korean cultural center and also was influenced by the interest of Korean culture among her peers.

“The Korean culture center in Kazakhstan and all of my friends were attending the Korean classes and so I attended with them and I was learning Korean language for like one year but it was like the basic Korean so I couldn’t even speak. Then when I was in high school, all my friends were applying to study abroad and I just didn’t want to stay in Kazakhstan alone and I had an opportunity....”

Mary received a personal recommendation to study in Korea to study more in depth about film by her professor.

“I’ve been taking foundation studies and there I met a Korean lecturer there and when I asked him- consult with him that I have interest to study in another country, he recommended me to KPU.”

Rachael heard about Korea through a taekwondo instructor at school. This led her interest in Korea and with the help from the instructor; she was able to gather more information about schools and Korean university scholarships.

“Like back in my high school, we heard Korean professor teaching taekwondo so that’s how I knew about Korea and I started to like it by talking with them so they helped me to get scholarship from Korean government- that’s why I came to Korea for studying.”

Andrea learned about Korea and its culture by her Korean roommate and floor

mates at university in the United States.

“While I was in college my roommate was actually from Korea. She was studying in America, yeah, just during college but at that time is when I really became interested in Korean culture and not just my roommate but I actually- there were two other girls that we lived on the same hall in the university. They were also Korean so I was- really wanted to learn about Korean culture and I wanted to experience Korean culture. Because they were my friend, it made me interested.”

Karen following her friends to the Korean cultural center to learn the Korean language and culture exposed her interest in Korea. This led her to come to Korea to study the language more in-depth.

“There are a lot of Koreans in Kazakhstan, firstly. And the Kazakhstan Koreans they have a lot of business works and family and which is fun and I was attending some events by Korean cultural center and I had a lot of friends who were into that events and Korean culture and then I started watching some dramas and music and started learning some Korean.”

Growing up Christina would follow her father, who worked with a Korean person for his business. Also, she would go to Korea town near her neighborhood in Chile. Through this exposure, she always felt familiar with Korean culture.

“Because my dad was working like with a Korean businessman, since I was really young and so I go out I listen about Korea through my dad’s friend.

Also they have like a Korea town and a Korean store.”

As it was time for her to decide on university, she knew that she wanted to study film but in Chile, there was a negative stigma to pursue film studies and going to the United States was not affordable. So through a personal recommendation from a Korean businessman, he suggested KPU. Therefore, through the social link, Christina looked into KPU and Korea to pursue her studies.

#### **Other factors in choosing to come to Korea**

Another factor that was mentioned by Marazzol and Soutar (2002) was distance from home. The international students interviewed are mostly from countries that are not too far from Korea. Majority of the international students are from Southeast Asian or Asian countries. Other international students that came from other parts of the world outside of Asian countries like North America and Africa stated that the program of study and financial support had a heavier weight on when making a decision to go across abroad for university. For Rachael, having a full scholarship offered by the Korean government was a no brainer to come to Korea. Chen said one of the main reasons why Korea was attractive was proximity to family and friends

because she can go home during the breaks and weekend when she gets homesick.

As Marazzol and Soutar (2002) stated the six different factor that influences international students to study abroad. The influences of choosing a destination place due to the awareness of knowledge of destination, personal recommendations, cost, and social connections played an important role. However, the international students did not mention environment. The interviewees did not mention the school environment and lifestyle in Korea a factor when making a decision. More so, the knowledge about Korea and especially the personal recommendations and social links on where to study from social circles, including family and relatives; teachers; friends; businessmen plays a bigger role in becoming interested in Korea which encouraged the step to come to learn the Korean language or pursue university degrees. Lastly, distance from home country helped international students decide on the destination for studying abroad.

### **Motivation for Chinese students**

International students that come from China have been rising. Especially at KPU about 80% of the international student population is from China. This pattern of

Chinese students choosing to come to Korea has become popular. There are many motivations to why Chinese students are coming to Korea. One of the motivations to why Chinese students choose to come to Korea is due to it being their secondary choice. The entrance to Chinese universities is very competitive and if they are not offered admission to a Chinese university, then the second best option is to pursue a foreign degree. Studying at a foreign university is considered more prestigious and valued than attending an average Chinese university the requirements to enter a Korean university, however, are different than a Chinese university. During the interview with Chen, she referred to how many Chinese students come to Korea because they are not able to enter a top school in China.

“In China, it is hard to get into a good school. We have to take an exam like the Korean university entrance exam but it is very difficult. So parents want their child to get a foreign degree because it is better than a Chinese university. It looks better than going to a low level school. Sometimes the Chinese school does not have the major that people want to study so they go to a different country.”

Chinese students need to learn the Korean language and prepare for the application process. Many of the students use agencies to get assistance in applying to a Korean university. The role of the agency is to connect Chinese students looking to

go abroad to study to gather all the necessary details for the Chinese student to go abroad. This ranges from visa, housing, to helping with the school application. From the data collected, about 51% of the international students stated that they received help from an agency.

Chen also shared about her experience in her motivation to coming to Korea. Although for Chen she was already in a Chinese university, it was the lack of options to pursue her studies in the field that she wanted to study in and so she used an agency. The agency helped her find a university, assisted in all the paperwork necessary in applying for a visa, admission to the school, and logistics to settling in Korea as a university student.

### **The pull factors of KPU**

KPU is known for certain programs that attract students nationally and internationally. For example according to KPU website, the film and theater program, media communication program is reputable in among Asian countries due to its rich history and the recent attention that it has received internationally. The KPU website writes about how there is a rich and long history in the arts and media program and

that it has been recognized nationally and globally. This is posted in KPU's history timeline, international student website, and also in the film and theater and media department's section on the school website. Korean Hallyu is starting to gain more attention and as KPU has become known for its media and communication and film and theater program, it is starting to reach outside of Asia, as Christina from Chile said that Korean films are starting to be noticed in Latin America. Isabella talked about how everyone knows Korean Hallyu and that it is the reason why many international students want to learn the Korean language. KPU also boasts about its long history of Korean culture and arts program and its reputation. An interesting observation during the interviews was that many of the international students in the programs that are reputable, media communications and film studies, referred to their major as being the reason for choosing to coming to Korea and not due to the reputation of KPU as a university.

Another reason that many international students shared why they decided to attend KPU was out of convenience. When international students needed information, and could not find the information on the school website, international students contacted the school, and the response was helpful and quick. For Isabella, she was able to get responses even late at night.

“The administrative people are really helpful so I was in contact with one of the staff...Like even until now like if I need help any problem like even if I message her at night like 12am and then like I need to get this done by tomorrow then she replies and she’s ...so I was mostly in touch with her so I asked her about everything and she replied me through email...about everything from my tuition fee to my bedding provided to where I should go and buy the food.”

Andrea states that convenience played a big role in pulling her to study at KPU. She applied to other schools but the biggest reason for choosing KPU was the availability of the dormitory and its location being on campus near her classes. The other reason was because her application process was complicated due to her visa. She had to change her visa type, which was time sensitive, and since KPU administration was quick to respond compared to other schools, she decided to attend KPU.

### **Connecting the push-pull factors and self**

The questionnaire showed that 78% of the respondents wanted to gain international experience. This means what they wished to gain from international experience; however, has a wide range, as evidenced from this study. Nevertheless,

the overall perception is that the international experience is valuable. The international experience will contribute to their development socially and economically. The hopes to gain a job outside of their home country are valuable to motivation to cross borders and in choosing what country to attend. Karen is hoping to continue working at the same company after graduating from KPU. Mary and Rachael also hopes to get a job in Korea after graduation in hopes to gain experience and knowledge based on what they learned in their program. It is hard to say that these sorts of hopes are solely influenced by the push-pull factors but also the imaginary that is formed by these individuals. As Rizvi (2011) states “This imaginary is informed by the various assumptions of neo-liberalism, influencing not only the processes of state and institutional decision-making but also the strategic calculations individuals make”(p. 698). This calls for more focus on understanding the needs of international students more than focusing on the goals institutionally and national agendas. The push pull factors do play a factor in what brings international students to decide on leaving their home country and attracts the international students in choosing a country and institution but with international students finding more value in their place in society through social imaginary. The motivation to go abroad and become international students have provided them to express this social imaginary

which gives them space for to express their value and identity.

As universities continue to dedicate their efforts to internationalize, the goal of this study is to provide insight and guidance for universities. The motivation and factors that influenced international students to come to Korea and KPU provides guidance and understanding for universities to when planning and strategizing to better service international students. There are many reasons to why international students choose to leave their home country to come to Korea to study and furthermore, their final destination to study is at KPU. To gain international experience and to learn the Korean language was the two highest reasons from the questionnaire for why choosing to come to Korea to study. Through the interviews, some of the international students had certain strong academic programs and through personal relationships, it brought them to choose KPU. The findings in this section suggest that the reasoning for these decisions is not only affected by push-pull factors but also the social imaginaries of better future will be provided through having international experience and learning the Korean language.

This section highlights what attracts international students and the types of expectations that international students have when choosing to come to Korea and KPU. Understanding this provides guidance as to how universities can focus on

certain areas to service students based on their experience in what attracted them to come to KPU. The outcome of international students wanting to learn the Korean language might be due to the influences of Hallyu. Furthermore, the contribution of factors related to international experience and better opportunities that their country cannot provide will lead to better opportunities motivates these international students to choose to come to Korea, more specifically KPU. The unexpected finding of how personal relationships related to Korea have brought these international students to become interested in Korea and to pursue their studies in Korea provides an interesting perspective of how international students choose the country to study and the field of study.

## **Academic Life**

This chapter answers questions related to the international students experiences linked to academic support, including language, provided by the universities and also social experiences of the international students. Based on the academic experiences of the international students in this research, it provides a

deeper understanding of how internationalization initiatives are affecting individuals. These findings provide guidance for the university in the future development in making and adjusting policies. These experiences and perceptions of international students from this research reveal the impact that the current system has on students. Common themes pertaining to academics based on individual international student's expectations, difficulties that are experienced, the role that the university has played to service the international students while balancing the expectations placed by national policies are examined. The first section of this chapter will provide some themes related to academic life based on the interviews. The results related to academics include language, interaction with teachers, and group assignments. Through this analysis, a better understanding of the international students' view and the role institutionally and nationally is understood.

### **Korean language learning at Korean Language Institutes**

Many universities offer a separate institute for Korean language learning. International students find positive outcomes to these programs in increasing their Korean language skills and meeting other international students. One of the reasons,

according to Alex is “all the international students are from different countries, everyone is open to meeting people, and we are all motivated to learning the language”. Kathy also states that

“Korean language program itself is really fun because you’re studying with foreigners together and you probably studying other language and it’s like kind of easy. We had so much fun, studying wasn’t hard and the university provides really good cultural programs and then I transferred and everything has changed; it becomes more tough and hard.”

The motivation of everyone wanting to learn the Korean language provides a positive environment and opportunities to meet people within the language program.

The motivation for learning the language for the international students at the KPU Korean Language Institute (KLI) was to know more about the Korean culture. Andrea, Isabella, and Alex all shared about how learning the language equaled to understanding the Korean culture more. As Andrea mentioned how

“Culture and language are ...to fully know the culture and language are kind of the...to fully know the culture you have to know the language so I wanted to study Korean to be able to know about the culture even more...”

The program contributed in increasing Korean language skills for

international students to pursue more their goals, which majority of the international students is hoping to enter a degree program in Korea. Andrea is only set on learning the language, whereas Alex and Isabella are preparing to apply to university in Korea.

The three-language learner international students that were interviewed for this research, Alex, Andrea, and Isabella stated how the program is great in teaching the Korean language but the other opportunities provided by the program is lacking. The initiatives that the KPU KLI's program puts together are separate from the OIA. The KPU KLI is a separate entity and is decentralized from the main operations of the university but uses the campus's buildings. The instructors from the KPU KLI are employed through the KPU KLI's administration. The KPU language program has classroom instruction for four hour, Monday thru Friday. Besides during the classroom, there are limited organized programs to promote opportunities to meet other KPU students. Because the language learners are not considered full time students, it is not available for them to join the school extra-curricular activities that are available for full time students. Alex talked about how he is trying to work with the KPU KLI and the OIA to open school clubs for not only the full-time students but also for language learners. The KPU KLI and the OIA at KPU have put together a language exchange buddy program. However, majority of the KLI students are from

China and Vietnam and there are less Korean number of students that are interested in learning from Mandarin or Vietnamese and so there are not enough exchanges. Although there are initiatives that are trying to be developed with the KPU KLI, with the decentralization of the departments, it is difficult to operationally run programs supporting the needs of the students.

The number of international students coming to Korea, enrolling in language programs has been rising. The motivation to come to Korea mentioned earlier is for international experience and to learn the language. These motivations are big factors in providing international students to leave their home country to learn the Korean language but the structure of the KPU KLI and KPU affects the partnership of providing the needs of the language learners. There needs to be an evaluation of the support programs related to learning more about the culture and providing more opportunities to interact with Korean students to enhance learning language and culture.

### **Different language expectations among students, faculty, and university**

The medium of instruction of classes in the different majors offered at KPU

all vary. Some majors are delivered mixed with Korean and English and among those majors, it has enough classes offered in English and so it is possible to enroll in majority of the classes that are delivered in English. Kathy talks about how she is relieved because due to classes mostly being in English.

“I'm lucky because I am studying international logistics so like 80% or 60% of classes in English.”

