

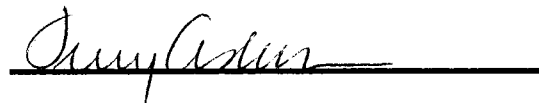
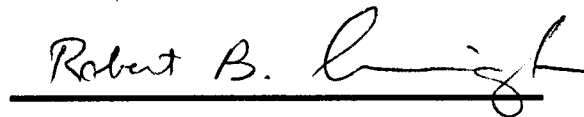
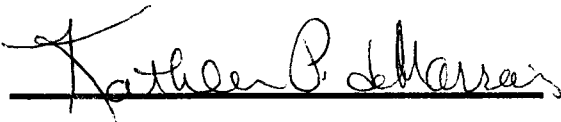
To the Graduate Council:

I am submitting herewith a dissertation written by Karen Renee Littlejohn Taylor entitled "A Moment in the Mediterranean: The Experience of American Undergraduate Students Participating in the International Student Exchange Program at the University of Malta." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Leadership Studies in Education.



E. Grady Bogue, Major Professor

We have read this dissertation
and recommend its acceptance:



Accepted for the Council:



Associate Vice Chancellor and
Dean of The Graduate School

**A Moment in the Mediterranean:
The Experience of American Undergraduate Students
Participating in the
International Student Exchange Program
at the University of Malta**

**A Dissertation
Presented for the
Doctor of Education Degree
The University of Tennessee, Knoxville**

**Karen Renee Littlejohn Taylor
May 1996**

ABSTRACT

The purpose of this study was to gain insight into the experiences of American undergraduate students participating in the International Student Exchange Program (ISEP) at the University of Malta. This study utilized a qualitative methodology to explore the experiences of eight American undergraduate ISEP exchangeees.

Data were collected during the fall semester of 1994 and the spring semester of 1995 using two common qualitative techniques, participant observation and interviewing. The data were gathered in two stages. During the first stage, broad spectrum observations, focused observations, and informal interviews were conducted. Participant observation ranged from mostly observation to mostly participation. In the second stage of data collection semi-structured interviews were added. The semi-structured interviews were guided by a series of pre-written questions, were audio taped, and were transcribed.

The data analysis revealed four major themes: a) an unknown context: dealing with initial confusion and frustration, b) dealing with physical discomforts and inconveniences, c) building a family away from home, and d) transforming within the new context.

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CHAPTER I

INTRODUCTION

Since World War II, a large number of American students have sojourned abroad for educational purposes (Morgan, 1975). The most recent Institute of International Education (IIE) survey reveals 62,341 U.S students enrolled in college-sponsored study abroad programs (IIE, 1991). Programs sponsored by American colleges or universities are only one of the options available to U.S. students wanting to study abroad. The National Association for Foreign Student Affairs (NAFSA, 1979) identified five types of programs available to students wanting to study abroad. These program types include: 1) direct enrollment in a foreign university, 2) a special program for foreign students at a foreign university, 3) independent study, 4) a program sponsored by an American college or university, and 5) a program sponsored by an organization other than a college or university. According to Cooper (1991) the total number of students studying abroad may be as high as 100,000.

As more colleges and universities seek to internationalize their curriculum and their institutions, study abroad is receiving

more emphasis. However, it is important to note that study abroad is not a recent trend in higher education. Study abroad or foreign study has quite a history.

Historical Perspective

Foreign study has been a part of educational history since ancient Greece. Many Romans, including Cicero, Brutus, and Horace, studied in Athens. The Sophists of Athens boasted of the international flavor of their student body (Speakman, 1966). Students and scholars have been willing to travel from country to country in search of knowledge and make sacrifices to accrue that knowledge from great teachers.

The history of American students studying abroad began in the 18th century. Many wealthy Americans sent their children to study in Europe because of the limited higher education facilities in colonial America (Wallace, 1962). During the 19th century, while the United States was building its academic system, the custom of Americans studying at prestigious English, German, and French institutes grew in prominence (Speakman, 1966). By the end of the 19th century American colleges and universities had grown in

number and prominence, and fewer American students were going abroad for undergraduate degrees. However, near the beginning of the 20th century American colleges and universities started to encourage their students to travel and study abroad, especially to Europe, and the number of American students going abroad increased once more.

Junior Year Abroad

The University of Delaware, Sweet Briar College, and Smith College introduced study abroad during the junior year for undergraduate foreign-language majors. This concept has come to be known as the junior year abroad (Koester, 1986). The junior year was chosen for foreign study because it was believed that students needed two years of college level foreign language to master accent, vocabulary, and knowledge of the country. It was believed that with the proper academic preparation the American undergraduate students would benefit from the study abroad.

In 1923 the University of Delaware granted credit to undergraduate foreign language majors for study in France. The program proved to be very successful. In 1925 Smith College sent

students to Paris and the University of Delaware expanded its program in the early 1930s to include a program in Germany (Rogers, 1958).

The University of Delaware's study abroad program was terminated in 1947 because of administrative problems. The former director of the University of Delaware's study abroad program, Professor Baker of Sweet Briar College, approached his president and asked that Sweet Briar College assume the responsibility for the University of Delaware's program and President Martha Lucas accepted (Rogers, 1958).

After the appearance of the Delaware-Sweetbriar Model, several American institutions of higher education provided opportunities for their students to study abroad (Bowman, 1987). In addition to the opportunities provided by colleges and universities, the United States government began providing opportunities for study abroad. After World War II the United States government began providing funds for American students to learn about the world first hand and organizations formed to facilitate student exchanges.

National Programs and Organizations

In 1946 the Fulbright Act authorized the creation of a program for the exchange of students and professors between the United States and 49 foreign countries (Michie, 1967). The Fulbright program is still the best known of the national programs that are funded by government sources. According to Arthur P. Duden and Russel R. Dyenes (1987), in their book The Fulbright Experience,

The Fulbright Program of international educational and cultural exchanges between the United States of American and other countries - involving students, scholars, teachers, and artists - is regarded almost universally as a rare triumph for achieving its stated purposes while contributing substantially to mutual respect, peace, and understanding among its participants and supporters (p. 1).

Senator J. W. Fulbright, (1989) when speaking of the Fulbright Program at the 42nd International Conference on Educational Exchange, said,

. . . we dropped the bombs on Japan. This made a deep impression in the Senate. A bill came up about the same time in September 1945 to dispose of the materials left by the government in various countries. And I thought how nice it would be if we could use this for doing something about the propensity to have conflicts. Toward that end, I held hearings to provide for the use of the foreign credits in countries abroad, especially our enemies, Germany and Japan. In other words, we would send students to England, Germany and Japan, where they had plenty of pounds, deutsche marks, so on, they just didn't have any dollars. And it worked out. You see, it's a

very simple little idea really -- they could receive our students -- that's the way it started, in a very small way (Fulbright, 1989, p. 12).

The Institute of International Education (IIE) which had been in existence since 1919, assisted the government with the administration of the Fulbright Graduate Fellowship Program. The Council for International Educational Exchange (CIEE), which was formed in 1947, initially facilitated travel then broadened its scope to develop and administer programs of educational exchange.

College and University Study Abroad Programs

American colleges and institutions also continued to help promote and facilitate study abroad. After World War II study abroad programs proliferated as American higher education grew and diversified. In 1950 there were approximately six programs through which American students could earn credit during the academic year. By 1960 there were approximately 50 university programs that allowed undergraduates to earn credit abroad during the academic year. These programs had a combined enrollment of more than 1,500 students. One hundred and twenty programs were in existence in the 1963-1964 academic year with more than double the previous total

enrollment. By 1964 more than half of the liberal arts colleges in the United States had either their own study abroad program or allowed their students to earn credit in programs administered by other institutions (Baskin, 1965).

The 1970s are regarded as a stagnant period in study abroad (Hull, Lemue, and Houang, 1977). Brown (1983) states that the decline of study abroad in the 1970s was the result of declining university enrollment, of dropping of foreign language requirements, and of heightening concerns about domestic issues. One attempt to revive study abroad was the establishment of the International Student Exchange Program (ISEP) in 1979.

International Student Exchange Program (ISEP)

ISEP was established in 1979 under the authority of the Fulbright-Hays or Mutual Educational and Cultural Exchange Act of 1961, Public Law 87-256, and it is administered by a central office at Georgetown University in Washington, D.C. and a network of coordinators appointed by the membership institutions. It is funded by member and participant fees, together with a grant from the

Bureau for Educational and Cultural Affairs, United States
Information Agency (USIA).

ISEP is a membership organization of more than 200 higher education institutions around the world with more than 100 institutions outside the United States, which is committed to international exchange. It was founded on the principle " . . . that a period of study abroad outside a student's home country ought to be available and affordable to all students, regardless of what institution they attend or what their financial situation may be" (ISEP Directory, 1993, p. 3). Members of the ISEP organization can send and receive equal numbers of students on international exchanges without a great cost to the institutions involved or to the students.

The cost to participating universities is kept down because ISEP is based on a reciprocal exchange of benefits. The American student pays his or her own institution an ISEP program fee, which is equal to regular tuition, fees, and room and board, and creates a spot and a set of benefits for a non-American student. The participating international student makes a similar arrangement with his or her home institution to create a spot and a set of

benefits for the American student. The students then exchange one-for-one.

The American ISEP participants are not involved in an isolated study program developed just for Americans and taught by U.S. professors. The students from the U.S. register as a regular student at the host university, take the same courses, have the same assignments as local students at that institution (ISEP Directory, 1993).

The 1980s saw an explosion of interest in study abroad by American students. In earlier decades international programs had mainly been confined to either juniors at elite liberal arts colleges or to language majors. Differences in the newer study abroad programs included programs spread widely throughout the institutions and programs open to freshman through advanced graduate students. The newer programs are found in all kinds of institutions including public and private, rural and urban, secular and religious, community colleges and research institutions (Goodwin and Nacht, 1988).

An Institute of International Education (IIE) survey from the 1990s reveals 62,341 U.S. students enrolled in credit programs

abroad. These students include: males and females representing a variety of institutions, freshman through graduate students, and representatives of majors from a variety of subject areas (IIE, 1991). The current calls for reform to the undergraduate curriculum include a significant role for study abroad (Goodwin and Nacht, 1983). If these calls are answered the number of American students participating in study abroad may increase greatly.

Need for the Study

A review of the literature, concerning American participants of study abroad revealed studies that focused on: 1) the statistics and demographics of the participants and the programs, 2) the social adaptation of the study abroad participants, 3) the impact of study abroad on student development, 4) and the re-entry problems of the study abroad participants. I concur with Heller and Geringer's (1984) comments concerning the literature, "Much of the literature about student exchange programs in general . . . focuses primarily on the number or demographic characteristics of participants, and only secondarily on their experiences and the resultant impact" (p. 50).

There are few studies which have been published about "the experience" of the American undergraduate who studied abroad. What does the undergraduate personally live through, observe, undergo, or encounter while abroad? Because there are so few studies, there seems to be a considerable need for more research on the experience of the undergraduate student exchangees during a time when thousands of American students are involved in such programs. Exploring the experience of these students and providing documentation would allow others to become either more prepared for the opportunity to study abroad or more prepared to work with prospective study abroad participants (Van Manen, 1990).

Purpose of the Study

The purpose of this study was to explore and gain insight into the experience of American undergraduate students participating in the International Student Exchange Program (ISEP) at the University of Malta.

Significance of the Study

This study may provide insight to researchers, administrators, faculty, and staff in the field of international educational exchange who address the needs of study abroad participants. This study may also provide valuable insights for prospective study abroad participants and current participants.

Research Question

This study addressed the following research question: What is the experience of an American undergraduate International Student Exchange Program (ISEP) participant at the University of Malta?

