

Trinity College

Trinity College Digital Repository

Senior Theses and Projects

Student Scholarship

Spring 2023

International Students' Lives in Trinity College and Their Pre-college Preparation

sihan zhang
szhang4@trincoll.edu

Follow this and additional works at: <https://digitalrepository.trincoll.edu/theses>



Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [Curriculum and Social Inquiry Commons](#), [Higher Education Commons](#), [International and Comparative Education Commons](#), and the [Secondary Education Commons](#)

Recommended Citation

zhang, sihan, "International Students' Lives in Trinity College and Their Pre-college Preparation". Senior Theses, Trinity College, Hartford, CT 2023.

Trinity College Digital Repository, <https://digitalrepository.trincoll.edu/theses/1004>

International Students' Lives in Trinity College and Their Pre-college Preparation

Sihan Zhang

Abstract

The world is more diverse and multicultural nowadays than at any previous time in history. For this reason, one important goal of higher education is to prepare culturally competent individuals with the ability to work effectively with people from different backgrounds. Thus, international education has become one of the best ways to fulfill this goal. However, it is not always so easy for international students to live and work effectively with others who differ from themselves. Therefore I, an international student from Trinity College, tried to find out how a sample of Trinity College international students describes their preparation for college in a non-western countries, and do participants describe learning about specific US cultural practices? If so, how do they describe learning about cultural practices in US colleges? Ten Trinity College freshmen and sophomores international students were interviewed to help me understand international students' preparation and what Trinity College can address if some preparation is found to be lacking. I found that International students who had more pre-college US cultural preparation described having more advantages in US colleges than students with less preparation. In this paper, findings are categorized into five aspects which are cultural shock, relationships and attitudes to professors and advisors, ESL, academic performance and choosing, and social performance and support from peers.

Introduction

The purpose of this qualitative study is to investigate the impact of cultural differences among international students to better understand their experiences and perceptions on the performance of international students in school. This is important because international students sometimes need some additional support, as they experience challenges of leaving their home country, accommodating cultural differences, overcoming language barriers and so on. However, many universities do not provide such assistance to students. This qualitative study was conducted by using an interview data. The participants are 10 freshmen or sophomores students at Trinity College above the age of 18. To explore this topic in depth, this research proposed the following research questions:

1. How does Trinity College international students describe their pre-university preparation for US college?
2. How do participants describe learning about specific US cultural practices?
3. In what ways do understanding cultural practices before coming to university help them in school performance?
4. Does these exposures contribute to problems to them? If so, what can Trinity College do for them?

Background

The world is more diverse nowadays than at any previous time in history. As a result, one important goal of higher education is to prepare culturally competent individuals with the ability to work effectively with people from different backgrounds. Thus, international

education has become one of the best ways to fulfill this goal. However, it is not always so easy for international students to live and work effectively with others who differ from themselves.

The total number of international students enrolled in the US in 2019 was 1,095,299. This constituted 5.5% of the total students. (IIE, 2019) And the percentage for Trinity College is 13% in 2020.(College Factual, 2022) Trinity College as one of the most popular colleges with international students, whether it provides enough and effective support to its international students is doubtful. International students come from different regions of the world to Trinity College. It is almost impossible for any of them to have the same background as others. International students could have a different native language, their English learning time can be different, and their familiarity with the US college system can be also very different. From a lot of previous research, it is not hard to find that these differences can easily cause international students to have very different performance in their college (Li et al, 2010; Mamiseishvili, 2012), but what is more important is these differences can also be very likely to create gap among international students. Therefore, I set this research to see how Trinity College international students' believe their background differences influence their performance in college. The information provided by this research can not only help international students who are preparing to come to the United States, but also provide direction for how Trinity College can better support international students.

Literature Review

Since the research goal is to see how an international student's background and pre-college preparations can influence his/her academic and social performance in college, I gathered previous research that discusses the difficulties that international students might face in US colleges. By understanding international students' difficulties, I am able to find the

relationship between international students' preparation and their difficulties. I can see how something they did before they went to college helps them avoid some problems, and why some problems were still there even if they already did a lot for them. Based on the existing literature, I highlighted five main issues international students commonly face.