Although the government and most of the faculty might support this, not all international students are from an English speaking country. This leads confusion and burden to international students and Korean students that lack the English skills. Let alone, the TOPIK level tests do not match the amount of language knowledge that is needed to be successful in an academic course. Administratively, the university needs to organize and clarify expectations to faculty in order to lessen the confusion on when it is acceptable to use the Korean language and not. The types of support that needs to be established needs to be related to academic, more specifically Korean writing. Christina shared how her preparation for the Korean language was not enough and she went that she had to re-learn the language.

“It’s so different. Like when I came here all my subjects are in Korean so I was really stressed because everything I learned last year wasn’t same as what I’m learning now. So I have to learn Korean again kind of because I have to learn new skills like writing all the reports...”

Korean universities have tried to attract more international students by offering more English-medium classes do to the pressures and incentives given by the government (Byun & Kim, 2011). As a result, different initiatives including activities increasing in recruiting international faculty, higher number of international publications and classes delivered in English has come across in higher education in Korea. According to the Strategic Plan of Internationalization of Korean Higher Education in 2007, the government called for the use of English in Korean higher education in hopes to develop skills that can be utilized internationally, invite visiting scholars, and increase English language skill among Korean professors to increase exchanges in academia (Byun et al., 2011). Also, not only to develop Korean students’ global competencies through offering English medium classes, it was in hopes to provide opportunities for international students that lack the Korean proficiency (Kwon, 2013). However, the response of using both English and Korean as a language of instruction can be difficult for international students that come from a non-English speaking country, since they have to learn English and Korea, plus

content related to their major (Kwon, 2013). Also, the response to this initiative and the impact has been mixed to the Korean students and faculty. Previous studies have come to question the effectiveness of delivery of content (Min, 2013). Also, some faculty members resist the pressure due to the loss of cultural identity (Byun et al., 2010).

At KPU, most of the major subject classes are still taught in Korean and a small part of the curriculum is in English unless noted. Most of the colleges offer at least a few classes in English (See Appendix D) For example, international logistic and trade is a special major where majority of the classes are taught in English due to its most of the classes are taught by international faculty. There are a few exceptions to some majors where the classes related to the major are one hundred percent taught in Korean or one hundred percent taught in English. Korean language and literature courses are in Korean and students can choose courses in English that is from a different department and will fulfill general education requirements.

The international students interviewed for this research have pursued learning the language at a language program in their home country and has taken the initiative to come to Korea to pursue a more in depth study was one way to improve their language skills and eventually pursue a degree in Korea. All the international students

interviewed for this research communicated in English. English was either their first or second language.

Although the government and university is focused on increasing the usage of English language due to its contributions to being more international, the demands of the Korean language gives mixed signals to international students. Through this chapter, understanding the experiences related to language among international students will contribute to understanding the impact it has to international students and Korean universities.

As many scholars have brought up, a major source of stress for international students is the language. Language plays a role in academic performance for international students. The majors at KPU have different expectations for admission requirements. Certain competitive programs at KPU have quotas on how many international students are allowed. There are also some majors that are divided into the English track where the courses are conducted one hundred percent in English and if not in the English track, mixture of Korean and English medium of instruction will be offered. Majors in the humanities and sciences are solely based on document reviews, and some majors like the arts are based on document review plus a practical test. There is a KPU Korean Proficiency Test (KPT). The KPT does not affect the

admission decision for international students. However, international students are required to have passed this exam before start of classes and if they do not pass the exam, they are required to take a six-month language course and then start the degree program. The other option is to pass the level 4 or higher on the TOPIK exam or complete the level 5 courses at KPU Language Institute. All the international students in this study either took the TOPIK exam or took enough language courses to meet the requirements placed by the school. None of the international students mentioned the KPU's KPT exam.

Although there are these requirements for international students before starting the program, many of the international students have mentioned how the Korean language requirements placed by the school does not match the knowledge of the language that is necessary to function and be successful as a student. Although meeting the requirements: reaching the level 5 class in the language program or placing level 4 on the TOPIK exam, it is not sufficient enough to follow the lectures. The classes in the language program focus on more of basic Korean grammar, everyday living phrases, and topic-based lessons. And so it is difficult to follow academic Korean.

In the KPU Questionnaire, one of the questions asked respondents to rate the

difficulties encountered at KPU. The highest difficulty score was found at 3.24 where international students stated that they were having much difficulty in understanding and completing schoolwork. Language, affordability (tuition and cost of living), acceptance from faculty, staff, and friends, making friends, and finding information all had less than twenty international students indicating difficulties encountered (see Table 11). The difficulty that international students were facing in understanding and completing school assignments relates to the different relationships in the classroom with faculty and classmates.

The classes in the international students' major are generally taught in Korean and, thus are hard to follow for the international students due to the lack of knowledge of Korean language and also learning new content related to their major in Korean.<sup>7</sup> Also some of the classes are taught in Korean but uses English textbooks. Rachael talks about how her experiences in different classes have not been what she expected.

“Yeah it’s very difficult. It’s not like class itself. In Korean language it’s really difficult because I’m learning like ...I’m studying in Korean language

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<sup>7</sup> International students need to learn content related to their major, lectures are usually in the Korean language. If the international student is majoring in Chemistry, the student has to learn concepts of Chemistry and also has to learn terms in Korean.

so I have to find- I have to use two books actually: Korean and English. And like I'm getting exam like different to my classmates. For me I do exam in English so it's really hard, yeah. Sometime the professor will make a separate exam for me. But I don't think there is a huge difference because why like if the lecture is in Korean and exam is in English so I don't think there's no more help since the lectures are in Korean."

When there are group assignments, professors are willing to evenly divide the number of international students in each group. Even though some of the professors are willing to accommodate for some international students yet it is still difficult. Sarah shares about her experience regarding group assignments.

"There's like at least two presentations in each class and it's really hard if you don't have any friends in class. They (the professors) do try to help like put equal number of foreigners in each group. Because if all the foreigners are in one group then all the other groups are all Korean people then it's kind of like unfair."

For Christina from Chile, who is majoring in film studies, in her perspective, professors are at times accommodating but not all professors are and she is not sure when it is acceptable to use English to communicate or to get her questions answered. She understands that having the professors expecting her to write reports in Korean is understandable and fair. She applied to a Korean university and her major is in Korean but at times it is difficult to use only Korean.

“Once I asked one teacher a question in English because I didn’t know how to ask in Korean. He said ‘no no no,’ now is like class time. You have to talk in Korean. If you like to talk about other stuff you can talk in English but now is class time so you have to talk in Korean.”

“I don’t think it’s bad because my major is obviously in Korea so I think it’s good because –it’s gonna be good for me to get better at my Korean but still I would like to some...because I know that some teachers study like in America so I would like that—those teachers let me to write in English. Actually they understand that I am foreigner and – but still they have they expect me to actually write in fluent in Korean. They don’t like – even though they kind of help me sometimes for example, if I write a report and how like mistakes, they correct it for me but they say ‘oh you have to read my Korean.’”

Due to the unclear guidelines and expectations, it can lead to confusion on when to use Korean. Although many of the professors and international students are able to speak English, the preference and expectation is to communicate in Korean. This has brought confusion on expectations for international students and also uncertainty for how the international students are to approach the faculty members. Also, this provides confusion for the Korean students and more work for faculty to accommodate to the international students.

The attempt to make clear boundaries are in need to be re-evaluated in terms of its worth and effectiveness. The classes labeled English A are to be taught in English and the materials are in English also. However, Rachael mentioned that the

classes after a week change to Korean.

“Will be in English but when we start that class after like a week, professor like started to speak in Korea. Yeah, I’m being honest. That’s my experience. But I think the reason is this. Because for example if I’m only foreigner in the class and other classmates are Korean language then they cannot understand English well. I think professor will consider like how many people understand. Maybe that’s why.”

Programs where majority of the classes are in English like International Trade and Logistics, there are some international faculty that are not able to speak Korean. Some of the international students come from where English is not their first or second language. Kathy who is majoring in International Trade and Logistics talks about her experiences related to the language requirements in her major.

“They (KPU) didn’t require English score. That’s actually really not logical because for our major. I’m okay with both languages in Korean and English but I mean like Chinese students, they’re not that good- most of them are not good in English...but the thing is most of them classes in our major is in English. Like I saw a lot of Chinese people who suffered a lot because of the English barrier...I feel a little bit sorry for them because international office should say to them that they have like their classes in English. Because the students, they were studying Korean for one year or like six months and they entered in the classes that are in English.”

Considering Rachael and Kathy’s explanation, although labeling a class as

English A but majority of the class has a limitation in English, the idea and practice needs to be reconsidered. Although there are pressures from the government and university administration in providing classes in English, the practice of providing classes in English and effectiveness needs to be reconsidered. The expectations in the classroom by the professors and department are different. Due to the limited level of Korean, international students and professors have a hard time communicating. Not only the professors, the Korean students that the international students interact with in the classroom had a different dynamic also.

### **Language barriers cause other barriers**

Looking at the academic concern, many international students can find challenges related to language, which can lead to an awkward classroom dynamic and in the end, affect academic performance. The different exposure to classroom dynamic can lead to having international students not being aware of how to adjust including time management, learning styles and methods.

Table 11 *Difficulties Encountered at KPU*

Types of Difficulties Encountered at KPU	Difficulty Score*
Completing or understanding school work	3.24
Language	3.21
Affordability of school expenses (tuition, supplies, etc.)	3.15
Acceptance by other students	2.9
Making friends	2.9

\*The difficulty score is the average of the scores for difficulty across all respondents. "No difficulty" equals 1, "Somewhat difficult equal 3," and "Much difficulty" equals 5. Averaged across all respondents, the particular issue derives its "difficulty score."

According to the KPU questionnaire, international students indicated that the most difficulty aspect was completing or understanding schoolwork.<sup>8</sup> The second being language (see Table 11).

Looking deeper into the details related to academics, the participants from the interview shared that the choice of language that is communicated among the Korean students in the classroom, during group work and outside of class is Korean. Although most Korean students are capable of discussing in English, the language that is expected is Korean. It is commonly assumed that English would be the natural choice among students, since KPU and other universities are utilizing English as it is

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<sup>8</sup> There might have been a more definitive result if a continuous scale was used instead of a "3 point" scale.

seen as a lingua franca, there are differences in the choice of language usage but it can also lead to constraints as not all students are comfortable in utilizing English or Korean.

Researchers have looked into in on the policies in higher education promoting English as a medium of instruction through attitudes and practices to English and the relationship to international student mobility (Byun & Kim, 2011). However, there is a lack of studies related to multilingual policies (Cot et al., 2013; Lasagabaster & Huguet, 2007). There is a need to look at the gaps in policy and practice in language and internationalization.

The usage of Korean is important in practice at KPU. If international students are not able to communicate in Korean, the classmates will not consider your comments and efforts when working. Sarah and Vicky talked about how in order to be listened to by classmates when discussing for group projects, the ability to speak Korean well is important.

“They (Korean students) don’t even contact us and like they just do the work by themselves and just hand it in... Because I think a few years back a lot of foreign students didn't do much work because they couldn't understand like basic Korean. I don't know how like some of them got in but yeah they don't even speak Korean to each other...they have some, there's a language barrier and there's a prejudice I guess that was formed like years ago...I think it's

just in general they (Korean students) don't know how to like get the foreign students to help and they don't know what exactly like how to divide the work because if the foreign students don't do enough they might have to redo the whole thing so might be more work for them.

Vicky shared how for her the language was really difficult and affected the way she interacted with her classmates. But more than feeling pressured and burden by others, she was more concerned about being in the way. However, it brought her motivation to try and improve her Korean to be more accepted by her peers around. Also, she shared how she felt more accepted and a sense of accomplishment in learning the Korean language so that she can fit in more with her classmates.

“Actually at first (pause) my Korean was not that good so I feel like I'm a burden to other Korean students and that was really awkward but yeah I tried to improve my Korean and now it's getting better and they open up to us and yeah. And so it's okay... If you're trying and improving your Korean then they are a lot more open...a lot more accepting.”

Vicky points out how there is a difference in the way professors treat international students based on language. Most of the students and professors expect the international students to have a certain level of Korean. If not, it is difficult to follow along in classes and be accepted by other students.

“Especially classes in English like professors are really like...because especially Korean university most of the foreign students are Chinese so when like in the class how another student that is foreigner student that is not Chinese then I think the professor will be really like into those people.”

This sort of perspective provides insight on how there is a preference of how certain ethnic backgrounds are treated differently.

Not having the consistent support and understanding from the faculty and classmates can bring difficulty in finding support in schoolwork. The international students that had the capability to use their Korean skills talked about how they were able to communicate most of the time in Korean with their professors and classmates. However, international students that are not able to communicate to either classmates or faculty will have very limited options to obtaining support.

Although this initiative has mixed reviews, the number of English medium instruction classes has increased. These activities are motivated in hopes for Korean universities to be recognized globally and a strategy to increase the number of enrollment with international students due to the decrease of Korean students (Byun & Kim, 2011).

The limitation that comes with the usage of Korean language brings limitation with being able to interact not only in classes but also outside of the class. It leads to

barriers interacting with the Korean students. Language limitation brings different sorts of difficulties for students, not only the academic environment but also socially can bring isolation, alienation, and marginalization. However, previous studies have shown that different criterion can provide positive learning outcomes (Ryan & Viete, 2009).