Definition of Terms

For the purpose of the study, the following terms were defined as follows:

1. Exchangee: An American undergraduate student studying at the University of Malta as a part of the International Student Exchange Program.

2. Experience: Something personally lived through, observed, undergone, or encountered.
3. International Student Exchange Program (ISEP): A membership organization which facilitates international educational exchange.

Limitations of the Study

1. The participants in the study were limited to American undergraduate ISEP exchangees studying at the University of Malta, who were willing to participate in the study.
2. This study was limited to the perspective gained by using ethnographic research methods at a single site, the University of Malta.

Assumptions

This study is based on four assumptions:

1. It was assumed that the ISEP participants at the University of Malta could articulate their experience.

2. It was assumed that the ISEP participants at the University of Malta would honestly report their thoughts, feelings, and perceptions concerning their experiences at the University of Malta.
3. It was assumed that the researcher would seek honest answers to the research questions.
4. It was assumed that qualitative research methods were most appropriate to study the experience of ISEP participants at the University of Malta, because qualitative methods best provide a holistic view of the experience.

Overview of the Study

The first chapter of this study provided a brief history of study abroad establishing that study abroad is not new but that it has experienced rapid growth in recent years. It also established the need to conduct a study concerning the experience of American undergraduate students participating in study abroad and stated the significance of such a study.

Chapter 2 presents a review of related literature. The literature concerning American students abroad is presented in four main themes: 1) the statistics and demographics of the participants and the programs, 2) the social adaptation of the study abroad participants, 3) the impact of study abroad on student development, 4) and the reentry problems of the study abroad participants. In Chapter 3 the techniques for conducting the study are presented. Chapter 4 is the context of the study and an introduction to the study participants, and chapter 5 presents the data. In the final chapter, chapter 6, implications of the data are discussed.

CHAPTER 2

LITERATURE REVIEW

Two hundred years ago when American students began to study abroad they had one option -- direct enrollment in a foreign university. Most of those students chose to enroll in a university in Europe. Today American students have the choice of five types of programs for study abroad, including direct enrollment. They also have the choice of studying in many countries both within and outside of Europe.

As more and more American students began to participate in study abroad, questions began to be asked. Who is participating in study abroad? Where are they studying? How did they adjust to the new culture? What are they experiencing while abroad? What impact does study abroad have on the American student? Do study abroad participants have problems when they reenter their home culture?

A review of the literature concerning American participants of study abroad revealed studies and articles that focused on: 1) the statistics and demographics of the participants and the programs,

2) the social adaptation of the study abroad participants, 3) the impact of study abroad on student development, 4) and the reentry problems of the study abroad participants.

Statistics and Demographics

Many of the studies concerning study abroad sought only statistical or demographic information about the participants. Those studies seeking statistical information reported the distribution of international students by continent, country, or by state; reported international student enrollments at institutions world wide; tracked the flow of international students; and reported the gender, age, and major of students participating in study abroad. The studies that were concerned with programs abroad described the program types. The word "program" had multiple meanings. The term program was used to refer to a group of students and program was used to refer to just one or two students on a bilateral exchange.

Participants

The information concerning American students involved in study abroad or exchange is not comprehensive. The data are usually gathered by several organizations which are concerned with study abroad. There is no clearinghouse where an inclusive report is generated. Most of the studies only include students who receive credit through American institutions for participation in study abroad. Those American students who enroll directly in foreign institutions and those students who participate in non-credit programs abroad are often not included in the data.

The Council for International Educational Exchange (CIEE) distributed a survey with their 1984 and 1985 International Student Identity Card (ISIC) applications which sought to determine demographic and background characteristics, nature of intended international experience, and motivational characteristics of U.S. students who were planning to travel, study, or work abroad. The students who had prior international experience were asked to assess the impact of that experience. Approximately 5,000 students completed the survey and the majority of the students who responded to the survey were female. The survey revealed that the

majority of the students planned to go abroad during their third year after high school and spend three to six months. It also found that these students were financed primarily by friends and family and planned to travel with a group (Koester, 1987).

The study revealed that students were motivated to participate in international travel, study, or work because of a desire to learn more about other cultures. The top ranking choice for participating in an international experience was to add a new dimension to schooling. To improve the student's knowledge of the country was the second choice for participation. The third choice was having fun, and gaining a knowledge of a foreign language ranked fourth (Koester, 1987).

Surveys conducted by the Institute for International Education (IIE) for the 1985-1986 and 1987-1988 academic years reinforced many of the findings of the CIES study. The 1987-1988 IIE survey, the most recent and the most comprehensive survey, received a 60 percent response rate from more than 1,700 schools. The data from the two surveys revealed that the typical U.S. student, who enrolled in a credit program abroad, is female with junior status majoring in either liberal arts, social sciences, or humanities, including foreign

languages. The data revealed that almost two-thirds of the participants were female. The data also revealed that the study abroad participant is probably a member of a group of U.S. students sponsored by a U.S. college or university and will stay abroad for a summer or a semester. Only 18 percent of the study abroad participants chose to study abroad for a year.

The 1987-1988 IIE survey found that 62,341 students were enrolled in credit programs abroad. About 85% of these American students were enrolled in programs sponsored by a U.S. college or university. According to Cooper (1991) the majority of American students involved in study abroad enroll in ventures sponsored by a U. S. college or university. There are at least two reasons for this arrangement. Students enroll in study abroad programs sponsored by U. S. institutions because they are more likely to get full transfer of their study abroad credits, and can easily get financial aid packages. Direct enrollment in a foreign institution and study through foreign sponsored programs make credit transfer and financial aid more difficult to receive.

According to the 1987-1988 IIE survey, approximately 75 percent of U. S. students enrolled in credit study abroad were

studying in Europe. The survey also revealed: ten percent were studying in Latin America, six percent were studying in Asia, and almost five percent were studying in the Middle East. Approximately one percent of the American students studying abroad were studying in each of the following areas: Africa, North America, and Oceania.

Among the three-fourths of the U.S. students studying in Europe, 30 percent were studying in the United Kingdom, 12 percent in France, eight percent in Spain, eight percent in Italy, five percent in Germany, and three percent in Austria. According to Cooper (1991), the attraction of Western Europe has a historical basis whereas the attraction to the United Kingdom is language and culturally based. The other countries were selected because they have cultures with languages commonly taught in American high schools and colleges, or because of family ethnic roots. Cooper says that choice of location of study abroad is also affected by peer pressure, faculty, and media.

U.S. students rarely get extensive media reports on Africa, for example, unless the news is negative, which probably inhibits traffic to that continent. Media attention to political unrest, violence, poverty, or other forms of social instability certainly retards student flow to many areas, such as Central America, parts of the Middle East, and India (Cooper, 1991, p. 146).

Adjustment and Coping

A significant amount of research has been conducted to determine how internationals react to a new cultural setting and if they adapt/cope to their new cultural setting. However, few of the studies concerned students abroad and even fewer concerned American students abroad.

Lysgaard (1955) claimed that the student who is studying abroad goes through a sequence of periods. The first period is positive marked by high expectations and a friendly reception. The second period is marked by emerging problems and increasing difficulties often resulting in negative feelings. The third period reflects positive feelings and events. However, the third period often occurs in the second year of the student's time abroad and students who have shorter times abroad leave at periods of considerable distress.

In 1960 Oberg coined the term "culture shock" to refer to the process described by Lysgaard. Oberg stated that culture shock had four stages: honeymoon, crisis, recovery, and adjustment. During the honeymoon stage, the new visitor is absorbed, ecstatic, and excited by the new experiences. The visitor encounters problems,

frustration, and disenchantment in stage two, the crisis. During stage three, the recovery, a sense of humor develops as well as a feeling of increased expertise. In the fourth and final stage, the adjustment, the visitor lives in a degree of enjoyment and comfort, having grown accustomed to the once foreign ways (Oberg, 1972).

Gullahorn and Gullahorn (1963) state that sojourners go through a U-curve of adjustment which generally consists of three levels. Sojourners go through a period of happiness and optimism, then descend into frustration, depression, confusion, and anger before finally entering an improved state of coping with the new culture.

In 1975 Adler proposed a five-stage theory of culture shock development: contact, disintegration, reintegration, autonomy, and independence. The contact stage is characterized by curiosity and interest. The disintegration stage brings on confusion. Sometimes in addition to the confusion is depression and withdrawal. The reintegration stage is characterized by anger, nervousness, rebellion, and hostility. The autonomy stage comes with self-assurance, independence, and relaxation. The final stage, independence, takes over with trust, humor, and actualization. Adler

makes no attempt does not attempt to attach a time sequence to the varying stages of a new cultural experience.

Research concerning adjustment has not paid much attention to American students, as a group, while they are abroad. One study which was concerned with American students' adjustment was Gibson (1991). In 1991 Gibson conducted a study of nine students from Grand Canyon University, a Christian, liberal arts university. The students had been abroad on study trips, mission trips, choir tours or teaching English for periods of three weeks to two years. The students were interviewed from six months to four years after their return to the United States.

All participants were Caucasian and their parents were in management positions. Although the participants' parents were supportive, they were not the main financial source for the trips abroad. Almost all the participants raised their own money for the trip, and traveled at the end of their sophomore year. The participants stated that they had been motivated to go abroad by curiosity and by hearing the stories of others from their university who had been abroad.

During the interview Gibson asked the students if they experienced culture shock while abroad. Although those participating in either the two or three week trips abroad did not state that they experienced culture shock, they later described experiences which are associated with culture shock. One of short term participants described the time abroad as "Disneyland Level," another described it as "a really big high." When pressed to describe a bad experience, a short term participant stated that "the people (in the mall) couldn't shower a lot . . . was revolting."

With the exception of one student, the students participating in trips of five weeks or longer stated that they experienced culture shock. These participants stated that they experienced frustration. The frustration was brought about by the slower pace of life, lack of showers, filth, poverty, and the way that men and women were treated differently.

The participants who were abroad for at least a semester, openly stated that they experienced culture shock. "All the students who spent a semester or more abroad acknowledged memorable bouts with culture adjustment, expressing frustration, depression, anger and just being emotional" (Gibson, 1991, p. 67). Some of the

participants related stories of being treated like second-class citizens and being the target of jokes.

The participant who was abroad the longest, expressed concern over isolation. There were few people with whom she could speak English and she had difficulty understanding the media of the country. Letters from the United States took a month or more to reach her and when she had the opportunity to call home she did not have privacy.

The one participant who stated that he did not experience culture shock, acknowledged that at one time during his period abroad he would have gone home if given the opportunity and that he did "kinda hit a Chinese man."

In addition to asking whether the participants experienced culture shock, Gibson asked about the impact of their experience. She found that the participants returned to the United States with an increased interest in international news, new knowledge of politics and geography, and increased self-confidence. The participants also stated that their time abroad impacted their career choice.

The adjustment of students could be affected by many factors such as the type of preparation they received prior to their study abroad, their language ability, whether they travel with a group, and their lodging. Bochner, Lin, and McLeod (cited in Gibson, 1991) maintain that adjustment entails the acquisition of behaviors and skills for responding appropriately within the foreign culture. Lack of these skills causes frustration. If the student does not acquire the skills necessary to socialize within the new culture, coping is not realized and the "U" does not occur.

Matson and Kirkwood (1983) endorse a yearlong study abroad program which allows students to become immersed in the culture of the country. They suggest that a year long program allows students ample time to recuperate from the initial culture shock and to settle in for serious study.

P. J. Hoff (1986) maintains that students should avoid a limited foreign study experience if a longer stay is possible. The author states that a two-week study tour or a month long program provides few advantages and only superficial exposure to the country. The short experience offers no significant language improvement and provides no vision of the real country.