1. Transitioning from one system/curriculum to another

Transitioning from one school to another can be difficult even within one country. So imagine what the transition must be like for the international student. They are not just moving from one school district to another. They are moving to a new country with an entirely different school system and entirely different curriculums. Ching and her colleagues show that international students may find themselves far ahead of their classmates in some areas and completely lost in others simply because the schools in their home country are organized differently.(Ching et al, 2017) How well international students know their college system and US can be one of the key factors to solve issues of this kind. And one of the most famous issues of this kind would be "Cultural Shock". Culture shock is an experience that international students can experience as they settle into a cultural environment different from their own. It is also the personal disorientation they may feel when experiencing an unfamiliar way of life due to a move between social environments.(Macionis et al, 2010)

Zhou and her team provide more information about how cultural shock can influence international students' performance in their article "*Theoretical models of culture shock and adaptation in international students in higher education*". This article examines the theoretical concepts of culture shock and adaptation, applied to the pedagogical adaptation of students who stay in an unfamiliar culture. The historical evolution of "traditional" theories of culture shock has led to the emergence of contemporary theoretical approaches, such as "learning culture", "stress and adaptation", and "social identification". These approaches can be

accommodated within a broad theoretical framework based on the affective, behavioral and cognitive (ABC) aspects of shock and adaptation. This framework of cultural synergy provides a more complete understanding of the processes involved. Consideration is given to the implications for future research, policy and practice.

2. They are trying to find a new group

Patreon (2014) explains that any student, international or not, finds it intimidating to move away from people they were familiar with and develop an entirely new relationship group. US students may already know each other and their professors even before their college, since it is much easier for them to make connections. All these situations make it difficult to insert international students into the clique. They also face an extra challenge because they are used to different cultural practices, clothes, jokes and idioms, food, and so on. They may even be looked down upon by locals. This can be addressed in several ways. (Patreon, 2014)

So it is important to know whether international students can feel teachers and staff are welcoming and inclusive toward them. Teachers and staff are usually considered to be the leaders in college and classrooms. And their language use and behaviors can be very significant for international students. Misra and her colleagues talked about this in their article “*Relationships Among Life Stress, Social Support, Academic Stressors, and Reactions to Stressors of International Students in the United States*”. International students' performance in their school is closely related with how well they feel supported. Students feel less pressure when they receive enough support and help from their advisors and professors, and this will eventually bring a better performance in school. (Misra et al, 2003)

3. They are still developing English language skills

One of the difficulties international students faces is language barrier. Society is built upon language. And moving to a new culture also means learning a new language. Many international students have a good foundation in English but are still learning the ins and outs of the language. It takes years of immersion in a language to speak it fluently, and it is unfair to expect international students to pick up everything within a few weeks. In the average classroom, however, very little thought is given to this fact. Classes continue as normal, and international students are left to fend for themselves.

Zhang and Mi in their research "*Another Look at the Language Difficulties of International Students*" explain how international students' English learning before college can make them perform differently in their college. Besides that, another important data set they collected is that international students' English abilities are actually developing in their college time. And this is because various kinds of college learning experience are helping them to improve. (Zhang & Mi, 2009)

4. Their abilities and cultural experiences are often under-appreciated

Lowinger and his team mention that international students are often exceptionally talented but do not always get the chance to show their talents. (Lowinger et al, 2014) This is not only because language often provides a barrier, international students also get under-appreciated because of many other factors. About "under-appreciated", it sounds like the problem that should be solved by professors and staff in college, but not something that can related with international students' preparation before college. However, Lowinger shows that it is not always professors' problems that make international students get under-appreciated. It is a problem for many international students that they cannot fully perform themselves in college, no matter if it is academical or social performance. Lowinger uses procrastination behavior in international students to show his opinions. Many international students did not

have a lot of procrastination behaviors before. However, because of many reasons, some international students start to have procrastination behavior in their college period. These reasons can be unfamiliar to the college schedule system, abilities to understand course materials in English. (Lowinger et al, 2014)

Besides that, Bista and Dagley talk about how international students' class choosing decisions can influence their performance in school. In their article "*Higher education preparation and decision-making trends among international students*", they show how international students choose their courses. In their research, international students do not always pick the courses that they are interested in or good at. In many cultures in Asia, students are often told by their parents and teachers that learning is meant for monetary gains in the future, and their interests are neglected. As a result, they are likely to pick some courses for better professional career and job promotion opportunities, due to their families financial situations.(Bista & Dagley, 2015). This phenomenon opposes the dominant Western culture, which emphasizes “interest is the best teacher”.