### **Difficulty differences between degree and language learners**

International students find difficulties in different arenas. As mentioned earlier language has brought difficulty and as a result has brought other types of difficulties, in particular socially. Language has brought difficulty in completing or understanding schoolwork and is related to the different difficulties that international students find in relation to relationships. According to the questionnaire,<sup>9</sup> degree students have indicated that there is more difficulty in relation to schoolwork and making friends (see Table 12). When comparing bachelor degree students and Korean language learner students, the biggest contrast among the types of difficulty that was encountered was completing and understanding schoolwork. The reason for these

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<sup>9</sup> A more definitive result might a continuous scale was used instead of a “3 point” scale.

differences can be due to many different reasons. The bachelor degree students might not have the appropriate language capability to understand and complete assignments. Also, the expectations from professors of bachelor degree students might be different from Korean language learner teachers. Many of the professors in classes might have higher expectations whereas Korean language learners are more willing to understand and accept the Korean language learners. This might also explain the contrast for acceptance from faculty and staff. Not only being able to complete or understand schoolwork, a big contrast is making friends. Bachelor degree students indicated that making friends and acceptance by other students was a difficult task. This can be due to students in the classroom of other Korean language learners are international students also. For bachelor degree students, their classes consists more Korean students where there might be less acceptance and openness to international students. There is more frequency of interaction with different professors and Korean classmates among bachelor degree students than Korean language students.

Table 12 *Comparison of Types of Difficulties Encountered by Bachelor Degree Students and Korean Language Learners*

	Difficulty Score of Bachelor Degree Students*	Difficulty Score of Korean Language Learners*	Difference of Difficulty Score
Completing or understanding schoolwork	3.48	2.36	1.12
Making friends	3.09	2.20	0.89
Acceptance by faculty and staff	2.83	2.04	0.79
Acceptance by other students	3.04	2.36	0.68

*Note.* \*The difficulty score is the average of the scores for difficulty across all respondents. "No difficulty" equals 1, "Somewhat difficult equal 3," and "Much difficulty" equals 5. Averaged across all respondents, the particular issue derives its "difficulty score."

The themes related to academic needs based on the international students perceptions related much to language. The requirement from the school does not match the actual demand of language knowledge. This brings difficulty for the international students. Furthermore, it brings other types of difficulty and confusion for the international students. This includes accomplishing schoolwork that requires teamwork with other students. It is not surprising that international students would have difficulty juggling being in a foreign country and having to learn and use a new language on top of learning new material related to their major. However, the insight that was provided in how international students have a difficult time with other

classmates due to the language and leading to the dynamics of student interaction and school work provides insight to what types of support is needed for international students regarding academic support. Providing clear requirements and re-evaluation of whether the school requirements fit the needs so that international students can perform well is necessary for them to fulfill their goals.

## **Social Life**

International students not only have to cope with transitioning academically but also socially. Adjusting socially and culturally is something that is complex. Smooth social transition can lessen stress (Kauffmann et al., 1992) and improve retention-rates (Gerdes & Mallinckrodt, 1994). International students are adjusting not only to a new school but also to a new culture. Therefore, there are many factors to be considered for international students adjusting not only to their studies but also social changes, which takes time. Understanding the social needs of international student is beneficial for the university and an important step in developing effective support systems and services. Since international students are leaving to a new country and they have to adjust to a different culture when crossing borders, they face

difficulty with transition especially since they are leaving their family and friends at home. Making different social connections at school takes precedents since being away from family and friends make them more vulnerable.

According to the KPU Student Questionnaire, international students stated that they were the least satisfied with the social atmosphere- being able to meet other students and participating in social activities (see Table 13).<sup>10</sup> Through the interviews, it is demonstrated that the intricacy of how relationships are emerged, developing a social life and to ease into the cultural norms and is complex. But also, it reveals what international students value and how they want to adjust into the university and Korean society.

The themes that were pointed out by international students during the interview include: knowing the Korean language is more valuable than English; there is a preference/hierarchy of acceptance among the different international students; and the efforts of joining a club helps the international students adjust socially. These different themes reveal the situations that the international students are faced with in adjusting and meeting different social demands and how the school supports the

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<sup>10</sup> There might have been a more definitive result if a continuous scale was used instead of a “3 point” scale.

international students.

Table 13 *Least Satisfaction with KPU*

Least Satisfaction with KPU	
Social atmosphere (friends, activities)	23%
Helpfulness of Administration/Staff	18%
Scholarships/Grants/Other financial aid	18%

\*Source: author

### **Korean students hierarchy of preference based on language**

The international students that were interviewed also shared about how not only was it as difficult to make friends and have meaningful friendships, more specifically with Korean nationals. Previous research has shown that adjusting and language acquisition goes hand in hand (Cammish, 1997). As international students put effort in developing meaningful relationships, it is also their hopes to increasing their Korean language skills.

Social life is any groups outside of academics. Although many relationships

are developed through classroom interactions or academic connections, it is still considered social. The participants interviewed that are enrolled as undergraduate students many times referred to social connections made through the classroom interaction when working in groups. This provides opportunities for the international students to interact with Korean students; since it can be difficult to meet other Korean students outside of the classroom. The international students shared about how language was a barrier when working on group projects. These group assignments require time to meet outside of the classroom. Sometimes, it required Korean native students to communicate in English in order to communicate since the level of Korean is not sufficient when communicating to get the assignment finished. However, many of the participants shared the difficulties that occurred during the times when they met outside of the classroom. These outside class times did not provide opportunities to make meaningful relationships even after spending time to work together on assignments. Many of the Korean students are more focused on finishing assignments, which provides not as many opportunities to develop meaningful relationships. Kathy shares that there is no follow-up after working in groups.

“I cannot say they are really bad. I’m not saying they’re bad, I’m just saying that you need to get - - like you need to put a lot of effort to get close. But they are really kind. They try to talk to you, discuss the topic with you, projects, and that’s it but after like, you know like, ‘oh let’s get food after...’ but they would never text you back. You know if you want to become friends with Korean you need to text first because Korean people are really busy.”

Interaction between international students and national have been researched about but more specifically understanding the interactions during a formal setting and interacting out of obligation is quite different in Asian culture. Also, in Korean culture, there are obligations in being polite but many are not open to developing deeper relationships. Also, many Korean native feel their level of English is not proficient and so they do not want to be placed in a situation where they have to speak in English.

However, asking other international students about the reason for why there might be a barrier to developing relationships, Sarah shares how not only using the Korean language but showing effort in school work and speaking the Korean language is really important.

“First thing that I tried to do was improve my Korean because you have no other choice and I second was trying to be good at my things like when you do a group project and I tried to do my best and they will accept me more.”

This goes in hand with what was discussed previously how there is a stigma of international students not working hard. For Korean students, the grade point average is important when finding employment after graduation. International students at KPU are not part of the curve for grades, where there is a curve and only a certain percentage of the Korean students are able to receive A's and B's in classes. International students are not part of the curve. This questions the capability of international students being able to follow along and be successful in finishing their academic programs. Also, due to the language barrier, there is difficulty in communicating and expressing opinions, which can be interpreted as not caring and providing support when working on projects and carries over as not caring causing barriers. Vicky talks about how only English is not accepted but there has to be Korean language spoken outside of the classroom.

“I think there are still something in between international students and Korean students. Like it's okay for me because I speak Korean but for international students only speak English...If you speak only English there is some sort of barrier. I don't know what to say but I think the Korean students will not open up. Although Koreans are more open to English speakers than Chinese. “

Through these perspectives, the level of acceptance increases when international students use Korean to communicate. The interaction between

international students and Korean students open up when using Korean language to communicate. The efforts of trying to speak the Korean language open the mind of Korean students to be more open to the international students.

The other interesting observation from the international students is that there is a preference in the types of international students that the Korean students are open to. Kathy talks about how Korean people have a preference in interacting with Westerns.

“I’m really sorry for saying this but Korean people more into seeing Western people” They are not interested in other people from other countries”

Andrea shared her experience about how there is this sort of preference among Korean students.

“I had two different roommates and they are both Vietnamese and although I have been able to make a lot of friends I feel like I have - - I hear from them that making friends is very difficult. Specifically Korean friends. They really want to - - they really want to make friends who are Korean so that they can also experience more about the culture and exchange language and also practice because they were also studying the language they want to practice but they find it really difficult to meet Korean people and yeah.”

From these different interviews, we can see how there is a preference and

discrimination with international students based on where they are from. Culturally, Koreans have a preference of interacting with Westerns. There is a stigma and preference with North American and European culture and so there is more openness in interacting with international students from these countries. The opportunity to use English and know western culture is more valuable for Korean students, as there are more opportunities to use English in the future. Also, there are less international students from North America and Europe and so it is considered a rare treat. Most of the international students at KPU are from China and South Eastern countries. At best, Korean students also hope to have more interactions with North Americans and Europeans since it is rare to find international students from these regions studying in Korean universities. This provides opportunities to practice English for Korean students, as there is less preference and value to knowing Southeast Asian languages and culture.

The preference of wanting to interact with Westerns, go hand in hand with how English is considered the choice of language after Korean in this context. The preference of English as a global *lingua franca* can be due the contributions of globalization and value. In Korea, among Korean students, there is pressure for English proficiency. Many schools require a certain score on the Test of English for

International Communication (TOEIC) in order to graduate and also Korean students need a high score in order to be considered competitive when seeking employment after graduation. Being able to interact with Westerns will provide more opportunities to speak in English, therefore many Koreans prefer to practice speaking English with a Western.

Many institutions have also lowered entrance standards for international students to increase the number of international students (Palmer & Cho, 2012). Due to lower standards, many times, especially Chinese students are not able to communicate in both English and Korean and therefore have a difficult time following in class and contributing to group assignments. This steers Korean students to have a biases on international students, especially Chinese students since it is difficult to communicate and it can affect the Korean students' score for assignments.

Also, due to articles in the newspaper and a drastic increase in the number of international students, many Korean nationals are aware of the institutions initiatives of increasing international students to fill low enrollment and increase foreign presence to increase ranking. This leads to a stigma of international students that they are part of the Korean government initiatives in recruiting international students to increase enrollment. The stigma also extends to recruiting second-tier students, since

international students have different standards and requirements when applying to Korean universities. As oppose to Korean students who have to go through a rigorous process in order to enter university. Also, since many international students are from China other underdeveloped countries and are offered government scholarships, many Korean students view this as an initiative to fulfill government needs in aiding other countries (Moon, 2016). Additionally, the cost of tuition continues to increase, many national Koreans find it unfair that international students are provided with scholarships as oppose to them having limited opportunities to scholarships. This sort of view affects the willingness of Korean students wanting to open up to international students due to Korean students think that the efforts and investments are focused on national policies and goals rather than on investing more on Korean students.

### **Ways to make social connections through KPU**

Social connections among Korean university students are made through joining a *dong-ari* [tr.club] and going to department *Membership Training (MT)*. *Dong-ari*'s are clubs that are sponsored by the university that are open to full time university students. Some of the types of clubs include, dance, photography, soccer,

international cultural clubs. These clubs can be organized at the university level, meaning open to all students at KPU or department level, where it is only open to students from the specific major. *MT*'s are department sponsored weekend trips to orient all the students' freshman year. The students go once or twice during their first semester (usually at the beginning of the semester) to an overnight trip with classmates within the same major to become familiar with each other. These are not mandatory but many students use these outlets to meet other classmates. The participants from this research shares about their experiences in joining *dong-ari*'s and *MT*'s.

Sarah talked about how she was not able to go on any *MT*'s because she entered KPU the second semester of her freshman year. Because she missed all the opportunities to meet other Korean classmates, she had a difficult time getting acquainted with Korean classmates and so was always with other international students. However, she joined the dance *dong-ari* and it opened up opportunities for her to meet other Korean students.

Vicky shared about how she had to put in the effort in meeting other Korean students. She talked about being open and putting herself out there and the respond that she got from participating in a *dong-ari*.

“Um I think just like keeping an open mind really helped because a lot of the foreigners that come here they expect to like immediately be in the group And with like all the Koreans but once they get like-- once they feel like out-casted they just stay out-casted the whole time But like for me I just tried to like participate in as much as I can especially the dance club because that’s like a huge part of my school life now I think that really helped me adjust a lot. Yeah because once you have Korean friends who are like really willing to help you, you can do a lot more in school and you feel a lot more like achievements.”

Through these organizations that provide opportunities where international students can interact with Korean students, they are able to improve their Korean speaking skills and also build social connections. These social activities resulted in opportunities to know more about Korean culture and also develop meaningful relationships. A lot of times these *dong-ari*’s have special events and the goal is to accomplish this goal usually within a semester. For example, for the dance *dong-ari* that Sarah and Vicky are part of, they were preparing for an end of a semester dance performance and so they were able to work together for one purpose to accomplish a successful performance. For Kathy, she was able to join a *dong-ari* where she was able to put together events where they share different cultural exchanges. She was able to work with other Korean students and led to meaningful relationships.

MT’s are a little bit different where it is usually an overnight trip held for first

semester freshmen students. Each major organizes activities for the students so that they can become familiar with their classmates. At MT, most of the students do not know each other since they are all new to school. Sometimes, sophomores of the same major organize a Q and A session to give advice to all the students. Also, professors from the same major usually join and so it is a chance for students to get to know the professors of the same major. The MT outings are the start of where students are able to start feeling part of the department.

“After a few weeks we went to MT. So there, I was only foreigner there so like student would come to me and ask me my name and we sat together, drank together, played game together- - that time I felt maybe, for now I’m fine. Yeah.”

Some students did make friends through the MT but there were more meaningful relationships made through the *dong-ari* because these groups meet for an extended period of time and have similar purposes, which likely gives students opportunities to develop deeper relationships. Vicky stated that her close friends are not from the dance *dong-ari* and she feels like she can ask any questions or get help from other Korean students in the same club. These *dong-ari* clubs have become a place for international students not only to interact with Korean students but also

other students from other countries and majors.