Hull, Lemke, and Houang (1977) suggest that a study abroad program which lasts from 37-52 weeks is most beneficial. A program which lasts 10 weeks or less is the second most beneficial. The students who go abroad for a shorter period of time remain highly motivated. They found that students who go abroad for a quarter or a semester stay long enough to go beyond the initial high and experience a period of disillusionment, but do stay long enough to experience an upswing after an initial period of disillusionment.

Matson and Kirkwood (1983) criticize the programs which remain on the periphery and establish more of an American-ghetto image. They state that these programs provide minimal opportunity for students to interact with the host citizenry. They acknowledge that their critics praise the group arrangement for the support that it gives to the potentially homesick.

Impact on Student Development

In addition to the studies that sought statistical information about the students and the adjustment process of the students, the literature review revealed studies which were concerned with the

impact of the study abroad or international educational exchange on the students' development. These studies document cognitive and affective development. Cognitive development includes academic knowledge and performance, improved critical thinking skills, and improved language ability. Affective development includes increased self-confidence, liberalization of attitudes, values and interests, tolerance of persons from diverse cultures, increased sense of independence, enhanced interpersonal communication skills, and deeper appreciation for the aesthetic.

In the 1950s, Smith (1955) encountered a serious lack of research on Americans' intercultural experiences and their impact on student development. He added to the literature by conducting extensive research to compare students traveling abroad to students remaining on campus in the United States. Smith's findings suggest the value of living with a host family while abroad. He concluded that changes in internationally oriented behavior occurred most frequently among students who established close personal ties with people of the host culture. Smith's findings also suggest that deeply rooted attitudes such as ethnocentrism show minor changes for most students.

Smith compared pre-tests and post-tests and reviewed self-evaluations. He concluded that students who benefit most from an intercultural experience are relatively conservative, antidemocratic, and nationalistic individuals. The conservative, antidemocratic, and nationalistic students become less ethnocentric and more world-minded. Students who are exceptionally ethnocentric and nationalistic tend to become more so while abroad.

In the 1970s, Hull and his associates (1974, 1977) assessed the outcomes from study abroad and found that the study-abroad experience was enhanced substantially by the presence of a host family, longer periods of study in the host country, and use of the language of the host country. The researchers concluded that the length of the stay influenced directly the frequency with which students interact with members of the host country, use their language, and develop appreciation for the host culture. Hull and his associates also concluded that non-European locations tended to produce more affective change than European locations.

Morgan (1975) conducted a study of three groups (1967-1968, 1968-1969, and 1969-1970) of American students involved in a

Junior Year Abroad program located in Basel, Switzerland. One purpose of his study was to determine if the experience was beneficial to the students' personal and educational development. Morgan administered a questionnaire to approximately 80 alumni of the 1967-1968 and 1968-1969 groups. He then conducted an in-depth study, using the method of participant observation, of the 1969-1970 group of 44 students. Morgan found that affective learning became the core of the learning process. The students' changes occurred in the areas of values, attitudes, goals, and personal philosophy. They appeared to expand their social interaction and became more involved in their search for identity. The students saw classroom learning as particularly irrelevant.

Morgan also found that the students' adaptive mechanisms in the cross-cultural setting can either enhance learning and development or prevent it from taking place. For example, the students who prevent their own learning and development might live with a family but choose not to interact with them; might exhibit actions which demonstrate cultural ignorance of their own actions; and might seek interaction only with individuals who reflect their own cultural background.

Carsello and Creaser (1976) focused on how students change during study abroad. Carsello interviewed 209 American students while they were living in European countries. In addition to the interview he asked each student to complete a detailed questionnaire. The students were asked to indicate the changes that they noticed in their attitudes, interests, and skills. Positive changes were reported in the areas of knowledge in art, foreign language, history, and architecture. Positive changes were also reported in self-concept. Sixty-three percent of the students reported a positive change in self-concept and only eight percent reported a negative change. Most students also believed that their social life and their emotional health improved while they were abroad. Seventeen percent of the students reported deterioration of their social life, 22 percent reported less peace of mind, and 12 percent noted an adverse effect on their emotional health. Twenty-five percent of the students reported a deterioration in their health while studying abroad.

Abrams (1979) stated that students who participated in the Antioch Education Abroad program reported that the experience

abroad was one of the most important experiences that they ever had.

Seven to seventeen years later, a great number of the alumni consider this experience one of the most important they ever had. They felt that it had a significant influence upon their subsequent educational and job decisions and their way of living, and there is evidence in their actual behavior to support this. The experience made them think hard about their values and especially, about their American identity (Abrams, 1979, p. 177).

In 1980 Marion attempted to determine how study abroad affected student development. He conducted pretests and post-tests to identify student characteristics including degree of conservatism, dogmatism, internationalism, and perceptions of the United States and the host country. Marion discovered that students who become more favorable to the United States are younger, have a fair command of the language, experience more than one living arrangement while abroad, and have more American friends. Students who had a more favorable view of the host country had only one living arrangement, most of their friends were from the host nation, and traveled to other countries. Marion's study supports the findings of Smith (1955) and Hull et al. (1974, 1977). These

researchers claim that the more countries that students visit the more open-minded and liberal their viewpoint becomes.

Kauffmann and Kuh (1984) conducted a study which compared degree of development for students who studied abroad with that of students who did not study abroad. These researchers also attempted to determine which changes persisted a year later. They administered the Omnibus Personality Inventory (OPI) to 216 students. The test was administered to a group of students from Goshen College, a small Mennonite institution, who studied abroad and to students at two comparable Mennonite colleges, who did not study abroad. Additional information was elicited on the experience abroad through the use of interviews.

Based on the OPI and the interviews, Kauffmann and Kuh concluded that changes occur in three dimensions of personality make-up associated with study abroad: 1) increased interest in arts, literature, and culture; 2) increased self-confidence; and 3) increased interest in the welfare of others. Kauffman and Kuh claim that the students' coping with novel situations allowed the students to experience personal growth.

Carlson (1991) conducted a study to examine the impact of study abroad on American students. The study involved 400 students including a comparison group not involved in the one year study abroad. The study found that academic and personal development are important parts of the international experience. The findings revealed that the study abroad participants scored higher than the comparison group on peace and cooperation and cultural interest indicators. The findings also revealed that the time abroad had a significant impact on foreign language facility. The findings concerning foreign language facility support the findings of earlier studies.

In a study concerning improved language ability of study abroad participants, Liskin-Gasparro (cited in Hoff, 1986) tested improvement in speaking of 15 Boston College students who studied in Madrid, Spain during 1983. Liskin-Gasparro used the Oral Proficiency Interview and found that some students progressed from novice to high on the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Scale.

Hoff (1986) tested the improvement of two University of Wisconsin-Eau Claire students who traveled to Spain. She also

administered the Oral Proficiency Interview. Hoff found that one student moved from intermediate high to advanced and the other student moved from intermediate high to advanced plus.

Pyle (1981) studied a group of 25 American students who spent one month in Jamaica. He found that even a short term experience impacted student autonomy, achievement of life plans, and overall development.

Thomlison (1991) examined the impact of the study abroad experience on University of Evansville students studying in London using a four part survey questionnaire. The study found substantial changes in the students' attitudes, open-mindedness, personal growth, and general appreciation of other cultures.

Reentry

A review of the literature reveals that many study abroad and international educational exchange students experience reentry crisis. Many of the students return home disillusioned, and encounter problems readjusting to the American system of higher education.

Pace (1959) stated that students returning from the Delaware-Sweet Briar program experienced a readjustment period to

social relationships and to American academics. The students had become absorbed into the foreign culture and when they returned home had to reevaluate their personal values and perspectives. The researcher concluded that the student's need to readjust stresses the impact of the experience.

Gullahorn and Gullahorn (1963) comment on the adjustment period that occurs upon returning to the home culture and refer to this as the "W" or "UU" curve. They state that the second "U" occurs as returnees experience a reacculturation process in their own country similar to that they experienced abroad.

Rhinesmith and Hoopes (1972) suggest that reentry can be positive and that returnees from experiences abroad can grow if they are prepared to deal with reconfontation with the home culture. P. Adler (1974) and N. J. Adler (1976) also view the reentry adjustment period as a possible growth experience. N. J. Adler (1976) developed three coping models: the proactive returnee, the resocialized returnee, and the alienated returnee. The proactive returnees understand that they have changed and their home environment has changed. They continue to learn new coping skills and values upon their return home. The resocialized returnees

choose to assimilate the presented social norms and they do not experience a great degree of personal growth during reentry. The alienated returnees react negatively to the home environment and limit their social and personal activities, and they often do not grow personally upon their return home.

Foust, Fieg, Koester, Sarbaagh, and Windinger (1981) describe three different styles of the coming home process: alienation, reversion, and integration. The alienation style describes students who return home with a new set of values and expectations. These returnees often appear anti-American. The reversion style describes students who reject all changes acquired abroad, and the integration style describes students who accept the transition as exciting and challenging. They attempt to integrate aspects of the host cultural experience into their lives at home. Foust et al. (1981) imply that integration is the optimum mode of coping with cultural exposure.

Raschio (1987) conducted a study to identify personal factors that impact an individual's reentry process, and to identify categories of returnee traits. He interviewed 11 College of Saint Thomas students returning from three months to one year of study in

either Italy, France, Spain, Germany, or Peru. The researcher used two methods for administering the questionnaire. Four interviews were tape recorded and seven were written.

Raschio found that students sensed a feeling of uneasiness upon their return to the United States. They suggested a feeling of dismay that their family and friends were either not able to or unwilling to listen to their stories of being abroad. The interviewees expressed a need for debriefing which lasted from a couple of weeks to several months.

Raschio (1987) views the reentry process as a potentially beneficial period. He says, "The individual learns new coping skills, values, and perspective, which are evaluated and integrated into cognitive, behavioral, and affective domains" (p. 159).

A case study analysis of two American university study-abroad programs, Saint Lawrence University and Saint Louis University, in Madrid, Spain was conducted by McCabe (1991). Her data consisted of documents related to the two programs; interviews with program directors, students, and alumni; and direct observation during a two-week site visit.

Alumni interviews revealed hints of reverse culture shock. After spending a year in Spain, one interviewee expressed displeasure at arriving home and finding the hurried American lifestyle. Another interviewee commented on Americans' philosophy of life compared to Spaniards. She stated, "We live to work and the Spanish simply work to live."

Summary

Researchers have conducted studies which sought demographic and statistical information about the study abroad participants, about the adjustment of the participants to the new culture, about the impact of study abroad, and about reentry. Despite the research that has been conducted, little is known about what the student who studies abroad encounters on a day to day basis throughout his or her time abroad. There is a need for studies which seek to discover the experiences of American study abroad participants.

CHAPTER 3

METHODS

The purpose of this investigation was to gain insight into the experiences of American undergraduate students participating in the International Student Exchange Program (ISEP) at the University of Malta. What follows is a rationale for the selection of method of inquiry, a description of the method, selection of the site, selection of the population, and procedures used for analysis.

Selection of Method

I chose to conduct a study using the qualitative mode of inquiry because it would allow me to approach the complexity of social interaction and best provide a holistic view of the experience. Qualitative inquiry would allow me to conduct the study in a natural setting where the normal flow of events could be captured without trying to control the extraneous variables, and it would allow me to be an integral part of the data and be personally involved.

Site Selection

In selecting the site for the study the following criteria were used: 1) the university had to be a member of the International Student Exchange Program consortium; 2) the university had to have plans to accept ISEP students during the fall semester of 1994 and the spring semester of 1995; 3) the university had to have English as its language of instruction; and 4) the university had to require that the international students live in university housing. The University of Malta, Republic of Malta, met the stated criteria and presented the greatest opportunity to observe the study participants in academic, social, and recreational settings.