5. They are often the victims of racial discrimination

International students fight a daily battle, which their local classmates can never quite understand. Although many people are taking great steps to eliminate discrimination, racism is still quite widespread. In fact, racial discriminations to international students that most of them had never experienced in their hometown can definitely influence their performance in their college. And since COVID-19, racial discrimination to international students, especially Asian students, has become even more serious than before. WHO issued guidelines in 2015 calling for an end to the linking of viral diseases to areas with first outbreaks in order to reduce stigma and negative impacts. The guidelines emphasize that the virus will infect all humans and that in the event of an outbreak, everyone is at risk. (WHO,2015) However, a few politicians remain

stubborn. Former U.S. President Donald Trump has repeatedly linked the COVID-19 virus to China, and Brazilian Rep. Eduardo, son of Brazilian President Bolsonaro, called the outbreak “China’s fault.” Other regional politicians, including the UK, also say China is to blame. (Taskinsoy, 2020; de Andrade et al, 2021) To insist on associating a virus and the disease it causes with a place is irresponsible and needs to be stopped immediately. It is clear that since the outbreak of the pandemic, Asians around the world have been the target of racist attacks. (Rubin & Wilson, 2021)

However, Lee and Rice in their research “*Welcome to America? International student perceptions of discrimination*” show that it is possible that not all international students feel they have been discriminated against. (Lee & Rice, 2007) What international students learned before they arrived in the US can influence their reaction to racial discrimination. It is important to know whether international students realize they have been discriminated against or not, and whether they know how to protect themselves.

Methodology

1. Method

The purpose of this research study was to collect information about how international students prepare to attend or apply to US colleges. So I used a qualitative approach to research Trinity College international students' experiences. I explored their descriptions of their international education before and after they became Trinity College community members. A qualitative approach is centered on collecting detailed data through observations, interviews, or even focus groups. Through interview methods, I aim to collect data on the preparations that Trinity College international students did and their attitude about their academic and social performance in Trinity College by using interviews with information sheets.

2. Participants

The sample for this study is a purposive sampling. In a non-probability sample, researchers define a subgroup with specific characteristics that match the needs of their study (Creswell, 2017). I invited Trinity College international students who are also freshmen or sophomores as participants. All interviewees are from a non-Western culture or non-English native country. Since the research requires students to recall their memories about their experiences before college. It might be harder for junior and senior students to remember everything correctly. However, this will be easier for these international students that just arrived at school. That is the main reason why I only pick students from freshman and sophomore years. I did the research during the first semester of the school year. So high school days are just less than two years from the interviews. And the reason why they have to be from a non-Western culture or non-English native countries is because they need to be as different from US students as possible. So that I can see how their preparations before college can help them conquer difficulties clearly. If they are too similar to US students, they can solve some problems in college just as easily as US students, while it can be much harder for other international students.

In searching for participants, I began making a sample email with the following language, *“I am working on my education study major senior thesis. And I need to finish an interview research about international students' high school lives for the thesis. I may need your help to finish my interview. I will have a 30-60 minute interview with you about your high school experience. And you will have a \$10 school bookstore gift card as a reward. If you are interested about the interview. Please feel free to connect with me, and schedule a time to have our interview.”* With the following emails being shared with all international students that fit the requirements, I had 13 interested participants. However, because of limited funding and time, I created a survey to collect demographic data that would allow me to narrow down

participants while attempting to maintain a balance between race, gender, and their motherland. This ended in having a sample size of 10 participants.