Social relationships can be formed due to similarities. Having the commonality of being an international student can bring close relationships to be formed. Also coming from the same country of origin to form relationships can occur. Rachael shared how she has met other international students from Rwanda and that they are able to share information about school related information to where to get your hair done. Also, Rachael was able to gather information about learning Korean cultural events open for international students in Korea through another international student. Information about culturally relevant information is shared among the international students and so students from the same country of origin can help each other. Another example of this is with Kathy and Karen both being from Kazakhstan, they are able to help each other in things related to their home country. These relationships function in assisting each other with needs related to cultural information. Whereas Korean students might not be familiar with these specific types of needs.

It is also interesting how many of the international students took on the responsibility to have the Korean language proficiency in order to join the different social groups like *dong-ari* and *MT's*. From the interviews, many of the international

students expressed how they made the effort, and took on the responsibility in improving their Korean skills so that they can interact with Korean students more than hoping that the Korean students would be ok with using English to communicate. There was understanding on the international students desire to improve their Korean skills.

### **Self-formation and social imaginary in the academic and social context**

These sorts of complicated implications of academic and social perceptions link the imaginary of international students. As international students imagine their belonging to the university and Korea, it shows the importance of language. Anderson (1991) explains how language plays a role as to how people imagine their belonging (Anderson, 1991). For international students, many have emphasized the importance of language as a way to be accepted into the university community. Whereas vice-versa for Korean students, in their imagined community, they hope to speak to international students using Korean and then English. This shows that there is a perception among Korean students that there is a preference and more of an acceptance of English more than other languages and cultures. These imaginaries of

globalization and neoliberal policies influence the internationalization of higher education.

Academically, international students are the ones that feel the tension between the internationalization pressures from the government as the university is try to implement different policies. Confusion and difficulties are caused by the uncertainty of the language requirement; inconsistency of which language to use to communicate and the lack of fluency of the Korean language. Socially, the international students that were interviewed stated that they had to find ways to make connections with Korean students and develop relationships on their own. Different barriers including language, cultural differences and time to interact in social activities can cause barriers between domestic and international students (Trice, 2007). One of the major themes that were discussed is how the international students are the ones to find and initiate in joining these two types of social events. Another theme is how the language preference in social settings outside of the classroom is Korean. Also, that there needs to be some sort of effort being shown in trying to use the Korean language in order to be accepted. And lastly, there is a preference of nationalities among Korean students on whom they are open to. These findings provide insight to higher education institutions and paint an idea of what schools can do to address the

different needs and consideration when recruiting international students to their school. The different experiences are a resource to the higher education institutions on how to cultivate a supportive academic and social experience.

### **The International Students' Expectations from KPU and the Role of Student Support**

The role of support services for international students is not clear. This chapter, examines the types of support and if it is enough for international students. More closely, this chapter looks at the different types of student support services that are available for KPU international students and their perceptions related to student support. Using the perceptions of the international students in relation to the student support provided it goes into detail about what needs should be considered when developing support services for international students and furthermore when strategizing to internationalize the campus. This section helps in providing the understanding of the needs of the international students and to better service them.

### **Focusing in on student support services**

According to the KPU Student questionnaire, the second least satisfaction was found to be the helpfulness of the administrators and staff (see Table 13). To investigate further, the international students were interviewed and asked about any support programs or a department that helps in supporting international students from the university or department, many of them shared that they were not aware of any programs or support besides the support offered by the OIA besides Korean culture programs and language exchange programs. International students mostly referred to contacting the OIA for specific questions that they had. They would take the initiative to contact the OIA office to ask questions, more than the office being pro-active in providing programs. Having the international students initiate in asking questions to OIA might be due to the lack of collaboration among university departments within the university as well as fully understanding the needs of international students (Bista & Foster, 2011; Peterson et al., 1999)

Majority of the international students interviewed expressed the difficulty in using Korean in classes. In the literature, Daly and Brown (2007) have highlighted the different types of difficulties that international students face (cultural, educational,

and language usage). Classes in English are a relief for some international students but all the international students expressed their difficulty with classes in Korean. Even though some of the majors are all delivered in English, some of the electives and university-wide classes that all students (Korean and international students) need to enroll in (Korean writing), it is difficult and the standards are the same for both. When I asked Christina if there are difficulties with classes, she replied back saying that there is no one.

“I have no one to actually ask for help or anything...sometimes when I have to do reports I have a friend, Korean friends to help but in the school, no one helps me.”

There are classes in the General Education department for extra writing classes for international students, however, the class size ranges from 40- 60 students. When Christina was asked one aspect that she wished the school can help her, she said that she wished

“They actually can give us like Korean classes for the classes like...for example to write reports. I didn't have to write reports in Korean. I just learned from internet...to survive in school life to teach us how to write stuff because for example for Korean students they learn from the high school how to write reports in Korean.”

The university does not have a specific office for international students to attend to receive academic help. All the international students interviewed talked about how they would refer to the professor or their Korean friends for help. When asked respondents if there is a place to go to get help, no one referred to an office or support system provided by the university for academic help. All the international students referred to the OIA for help regarding tuition, class registration, or visa help. No one referred to how the university helped in finding academic help. The resources to support the international students' academic studies is difficult to find and is absent for international students. During the interviews with the international students, questions were posed regarding what would happen if there were questions from class or if the student was not able to understand something from class. The international students talked about staying after class to ask the professor specific questions. Or the international students referred to asking a classmate. No one mentioned going to a separate office for help. There is a separate class for international students for Korean writing class. All freshmen are required to take a Korean writing course and there is a separate writing class for the international students but besides that, no one mentioned a separate office or extra resources available for the students provided by

the university. In fact, the international students generally were satisfied with the academic resources (see Table 14).<sup>11</sup>

Table 14 *Most Satisfaction with KPU*

	Percentage
Academic Resources (library, campus resources, etc.)	38%
Faculty/advisors	36%
Quality of classes	32%

\*Source: from the author

All of the international students that were interviewed pointed out that they went to the school website to gather information and if they had a specific question, they would call the OIA and the response from the office has been positive. Sarah talked about how she was able to call the OIA more than ten times when she was not able to find information on the website.

“Um, they actually have an English website and um most of the information is

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<sup>11</sup> There might have been a more definitive result if a continuous scale was used instead of a “3 point” scale.

there but if I didn't like know something I would call the school. I think I called them at least like ten times.”

The website covered general information regarding admissions requirements, important deadlines, process regarding visas, insurance, and housing arrangements. When it came to enrolling for classes and fulfilling credits for graduation, the international students would have to contact the department that they are majoring in. If there were any specific questions, they would email, call, or stop by the office to ask. Most international students expressed satisfaction in the OIA in answering their questions related to onboarding and general questions related to the university and Korea. However, when it comes to questions related to academics or any other type of questions outside of the scope of general questions, these questions were not always answered or a complex answer is given. Therefore, many of the international students have lowered expectations and try to find answers through other classmates, online or students from their same home country. Furthermore, sometimes the information with OIA and their major department mismatched information; outdated information or the information was irrelevant. Kathy shared

“I started asking about my major classes to OIA but they asked to go to my major class office; my major department office explained to me but it's still not the explanation I wanted to know... sometimes there are gaps and the international office is telling me one thing and the department is telling me

different thing.”

Christina talked about how when she contacted the OIA office, she was told that there were English classes but when she actually came to the school, almost everything was in Korean.

“I asked if they had when I was sending my information for registration, if my major if we have English classes. They (OIA) said yeah we have English classes in that major. But when I came here I realized that – everything’s in Korea. I have like—this major has one class in English. I think is the only one in the whole entire major. “

Also, there were times when someone in their major department that could not speak English and so everything had to be relayed in Korean. Most of the information was relayed on an as-needed basis when questions were asked. Rachael said that for her department, one person in the administration office answers all her questions. The administrator is the one that communicates in Korean and answers most of the questions for all students, including international students. She said that she is okay with this but there are times when the answer is complicated and difficult to understand due to the complexity of the process or the information is in the Korean language. She said that there are expectations that the international students are to

understand and have a certain level of Korean fluency to understand the answers. Furthermore, there are complex institutional processes and procedures that are explained generally and dependent on circumstances. For example, Isabella shared how she was not sure which gym she was allowed to use on campus and to find the answer to this question was not easy to find due to the different answers she received from different administration offices. During the process of finding the answer, she realized there were different circumstances that were dependent on whether she was a language student and which dormitory she was living in. This is something that can be difficult for international students to understand. For some international students, this is okay because they prefer to be treated the same as a Korean student.

The international students talked about how there are university-wide programs geared towards only cultural-focused events. These are program series or events where international students learn more about Korean culture. However, international students shared how these events are great but also programs that can be more applicable in answering questions and programs related to logistics and specific scenarios related to school policies and opportunities. For example, what to do when you are sick and are the necessary steps to be excused from class to how insurance works in Korea. Christina talked about how when she was sick, she did not know

who to contact to fill out the necessary paperwork to ensure she is excused for her absence in class and how to utilize the insurance that she has to cover her medical costs.

“Also one day I was really sick and I asked them what I can do if I’m sick. And I cannot go to classes. They (OIA) said I have to go to the doctor. But they didn’t explain to me that there is a paper to give to the teachers.”

Some of the international students referred how they want to find an internship or a part-time job that can help with practicum related to their major.

At the department level, the reasons for the lack of support services might be because some departments do not have enough international students to hold a meeting. Rachael talked about how she was the only person from Rwanda in her and that there were a handful of Chinese international students in her department.

When asked about what types of support was expected from KPU, the answers varied. The expectations from KPU ranged around the themes related to academics more than social support. Majority of the international students want support related to doing well in school. Also, international students expected some sort of support related to finding internships and employment after graduation. Sarah, Christina, and Mary are all hoping to obtain an internship or job after graduation in

Korea for a couple of years. Sarah talked about how there is an international student job fair, and she hopes to find opportunities through the job fair. Mary and Christina pointed out that among film studies students- social connections is the way to find internship and job opportunities. Many of the older classmates send out messages and through word of mouth, shares about opportunities to work part-time related to film. However, these part-time opportunities require fluency in Korean and so there is motivation for Mary and Christina to increase their fluency in Korean. Although Sarah, Christina, and Mary would like to gain experience and work in Korea after graduation, they added that they are aware of the difficulties of obtaining a job and working in Korea as a foreigner.

Alex, Andrea, and Isabella shared how that KPU KLI's services are great but there are no supporting programs in providing opportunities to meet students at KPU. It is difficult to meet other students and develop friendships outside of the KPU KLI program. Isabella shared how her roommate is new this semester and it has been difficult for her roommate to meet people and develop friendships.

“I don't know if she's lazy or not but she comes and she's mostly sleeping but I think like for me it's okay because I'm adjusted and I made friends but I think like if there were like some activities or like she could try to get along and you know.”

There are some cultural events but it is for the students enrolled in KPU KLI and so it is difficult to me Korean students since all the students are language learners. KPU's KLI students are not considered full-time students they are not allowed to join *dong-aris*. However Alex started to work with the OIA in hopes to open some opportunities so that there can be some interaction with Korean students. Also, it has been mentioned how sometimes there is more attention given towards Chinese students. Majority of the students in the KPU KLI's are Chinese. In a classroom of 20 students, four of the students are usually Vietnamese, maybe one or two students will be from either North America, Africa, or Europe and the rest will be from China. Sometimes the teachers are able to communicate in the Chinese language and so students that are not Chinese can feel out of place. This is not only at KLI's issue but also in other departments. Vicky did state that at times, there is information relayed in Korean and Chinese and how it would be helpful if it were also relayed in English.

When it came to making social connections and friends, this was something that most international students felt that it was their responsibility in accomplishing. Also, most of the international students kept referring to how they needed to continue

improving their Korean skills. Many referred to that if they improved their Korean skills and fluency, then it would be socially, academically, and culturally easier. They all felt it was their responsibility. The perception of having adequate support from KPU can be due to the international students having low expectations from the school administration in helping the international students with accomplishing their goals or not being aware of the services that are available to them.

Many of the studies related to international student mobility have become more focused on not only language but also social and cultural rationale of internationalization. These opportunities are necessary and platforms need to be provided by student support services. Student support services provide an environment that is conducive to help students to succeed in their goals. Social connections also can contribute in helping international student transition to a new country and university. Having strong support can assist in having less negative outcomes (Ward & Kennedy, 1999). Student support services plays a big role and is critical in role in building the bridge that provides an environment that is connected to a rich academic, social, and cultural environment for students. An environment can include the different experiences that students have (Young, 2003). Not only the experiences but also different type of emotions is necessary to facilitate student

growth. This can provide opportunities to be involved and build social relationships that can facilitate academic and social goals (Hamrick et al., 2002).

Higher education institutions play an important role in providing opportunities for cross-cultural communication and intercultural skills for all students, including domestic students is important and beneficial (Grayson, 2008). Cross-cultural communication and intercultural skills provide meaningful engagement, which can lead to important skills for all students in a globalized society (Peterson et al., 1999). More and more higher institutions are actively providing support for domestic and international students in exchanging in cross-cultural communication and intercultural skills as part of internationalizing their campuses (Urban & Palmer, 2013).

Not only are cross-cultural communication and intercultural skills are important but also transferable knowledge and skills to utilize at the workplace once finishing at university (Campbell, 2010). Many of the international students hope to take back the knowledge and skills back to their home country and use it in their field of study. Rachael talked about how she hopes to bring back all the knowledge that she has gained in her program back to Rwanda. Higher education institutions play a pivotal role in connecting the knowledge gained for the international students' future

work experience.