Community Entry

In seeking permission to conduct this study at the University of Malta, I contacted Reverend Doctor Peter Serracino-Inglott, Rector of the University of Malta, and Mr. Leslie Aguis, Director of the International Office, by fax. In the letter I introduced myself, explained the purpose of my study, and requested permission to

conduct the study at the University of Malta. I received a fax from Mr. Aguis which granted permission to conduct the study (Appendix A).

Upon arriving in Malta, I was met by the Assistant Director of the International Office, Ms. Jean Killick, and taken to the University Residence, a complex located in Lija, Malta, where international students and staff may reside during their stay in Malta. I was invited to stay at the University Residence for the months I planned to stay in Malta, but I was also offered assistance in locating other housing if I so desired. I decided to reside at the residence because it would give me additional opportunities to observe the exchangeees, who were required to reside there.

Shortly after my arrival, I met with Ms. Jean Killick, Assistant Director of the International Office, and we discussed my research. She gave me a list of the American ISEP exchangeees and allowed me to review their files. She also invited me to attend the three-day orientation for new international students, which included a walking tour of the campus and the capital city, and a bus tour that included the neolithic temples, the former capital, and the national stadium.

I was also invited to attend the disco which was to welcome the new international students.

Prior to attending the three-day orientation, I was invited to have lunch with Reverend Doctor Peter Serracino-Inglott, Rector of the University of Malta. During lunch I had the opportunity to discuss my research with Father Peter. After the luncheon meeting I was asked if I would like to teach a course in the Faculty of Education during the fall semester. As a visiting lecturer, I would be invited to all the university functions, which could result in greater access to the ISEP participants while they were on campus. I accepted the offer and taught "Qualitative Research" and advised BA (Honors) theses.

During the new international student orientation, the new foreign professors who were in attendance were introduced. I was introduced as a lecturer and a learner. Mr. Aguis told the group that I had come to Malta to learn about the experience of being an international student. Many of the ISEP participants introduced themselves to me at the conclusion of that session.

Identification and Selection of Participants

Participants in the study had to meet the following criteria:

1) ISEP exchangee, 2) American undergraduate student, and 3) living and studying in Malta for the first time. All eight American students participating in ISEP met the criteria and were selected to participate in the study.

One week after the new international student orientation, I personally contacted the potential participants, further explained my study, and invited them to participate. All ISEP exchangees volunteered to participate in the study. The participants were assured that there would be no penalty for refusing to participate, or refusing to answer a question(s), or for withdrawing from the project at any time. All participants read and signed the informed consent form (Appendix B).

Data Collection Methods

After securing permission from the University of Tennessee Knoxville's Committee on Research Participation and securing permission from the eight students participating in ISEP, data collection began. Data were collected during the fall semester of

1994 and the spring semester of 1995. The data for this study were gathered in two stages. During the first stage I conducted a broad spectrum of participant observations.

According to Glesne and Peshkin (1992),

Participant observation provides the opportunity for acquiring the status of 'trusted person.' . . . Although participant observation ideally continues throughout the period of data collection, it is particularly important in the beginning stages because of its role in informing us about appropriate areas of investigation and in developing a sound researcher-other relationship" (p. 39).

My participant observer role moved up and down the continuum from mostly observation to mostly participation. However, it was more of a participant as observer role. As a university lecturer and as a resident at the University Residence, I had the opportunity to observe the exchangees in a variety of settings within and surrounding the university. While observations in the university classroom were of the nonparticipant variety, I moved into the role of participant as observer as I interacted with the student exchangees at a variety of education, cultural, recreational, and social gatherings around the island. Fieldnotes which were both descriptive and analytic were used to record the events and interactions.

After mapping the site and conducting broad observations, I started to narrow the study with focused observations, informal interviews, and an analysis of data previously collected. Informal interviews were conducted with the exchangees and the Assistant Director of the International Office, Ms. Jean Killick. Because the exchangees and I rode the same buses, ate at the same restaurants, and shared adjoining rooftops, I had the opportunity to conduct informal interviews with each participant several times a week.

In addition to fieldnotes, I kept a journal which consisted of my personal feelings, reflections, and other thoughts about the research process. The information collected during this stage served as a basis for the site description and the participant descriptions.

In the second stage of data collection, I continued to conduct participant observations and informal interviews. In this stage, after I had established rapport, I conducted semi-structured interviews which were guided by a series of pre-written questions (Appendix C). According to Glesne and Peshkin (1993), "The opportunity to learn about what you cannot see and to explore

alternative explanations of what you do see is the special strength of interviewing in qualitative inquiry" (p. 65).

The semi-structured interviews were conducted at the University Residence at settings free from major distractions. Interview settings included: the roof top, the kitchen, the pool side, and the rock wall overlooking the goat pens and the duck pond. Each interview, which lasted approximately one hour, was audio taped and transcribed. All participants were given pseudonyms and nowhere on the tape was the identity of the participant revealed. I conducted two semi-structured interviews with each participant.

Taping of the interviews was used because it "makes it more likely that the interviewer can establish the natural human interrelationship so critical to success in the personal interaction" (Fox, 1966, p. 546).

Data Analysis

In qualitative inquiry data analysis is an ongoing process (Spradley, 1979 and 1980, and Glesne and Peshkin, 1992). It begins before the observations and interviews are concluded. Data analysis "involves organizing what you have seen, heard, and read so as to

make sense of what you have learned" (Glesne and Peshkin, 1992, p. 127).

The process that served as a basis for this data analysis was theorizing. LeCompte and Preissle (1993) refer to the sorting and resorting of data and ideas as theorizing. They define theorizing as "the cognitive process of discovering or manipulating abstract categories and the relationships among those categories" (p. 239). They state that the formal tasks of theorizing include "perceiving, comparing, contrasting, aggregating, ordering, establishing linkages and relationships, and speculating" (p. 240).

Data analysis was begun with a form of analytic induction. Expanded fieldnotes, interview transcripts, and journal entries were read and reread to check for emerging themes. As possible themes began to emerge, notes were made in the margins of the expanded fieldnotes, transcripts, and journal. The notes were then developed into a system of classifications into which I initially sorted the data. The reading and the resorting continued. The list of possible themes was made and modified as data collection and analysis continued. At the conclusion of analysis the themes were placed into sequence and an outline for the presentation was formed.

Selective quotes and observations provide evidence for interpretation of the data and assist the reader to seize the reality of the study abroad experience. Wolcott (1973) states, "the test of ethnography is whether it enables one to anticipate and interpret what goes on in a society or social group as appropriately as one of its members" (p. xi). It is the intent of the research report to provide the reader with a vicarious experience of a study abroad.

Summary

The purpose of this investigation was to gain insight into the experiences of American undergraduate students participating in the International Student Exchange Program (ISEP) at the University of Malta. The qualitative mode of inquiry was chosen because it would best provide a holistic view of the experience. The University of Malta was chosen because it met the stated criteria and presented the greatest opportunity to observe the study participants in academic, social, and recreational settings. Community entry was made possible by the rector of the university and the director and assistant director of the international office. All the ISEP

participants at the University of Malta during the 1994-1995 academic year agreed to participate in the study.

CHAPTER 4

SETTING THE STAGE

This chapter begins with a description of Malta, the context of the study. A description of the Republic of Malta, the University of Malta, and the University Residence is included. The description of the Republic of Malta includes history, architecture, people, language, religion, government, economy, transportation, and education. Following the description of the context are portraits of the participants. Group and individual portraits are presented.

The Context: Malta

Malta, a rocky oval 17 miles long and nine miles wide, is about 60 miles south of Sicily in the Mediterranean Sea. Malta, together with the nearby islands of Gozo, Comino, and the uninhabited islets of Cominotto and Filfla make up the independent nation of the Republic of Malta. The total area of the republic, 121.8 square miles, lies north of the Libyan coast, with Tunisia to the west. The rocky formation of limestone rises from east to northwest to a

height of 786 feet, with a number of clefts that form deep harbors, bays, creeks, and rocky coves (Gaul, 1993).

The climate of Malta is typically Mediterranean, with fairly hot, dry summers and rainy, mild winters. In winter the temperature rarely drops below 54 degrees Fahrenheit. Snows or frost are unknown. Rainfall occurs mostly between November and January and averages about 20 inches a year. During the summer months the temperature can reach 109 degrees Fahrenheit though 80 degrees Fahrenheit is more usual. Between April and September, there is virtually non-stop sunshine and soaring temperatures.

Winds are strong and frequent; the most common are the cool northwesterly (the Majjistral), the dry northeasterly (the Grigal), and the hot, humid southeasterly (the Xlokk). The relative humidity is consistently high and rarely falls below 40 percent (Gaul, 1993).

History

The islands of the Republic of Malta may have been part of the land bridge that once linked North Africa to Italy. The islands, especially Malta and Gozo, are filled with the archeological, architectural, and artistic treasures of the people who once lived

there. Stone Age temples have been unearthed; one of the best examples is the Ggantija temple on Gozo. The temples were an assembly of massive slabs of rock, with alcoves for alters, and statues associated with ancient religious rituals. Around 3000 B. C., the Maltese reached a peak of achievement with Neolithic temples, which have been described as the earliest free-standing monuments in stone in the world.

Malta was held in succession by Phoenicians, Carthaginians, and Romans. During Roman domination of the island, in A. D. 60, Saint Paul on his way to Rome was shipwrecked on Malta. The bay now bears his name, St. Paul's Bay. In the 9th century, the Arabs began a 220-year domination of Malta. In 1090 a Norman count took the islands from the Arabs and for 440 years Malta became a part of Sicily. Eventually Malta came under the control of the Holy Roman Emperor Charles V.

In 1530 Charles V gave Malta to the religious and military order of the Knights of St. John of Jerusalem. The Knights, a hospital order to care and defend the wounded crusaders, defended the island against the Ottoman Turks in 1565. Jean de La Vallette, Grandmaster of the Knights, built the great harbor-fortress and

named it Valletta, the new capital city. It continues to be the capital city, a living memorial to the great wealth and artistic legacy of the Knights.

In 1798, Napoleon Bonaparte captured the island, but the British came into control in 1800. Until 1959 Malta was a key link in the defense of the British Empire. During World War II, Malta was attacked in 2,000 bombing raids by Italian and German planes. Malta controlled the vital sea lanes between Italy and Africa. The natural rocks and deep inlets concealed submarine bases; underground passages provided bomb shelters; fighter planes based on Malta defended convoys of ships. In memory of the suffering and heroic action of the people, Malta was awarded the George Cross in 1942 by King George VI of Great Britain. Malta achieved independence within the British Commonwealth on September 21, 1964. It became a republic on December 13, 1974 (Aquilina Ross, 1993).

Architecture

The architecture of Malta reached a peak of achievement for the first time around 3000 B.C. These Maltese Neolithic temples are described as the earliest free-standing temples in stone in the

world, and the facade of Gozo's Ggantija temples as perhaps the earliest architecturally conceived exterior in the world.

During the days of antiquity, the Sicilian-Greek historian, Diodorus Sieullus (80-20 B.C.), described the excellence of Maltese houses as very beautiful and adorned with cornices and stucco works. At this time Malta was ruled by the Romans; they built temples, town houses, baths and villas. Active harbors had quays built of perfectly cut and joined masonry blocks. The capital Melita (where Mdina and Rabat stand) was a city with well-built houses.