3. Data Collection

I used an online calendar scheduler to have 60 minutes conversations with all participants. While they made appointments with me, they could finish the information sheets online. The information sheet includes some questions about their high school, family backgrounds, and how they want to meet. Since there are many questions in the interview that will talk about something like their high school and native language, by knowing this information before interviews can help me push the interview more smoothly. I estimated that the interview would require 60 minutes of participants' time. However, since the interviews were semi-structured, three of all the interviews took about 80 minutes. A semi-structured interview provides interviewees the freedom to lead the conversation in a comfortable manner they deem best. To give some guidance to the interviews, an interview guide was created with five sections. These sections gave me, the interviewer, the ability to give my interview some structure and a sort of checklist of topics that need to be asked. The information I need is their story of international education experiences, it is hard for me to ask them questions in every aspect. A semi-structured interview can guarantee that I am going to get information that I definitely need to know, and also provide a chance to interviewees to continue sharing whatever they would like me to know more about.

All of the thirty five questions asked were designed to be open-ended to give control of the conversation to the interviewee. They were divided into four parts to help understand international students' preparation and what Trinity College can fill up if some preparations are lacking. First part is about international students' overall attitude about US colleges and international education. Second is about how they feel about Trinity College academically and

daily. Third is about how their ESL preparation influences their college social and academic performance. Last is about how well they think they can communicate with their advisors and professors.

4. Data Analysis

After I reviewed all transcripts with the intention of creating codes and finding themes in the data, I put all participants' stories and opinions to two major groups of themes. I then found relationships and linkages between the titles that were elicited, and established themes and group these titles together (Smith et al., 1999). The list of themes was utilized to create a color-coded system to distinguish each theme. The original transcript was reviewed by the researcher, who colored-highlighted the texts that best exemplified each subject. I compiled a list of topics for each of the first three transcripts. Then, I combined the three lists of topics after looking for a common pattern among them, using the combined list as the foundation for theme categories.

One group of themes is about what they did before college which represents their stories about their families and preparations they did for Trinity College. Another group is about how their college performance is. This group is about to help me find the relationship of their preparations and previous studying habits with their college performance.

In the first excerpt about what Trinity College international students did before college I found and concluded some themes to be like "all interviewees did research about our college and US", or "most interviewees had office hours and advisors in their high schools". In the group of themes about their performance in Trinity College. I concluded them to be like "none of the interviewee mentioned they had cultural shock experiences", or "all interviewees visited professors' office hours feel comfortable to talk with professors and advisors"

Findings

After I got two groups of themes, I could clearly find the trend between some preparations students did and some of their performance in Trinity College, I found that international students who had more pre-college US cultural preparation are in more advantageous place in US colleges than students with less preparation. As I mentioned in the *literature review section*, I concluded the difficulties that international students could have in five major kinds. And I also established to show my findings to support my argument in these five major kinds.

1. Cultural Shock

Participants that did research about their college and US explained that this experience helped them avoid cultural shock. The following quote from Student P illustrates this relationship:

“So starting from academics to social lives, do financial stuff, which is very important, you know? And I just feel like I dig deep into like, just not, not just superficial research and like, you know, going through some websites, I don't know a lot of people who have gone to different countries for undergrad, so it was hard to find out. So I started looking at social media, YouTube channels to find out people who can provide some, you know, context and feedback as to how they did it. So that was very helpful as well. So I think that's how I structured my research and learned more about this thing that I was going to pursue.”

Among all interviewees, Student P seems to get the most preparation about Trinity College and US. Every interviewee mentioned that they did research about the US and their college. And they all show a positive attitude to college lives and US living experiences.

I did not ask them about cultural shock directly. However, when I imply about their lives in college and the US, student P was the only one to respond about cultural shock directly. She just directly answered that she did not suffer from cultural shock. I think this could be because during her research, she might have more chances to understand this term than others.

Every interviewee had their high school for international education, they also did a lot of research by themselves. Some students had a chance to visit Trinity College campus even before they were part of the community, some of them had experiences talking with Trinity College community members, and some of them just simply read some materials about US or Trinity College online. However, student P was the only student who did extensive research. This experience seemed to provide comprehensive knowledge for her to fit in the lives in the US and her college.