### **Role of government's student support organization**

Rachael and Christina are both international students that are on GSKP scholarships. Due to this scholarship, there are some requirements that they need to fulfill. These requirements include, passing the language requirement, obtaining a certain grade point average, and graduating within a certain timeframe. Also, there is a commitment in supporting scholarship students from KGSP. When asked about what type of support they have received from NIIED, the organization that oversees the scholarship, there was not much shared. Rachael shared how she views NIIED as the parents where they support her with the tuition and any questions related to living in Korea, for example, how she is receiving a scholarship from NIIED, she is provided with insurance. If she has questions related to living in Korea, she would go to NIIED since she has able to obtain more information. If she has questions related to school requirements, she would go to her department.

For Christina, she shared how as a KGSP scholar, NIIED is helpful the first year. The NIIED office helped her settling into a four-year university after attending a

language program. However, after that, it is the university's responsibility to answer any questions. She only is in contact with the NIIED when they ask for her grade point average at the end of the semester.

These experiences point to how there is a need for more integration with the Korean national international student support services, universities, and international students. Once international students are invited by NIIED, there are no clear guidelines on who to contact for what needs. International students are not sure which organization- NIIED or KPU to ask questions to or obtain information. However, more than providing support regarding financial and answer general administrative questions, there is an opportunity for NIIED to provide support in helping international students find internships and/or jobs.

### **Communication channel**

In responding to the needs based on the interviews, it is clear that there is need to improve the communication channel. According to the KPU student questionnaire, 53% of the international students were aware of the international student office where they can receive help. And 43% of the international students never went to the office

for help. The lack of proper communication and information about KPU is necessary to attract international students and also to reduce confusion. For example, Rachael shared how she did not know about KPU and the lack of information about the programs offered, led her to have KPU as her last choice in choosing a school to attend after her language program.

“KPU was my last. To be honest yeah like, because I heard of friends from Hanyang University and Yonsei University so I heard many information about that the universities but I didn’t have any information about KPU. That’s why it was my last choice. I didn’t find enough English information but Korean was okay. So I asked teachers to explain and translate.”

Furthermore, there needs to be a communication line that provides awareness of all the resources that are available. Simple administrative solutions, including a public message board may be set up. A message board is already set up but the departments need to communicate and push for conformity on utilizing the message board. This can provide pragmatic understanding of not simple conventions that can be picked up. For example, acronyms that are commonly used among KPU community are unfamiliar to international students and so providing an intro to the acronyms and cultural norms. Another example is to provide one a message board that provides space for any department to post and share announcements and know-

hows that can be helpful for international students.

Also, providing training for faculty on how to accommodate international students in a learning environment is necessary. International students having to juggle the Korean language and content, require different learning strategies. Having faculty trained to deliver different learning methodologies for international students can provide better learning outcomes. Furthermore, it provides understanding on attitudes and values of international students and also contributes in better cultural exchanges within the classroom and campus.

Moreover, this can be due to the difference in culture. Many international students are interested in knowing the correct processes and procedures in administrative needs. For example, Christina shared about not knowing how to obtain an excused absence. She was not sure what if she needed a doctor's note for an absence. She was not sure who to give the documentation of her absence and what steps were needed to be taken. However, these steps are not provided. The information might be on the Internet but in Korean but during her orientation, these types of steps were not explained.

## **Integration with the community**

Student support is important and an important factor in student success. Identifying the needs based on what international students have mentioned will not only lead to student growth but also satisfaction which can lead to many different benefits. Research also states that when international students interact with the community, it is easier for the international students to transition (Castro, Woodin, Lundgren & Byram, 2016; Ward & Kennedy 1999). The international students mentioned often how they want to be integrated with the other students. More than wanting to receive special treatment or have separate programs, many of the international students, stated how they would prefer to be integrated with the Korean students. International students wanting to integrate with the community was also mentioned.

However, the question of what sorts of programs or efforts have been put in towards integration should be considered. Some of the research has looked at the negative interaction between international students and local students (Volet & Ang, 1998) but it can also be the lack of interaction. Shin and Moon (2015) shows in their research the disparity between the efforts or recruitment of international students,

university curriculum, and relationships among international students and local students and promotes a paradigm shift in diversity to be added into the internationalization initiatives (Shin & Moon, 2015). There are reasons for the lack of interaction between international students and local students. One reason can be due to cultural differences or views of foreigners. Furthermore, Koreans tend to be ethno-nationalistic. According to Shin (2006) and other scholars believe that, Korea has this view that people that come from other countries in Korea are to be utilized as a way to fulfill national policies and goals.

Korea's approach to the internationalization of higher education can thus be seen as a case of 'appropriation of globalization,' where aspects of globalization are selectively adopted and implemented for instrumental reasons but without substantially altering local values and culture. (Shin, 2006, p. 94)

For example, due to the lack of Korean workers willing to work blue-collar jobs, many migrant workers have come to fulfill these types of jobs. Also, to fulfill the decreasing enrollment of local students in universities, recruitment for international students is seen as another policy push from the university and government. These sorts of view, trickles down and leads to a culture of where international students are considered subnational and not provided with all-

encompassing programs like Korean students. Many of the Korean students might not know how to interact with international students and so this leads to conflict. Shin and Moon (2015) calls for a shift in view and calls for valuing internationalization policies not as an instrument to fulfill national policies but valuing diversity for what it is. The outcomes of diversity and integration bring growth socially and culturally. Furthermore, pursuing diversity and promoting cultural exchanges will provide understanding and skills necessary for not only Korean students but also lessen the difficulties that international students face as stated in the findings (see Table 11). This can provide international students to be more accepted by classmates, faculty and staff, and make friends.

Providing inclusive policies and programs for international students will lead to satisfaction based on the interviews. There was no mention among the international students where they were given opportunities to share about their culture and background. There was mention of programs to introduce Korean culture to international students and how to assimilate. However, there were no opportunities for the international students to share about their home country or cultural background unless when interacting with Korean students one on one in a natural setting- but that also was rare. There is a need to not differentiate the international

students but to integrate; this provides educational and cultural exchanges to both the local and international students. Efforts can include initiatives from the OIA and high-level offices within the university and MOE. The types of initiatives can range from cultural exchanges and workshops and open dialogues.

International students have expressed different sorts of expectations from the institution of higher education. These expectations of proactive methods of student support rather than as need base services from the student support office, providing clear communication channels, understanding the roles of higher education institutes and government, and integration with the community are the different types of support that international students would like from the university. Furthermore, these types of services are not necessarily detrimental to the international students. They have lowered their expectations and acculturated to the university culture. These findings provide an understanding of what types of expectations and needs are desired by the international students.

## **Chapter 5: Conclusion**

The overall purpose of this research was to examine the services provided for the international students and whether or not there is room for improvement. Researching and delivering information for higher education institutes on how the current student support services are faring out to be for international students was to be fulfilled through this research. Findings for the different perceptions among international students related to the support services provided by Korean universities have meaningful implications. Identifying the different needs will not only benefit students but also in accomplishing different internationalization strategies for the university and also the nation. Providing the discrepancies in the long run guides universities in finding ways to strategize in satisfying international students.

This chapter concludes with summaries of some concepts relevant to this field. First, I highlight four major findings that identify factors that attract international students to Korean universities. Then, summaries of the different concepts that were found provides an account of the different themes found according to the international students' perceptions in relation to academic and social support. Also, findings related to the university student support system for international

students. These findings will highlight the gaps between the services provided and the expectations from the international students. In the second section, I will go back and explain the implications and link the findings to the trajectory of higher institutions and also the potential impact on Korea's human resource. Lastly, some suggestions on future research are explained.

### **Re-aligning the views of motivation and adjustments**

Trends in international student mobility are influenced by the decisions that international students are making in pursuing their studies to continue to develop themselves. Although Mazzarol and Soutar (2002) introduced different concepts that contribute to the destination of choice among international students, there is an aspect that self-formation contributes their motivation in pursuing studies in countries and higher education institutions that can provide an opportunity to develop themselves. Marginson's theory (2014) "Student Self-Formation in International Education" is linked to Sen's concept of "active-agency" where international students are actively initiating in pursuing their goals was stated. Based on this research, it is found that international students are continuously finding ways to accomplish their goals. The

first major finding is that the biggest motivation for international students to leave their home country to pursue their studies is to gain international experience. The international students chose to study in a different country because it will give them better opportunities and a competitive advantage. Learning a different language, having international experience and building an international network will provide better opportunities. International student mobility trends have shifted to not only English speaking countries but also to other languages (Chen, 2006; Kondakci, 2011). This can be found in this research as many students decided to come to Korea due to wanting to develop their Korean language learning skills (Jon et al., 2014). This thought among the international students is be due to the lack of opportunities and development of their field of study. Many of the international students came to Korea and KPU due to its developed program. Based on the findings, it is shown that international students find ways to adjust to be able to accomplish their goals. Many of the students are actively finding programs and schools with a positive reputation. This is true of the media studies major. The reputation of Korea and KPU contributes to many international students coming in hopes to learn and gain experience.

The second major category of finding is that there is a need for clarification and consistency in the usage of the Korean language. Although the university has

implemented different initiatives to promote internationalization, for example, an increase in English medium of instruction in classes, however due to the lack of detailed planning, the potential effects of internationalization has not been reached (Byun et al., 2013). For example, some of the courses are labeled according to the class catalogue to be taught in English but end up being taught in Korean. Also, the language requirement in order to enter the university does not equate the level needed in order to do well in class. The university requirement in order to enter KPU is TOPIK level 3 or level 4 (depending on the major). However, this level is not sufficient enough for students to perform well in the classroom.

The Korean language requirement and usage of Korean is inconsistent among faculty and administration. The international students shared that there are some professors that are willing to cater to the students' needs. For example, Rachael said her professor accepted assignments that were in English. This was beneficial for her but was still difficult since the lecture was in Korean, textbook was in English, and the exam was in English. It took more time and effort to learn the content of the class due to the different medium of language.

But more than that, international students do not have the level of Korean fluency to function in their classes. There are times when students are not able to ask

questions and also have difficulty in accomplishing tasks that are required for assignments.

Based on these difficulties, there is a need to re-consider the goals and priorities of the institution in order to meet the needs of the university and students, including international students. International students are under the impression that classes that will be labeled as English medium of instruction will be provided in English. However, if the courses are offered in Korean, there is difficulty and therefore, support in increasing Korean language skills are requested through this research.

Many of the international students have shared about how being able to communicate in Korean is important and without the capability of communicating in Korean, which brings limitations. Although universities have developed classes in English in hopes to recruit more international students, international students find difficulty in the classroom due to the language but also other difficulties. For example, when international students are not able to communicate in Korean when working on group projects, they are not able to contribute to the group projects. This leads also to social issues.

The third major finding is that there is a relationship between making social

connections and Korean language ability. Although this makes sense, not being able to communicate in Korean in Korea brings limitations but there is a sense of preference. This leads to international students' difficulties with acculturation to the Korean educational system and culture. This sort of constant difficulty including social integration leads to difficulties in learning and perception for success (Chow, 2011; Popadiuk & Arthur, 2004; Singaravelu & Pope, 2007). The preference of relationships is dependent on the home country of the international student.

Most of the international students do not have expectations from the university in providing opportunities to develop social connections. International students are able to find ways to be part of the community. The concepts of social imaginary are shown among international students as there is a distinction in aspiration to self-develop and expect to be part of the different communities (Anderson, 1991; Taylor, 2004). International students in this research inferred to how there is low or no expectations from the university in providing opportunities to be part of the university community. International students have shared that joining *dong-ari*'s provides opportunities to developing relationships with other schoolmates. This provides insight to how international students actively find ways to be part of the social community.

The last major finding focused on the school's role in providing student support-programs. Higher education institutions support services are finding avenues to provide an environment for international students to transition to a new environment that is conducive to learning. As international students are viewed to actively form themselves, the support services are in need to adjust the types of services and the processes that fit the needs of the international students (Marginson, 2015; Tait, 2000).

The themes that were addressed were related to how there is a need to be proactive in providing support for the international students. Most of the support was provided by OIA based on need. If international students cannot find information; confusing information due to contradicting information- the office provided answers if the international students asked the questions. However, there is no proactivity in providing information or helping in developing programs to help students. A contribution to this might be cultural. International students want to know the processes and procedures, however, the university, including the OIA functions by giving information based on need. This can be due to a difference in culture where international students want information on standard procedures and processes. However, the university sees it is dependent on the situation and therefore, does not

provide detailed information.

Although, many of the international students do not have expectations from the school, in terms of developing social relationships however international students expressed how they want to be integrated with Korean students. Many students expressed how there is a lack of support programs that provide opportunities to become more integrated with other classmates and the school. The university student support offers cultural programs in understanding Korean culture. However, more than cultural programs, the needs for opportunities to become more integrated with other Koreans are needed. Many programs are focused on only helping international students and this leads to programs where only interaction with other international students than opportunities to help international students meet Korean students.