All through the Middle Ages the islands remained desolate. It was not until the arrival of the Order of St. John that Malta was linked once more to international currents, wealth and human resources. The rich knights and the Grand Master would shower their riches on their new headquarters and give the island fine buildings, architectural monuments and works of art. Artists, military and civil engineers, architects and artisans came to the island. Painters such as Mattia Preti and Antoine de Favray, and engineers and architects such as Francesco Buonamici, Mederico Blondel and Charles Francois de Mondion, came to Malta for a few days, but stayed. Pope Pius IV sent Francesco Laparelli da Cortona, one of his

best engineers, as an assistant to Michelangelo at St. Peter's to advise and supervise the building of a new fortified town. The city was named Valletta, and a massive fortification to encircle the town was completed in five years. About 1520 Gerolamo Cassar designed the new city's principal buildings: the Grand Masters' Palace, the Conventual Church of St. John, the seven auberges of the knights, the Hospital of the Order, and several churches and monastic buildings. Many survive. It was Laparelli who designed the rigid grid plan of the city streets.

The construction of the first churches was determined by the building material available, soft, fine grained limestone from local quarries. Stone masons learned to make everything from the stone. Arches became an integral support feature; therefore the interiors were divided into many bays created by the arches.

A number of the churches are masterpieces of architecture. The most striking are the cathedral in Mdina, St. Catherine at Zejtun; St. Helen at Birkirkara; St. Paul, Rabat; St. Lawrence, Vittoriosa; St. Savior, Lija; St. Nicholas, Siggiewi; Our Lady of Graces, Zabbar and Santa Marija in Gudja.

An important building of the 19th century was the Mosta Dome, the church of Santa Marija known as the Rotunda, designed by Grognet de Vasse. In 1841 St. Paul's Anglican cathedral was designed by William Scamp. In 1860, the Royal Opera House was designed by Edward Middleton Barry, the architect of the Royal Opera House in London's Covent Garden. The opera house of Malta was destroyed in World War II. Since the 19th century, Maltese architects have made their mark -- some good, some excellent (Aquilina Ross, 1993).

The People

Although Malta was first colonized around 4000 B. C. by settlers from nearby Sicily, the Phoenicians and the Carthaginians are considered the ethnic antecedents of the present-day Maltese people. The Maltese have the medium height, black hair, and dark eyes of most Mediterranean peoples. The islands' ethnic composition reflects the heritage of many rulers. A European atmosphere predominates as a result of close association particularly with southern Europe. About 95 percent of the islanders are Maltese-born and the remainder includes persons of English and Italian descent.

During the 20th century, the increasing rate of Anglo-Maltese marriages added a new dimension to the ethnic composition of the population. The estimated 1994 population of Malta is 359,000 (Gaul, 1993).

Language

Maltese, structurally a Semitic language with Romance-language assimilations, is the national language and the language of the courts. Maltese and English are the official languages. Maltese - the medium of daily conversation -- is a distinct language that resulted from the interaction and fusion of North African Arabic and Sicilian form of Italian. It is the only Semitic language that is officially written in Latin script; it became an official language of Malta in 1934. English is the medium of instruction in the schools. Italian was the language of church and government until 1934, and consequently it is still understood by a sizable sector of the islands' population (Gaul, 1993).

Religion

Roman Catholicism is the state religion, but there is full freedom for all religious beliefs. Ninety-eight percent of the people of Malta are estimated to be adherent to the Catholic faith. The islands are an independent province of the Church, with two dioceses at Malta and Gozo, and two bishops serving the cathedrals at Valletta and Victoria. There are two Roman Catholic cathedrals at Mdina (Notabile) and Valletta, and an Anglican cathedral at Valletta. The island is dominated by churches; cathedral-size churches are bound in many villages with stunning, magnificent interiors. Churches are found everywhere, from the marina outside Valletta to countryside isolation. Holy images are everywhere, in banks, shops and even buses. Most buses have little shrines lit by a small bulb near the driver's seat. Maltese are emotionally attached to their churches from the small churches and chapels with ruby red and silver domes to the magnificent cathedrals (Aquilina Ross, 1993).

Government

Malta's government, as a republic, has a president as head of state. The president is appointed by parliament to a five year term.

The prime minister is usually the leader of the majority party in parliament. A Cabinet assists the prime minister in carrying out government operations. The 65 members of the House of Representatives are elected by the people for five-year terms.

Two main political parties contest power in Malta. The Nationalist party, which formed the first post-independence government, represents middle-class commercial, and church interests. The Malta Labor party, which first came to power in 1971, represents the working-class industrial, anticlerical movement. The Malta Labor party was the dominant party until its first loss to the Nationalist party in 1987. In spite of bitter divisions between the two parties, the two seem to unite in opinion on broader issues. In 1971 considerable attention was given to social measures like public housing, welfare payments, and medical facilities. Emergency labor corps absorb the unemployed. The work includes land reclamation, road repairs, tree planting and beach cleaning.

Politics have been bitter and sometimes violent. Between 1971 and 1984, the Labor Party moved politics to the left and limited the influence of the Catholic Church. The opposing

Nationalist Party outpolled Labor by 51-49 percent in 1981 and again in 1987. The Nationalist Party remained in power again after the 1992 elections (Aquilina Ross, 1993).

Economy

Malta has a higher standard of living than surrounding Mediterranean countries but its economic well-being is precarious. Many of the people work at the dockyards and in the building industry. The dockyards are now used for shipbuilding and repair. There are few trees on Malta and the materials for building are limited. Limestone is the chief geological outcrop, yielding a thin, infertile soil. The limestone is an excellent building stone; easily quarried and initially soft to work, it hardens on exposure. It gives the beige character to the island's architecture.

Tourism accounts for 27 percent of Malta's gross national product and employs one-third of its work force. Visitors come to see the great relics of the past -- temples, palaces, and cathedrals. There are also craft centers selling the work of local potters, lace makers, wrought-iron forgers and glass-blowers. Silver filigree

is also made on the islands and many pieces of jewelry feature the Maltese cross (Aquilina Ross, 1993).

Street markets and vendors thrive on Malta. There will be clothes, fabric, extraordinary china figures, and a plethora of household items available somewhere on the islands Sunday through Saturday. Trucks of fruit and vegetables are the traveling greengrocers. Agriculture employs less than ten percent of the working population. Most farmers are elderly and have very small farms. The major agricultural products exported are potatoes, onions, tomatoes and flowers. These are grown on the island of Gozo because it has better soils than Malta.

Transportation

The forms of transportation on Malta and Gozo, include helicopters, ferries, boats, buses, taxis, cars, trucks, scooters, donkeys, Karrozin, horses and wagons, and tillers pulling wagons. The island Comino has only the boats. Helicopters, ferries and boats are used as transportation from island to island. The small boats are used for movement from one area to another. The Gozo Channel Company operates the car and passenger service, the ferry system,

between Malta, Gozo and Comino. Twelve return crossings are available daily; the journey time is about 20 minutes. The traditional Maltese boats are brightly colored greens, reds, yellows and blues. On either side of the prow is painted a wide-open eye of Osiris, ready to ward off evil (Gaul, 1993).

Driving a car in Malta is a challenge to outsiders. There is one set of traffic lights on the entire island and a great series of roundabouts for approximately 150,000 cars on two small islands. Cars do not have to pass inspections to be on the roads and 20 percent of them are more than 20 years old; 70 percent of the cars are between 10 and 20 years old.

Buses have been the only means of public transport on Malta since the close of the railway in 1931. The pale green and chrome diesel buses are rudimentary pieces of equipment with no air conditioning and meager suspension; they were new during World War II. All buses have names as diverse as "Elvis Presley" and "St. Paul." To stop a bus when waiting at a bus-stop, the would-be passenger waves frantically; if inside, the passenger rings the clanky bell. In Malta the main terminus is outside Valletta at City Gate; the routes spread across the island.

Education

For years the Church has played a key role in life, both secular and political, as well as running many of the better schools. In 1988 there were 80 private primary and secondary schools, administered by the Roman Catholic Church. An agreement between the government and the Roman Catholic Church signed in 1985 made free education for pupils in church secondary schools possible by 1988.

Education is compulsory between the ages of five and 16 years, and is available free of charge in government schools and institutions, from kindergarten to university. Secondary education begins at age 11, and lasts for up to seven years. The first cycle is for five years and the second for two years. At the end of the first five years, students complete the Ordinary Level of the British General Certificate of Education (GCE). After the second year, students may choose craft courses for three or four years in trade schools. Some students receive City and Guild of London certificates at craft levels. Higher Secondary education provides two courses leading to the Advanced Level of the GCE.

Higher education is available at the University of Malta, where approximately 5500 students were enrolled for the academic year 1994-1995. There are also a number of technical institutes, specialist schools and an extended skill-training scheme for trade school leavers (Aquilina Ross, 1993).

University of Malta

The university of Malta traces its origins to the Collegium Melitense founded in 1592, when it was run by the Jesuits. There are ten faculties within the University of Malta: Architecture and Civil Engineering; Arts; Dental Surgery; Economics; Management and Accountancy; Education; Law; Medicine and Surgery; Science; and Technology. The student body numbers more than 5500 students, including 200 foreign students, and there is a student-teacher ratio of 10:1.

In order to be admitted to the University of Malta, a student must obtain passes at the advanced level in two subjects and passes at the ordinary level in five subjects in the General Certificate of Education examinations of Oxford or London or equivalent qualifications from other recognized universities. For admission to

a particular faculty a further pass in the relevant field at the advanced level is required. In general, the entry qualifications depend on passes in the General Certificate of Education examinations or, for technicians courses, upon passes in the City and Guilds of London Institute examinations.

The administration and control for all education, including higher education in Malta, is the responsibility of the minister of education and culture. The chancellor of the university is the President of the country, and the rector magnificus is the chief administrator of the university. The senate is entrusted with the general management of academic affairs within the university. Each faculty has its own board, with the rector and the dean serving as ex officio chairman and vice chairman respectively.

Higher education is financed by direct grants from the government. All higher education is free; a concession which was granted in April 1971; before that date fees charged were modest and based on ability to pay. There is no barrier to female enrollment in the university, although only since the mid 1950s have women in appreciable numbers availed themselves of the facilities. There is

also a students' union, which provides the necessary funds for students' activities.

The location of the University of Malta is at Msida, three kilometers away from the capital, Valletta. The university is positioned on a hill encircled by a one-way street marking the outer perimeter. The entrance to the university is through large iron gates. A guard is posted at the gate entrance.

Just beyond the gate is a cluster of yellow limestone buildings. High above the closest building are eight flagpoles, flying four university flags and four national flags. The center courtyard has a fountain; each side of the courtyard is lined with olive trees, and the ground is covered with hundreds of uneven square stones.

Within the cluster of buildings is the University House, a large two-story limestone rectangle, which has a small rectangle removed from its center. Located in this building is the canteen, the dining room, the bookstore, an office of the National Student Travel Service and a branch of the Bank of Valletta. In addition to the University House, there are four buildings which surround the court yard: the Administration Building, the old Humanities Building, Tammi Zammit Hall and the library.

Beyond the initial cluster of older buildings is a series of new buildings. These buildings look like they belong in an M.C. Escher print. There are stairways that appear to descend or ascend into a dead end. However, at the foot or at the top of the stairs at a 90 degree angle there is a pathway. A short distance down the path a choice must be made -- go through the door, go up or down a ramp, or go up or down another set of stairs.

University Residence

The University of Malta owns a residence where international students and faculty and students from Gozo may reside while attending or working at the university. The residence, located approximately two and one-half miles from the university, offers different types of accommodations such as traditional style farmhouses, town houses, and apartments. The apartments have either one or two bedrooms and the town houses have three bedrooms. Students living in the same apartment share the bathroom, living room, and the kitchen. Weekly cleaning and a change of linen is provided. Many extras are available at the residence including a bar, snack/breakfast service, mini market,

laundrette, game room, tennis court, jogging track, large outdoor swimming pool, photocopy service/stationers, and conference facilities.