Even though every interviewee mentioned that they enjoyed their lives in college, some of them still mentioned that it was surprising and fun for them to see how Trinity College is really a “Party School”. People sometimes ignore that the culture of gender-friendliness can also be a cultural shock in America. Some international students also stated that it was difficult to adjust to such an environment. Even though none interviewee showed a negative attitude to these parties and the culture of gender-friendliness, this is still an outstanding memory for some international students. So it is likely to be a problem for some Trinity College international students. Even though it is just 10 participants in my sample of Trinity College international students group, party school is already a significant memory to some of them, it is surely that this is going to be controversial for some international students. In non-Western educational context, students are expected to be obedient and hardworking. This means they should avoid parties that involve alcohol and sex at a fairly young age, as many believe such behaviors impede academic performance and students' responsibilities.

2. Relationships and Attitudes to Professors and Advisors

International students' previous experiences of talking with teachers help international students to be more confident to meet with professors. Also International students with experience of office hours before attending college usually visit office hours more. Most interviewees had office hours in their high schools, this helps them to feel comfortable to talk with professors no matter if it is academic talk in office hours or just chatting on the street. Even every student shared a similar attitude about office hours and their professors. But student J's words could be the best proof of this phenomenon. She had some great chances in her high school to discuss course materials with her teacher, and she had a very positive attitude to Trinity College professor's office hours. She said that:

“So I did participate inside there and they do have something like office hours. So I kind of already envisioned what office hours were like. They were staying there and we could come to ask questions, but everything was online. So I know that also because I do visit office hours, I come in when the professor talks it out. I am kind of excited. The point is that I also think that surprised me how supportive they are. Like you only ask one question but they always said answered. So I think one time, like when my college writing professor, I asked him about the comments , and he gave them on my paper. So I was asking him if he also tried to read out parts of my paper again and suggest me some idea ideas. Yeah, just for that everybody is supportive and we spend our time and office our.”

The situation is similar to advisors, in academic areas, international students who had advisors before are comfortable seeking their undergraduate advisors for help. And also, they feel comfortable enough to talk with their advisors if they had advisors before. However, something different is that not all international students feel their advisors and professors are so supportive. Some students mentioned that some advisors and professors do not understand their difficulties as international students. Student M's situation is very special. In her

motherland, a war was happening during her college class period. And when she tried to search for some help, she figured that some college staff could not understand her difficulties. She said that:

“For example, in the beginning of September, there was a war in my country, and so I was in a very bad, emotional state, and I wanted to go to my professors and ask them to be very considerate towards me because of the situation. And then other professors were just like, okay, what am I supposed to do with this information? So you just feel that lack of understanding sometimes that comes with being international Even though he's very knowledgeable about some topics, I really hope he was an international person.”

It is almost impossible for students to be prepared for university in the U.S. in all aspects, including mental, physical, social health. For example, participants mentioned that they were stressed out in numerous conflicts between U.S. and China. As a result, students' ability to cope with stress in addition to their academic performance is in need to raise awareness by professors and staff of Trinity College and also other US higher education institutions.

3. ESL

ESL is one of the most popular topics related to international education. International students who started their English learning with speaking skills are more likely to communicate with native English speakers. International students that only practice their speaking skills for College prefer to study individually.

Besides that, there is one noteworthy place in Trinity College. There is a writing center that provides a peer-review tutoring system for every student to revise and improve their homework and essays. As a result, international students need to improve their English abilities while studying at university. And since it is a peer-review system, tutors are also students, so their tones might not be so official and academic, ESL students can even practice their English to be more like native speakers. From the interviews, the interviewees do not seek help from

the writing center. Even all the interviewees come from non-English native countries, three of them learn English just like their native. It is understandable that they did not find the writing center to be an interesting place. However, only one ESL student prefers to visit the writing center. And I find this might be because he is the only student that had experience of participating in peer-review tutoring sessions before. And international students with peer tutoring English learning experience before make them feel the writing center to be more helpful. In his interview, student MS said that:

“I think so, because we had similar things in high school, too, like where students were, what it was called peer resources, peer research writing center. I think so, yeah. Because every time when I tend to participate in things, I get good results and it makes me happy. So Yeah. That is definitely a good thing that a school in such a high school should have. Right. So it (the writing center) really helps me a lot.”