The international students have brought up these difficulties in the academic and social context, these international students have found ways to engage and assimilate to the culture. However, as the different international students have talked about having to make the effort and making it a priority shows that there is motivation and belief in finding a way to adjust accordingly. Marginson (2014) writes how “International students move across geographical, political, cultural, and linguistic borders; they engaged in rapid learning about the new country; and

negotiate plural identities on a more or less constant basis” (p.12). There are different processes of self-formation, in different forms however, as shown by the interviews, the international students have talked about how they identified the differences and what it takes to assimilate to the academic and social settings. Many of the adjustments focus on how international students focus on the difficulty to fit in and to reconcile the difficulties and differences. There are often challenges in different aspects, including the academic and language issues in which many times lead to social difficulties. However, a change in viewing international students as deficient and weak and in survival mode in a new country is needed. Just as Marginson (2014) writes that international students are “strong agent piloting the course of her/his life” and “habitually weak or deficient” (p. 12). International students are “reflexive self-making of the person and her/his assembly of skills, knowledge, talents, habits, and aspirations” (p. 12). Although, international students have shared their difficulties related to language and academic difficulties which led to difficulties in fitting in socially, the international students were able to identify their needs and are looking to adjust accordingly. Based on the findings, it provides a connection between Marginson’s theory of “International student’s self-formation” and how international students are looking for ways to adjust and form themselves in new environments.

These are the four major categories of finding based from this research. These findings provide relevancy in what is occurring currently in Korean universities and the different needs according to international students' perceptions. The next section will focus on the how this can provide change in the trajectory of Korean higher education institutes and also nationally.

### **The future role of Korean higher education institutions and national agendas**

There is a commonality of both international students and also the institution in wanting to fulfill their neo-liberal social imaginary. The aspiration to be known as a world-class university and to pursue global standards is common in Korean universities and the Korean government. International students are pursuing to be accepted and integrated into the community. As they have this social imaginary to be part of the community but there are differences manifested and a call for change is necessary before it leads to consequences.

This research noted the considerations of the international students' motivation to come to Korea to pursue their goals and its important component that should be utilized in fulfilling national needs by universities. This provides guidance

to understanding what drives students in crossing borders to come and pursue their goals. More specifically, in this research, it was found that majority of the students decided to cross borders since they wanted to gain international experience, believing that it will provide more opportunities and a competitive edge.

Many of the international students have come to Korea to learn the Korean language but with the internationalization policies in higher education in Korea, there are some policies and practices that need to be re-considered. This is something that many higher education policies, more specifically in Europe that has thought about pertaining the policies of multilingual (Cots, Llurda, & Garrett, 2013). The attitudes and practice related to language is something that needs to be considered in the Asian countries context.

Furthermore, many of the international students if given the opportunity would like to gain work experience in Korea. International student's motivation in coming to Korea and fulfilling their goals and gaining work experience in Korea provides opportunities for higher education institutions and fulfilling national needs. As international students form themselves while attending university, they are able to construct themselves and contribute to the community (Anderson, 1991; Marginson, 2014).

This provides an opportunity for higher education institutions providing a platform for international students to fulfill their goals and also in filling a national need. As Marginson (2014) writes that international students are “subjects of research” and that there can be opportunity to “influence content” (p.9). The university can be a place of not only academic opportunities, where international students obtain a degree but also a stage for integration within the community and local students. This can be done by providing opportunities in cultural exchanges rather than a one-way Korean cultural influence towards international students.

### **The future of Korea and human resource**

Although most of the international students are either in undergraduate studies or preparing for graduate studies in this research, many have expressed wanting experience working in Korea for a few years after graduation. If there was an opportunity to work or participate in an internship in Korea, they would take the opportunity. International students have this social imaginary where they want to be part of the community and experiencing education and having work experience abroad positions them at an advantage (Anderson, 1991; Taylor, 2004). International

students are seeking to be part Korea and their perceptions are translated to their imagination of possibilities of being accepted and economic opportunities.

However, there are a lack of initiatives incorporating undergraduate students to opportunities as such. With the decline in birthrate, as a result Korea's domestic student population is decreasing at a fast rate. There is an intensifying need to strategize in seeking to find solutions for the future of Korea's human resources and support the country's economy. More importantly, if universities want to continue to attract international students in a competitive environment, these types of initiatives are necessary within the university. If international students can be seen as potential members of the future labor force in Korea, and furthermore, this can support the economy. Although there would be a significant demographic change, this type of change can enhance Korea's globalization and also neoliberal imaginary of globalization. A consideration for post-graduation stays in Korea should be looked at to help solve needs as a nation and for the international students. Having long-term strategies to provide students to consider not as a visitor but as part of the community is needed. Also, not viewing international students as instruments to fulfill a need for economic or political purpose but accepting, as a social existence is an integral part in developing to be a global world-class community. A commitment in integrating the

international students into Korean society as a member of society is necessary.

The government has not prioritized utilizing international students as potential members of the Korean workforce. It is said that only about 1% of 10,000 international students are employed after graduating from a Korean university (Min et al., 2014, p. 27). Furthermore, there is a lack of statistical data for the number of international students graduating from university and/or finding employment.

Implementing policies that encourage a paradigm shift in integrating international students to the community and workforces is important. There is a need to strategize and provide early training for international students to be part of the workforce in Korea. Providing training programs for the international students to have competencies that will give international students a competitive edge will be beneficial for not only the students but also for the Korean workforce. This will be advantageous for not only long-term needs for human resources but also strengthening higher education programs to prepare for global competencies for international students and Korean students

Identifying the kinds of support needed for these international students and establishing or enhancing services to help international students will provide better outcomes for the international students, especially academically and improving

Korean language skills. Furthermore, there is limited data about the graduation rate and job placement for international students. There is a need to further study the graduation rate and job placement to see the success rate and the relationship between international student academic success and student support. The efforts in putting together programs for job placement or internships can help universities in providing effective support for international students. Due to no accountability in terms of helping international students' job placement after graduation, there is no information about graduation rate or job placement. The quality of the international student's experience will improve not only academically but also socially due to the support in the international students' goals. Putting priority in helping international students in succeeding to reach their goals shows that there is concern and that international students are valuable. International students will feel that the university finds value and also believes that their program is valuable and affective in preparing all students, including international students for the workforce.

### **Limitations**

This dissertation has come with some limitations that need to be considered.

First, this is a study of only one university. While it is possible to draw conclusions about one university, it is difficult to generalize all universities. However, through this study, conclusions can be drawn which can help to explore other common characteristics of universities and patterns during the recent years as a country that strategized ways to internationalize higher education.

Also, majority of the students in the questionnaire are Chinese. They represent a big portion of the whole international student population. The views and goals that international students hold are diverse since they all come from different countries. This makes it difficult to conclude that all international students represent similar opinions. Conversely, the majority of student population in Korea comes from China and so the outcome can contribute to understand the needs and opinions of the majority.

Another consideration is that, although I hold similar ethnic origins, there might be cultural, educational, and language differences since I have been born and raised in a different country. Also, in particular, the international students might find it difficult to share openly to me. There might be a limitation on giving honest and complete information. Although I am Korean-American, students might feel that they cannot share honestly and openly because of my ethnicity of being a Korean.

However, I reminded the participants that there is respect and understanding of the differences. Also, that their opinions have no effect on me as I am not Korean but Korean-American.

Language was a limitation in this study. This research was conducted in English; there might have been useful resources that were in a different language that might limit a thorough look at documents and literature related to this study. Furthermore, although most of the international students have come to Korea to study the Korean language, since the interviews were conducted in English, this may have limited some of the results. The international students must demonstrate a certain level of fluency in the English language and Korean language in Korea, it should be noted that some of the participants, international students, were not speaking in their native language. They might not have been able to express exactly how they felt due to a limitation when speaking English. Considerations for misinterpretations, cultural differences, language barriers could have been other variables that contribute to challenges in the research.

Lastly, the questionnaire consisted of a (likert) scale of three choices instead of a more traditional five point scale for some of the sections. If a five point scale was utilized, a more definitive number could have been produced in three of the tables

(motivation for coming to Korea, satisfaction with KPU and difficulties at KPU).

### **Future Research**

Based on this research, there are opportunities to further the research in higher education. There is still a need to study more universities in higher education. This current research looked at one private university in Seoul. However, there is a need to look at multiple universities and not only in Seoul but also outside of Seoul. Also, there is a study to compare how international students view public and private higher education institutions.

As more and more international students are coming to Korea to study, there is a need to see how international students from different countries view Korean higher education institution support. Views can be different based on their ethnicity, background and language barrier. Future research can compare different regions and how students from different regions have different perspectives on the support that is provided by Korean higher education institutions and cater to certain students with specific needs based on the regions that the international students are from.

Lastly, a study that looks at the motivation, satisfaction with a specific

university or multiple universities, and difficulties in Korea with a continuous scale can contribute to providing data that is more precise.

### **Closing thoughts**

Although institutions are continuing to strategize and make changes to meet the needs of international students, there are numerous needed considerations. The needs of international students might be known but there are constraints that provide difficulties in being able to make changes accordingly. These constraints might include restrictions in finances. There are many departments that lack finances and are not able to provide support that is necessary for the international students and training for staff in servicing international students. Another reason can be due to the clashing of policies within the institution or government policies. In particular, the government has put together policies that provide incentives to universities when English medium of instruction is given. However, the institution might lack in implementing these types of classes due to the lack of teaching pedagogies and language barrier that in the end contribute to a less in-depth understanding of the content. Also, some institutions might not have a clear understanding of the issues

that contribute to the dissatisfaction and difficulties for international students. Although there are these constraints and these problems might not be resolved right away, the findings from this research can contribute to development of future policies.

As a researcher, I learned not only the skills related to research but also I was challenged by my beliefs and assumptions that I had before I started collecting data. The different assumptions that I had based on my experiences with international students and what I have read in different journals categorized international students. However, when I started interviewing, I realized how every student has a story and the diversity that is brought to one place buried the assumptions and perceptions. My interactions with the international students brought understanding that all students had different experiences that leads to different types of exposure to Korea and its culture. Based on the in-depth interviews, the journey of each individual is different and that my assumptions and generalizations were proved to be different.

Through this experience, I have come to see the complexity of globalization and internationalization. Due to different pressures, international students have become a priority for many Korean higher education institutions. International student satisfaction is important as it can continue to contribute in filling empty

classrooms and internationalizing the campus. However, the tension and pressure that the university faces from globalization and internationalization pressures from government leads to confusion and contradictions which can result in negative perceptions from international students and limited satisfaction. The satisfaction of international students is something that is important and should be not merely looked as a commodity but a strategic approach in hopes to develop. Accurate information needs to be accessible to students. My research was to see the perceptions of the international students and their expectations from Korean higher education institutes. Just as Gargano (2009) writes “international student voices and the complexity of their experiences are strikingly absent from the discourse” (p. 341). This leads to how there is definitely a missing element of viewing international students as an “agency” and their lives impact the field of international student mobility. The unique experiences of impact not only the field of international student mobility but also a deeper understanding of the different types of needs that necessary for these self-forming individuals. What their experiences have been like and seeing how these international students have these mixtures of tension and acceptance yet optimism provides exciting times for potential. There are so many opportunities for the Korean higher education institutions to be a place of learning and a space for

globalization.

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# Appendices

## Appendix A: Interview Guide

### Interview Protocol for International Student

#### General Questions

- What is your country of origin?
- What program are you in and how long have you been in Korea?
- How did you hear about Korea and/or KPU?
  - o Was the university helpful in providing information?
  - o Although most of the information is online, how did you go to get specific answers?
  - o What was the most frustrating aspect of finding information?
- How did you prepare to enter KPU? How long did it take you?
- Why did you decide to come to Korea and to KPU?
  - o What factors did you consider? Did you consider other countries before Korea?
- What do you enjoy the most about Korea/KPU?
- 

#### Push-Pull Factors

- What do you want to do after graduation?
  - o Do you want to work in Korea? Or get an internship?
- Does pursuing a degree in Korea at KPU provide more opportunities in the future in your country?
  - o Do you know anyone that got a job in the field that you want to work in as a foreigner?
- What advice would you give to others that are considering coming to Korea to study?
  - o What do you wish you knew before coming?

**Academic:** What are some types of programs you wished were offered to help in achieving your academic goals?

- o Is there anything you did to make your situation better academically?
- o Did you feel you can go to your professors for help?
- o What about the language? What do you think can be done better to help you be more prepared?
- o If you can't perform accordingly in academic setting what did you do in group

projects?

**Social:** How did you overcome the social barriers?

- Any observations on what the best way to overcome social barriers?
- Did you join any clubs?
- When did you feel the most accepted?

**School administrative**

- What helped you adjust to Korea? How did you try to adjust to Korea?
- What are some challenges that you have faced studying here? How did you overcome these challenges? Did the school help you overcome these challenges? Do you know who or where to go when you have difficulties?
- What is something that you wished that the school helped you?

## Appendix B: Informed Consent Form

IRB No. 1701/002-010

유효기간: 2018년 1월 8일

### INFORMED CONSENT FORM (Student Interviews)

#### International Students Perceptions of Korean Private Higher Education Support Services

This consent form explains the research study. Please read it carefully and if you have any questions, please feel free to contact me at [snujulieahn@gmail.com](mailto:snujulieahn@gmail.com)/ 010.3432.1833.

Hello, my name is Julie Ahn. I am studying at Seoul National University and am currently pursuing my PhD in Lifelong Education.

I am putting together a research project that examines the Korean national policies related to internationalization in higher education and how the university has responded to these policies. I will take a look at the different activities and programs that have been implemented. Also, I will research about how a university supports international students. I am hoping to see how the different policies that have been implemented by the university are aligned with government policies and servicing international students. The results of this study should help to the assessment of the policy and practice.

If you agree to be part of this study, you will be asked to participate in an interview about your views, perceptions, and experience at KPU. The interview process will be semi-structured. The interview should take about an hour. You are free not to answer any question(s) you do not wish to answer and you may withdraw from the study at any time. Please let me know if you no longer wish to continue with the interview.