The University complex is a two-story building designed like a rectangular picture frame. The vertical sides of the frame are made of town houses, apartments, and suites. One horizontal side of the frame consists of a stationary, a mini-market, a bar and lounge, a restaurant, and a laundry room. The other horizontal side houses the recreation area, the reception area, and a large conference room. In the center of this frame area is a large swimming pool and a small garden of lemon, lime, and grapefruit trees. During the day, the area is used for breakfast, brunch, lunch, drinks, and study. In the evenings the area is often reserved for buffets, receptions, and parties.

Located behind the residence is a dirt running path, a lighted tennis court, and a large paved parking lot. Also located on the University Residence property are remodeled farmhouses which share a small pool, a barn with two houses, a goat pen with two goats, a pen with chickens, a duck pond with ducks and goldfish, an orange grove, and two fields where vegetables are grown.

The University Residence is located in the village of Lija in the center of the island of Malta. The main street of Lija, Triq IL-Kbira, begins at Saint Savior, the parish church, and at 4:45 A.M. the bells of Saint Savior begin a new day and a call to worship.

Calling to the worshipers and to the early risers is the vegetable man in his candy apple red and green truck. He sells produce including cauliflower, kohlrabi, artichokes, aubergines, green peppers, carrots, tomatoes, lettuce, Qara bali, and pumpkins, which are sold by the slice. The fruits include bananas, limes, lemons, kiwi, melons, naval oranges, blood oranges, tangerines, dates, and figs. In addition to the fruits and vegetables are eggs and nuts.

The street Triq-IL-Kbira joins Triq-IL-Forn, the street of the oven, where the breadman starts selling his wares from the back of a 1987 Toyota. Maltese bread, unwrapped, fills the crates in the floor and the shelves on the van's walls. After filling the orders of those standing in line, the breadman proceeds to the doors of the homes and quickly fills the bags hanging on the knocker, knob, or nail. The bags have handwritten orders and coins for pay.

The streets of Triq Sir Ugo Mifsud and Vjal Transfigurrajoni are small stores where milk, dried goods, tinned food, and cleaning solutions are sold. The stores open at 7:00 A.M. and close at 12:30 P.M. for the siesta. After a four hour break, the stores open again from 4:30 P.M. Until 7:00 P.M.

Women are seen on the streets in the early morning; they are pulling carts on their way to the stores. They have secured their homes by locking both the interior and exterior doors with the key secured inside the bodice of their dresses or blouses. As they make their way along the sidewalks, they must step into the street to walk around parked vintage cars, 1962 lemon-yellow Mini-Minors and 1957 Angelicas. These early shoppers stop to chat with neighbors, who are scrubbing the exteriors of their houses with hot soapy water, dodge dog deposits on the streets, and call out, "Bonju," to the residents of the University Residence. The village people are friendly and welcoming to foreigners. It is through their greetings and conversations that foreign students gain a valuable language lesson.

The Participants: Portraits

The eight participants in this study were selected because they were classified as International Student Exchange Program (ISEP) exchangees at the University of Malta. All the participants were undergraduate students who were studying in Malta for the first time. The participants consisted of seven females and one male. The participants were from Arkansas, Georgia, Indiana, Pennsylvania, South Carolina, Tennessee, and Utah. The participants, all of whom were in their early twenties, were children of upper middle-class to upper class households. All the participants were European Americans and were classified as juniors at their home institutions.

The home institutions of four of the eight participants were small liberal arts colleges. The major areas of study represented by the participants included: anthropology, art, art education, English, math and computer science, international affairs, religion, and sociology.

Table 1 represents a summary of the demographic data on this group of participants. What follows are brief descriptions of the individual participants.

TABLE 1
DEMOGRAPHICS

<u>NAME</u>	<u>GENDER</u>	<u>AGE</u>	<u>ETHNICITY</u>	<u>MAJOR</u>	<u>YEAR</u>	<u>HOME INSTITUTION</u>
Lana	F	21	European-American	English Political Science	Jr.	Liberal Arts College
Anne	F	21	European-American	English Religion	Jr.	Liberal Arts College
Winter	F	21	European-American	Anthropology	Jr.	Liberal Arts College
Dee	F	21	European-American	Sociology	Jr.	Liberal Arts College
Nick	M	21	European-American	Computer Science/Math	Jr.	State University
Logan	F	21	European-American	Art Education	Jr.	State University
Elizabeth	F	21	European-American	Art	Jr.	State University
Leigh	F	21	European-American	International Affairs	Jr.	Private University

Lana

Lana is quiet and soft spoken. She spends a great deal of time alone sunbathing, reading, listening to music, or reflecting. Often I find her early in the morning sitting on the rooftop looking out over the landscape. Many times she is sitting with Goldfish, a large orange and white cat that has adopted her. Late in the evening she sits on the rooftop and watches the stars while sipping a glass of wine.

She loves flowers and always has a vase of cut flowers on the kitchen table. Sometimes the flowers are gifts. Sometimes she gathers flowers from the fields behind the University Residence or purchases them near the bus terminus in Valletta. In addition to the cut flowers in the kitchen she always has a large bowl of fresh fruit. Lana makes frequent treks to corners where vegetable trucks are known to park. When you meet her on the street she often is carrying a bag of oranges, bananas, or grapes. In addition to the bag of fruit she is usually carrying a bag of fresh vegetables. She is a vegetarian.

Her dinners, which are eaten at the residence, often feature pasta as the main dish, accompanied by a bottle of wine. Many times

she will have guests who cook or guests who invite her over to dinner. Often she leaves the residence carrying a bottle of wine that is to be her contribution to dinner.

When Lana spends time outside of the residence it is usually in the company of Maltese friends. In addition to going to class and shopping in The Three Villages and Valletta, she often goes dancing, hiking, camping, and snorkeling. Almost every Thursday night Lana goes to BJ's, a jazz club in Paceville.

Anne

Anne is very active in university affairs and helped to organize an international student organization on campus. She is talkative, and does not hesitate to approach others when she needs help. Anne registered for 15 one-hour classes which keep her on the university campus for several hours each week. She spends large amounts of time with her roommates from Italy and Holland and a Jewish family from Norway. She also spends time with the diplomats from Palestine, Morocco, Egypt, Jordan, Macedonia, and Croatia.

Winter

Winter spends a great deal of time reading, studying, working on class projects, and socializing. She has become very involved in her video production class. While producing her commercial and music video, she interacted with many international students who reside at the University Residence. Friendships grew from those interactions. She became very good friends with Anna while working on a paper in one of her anthropology classes. Winter also became very close friends with several of the Americans who reside at the residence. Dee, Nick, Gordon and Winter traveled to Venice for carnival and Winter and Dee traveled across Europe by train for three weeks during the spring semester.

Dee

Dee spends as much time as possible outside of the residence. She says that she likes her American roommates and the other internationals at the residence, but that she came to Malta to get to know the Maltese. She rides the buses just to be with the people. She goes to the beach on Sunday afternoon when most

Maltese people go to the beach. She tries to go where there will be a large group of people.

During the spring semester Dee and some of her American friends spent four days during carnival in Venice. She and Winter spent three weeks traveling by train all across Europe. She plans a return visit to a couple of the countries before she returns to the United States.

Nick

All sports fascinate Nick. He likes to listen to sports coverage, watch sports coverage, and take part in sports activities. Every day he listens to the scores reported on CNN Headline News. During the American football season his parents often called from the United States, placed the telephone next to the television, and allowed him to listen to the last few minutes of the game.

Every week he anxiously awaits the arrival of Sports Illustrated and the Monday edition of USA Today, which give details of the previous weekend's college scores. Before the stationery was operational at the University Residence, he would make a special

trip by bus to Valletta to purchase a copy of USA Today, which went on sale at 6 P.M.

If a game of American football, basketball, soccer, or baseball is scheduled to be shown on television, he arrives in the reception area about an hour before the game is to be televised and tunes the television to that channel, making sure that no one else will have the opportunity to choose something else. If Malta's national football team is scheduled to play a match at the pitch at Ta' Qali, he is one of the first to purchase tickets.

Logan

Logan spends many hours each week in class and involved in class projects. In addition to creating a fresco painting in art class, she shot and developed many photographs in a still photography class, and shot and produced a music video and a public service announcement in a video class. When not shooting she would serve as talent for others who were producing video projects. She also spends many hours each week jogging.

In an attempt to stay in shape and to relieve stress, Logan jogs almost every day, and plays soccer every chance she gets. Logan had

played soccer for her university. She also takes part of her leisure time to watch European football on television or to attend a football match at the national stadium at Ta' Qali. In addition to enjoying athletic games she enjoys playing card games and board games.

Elizabeth

She is quiet and often looks down when talking. Elizabeth left the University of Malta less than one month after she arrived. She encountered one problem after another. She could not find any classes that she really wanted to take. When she finally chose classes, she could not locate the class buildings. When she scheduled a meeting with her professors to get material from the classes she missed, she was late to the meeting and upset the professors. She finally got the assignments, but the materials she needed were in the library. After spending three hours in the library trying to locate the materials, she went home without the reading assignments. Upon arriving at the residence she was told that she had an urgent call from home. She learned that an immediate family member had a major medical emergency. Elizabeth packed her bags and returned to the United States.

Leigh

Leigh spends her leisure time sun bathing, shooting photographs, and working out. During one of her workouts at the gym she met the actor Matthew Modine who was in Malta playing the lead role in "Cutthroat Island." Leigh also had the opportunity to play the lead role in several video productions while she was in Malta. She was featured in music videos shot by students in the Video Production classes at the University of Malta. She was the subject of several still photographs that were exhibited on campus. In addition to being featured as a subject, she was featured as an excellent photographer.

Leigh enjoys entertaining. She especially loves dinner parties. Many evenings she hosts candle light dinners on her roof. Leigh enjoys drinking wine and talking late into the evening. She socializes frequently with students other than her roommates. In addition to spending time with Americans, Australians, and Maltese, she spends time with students from France and Africa. She takes every opportunity possible to practice speaking French. At the end of her time in Malta, she is scheduled to spend four months in Madagascar where she will have to speak French daily.

CHAPTER 5

DATA PRESENTATION

In the following chapter, the emerging themes of the participant observations and participant interviews are reported. The findings center around four themes: a) an unknown context: dealing with initial confusion and frustration, b) dealing with physical discomforts and inconveniences, c) building a family away from home, and d) transforming within the new context. Each theme is presented as a separate section in the following chapter.

An Unknown Context: Dealing with Initial Confusion and Frustration

Confusion was experienced at the beginning of the semester when the exchangees were trying to orient themselves to the island of Malta, and when they were trying to find their way through the literal and figurative mazes at the University of Malta. These mazes included the paths around and through campus and the paths to transferring credit from the University of Malta back to their home institutions. The initial confusion gave way to frustration as the exchangees tried to figure out new systems of registration for classes, textbook acquisition, and library classification. The

frustration was joined by dissatisfaction. The exchangeees were dissatisfied with the teaching/learning environment at the University of Malta. The frustration and dissatisfaction was compounded by the competition for books, materials, and professorial time, which were scarce resources.

"We kept walking through these little mazes . . ."

The exchangeees experienced confusion during the campus tour which was conducted following the first session of the new international student orientation. Although the campus of the University of Malta was smaller than the campus of the home institution of any of the exchangeees, the exchangeees became very confused during the tour and felt as if they were in a maze.

Logan: When they gave the tour of campus, I just felt completely lost. Because they went around the outside and like cut back in and then back to the outside. It was confusing. You never realized that you were cutting back into the same places.

Nick: It was very confusing. The architecture was very different. We kept walking through these little mazes and up and down these little steps.

e

Elizabeth: All the buildings are the same color. Two of the classroom buildings are identical and attached. There are steps that lead to no where. It seems that all buildings have two names -- the one printed on the sign and the one that the Maltese use to identify them.

The confusion concerning layout and architecture continued on the second day of orientation.