4. Academic Choosing and Class Performances

About class choosing, there are two tables to show the relationship between their experiences before and their current class choosing decisions.

Previous Experience	Free to Choose Any Courses	Have Elective Courses	Never Choose Any Courses
Students	MS, H	M, MI, P, T, N	J, V, E

Class Type	Easy-A Class	Courses That They are Interested in	Major/Graduate Required Class
Students	MS	MS, H, M, MI, P, T, N	J, V, E, T, N, M

From the two tables, it is not hard to get some conclusions. First, international students that had opportunities to choose any class totally by themselves before would consider to choose easy-A classes. However, others do not even think about easy-A classes. Second, international students that had no chance to choose class before only prefer to choose classes from graduate requirement classes. Third, international students who had one or two elective courses before would like to choose classes from what they think will be interesting.

The reason for this phenomenon may be related to students' familiarity with the topic selection mechanism. Students with extensive course selection experience have a good idea of how many required courses they need to complete, and they understand that they have enough time and opportunity to complete the required courses. So they are happy to focus on simple or interesting courses. This kind of decision ensures their enthusiasm for learning, and also ensures that their grades will not fluctuate too much due to some accidents. Student MS as the represent of this group of international student said that:

“I’ll say they are similarly important for me, you know. I am a freshman, and I am very flexible to take classes that I am interested in, and also easy classes.”

And then, students who have taken electives before may be more comfortable with having some required courses in a semester while they also have the opportunity to choose some courses that interest them. Therefore, their course selection often considers the courses they are interested in, and they will not give up any opportunity to complete the required courses. Student T as one of these students showed her opinion that:

“A is not my goal, I will not consider whether it is easy. I will take a class that is important for my career, and I am interested in.”

However, for students who do not have any course selection experience, completing the goal will be more important. This may be the reason why they take the compulsory courses as

the first course selection tendency. Student E can be one example of these students. He said that:

“I will not take easy classes. It is a waste of money. When I was choosing a class, I focused on my future major and other requirements.”

5. Social Performance and Supports from Peers

When it is about the relationship between international students and their peers, most of the findings are actually related to the previous four sections. In the “Cultural Shock” section, it already shows how research about Trinity College and the US can help them have better social performance. In the “ESL” section, it mentioned that English native speaking international students will have more US friends. And since that, English native international students are the group that think themselves fit in our college the most.

But there is still one more finding that is really important for this section. When I asked about what would be one previous experience that helped them fit in Trinity College campus lives the most, more than half of the interviewees agreed that living individually helps them fit into college life. Student H as one of the students mentioned about this. She said:

“My preparations? I think studying and living individually definitely help me the most.”

In sum, participants who have prepared well for studying in the US experience less cultural shock, build positive relationship with their advisor by communicating actively with them, and accommodate to social circle positively. However, the majority of them do not make use of writing centre to improve their academic writing. Also, they tend to choose courses that reflect their strength and future professional path rather than their own earnings.

Discussion

International students' learning experience and preparation to study abroad have been widely studied among previous scholars. This study builds on their research by only focusing on the students' experience at Trinity College.

There are two major parts about the discussion of this research. The purpose of this research is to help international students, especially those from Trinity College, to perform better in their college and even in the future international education career. So the suggestions that this research can provide would be from two aspects. First one is about what international students can do more about before their college. And second would be what Trinity College and other US higher education institutions can do for international students.

For the first part, there are three things that international students can do more when they are preparing for their US college lives. First, international students could have more practice about peer-tutoring learning styles. Second, international students could try to talk with their teachers more. In the end, international students could spend more time practicing English speaking skills.

The research focuses on what international students did before their college, so there is not too much for Trinity College and other US higher institutions to do. However, students face many unprecedented challenges in a new school and country, which means US higher institutions need to support them for better learning experience. First, colleges can pay more attention to whether the advisor is understanding international students well. And for Trinity college especially, it would be great for them to share more information in detail about the writing center and its peer-review tutoring sessions. They are very helpful for many ESL international students.