All data collected will be kept confidential. The data will be immediately transcribed after the interview. The data will be protected and all participants will be given pseudonyms for the process of transcription. The research firmly guarantees anonymity.

The voice records of the interviews and signed consent forms will be kept for 3 years, and the transcribed files for the interviews will be kept for 5 years according to 'The Seoul National University Research Ethical Guidelines' and 'Law on Ethics and Safety'. All of the forms will be kept in my laptop as a scanned file and password protected.

There are no known risks to participating in this research. Internationalization of higher education is a topic that is discussed openly, not only in the context of higher education but also as well as the general public. Therefore, there are no known negative consequences. The benefits maybe that it can contribute to the assessment of internationalization in policy and practice. Also, can be utilized in future implementation and policy making related to higher education in Korea.

If you have any questions, please let me know. I can be contacted

Julie Ahn  
Email: [snujulieahn@gmail.com](mailto:snujulieahn@gmail.com)  
Mobile #: 010.3432.1833

Seoul National University  
Email: [irb@snu.ac.kr](mailto:irb@snu.ac.kr)  
Ph Number: 02-82-880-5153



IRB No. 1701/002-010

유효기간: 2018년 1월 8일

I wish to participate in this study. I understand the purpose of the study and the interview. I understand I may withdraw at any time. I have been given the chance to ask any questions I may have and understand I can continue to do so during and after the interview. The interview will be held in English. A copy of the consent form will be provided and kept on file.

Name/Signature \_\_\_\_\_ Date: \_\_\_\_\_

I certify that I have read out the above research description to the participant, and answered all questions.

Name/Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**INFORMED CONSENT FORM**  
(Questionnaire)**International Students Perceptions of Korean Private Higher Education Support Services**

This consent form explains the research study. Please read it carefully and if you have any questions, please feel free to contact me at [snujulieahn@gmail.com](mailto:snujulieahn@gmail.com)/ 010.3432.1833.

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If you agree to be part of this study, you will be asked to participate by filling out a questionnaire about your experience at KPU. The questionnaire will take about 5 minutes. You are free to not participate if you do not wish to answer and you may withdraw from the study at any time.

All data collected will be kept confidential. The questionnaire will be entered into a database and kept locked. The data will be protected and all participants will be given pseudonyms for the process of transcription. The research firmly guarantees anonymity.

The questionnaires and signed consent forms will be kept for 3 years, and the transcribed files for the interviews will be kept for 5 years according to 'The Seoul National University Research Ethical Guidelines' and 'Law on Ethics and Safety'. All of the forms will be kept in my laptop as a scanned file and password protected.

There are no known risks to participating in this research. Internationalization of higher education is a topic that is discussed openly, not only in the context of higher education but also as well as the general public. Therefore, there are no known negative consequences. The benefits maybe that it can contribute to the assessment of internationalization in policy and practice. Also, can be utilized in future implementation and policy making related to higher education in Korea.

If you have any questions, please let me know. I can be contacted

Julie Ahn  
Email: [snujulieahn@gmail.com](mailto:snujulieahn@gmail.com)  
Mobile #:010.3432.1833

Seoul National University  
Email: [irb@snu.ac.kr](mailto:irb@snu.ac.kr)  
Ph Number: 02-82-880-5153

Thank you for your help.



IRB No. 1701/002-010

유효기간: 2018년 1월 8일

I wish to participate in this study. I understand the purpose of the study and the interview. I understand I may withdraw at any time. I have been given the chance to ask any questions I may have and understand I can continue to do so during and after the interview. The interview will be held in English. A copy of the consent form will be provided and kept on file.

Name/Signature \_\_\_\_\_ Date: \_\_\_\_\_

I certify that I have read out the above research description to the participant, and answered all questions.

Name/Signature: \_\_\_\_\_ Date: \_\_\_\_\_



### Appendix C KPU Student Questionnaire

<b>KPU: Student Questionnaire</b>		
Gender: Female Male		
Country of Citizenship: _____		
Number of semesters at KPU: _____		
Major: _____ / Not Applicable		
Please circle: Bachelor degree student / Graduate degree student/ Korean Language Learner		
		(circle one)
1	If you are a degree student, did you enroll in a Korean language program at the same university?	yes no
2	I wanted to attend another university in a different country before choosing Korea.	yes no
3	Did you receive help in applying to KPU from an agency?	yes no
4	There is a help-center at KPU that can help you with school/academic life.	yes no
5	If yes, how many times did you go to the help-center?	_____
6	Is there a center or office provided by the school that can help you with living in Korea or related matter?	yes no
7	It is and was easy to find information I need on the school website.	yes no

<b>8</b>	The university has asked me for my feedback and opinion about my KPU student experience.	<b>yes</b> <b>no</b>
<b>9</b>	The university has asked me for my feedback and opinion about my experience in living in Korea.	<b>yes</b> <b>no</b>
<b>10</b>	I am able to express myself and ask questions and I feel that the processors consider my needs.	<b>yes</b> <b>no</b>
<b>11</b>	I feel that there are more services now from the university (finding housing, medical, language)	<b>yes</b> <b>no</b>
<b>12</b>	Do you feel that you have been treated disrespectfully or unfairly because of your cultural or ethnic background while at KPU?	<b>yes</b> <b>no</b>
<b>13</b>	Do you feel accepted and comfortable in the community here?	<b>yes</b> <b>no</b>
<b>14</b>	Would you recommend KPU to friends/family in your home country?	<b>yes</b> <b>no</b>
		-----turn page----- ---->
<b>15</b>	<b>How did you hear about KPU (check all that apply)</b>	
	<input type="checkbox"/> School counselor or teacher; <input type="checkbox"/> Family members; <input type="checkbox"/> Friends; <input type="checkbox"/> Study abroad recruiters; <input type="checkbox"/> Exchange agreement with university in home country; <input type="checkbox"/> Internet/brochures/advertisements; <input type="checkbox"/> Other: _____	
<b>16</b>	<b>What are the reasons that brought you to Korea (choose top 3)</b>	

	<input type="checkbox"/> Opportunities to work in Korea after graduation; <input type="checkbox"/> Family pressure; <input type="checkbox"/> Want to gain international experience; <input type="checkbox"/> Learn the Korean language; <input type="checkbox"/> Korean Hallyu; <input type="checkbox"/> Friend's recommendation; <input type="checkbox"/> Other schools didn't work out	
<b>1 7</b>	<b>Please indicate your satisfaction with KPU in each aspect below:</b>	<b>NS</b> = Not Satisfied; <b>SS</b> = Somewhat Satisfied; <b>VS</b> = Very Satisfied
	<b>a.</b> Quality of classes	<b>NS    SS    VS</b>
	<b>b.</b> Faculty/Advisors	<b>NS    SS    VS</b>
	<b>c.</b> Helpfulness of Administration/Staff	<b>NS    SS    VS</b>
	<b>d.</b> Academic resources (library, campus resources, etc.)	<b>NS    SS    VS</b>
	<b>e.</b> Social Atmosphere (friends, activities)	<b>NS    SS    VS</b>
	<b>f.</b> Scholarships/Grants/ Other financial aid	<b>NS    SS    VS</b>
	<b>g.</b> Overall experience living in Korea	<b>NS    SS    VS</b>
	<b>h.</b> Overall experience studying in Korea	<b>NS    SS    VS</b>
	<b>i.</b> Overall support received for my university life at KPU	<b>NS    SS    VS</b>
<b>1 8</b>	<b>Please indicate difficulties you encountered at KPU</b>	<b>5</b> = Much Difficulty; <b>3</b> = Somewhat Difficulty; <b>1</b> = No Difficulty
	<b>a.</b> Language	<b>5    3    1</b>
	<b>b.</b> Affordability of school expenses (tuition, supplies, etc.)	<b>5    3    1</b>
	<b>c.</b> Affordability of living (rent, food, transportation, etc.)	<b>5    3    1</b>

	<b>d. Acceptance by faculty and staff</b>	<b>5</b>	<b>3</b>	<b>1</b>
	<b>e. Acceptance by other students</b>	<b>5</b>	<b>3</b>	<b>1</b>
	<b>f. Making friends</b>	<b>5</b>	<b>3</b>	<b>1</b>
	<b>g. Finding necessary information</b>	<b>5</b>	<b>3</b>	<b>1</b>
	<b>h. Completing or understanding school work</b>	<b>5</b>	<b>3</b>	<b>1</b>
		<b>Thank you~</b>		

## Appendix D List of Courses offered in English at KPU

College of Humanities	College of Social Sciences	College of Education
INTRODUCTION TO ENGLISH LINGUISTICS	DISCUSSION IN CURRENT SOCIETY	ENGLISH CONVERSATION(1)
TRUTH AND KNOWLEDGE	INTRODUCTION TO COMMUNICATION STUDY	ICT AND AUTONOMY IN LANGUAGE
HISTORY OF THE CLASSICAL ANCIENT OF WESTERN CIVILIZATION	PRACTICE USE OF LIBRARY INFORMATION SYSTEM	ENGLISH COMPOSITION(1)
ENGLISH GRAMMAR	DISCUSSION IN PUBLIC AFFAIRS 1	METHODOLOGY OF LIFELONG EDUCATION
MODERN BRITISH NOVEL	WELFARE FOR THE AGE	THEORIES IN ENGLISH LANGUAGE EDUCATION
SCIENCE AND PHILOSOPHY	MASS COMM, THEORY	LANGUAGE EDUCATION FOR YOUNG CHILDREN
ENGLISH SYNTAX	DIPLOMATIC HISTORY OF THE WORLD	CURRENT ISSUES IN SECOND LANGUAGE ACQUISITION
BRITISH DRAMA	ANCIENT POLITICAL THOUGHT	ADULT LEARNING AND GUIDANCE
UNDERSTANDING CULTURAL RESEARCH	INTRODUCTION TO WOMEN'S STUDIES	ADOLESCENT AND ADULT DEVELOPMENT
AMERICAN NOVEL BEFORE 1900	QUANTITATIVE ANALYSIS IN PUBLIC ADMINISTRATION	ENGLISH AND AMERICAN CULTURE
ENGLISH SPEECH PRACTICE 1 :INTERVIEW	BIOLOGICAL PSYCHOLOGY	TEACHING ENGLISH CONVERSATION
ADMINISTRATION OF PUBLIC LIBRARY	EARLY CHILD CARE & EDUCATION	PHILOSOPHY OF EDUCATION
CULTURAL ASSETS	SOCIOLOGICAL APPROACH TO CONTEMPORARY SOCIETIES	SEMINAR IN ENGLISH EDUCATION

MUSEUM STUDIES	POLITICAL ECONOMY OF JAPAN	HEALTH EDUCATION FOR YOUNG CHILDREN
SOCIAL WELFARE SEMINAR	POLICY EVALUATION	TEACHING LISTENING SKILLS
ENGLISH SPEECH PRACTICE2:PRESENTATION	CIVIL SOCIETY NONPROFIT ORGANIZATION	TEACHING ENGLISH WRITING
ENGLISH WRITING WORKSHOP3:ACADEMIC AND CAREER WRITINGS	SALES PROMOTION	TEACHING ENGLISH READING
THEORY OF SUBJECT SPECIALIZED SERVICES ON SCIENCE AND TECHNOLOGY	FINANCIAL ECONOMICS	RESEARCH METHODS FOR PHYSICAL EDUCATION FIELDS
BACKGROUNDS OF BRITISH AND AMERICAN LITERATURE	ADVERTISING AND BRAND MANAGEMENT	CHILD WELFARE
ENGLISH WRITING WORKSHOP1: PARAGRAPH WRITING	DISCUSSION IN SOCIAL PROBLEMS	INTRODUCTION TO ENGLISH LITERATURE
INTRODUCTION TO ENGLISH SYNTAX	THEORY OF MEDIA CONTENTS	PRACTICE IN ENGLISH LISTENING
ENGLISH PHONETICS AND PHONOLOGY	NEW MEDIA AND SOCIETY	ENGLISH CONVERSATION(2)
AMERICAN DRAMA	INTRODUCTION TO SOCIOLOGICAL IMAGINATION	ENGLISH PRONUNCIATION PRACTICE
AMERICAN NOVEL SINCE:1900	PRINCIPLES OF POLICY	ENGLISH COMPOSITION(2)
PRINCIPLES OF METAPHYSICS	KNOWLEDGE SOCIETY	HISTORY OF EDUCATION
PHILOSOPHY OF MIND	DISCUSSION IN PUBLIC AFFAIRS 2	ENGLISH SOCIOLINGUISTICS AND ENGLISH EDUCATION
CONTEMPRARY THEORY AND CULTURE	MODERN POLITICAL THOUGHT	SAFETY EDUCATION FOR YOUNG CHILDREN
ENGLISH SEMANTICS AND PRAGMATICS	THEORY OF VISUAL COMMUNICATION	COMPARATIVE EDUCATION
MODERN ENGLISH NOVEL	ISSUES IN CONTEMPORARY SOCIOLOGY	PROGRAM DEVELOPMENT IN LIFELONG EDUCATION