Today (the second day of new international student orientation) the exchangees were picked up at the University Residence in Lija and transported by private bus to the university in Msida for new international student orientation. The bus took a route to the university which was different than the route that public transportation takes and the route that was taken the first day of orientation. We did not go through B'kara via Naxxar Road as we did yesterday, but instead we went via the B'kara Bypass. It was not until the bus turned into the street where the gate to the university was located that one of the exchangees acknowledged that she knew where we were.

The bus entered through the main gate of the university but did not let the passengers off near the gate as it had the previous day. It proceeded to the backside of the campus and stopped in front of the Centre for Communications Technology (CCT), a large sandstone building of North African design. When the bus stopped and the driver motioned for the passengers to depart, an international student from Kenya asked, "Does anyone know how to get to the Lecture Centre from here?" Lana looked at Leigh and commented, "Why didn't they let us off at the same place as yesterday?"

The multiple series of steps that greeted the students when they exited the bus looked like something from an M. C. Escher print (fieldnotes).

The exchangees had difficulty locating the buildings where their classes were to be held even though they had received campus tours and campus maps during orientation.

Elizabeth: We were given a map, or I should say a pseudo-map, of the university. The building names listed on the map did not correspond to the names that the Maltese called the buildings. Also, there were buildings located on campus that were not represented on the map and buildings represented on the map that were not yet built.

Anne: I just walked around in circles before I could find the international office. No Maltese student seemed to know where the international office was located. Everyone said, "I wish I could help you." They showed me the canteen. They showed me the computer lab. They showed me the old humanities. I finally found the international office by accident.

Winter: The first day, when I was trying to find the anthropology department, I asked for directions. The reply was, "Oh, there isn't an anthropology department here." I was like -- excuse me. It was so frustrating trying to locate departments when others on campus didn't know any more about the campus than you did.

Logan: Elizabeth and I have looked for farmhouse #2 for two days. It is not shown on the map. We have asked other students but nobody seems to know anything about farmhouse #2.

The confusion experienced during orientation was not just limited to the physical paths of the university. The exchangees also

experienced confusion during the opening session of orientation when the registrar and the assistant director of the international office explained that most students at the University of Malta took 12 to 15 one hour classes per semester. The exchangees had assumed that they would register for four classes which would equate to 12 semester hours of credit. This new information was very confusing.

Nick: During orientation someone asked how many classes they should take. The registrar said that Maltese students take 14 or 15 classes. Each class is worth one hour credit. At first I thought that I had to take that many classes. I got really confused. I had only gotten transfer approval for four classes. It was like, well great, now I have to find 10 classes and hope that they will count. I didn't even know what else was being offered.

Anne: We attempted to discuss registration during the first morning of orientation. It was confusing simply because everyone was coming from different universities and they were worried about transferring credits. Before you register you need to know how many classes you need to take. To know how many classes to take, you need to know how things transfer. For me, I am on a trimester system. So that was different from a semester system, which was different from a quarter system. And so people became very, very confused.

Leigh: My roommate and I went to Sliema. We were really upset because we had just gone to the university for the first day and everything was a mess and nothing was organized and we both started crying. We were walking along the shore and we came to-- you know-- IL-Fortizza (seaside

restaurant)? We stopped right there on the shore and just watched the waves and looked up and wished we weren't here.

"You just have to pick up on things."

The confusion that began during orientation concerning the layout of the campus and the transfer policies soon turned into frustration. Frustration began when the exchangees tried to register for classes. The frustration continued when the exchangees attempted to acquire books and materials for their classes. The zenith point of frustration was when the exchangees attempted to use the library.

The exchangees discovered that registration at the University of Malta was very different than registration at their home institutions. The exchangees were expecting to refer to catalogues with class descriptions and schedule bulletins which detailed class meeting days, times, locations, and the name of the instructor. Most were also expecting a computerized formal registration process. What they discovered was that the University of Malta does not have a comprehensive schedule bulletin -- they have notice boards. The notice boards, which are located in each building, have lists of

classes that will be taught in that particular building during the semester.

When the exchangees located the notice boards they discovered that all classes do not necessarily meet for one hour per week for 14 weeks. Some classes were scheduled to meet for two hours per week for seven weeks. Some classes were scheduled to meet for all 14 hours in one week. The exchangees became very frustrated as they went building to building gathering information.

Logan: Registration was kind of frustrating. . . there is not a general catalogue or a timetable, you know bulletin or schedule of classes like I'm used to having. Registration wasn't centrally located. You had to go to each building and each floor and check the notice boards.

Anne: You have to go around to all these notice boards and choose classes without any background information. We had no information about the classes. I found that to be very frustrating. Because something like sociology and religion, well, basically you know what those are but you don't know details. What level is it? You don't know if there is a prerequisite. You don't know the degree of difficulty.

Winter: It is frustrating because there isn't a schedule. There aren't central things. You just have to pick up on things.

After the exchangees prepared their own "schedule of classes" and determined which classes they wanted to take, they just showed

up at the classes on the first day the classes were scheduled to meet. Students at the University of Malta have the option of sitting in a class for three weeks or longer before they have to sign up or register for the class. The ISEP exchangees also took advantage of this option once it was discovered.

During the first week of classes the exchangees also discovered that most classes did not have a textbook which needed to be purchased. In some classes the professor sent a copy of the reading materials to a local copy bureau. Some professors loaned copies of their books to their students so they might copy sections of them. In some classes the professors suggested a reading list of books, which were on reserve in the library.

Often when the exchangees went to the copy bureaus to purchase packets of reading materials, the workers were not able to locate the material and the exchangees left frustrated and not prepared for class. The loaning of books by professors to their students also often resulted in frustration. Many times exchangees had to wait weeks to get their turn to take the professor's book to the copy bureau. The arrangement which seemed to be the easiest, books kept on reserve in the library, often caused the most

frustration. Many times when the exchangees went to the library to use the books they were informed that the books could not be located.

Nick: I am used to going into the bookstore the minute after I register for classes and basically handing the schedule to the worker and they go and get the books that you need. No problem. Here, it is not like that. You have to get the books from the professors and xerox sections of them. I had to do two books from one class and one book for all the others. I borrowed the books and just xeroxed the whole book. At the copy bureaus, they would even bind it for you. It would cost three or four pounds a book -- total.

Winter: Most classes don't have a text. You go to the copy bureau and/or to the library. This semester I did have a class with a text and it was wonderful. It was easy access for everyone.

The library was the ultimate source of frustration for all of the exchangees. Often when the exchangees went to the library they had difficulty locating the books in the open stacks as well as the books that had been placed on reserve. The library had four catalogue classification systems which required the exchangees to consult three sets of card catalogues and the on-line system, when searching for information. The library also had a limited number of books and publications. Many books were not in order on the shelves or had been stolen. When books could be located, the exchangees

often encountered other obstacles: copy machines which were constantly out of order, copy machines which required different types of copy cards, and a circulation desk which often closed without notification. Exchangees stated that the library in no way enhanced the University of Malta.

Dee: The library is chaos. I couldn't find a whole lot there. There is a limited amount of information. Even if you find that something is in the library, it is not shelved properly. It was very hard to get information from the library.

Lana: It is ridiculous to come here under the precept that you are going to study. The library is in shambles and very difficult to use.

Logan: The library is extremely unorganized, extremely frustrating. For example, the library was closed over Christmas. When it opened after Christmas they shut the front desk down from 2:00 to 4:00, because they knew everybody would be returning their books from the holidays and that they would need that time to put the books back on the shelves. Then they closed the library at 5:00. I arrived at the check out desk at 2:00 and had to wait two hours to check out a book. There were people at the desk the whole time I was waiting, but they had been told to close the desk so they closed it whether or not they needed to. I was thinking "You don't really care about the students."

"I learned what I made myself learn."

Once the buildings and classrooms were located, classes were chosen, and class materials were located and copied, the frustration did not end. The exchangeees expressed frustration with the teaching/learning environment at the University of Malta. The exchangeees were frustrated by the ways that professors treated them and frustrated with class organization. They were frustrated because of the lack of time spent in class each week, of the lack of guidance for reading and studying, of the pure lecture method used in most classes, and of the assessment method used to determine their final grade for the class.

The exchangeees were accustomed to having their names on a class roster and being called on by name at their home institutions. They were also accustomed to their professors showing up for class and checking class attendance. The exchangeees became frustrated when they discovered that their professors did not have class rosters and that they did not even learn the names of the students in their classes. They felt that the actions of many professors showed a lack of respect for the students.

Nick: The professors really didn't even know you were there.

Leigh: First of all I don't think that there is a respect for students as young scholars here. Often the professors don't show up to class -- which is a common occurrence.

Prior to fall orientation, the exchangees were not aware that most classes at the University of Malta were one credit hour and met the equivalent of only one hour per week. When they learned of the one hour per class per week they were frustrated. As the classes progressed they became even more frustrated. They commented that one hour per week was not enough time to adequately cover the subjects being presented.

Lana: Here (University of Malta) you have one hour of class per course per week as opposed to three or more hours at home. You don't have the instructional time in your classes that you are used to.

Winter: I feel I just have not learned. Maybe it is because most classes only meet one hour per week.

Nick: I don't personally think that an hour lecture was enough for a lot of these classes. These classes are kind of the same material that is taught in the states. At home in some of these classes we spent three hours in class plus several hours on assignment outside of class in labs, computer programs, and assignments that are done. Here you have a one hour lecture. A one hour lecture is not really that much. It was up to you to read a lot and learn a lot of stuff on our own. I don't know how much could be learned in some of the classes.

Exchangees stated that when they returned to their home institutions that they would have to somehow catch up. Some of the students said that the classes that they took in their major while at the University of Malta would have to be repeated as an audit when they returned to their home institutions.

Winter: I feel as if I haven't learned very much this year. I feel like I wasted all of last semester, in an academic sense. I feel that I wasted a lot of my anthropology time here and that I am going to have a lot of catching up to do when I go home.

Logan: I feel like the only real learning that I did was the last month and I learned what I made myself learn. There was one exception to that. One class where it was practical and you were involved. It was what I was used to -- where you learn from the teacher.

The exchangees were frustrated in the lack of guidance for reading and studying. The exchangees often did not know what they should be reading to prepare for the next class. They were accustomed to receiving a syllabus which stated a set meeting date and time for the course, described the course, outlined the course, stated learning objectives, listed textbooks as well as outside readings, and provided a grading policy.

Winter: Most classes gave vague objectives. I wasn't even sure what we were going to cover. In only one class during this year did I have a syllabus.

Leigh: My anthropology classes were kind of unorganized. There were no syllabi for any of them. My professor would say look and find these readings. There were no textbooks for any of my anthropology classes. It was like go read about this author, find some of his or her works, and prepare for an exam.

Logan: In some classes, they gave us a list of from two to seven books which they said would be helpful to look at but you didn't have to get them all. They never said you should read chapters 1-3 for the next class. They didn't really say what you needed to do . . . you have no idea what is going to be on the test.

Nick: I didn't know how much reading the other students were doing on their own. I was trying to ask other students how much reading that they were doing or what knowledge they had gained in other classes. The teachers never really said what to read. They just gave us a list from two to seven books -- of books that would be helpful to look at. They didn't really say that "this is the textbook."

The exchangeers also stated that they were frustrated that almost all classes were pure lecture -- lecture where discussion was either discouraged, not encouraged, or just not allowed.

Logan: Basically you go in and the professor talks. Solid lecture for one hour -- no interruptions.

Leigh: I took international relations classes. For the most part the professors tended to lecture more and limit the response time from students. Usually at home it is discussion. Whereas here they are just putting forth their opinion. No one really ever responds in class.