Conclusion

The research examines the impact of pre-college preparations to Trinity College International students' performance on campus both academically and socially. Interviews with 10 freshmen or sophomore international students helped me get enough information and stories to establish the findings. From five different aspects, the research concludes that international students who had more pre-college US cultural preparation adapt better in US colleges than students with less preparation. Trinity College international students might not have too much trouble about cultural shock. And they usually have a good social performance no matter if it is with their peers or their professors , advisors, and other college staff. However, things are not always so perfect. Trinity College international students are usually facing some problems such as low engagement to peer-review writing center tutoring sessions and immature course selection decisions. In the future, these are something that Trinity College and her international students can work on and seek for improvement.

Citations

1. "Number of International Students in the United States Hits All-Time High."
The Power of International Education,
<https://www.iie.org/Why-IIE/Announcements/2019/11/Number-of-International-Students-in-the-United-States-Hits-All-Time-High#:~:text=International%20students%20make%20up%205.5%20percent%20of%20the,increase%20of%205.5%20percent%20from%20the%20previous%20year.>
2. "Trinity College International." College Factual, 23 Nov. 2022,
<https://www.collegefactual.com/colleges/trinity-college/student-life/international/#:~:text=Trinity%20College%20reports%20having%20a%20total%20of%20290,make%20up%20about%2012.9%25%20of%20the%20student%20body>
.
3. Li, Gang, Wei Chen, and Jing-Lin Duanmu. "Determinants of international students' academic performance: A comparison between Chinese and other international students." *Journal of studies in international education* 14.4 (2010): 389-405.
4. Mamiseishvili, Ketevan. "International student persistence in US postsecondary institutions." *Higher Education* 64.1 (2012): 1-17.
5. Ching, Yuerong, et al. "Challenges facing Chinese international students studying in the United States." *Educational Research and Reviews* 12.8 (2017): 473-482.

6. Macionis, John, and Linda Gerber. "Chapter 3-culture." *Sociology*. 7th edition ed. Toronto, ON: Pearson Canada Inc 54 (2010).
7. Zhao, Chun-Mei, George D. Kuh, and Robert M. Carini. "A comparison of international student and American student engagement in effective educational practices." *The Journal of Higher Education* 76, no. 2 (2005): 209-231.
8. Patron, Marie-Claire. "Loss and Loneliness Among International Students." *Psychology Journal* 11.1 (2014).
9. Misra, Ranjita, Melanee Crist, and Christopher J. Burant. "Relationships among life stress, social support, academic stressors, and reactions to stressors of international students in the United States." *International Journal of Stress Management* 10.2 (2003): 137.
10. Zhang, Y., & Mi, Y. (2010). Another Look at the Language Difficulties of International Students. *Journal of Studies in International Education*, 14(4), 371–388. <https://doi.org/10.1177/1028315309336031>
11. Lowinger, Robert, et al. "The impact of academic self-efficacy, acculturation difficulties, and language abilities on procrastination behavior in Chinese international students." *College Student Journal* 48.1 (2014): 141-152.
12. Bista, Krishna, and Amy Dagley. "Higher education preparation and decision-making trends among international students." *College and University* 90.3 (2015): 2.
13. World Health Organization. (n.d.). Who issues best practices for naming New human infectious diseases. World Health Organization. Retrieved September

18, 2022, from

<https://www.who.int/news/item/08-05-2015-who-issues-best-practices-for-naming-new-human-infectious-diseases>

14. Taskinsoy, John. "The World Is at a Dangerous Crossroads on 'China Virus' and US 'Political Virus'." Available at SSRN 3713745 (2020).
15. de Andrade, Francisca Marli Rodrigues, et al. "Twitter in Brazil: discourses on China in times of coronavirus." *Social Sciences & Humanities Open* 3.1 (2021): 100118.
16. Rubin, Daniel Ian, and Faith Agostinone Wilson. "Blame China: Trump and Anti-Asian Sentiment During COVID-19." *A Time of Covidiocy: Media, Politics, and Social Upheaval*. Brill, 2021. 10-31.
17. Lee, J.J., Rice, C. Welcome to America? International student perceptions of discrimination. *High Educ* 53, 381–409 (2007).
<https://doi.org/10.1007/s10734-005-4508-3>