ENGLISH WRITING WORKSHOP2:ESSAY WRITING	EUROPEAN POLITICAL ECONOMY	STUDY ON PHYSICAL EDUCATION CURRIRULUM
A SPECIAL LECTURE ON THE KOREAN HISTORY ACTUAL PRACTICES ON MUSEUM STUDIES	SOCIAL WORK PRACTICE ETHICS GOVERNMENT MARKETING	MULTIMEDIA-ASSISTED LANGUAGE LEARNING PRINCIPLES OF FOREIGN LANGUAGE TEACHING
RECORDS AND ARCHIVES MANAGEMENT	SUBSTANCE AND ALCOHOL ABUSE	CLASSROOM ENGLISH PRACTICE
ISSUES IN AXIOLOGY	POLITICS OF THE GLOBALIZATION ERA PROGRAMMING AND PLANNING DIGITAL MEDIA	MULTIMEDIA IN EARLY CHILDHOOD EDUCATION
UNDERSTANDING OF THE METADATA	NETWORK GOVERNANCE AND POLICY NETWORK	MANAGEMENT IN LIFELONG EDUCATION
ENGLISH SPEECH PRACTICE3: DEBATES	LIBRARY MARKETING	LANGUAGE TESTING AND ASSESSMENT
INTRODUCTION TO COGNITIVE NEUROSCIENCE	KOREAN GOVERNMENT	STUDY ON FOREIGN LANGUAGE CURRICULUM
	SPECIAL TOPIC IN PUBLIC POLICY	E-LEARNING
	ECONOMIC POLICY	TEACHING ENGLISH GRAMMAR
	WORLD PEACE AND SECURITY	TEACHING ENGLISH VOCABULARY
	FINANCIAL DERIVATIVES	
<b>College of Engineering</b>	<b>College of Engineering</b>	<b>College of Business and Economics</b>
LINEAR ALGEBRA	APPLIED ENGINEERING STATISTICS	DEBATE IN BUSINESS

CREATIVE DESIGN	OPTOELECTRONICS AND OPTICAL COMMUNICATIONS	MACROECONOMIC THEORY
BASIC PROGRAMMING	PAVEMENT ENGINEERING	PRINCIPLES OF BUSINESS ADMINISTRATION
METHODS OF APPLIED MATHEMATICS(1)	ROBOTICS	INTRODUCTION TO PUBLIC RELATIONS
ENGINEERING MATHEMATICS & EXERCISE(1)	MODULER AND COMPOSITE STRUCTURES	BUSINESS COMMUNICATION
HISTORY OF WESTERN ARCHITECTURE	MECHANICAL ENGINEERING PROJECT(1)	MATHEMATICS FOR FINANCE
CELL BIOLOGY	BUILDING SYSEM DESIGN	MATHEMATICS FOR ECONOMISTS
COMPUTER PROGRAMMING	MULTICORE COMPUTING	FINANCIAL ECONOMICS
TEST OF SOIL MECHANICS(1)	ARCHITECTURAL DESIGN STUDIO(7)	MARKETING
BASIC PRINCIPLES OF CHEMICAL ENGINEERING(1)	LOGIC CIRCUIT	MICROECONOMICS
CIRCUIT THEORY	DISCRETE MATHEMATICS	FINANCIAL MANAGEMENT
INTRODUCTION IN STRUCTURAL MECHANICS	STATICS & PRACTICE	MANAGEMENT INFORMATION SYSTEM
CHMICAL ENGINEERING FUNDAMENTALS AND DESIGN	INSTRUCTION TO STRUCTURAL ENGINEERING	BUSINESS COMMUNICATIONS(1)
INTERGRATIVE ENGINEERING MATH(1)	LINEAR ALGEBRA	WORLD ECONOMIC HISTORY
ORGANIC CHEMISTRY	METHODS OF APPLIED MATHEMATICS(2)	ORGANIZATIONAL BEHAVIOR
INTRODUCTION TO CONSTRUCTION MANAGEMENT	ENGINEERING MATHEMATICS & EXERCISE(2)	INDEPENDENT Study

INTRODUCTION OF BIOENGINEERING AND EXPERIMENT(1)	DIFFERENTIAL EQUATIONS (1)	MANAGEMENT SCIENCE
INTEGRATIVE APPLIED MATHEMATICS	NUMERICAL ANALYSIS	INTERNATIONAL FINANCIAL MANAGEMENT
FOUNDATION ENGINEERING	ELECTROMAGNETIC FIELDS	VENTURE CAPITAL INVESTMENT & VENTURE MANAGEMENT
PHYSICAL ELECTRONICS	CIRCUITS & SYSTEMS	CONSUMER BEHAVIOR
SOFTWARE ENGINEERING	OBJECT-ORIENTED PROGRAMMING AND DESIGN	PERSONNEL MANAGEMENT
NUMERICAL ANALYSIS	INTRODUCTION TO ENGINEERING DESIGN	PUBLIC FINANCE
NUMERICAL ANALYSIS	INTERGRATIVE ENGINEERING MATH 2	STATISTICAL QUALITY CONTROL
MATERIAL SCIENCE	INTRODUCTION TO BIOMATERIALS	REAL ESTATE FINANCE
ELECTRONIC CIRCUITS	INTRODUCTION OF TISSUE ENGINEERING	STRATEGIC MANAGEMENT
GEOGRAPHIC INFORMATION SYSTEM	STRUCTURAL MECHANICS IN ARCHITECTURE	MARKETING CHANNEL MANAGEMENT
REINFORCED CONCRETE ENGINEERING(1)	DIGITAL ARCHITECTURE(1)	PRODUCT MANAGEMENT
FLUID MECHANICS FOR CHEMICAL ENGINEERING	APPLIED CIRCUITS AND ELECTRONICS	PRINCIPLES OF BUSINESS ADMINISTRATION
RANDOM VARIABLES	INTRODUCTION OF BIOENGINEERING AND EXPERIMENT(2)	DEBATE IN BUSINESS
ARCHITECTURAL DESIGN STUDIO(3)	NANOENGINEERING LAB(2)	MICROECONOMICS
NANO MATERIALS AND DESIGN	FLUID MECHANICS(1)	FINANCIAL STATISTICS

DESIGN OF REINFORCED CONCRETE STRUCTURE(1)	SEMICONDUCTOR ENGINEERING	MACROECONOMICS
INTRODUCTION TO ELECTROCHEMISTRY	BASE ROCK MECHANICS	MANAGEMENT SCIENCE
TRANSPORTATION SURVEY METHODS	ENERGY CONVERSION ENGINEERING	ECONOMIC STATISTICS
BIOENGINEERING PROJECT(1)	AUTOMATIC CONTROL	INTERNATIONAL BUSINESS
PHYSIOLOGY	INTRODUCTION TO ELECTRICAL-ELECTRONIC ENGINEERING	CORPORATE FINANCE
FLUID MECHANICS(2)	COMMUNICATION ENGINEERING	MARKETING
DATA COMMUNICATION NETWORK	PRINCIPLES OF PROGRAMMING LANGUAGE	MARKETING RESEARCH
DIGITAL SIGNAL PROCESSING	MODERN ARCHITECTURE	FINANCIAL MANAGEMENT
DIGITAL CONTROL	LINUX SYSTEM	ORGANIZATIONAL BEHAVIOR
POWER ELECTRONICS	BUILDING CONSTRUCTION COST ESTIMATING	INVESTMENT ANALYSIS
ELECTROMAGNETIC WAVE ENGINEERING	BUILDING CONSTRUCTION PLANNING AND SCHEDULING	MANAGEMENT INFORMATION SYSTEM
MODERN CONTROL SYSTEM ENGINEERING	ARCHITECTURAL DESIGN STUDIO(4)	BUSINESS COMMUNICATIONS(2)
MOBILE NETWORK	HEAT & MASS TRANSFER	APPLIED PROBABILITY
SEPARATION PROCESS DESIGN	PROCESS CONTROL	INDEPENDENT STUDYII
CAPSTON PROJECT(1)	MODERN MANUFACTURING	STRATEGIC MANAGEMENT
MICRO&NANO ENGINEERING	DESING OF REINFORCED CONCRETE STRUCTURE(2)	INTERNATIONAL FINANCE
NANOPARTICLE TECHNOLOGY	ADVANCED FUNCTIONAL MATERIALS	PROMOTION MANAGEMENT
CAPSTON PROJECT(2)	DESIGN OF REINFORCED CONCRETE	OPERATIONS MANAGEMENT

COMPUTER SECURITY	BIOENGINEERING PROJECT(2)	CRISIS MANAGEMENT
DESIGN OF GAME SOFTWARE	COLLOID SCIENCE	ADVERTISING EFFECTS
RESEARCH ON ARCHITECTURE	CARBON ENGINEERING	INDEPENDENT STUDY III
MECHANICAL ENGINEERING PROJECT(2)	IMAGE PROCESSING	STRATEGIC MANAGEMENT
DIGITAL BRIDGE DESIGN	INTELLIGENT INFORMATION SYSTEM	INTERNATIONAL STRATEGIC MANAGEMENT
ARCHITECTURAL DESIGN STUDIO(8)	ARCHITECTURAL DESIGN STUDIO(6)	MARKETING STRATEGY
	DESIGN PATTERN	MARKETING STRATEGY

**College of Natural Science**

GENERAL CHEMISTRY (1)

ADVANCED PHYSICS(1)  
(HONOR)

ADVANCED GENERAL  
CHEMISTRY(1) (HONOR)

PHYSICAL CHEMISTRY(1)

MATHEMATICAL  
PHYSICS(1)

INORGANIC AND  
CATALYTIC CHEMISTRY

ELECTROMAGNETICS (2)

**College of General Education**

ENGLISH WRITING(1)

ENGLISH WRITING(2)

TOPICAL ENGLISH

ESSAY READING

SPEECH IN ENGLISH(1)

SPEECH IN ENGLISH(2)

ELEMENTARY KOREAN  
LANGUAGE-A

COMPUTATIONAL PHYSICS	INTERMEDIATE KOREAN LANGUAGE-A
STATISTICAL MECHANICS	ADVANCED KOREAN LANGUAGE- A
DIFFERENTIAL MANIFOLDS(1)	KOREAN AND GLOBAL ECONOMY
PARTIAL DIFFERENTIAL EQUATIONS	KOREAN AND GLOBAL POLITICS
INTRODUCTION TO BIOINFORMATICS	ARTS OF KOREA
MOLECULAR BIOTECHNOLOGY	VARIABLE TOPICS IN KOREAN CULTURE
REAL ANALYSIS	SOCIOLOGY OF KOREA
APPLIES MATHEMATICS (1)	ENGLISH WRITING(1)
LECTURE ON ADVANCED CHEMISTRY	ENGLISH WRITING(2)
INTRODUCTION TO APPLIED MATHEMATICS FOR CHEMISTS	TOPICAL ENGLISH
GENERAL CHEMISTRY (2)	ESSAY READING
ADVANCED GENERAL CHEMISTRY(2) (HONOR)	SPEECH IN ENGLISH(1)
ADVANCED PHYSICS(2) (HONOR)	SPEECH IN ENGLISH(2)
PHYSICAL CHEMISTRY(2)	ADVANCED KOREAN LANGUAGE- B
MATHEMATICAL PHYSICS(2)	ELEMENTARY KOREAN LANGUAGE-B

NUMERICAL ANALYSIS	INTERMEDIATE KOREAN LANGUAGE-B
ELECTROMAGNETICS (1)	KOREAN AND GLOBAL BUSINESS
NUMBER THEORY	INTRODUCTION TO KOREAN STUDIES
ADVANCED CALCULUS(2)	KOREAN CULTURE AND ART
MODERN PHYSICS (2)	KOREAN HISTORY AND CULTURE
THERMODYNAMICS	CONTEMPORARY KOREAN SOCIETY
TOPOLOGY(2)	GLOBAL LEADERSHIP AND PUBLIC SPEAKING

MATERIALS CHEMISTRY

    IMMUNOLOGY

    CRYPTOGRAPHY

APPLIES MATHEMATICS  
(2)

**College of  
Medicine/Pharmacy/Nursing**

NURSING RESEARCH

    EXPERIMENTAL  
    ANIMALS

MOLECULAR GENETICS

PHARMACOKINETICS

**College of Arts**

ART & SPACE(1)

MUSIC THEORY AND  
SIGHTREADING/SIGHTSINGING

BASIC DIRECTING

STUDIES IN MODERN THEATRE

COSMETOLOGY	MUSICAL REPERTOIRE PRACTICUM (2)
DRUG TOXICOLOGY	IMPROVISATORY ACTING
MEDICINAL GENETIC ENGINEERING	CONTEMPORARY PRODUCTION STYLES AND DIRECTING METHODS
DRUG DESIGN AND SYNTHESIS	STUDY OF NEW CONCEPTUAL THEATRE AND EXPERIMENTAL THEATRE
PHARMACOECONOMICS	INTRODUCTION TO THE CLASSIC FILM
ANTIMICROBIAL AGENTS	ART&SPACE(2)
DRUG DELIVERY SYSTEM	BASIC ACTING(2)
PHARMACOGENOMICS	MUSICAL REPERTOIRE PRACTICUM (1)
PHARMACOKINETICS	PRODUCTION STYLES AND SCENOGRAPHIC IMAGINATION
COSMETOLOGY	ACTING FOR REALISM PLAYS
DRUG TOXICOLOGY	DANCE FOR MUSICAL THEATRE (2)
MEDICINAL GENETIC ENGINEERING	VOCAL TRAINING AND ENSEMBLE SINGING FOR MUSICAL THEATRE
DRUG DESIGN AND SYNTHESIS	NON-REALISTIC ACTING
PHARMACOECONOMICS	PERFORMANCE ANALYSIS AND CRITICISM
ANTIMICROBIAL AGENTS	

DRUG DELIVERY SYSTEM

PHARMACOGENOMICS

ENGLISH FOR NURSING  
PRACTICE(1)

HEALTH ASSESSMENT

ENGLISH FOR NURSING  
PRACTICE(2)

GLOBAL LEADERSHIP