Anne: Students don't participate at all in the class. There is very, very little discussion. Whenever someone raises his hand, I get all excited thinking that we are going to have a discussion. But when people raise their hand it's mainly that they restate what the professor said just to let the professor know that they were listening and to feel proud of themselves afterwards, that they somehow summarized what the professor said. The professor actually gets annoyed that the student interrupted class and I would be too if the student was only doing it for self-satisfaction. And then class continued.

Nick: You just took notes and listened and then it was really up to you to do reading.

In many classes either one or two exams determined the final grade for the class. Sometimes the final grade was determined by one exam which consisted of one question. Often the exchange students were not able to locate the materials in the library and had only their notes to study.

Dee: In one class the grade depended on one essay. In another class the grade was determined by one test. In three of the classes that I took the grade depended on a midterm and a final.

Nick: All of my classes had one exam at the end. No papers or anything . . . I don't really like the one test at the end -- period. Whether you get an F, D, A, or whatever doesn't really show what you know. I know the way the exams ended we had three questions -- small questions -- to cover all the stuff we studied. Somebody could get an "A" that didn't know much and somebody could get a "C" or "D" that really knew a lot more than they showed on one test. Somebody could have just one bad day or it could be not a good exam.

After the exams were graded and the final grade determined, the professors posted the students' final grade by name on the notice board in the building where the class was taught. The reporting of grades frustrated the exchangeees. The exchangeees became frustrated when a month had lapsed and their grades were still not posted. The exchangeees were told to be patient because sometimes grades were not reported until several months after the class had concluded.

Lana: It is very different from the states. There is no grade card or grade sheet mailed to you. Grades are posted by class and name, on the notice boards of each department.

Winter: It is May and I only have one grade posted from first semester, which ended the last of January. I have been told that sometimes grades are not posted until nine months after the class concludes.

"I could not find the . . . books."

Early during their stay in Malta the exchangees discovered that many resources were scarce and that there was great competition for those resources. The exchangees were frustrated by the conditions that existed because of the scarcity of textbooks, classroom materials, and professorial time. The exchangees were also frustrated because they were forced into the competition for the scarce resources.

The exchangees had limited interaction with their professors. Many of the professors had no time to talk with students before or after class. They had no office hours and often did not show up for class. Students perceived that the professors had a lack of respect for them.

Lana: I think that the biggest problem with the university is that the professors have to have another job mainly to support themselves, and they take that as more important than the students. The problem is that there is no relationship between student and professor.

Dee: Most of the professors have at least one other job. They come in lecture to a group of people and leave. There is little or no relationship between the student and the professor. They rarely have office hours. There are no field trips, no projects.

The exchangeees were accustomed to having a variety of materials available to them, which supported or extended what was presented in their classrooms in the United States. However, materials and textbooks for class and materials and textbooks for supplement were in limited supply at the University of Malta. In many subject areas the library holdings were less than 25 books. The books and materials that the University of Malta possessed were guarded.

When I entered the library I was required to leave my briefcase and my purse on one of the tables just inside the entrance to the library with about fifty other bags of different types. I was concerned about theft and I was a bit annoyed because I had to fill my pockets with my wallet, my passport, and my note cards and pencils. When I asked why no one was allowed to enter the library with a bag of any type, I was told that security of the books and materials was of major concern. The staff person informed me that the "no bags" policy had curtailed theft (fieldnotes).

Many times students at the University of Malta would check out the maximum number of books allowed so that they would have access to the books if or when they were needed. Some students who had reached their check-out limit would resort to smuggling books and periodicals out of the library and returning them at the

end of the semester. This hoarding of books resulted in many students not having access to materials and books that were needed or having to do without.

Logan: I could not find the art history books that my professor said were in the library. I checked the regular shelves and I checked the reserved section. Then I asked Maria if there was somewhere else I was supposed to look. She told me that students will often steal library books so that only they will be able to answer certain questions on the semester exam and will receive the highest score.

In addition to having to compete for professorial time and books and materials, the exchange students had to compete for grades. The competition for the very limited number of "A" grades was fierce. Often professors at the University awarded only one or two grades of "A" in a class of 100 people.

Anne: The atmosphere was not relaxed. There was fervent, fervent, fervent note taking, lots of recording, even people using rulers and charting the margins.

Nick: I read all the books that I could -- to get a background. I was not sure what other people already knew. Here (University of Malta) people are geared to read and study for a final exam . . . most of these people know what they have to do to pass these classes -- but I don't know how much they really learn.

The ISEP exchangees at the University of Malta were accustomed to the American lifestyle and the American system of higher education. When they entered the University of Malta they entered the European system of higher education. Initially upon entering the new education system the exchangees were confused, frustrated, and dissatisfied. After a while the confusion and frustration subsided but the dissatisfaction did not.

The European system of education is distinctly different than the American system. Within the European system there are usually no survey courses. The courses are usually preparing for an exam. The professors usually confine their lectures to a quite narrow topic. The professors provide lectures for inspiration and guidance for reading. Students are expected to have a good background knowledge of the subject being studied and must do independent reading to prepare for a final exam. The final exams are very difficult and the rate of failure is very high.

The majority of the Maltese were very satisfied with the teaching/learning environment at the University of Malta. The Maltese students are very good at studying for and taking exams. If they had not been, then they would not have been accepted into the

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university. The Maltese students expected not to have roll taken at each class meeting, not to have weekly assignments, and not to have group projects. My students, all of whom were Maltese, expressed confusion and frustration when they learned that the culminating performance of the class was a research report not a final exam. When I told them that I expected a rough draft of each section and assigned a specific due date for each draft, some students appeared dissatisfied. A couple of my students said that they did not think they would like to attend college in the U.S. because there was no freedom -- it sounded too structured.

Dealing with Physical Discomforts and Inconveniences

Initially upon their arrival in Malta the exchangees were uncomfortable because of the heat and the insects then they became uncomfortable because of the rain and the cold. Their comfort levels were also periodically affected by power outages. In addition to experiencing a range of physical discomforts during their nine months in Malta, they experienced a range of inconveniences. For the first five months that the exchangees were in Malta there was neither a washer nor a dryer at the University Residence and the

exchangees had to hand wash their clothes and hang them on the roof to dry. During the nine months that the exchangees were in Malta there were eight major strikes that caused inconveniences ranging from lack of motorized transportation to lack of Maltese lira.

“. . . absolutely miserable.”

During the days that the exchangees arrived on Malta the temperatures averaged 90 degrees Fahrenheit. The exchangees were assigned to apartments which had neither air conditioning nor fans. They attended classes in buildings that were not air conditioned and they rode buses that were not air conditioned. Some of the buses had windows that would not open.

Logan: I remember getting off the plane, how there wasn't a regular terminal thing, you just walk down the steps. I just thought how I felt like I'm in "Casablanca". I felt, really felt, the sun like I have never felt the sun beaming down on me before.

Leigh: The first week was absolutely miserable. It was hot, so hot, and there was no air conditioning and there were no fans. It wasn't even cool in the evenings.

Winter: We like opened all the windows and the doors. We didn't even close the doors when we went to bed. I know that sounds stupid to leave the doors open but the apartment was so hot.

Nick: I laid down but I couldn't sleep at all the first night -- really the first three nights. It wasn't just all the bells ringing around here. It was everything -- the heat, the insects. I don't think that I slept more than 30 minutes the first night. I laid in bed until about three or four and finally got up about five and got ready for the day.

Each apartment at the University Residence had two sets of windows which allowed in some air but because the windows did not have screens they also allowed in insects.

Elizabeth: At first I thought that I was being bitten by fleas in the mattress. I got up and took a shower and went to sleep on the couch. Then I started feeling bites again. I decided that the cats must have gotten fleas all over the apartment. The next day I found out that I and everybody was being bitten by "noseeums."

Leigh: After the first night I had more than 50 bites.

When the rains came the heat was no longer a source of discomfort. The rain became the source of discomfort. Often the exchangees had to cross streets where water was from ankle to knee deep. They waited in the rain for buses, which often did not show

up. Once the buses showed up and the exchangees boarded them, the problems with the water did not necessarily stop.

It rained this morning and Bus 401 did not show up at the University Residence for its 8:30 A.M. run. We (Elizabeth, Logan, John, two German students and I) walked down to the bus stop just below Mark's Stationary and waited for 35 minutes before boarding bus 55. In spite of the time we had spent outside, we managed to stay fairly dry. I cannot say the same for the people already on the bus. Many people had wet shoes, wet clothing and wet hair.

Shortly after boarding the bus Elizabeth said that she felt ill and that she needed air. She slid the window forward about four inches, rested her head near the open window, and breathed the fresh air. All at once the bus passed a truck going through deep muddy water. The dirty water sprayed in through the open window and soaked Elizabeth from the top of her head to the bottom of her t-shirt. She opened her mouth and a silent scream escaped (fieldnotes).

The exchangees also experienced discomfort because of power outages. No electricity meant no heat and cold water. In early December when the weather grew cool, each apartment and town house was assigned an oil heater for each bedroom. The heaters were electric and when several were turned on "high" a main fuse would blow. In most cases it took from three to five hours before someone from the government came to replace the fuse. The

apartments and town houses became very cold and damp before the fuse was replaced.

Logan: The first night that the electricity went off we lighted candles and sat around and talked. We understood that accidents and technical difficulties occur, and the blackout was beyond the control of the management of the residence. Five hours later, we cheered when the lights returned. The second night the lights went out we were not as cheerful, but we were understanding. When the lights went for the 21st time in 30 days we were not understanding. We were cold and angry.

Anytime that the electricity went off, the timer on the water heater had to be reset. If the electricity went off after the maintenance man left the residence, the timer was not reset until the maintenance man arrived the next morning. If the electricity went off in the evening, then there would be no hot water until around 11:00 A.M. the next morning.

Nick: I had been traveling on the trains for about a week and I was looking forward to a long hot shower. Wouldn't you know that I would arrive back at the residence the morning after we had a black out. I was disgusted -- no hot water.

“ . . . we washed clothes by hand . . . ”

Whether the exchangees were traveling or staying in Malta they accumulated a large basket of dirty laundry weekly. For the first five months that the exchangees were in Malta, there was neither a washer nor dryer at the University Residence. The closest launderette was located in Sliema, and it required two bus rides to get there. Therefore the majority of the time the exchangees washed their cloths in the sinks and in the bathtub and hung them on the roof to dry.

Winter: For months we were promised that a washer and dryer would arrive (at the University Residence) any day. For five months we washed clothes by hand in the sink and in the bathtub. Often before I could bathe or brush my teeth, I would have to ask whose clothes were in the sink or tub and would they mind moving them.

Leigh: We took the wet clothes and hung them on the roof. But things often happened to them before we could get home and take them off the roof -- a flock of pigeons could easily tie-dye your t-shirts and jeans, a sand storm from North Africa could leave a red gritty residue on them in addition to the salt residue that was always present, or a good breeze could overturn the clothes horse or blow the clothes off the horse.

Lana: If I washed jeans, it would rain. I would have to take the dripping jeans from the roof and hang them in the box room. If someone forgot and closed the window in the box room, the

jeans soured. Then I had to soak them and rewash them and hang them back on the roof.

"I couldn't believe it . . . all days to go on strike."

During the months that the exchangees lived on Malta, there were more than eight major strikes which added to their list of discomforts and inconveniences. There was a general workers union strike, a bus drivers strike, a milk strike, a bread strike, an egg strike, a garbage collectors strike, a bank employee strike, a strike by the academic staff at the University of Malta, and strikes at the Malta International Airport. When there was a strike at the airport, the exchangees found themselves putting contingency plans into effect.

Anne: I got stuck in Rome because of an air strike. (When I arrived at the Malta International Airport there was no one there to meet me.) I just got a taxi cab, who proceeded to rip me off. Then I found a hotel in Msida and stayed the night. The next morning I took a bus from Msida, bus 41, the one that goes straight up and around (to the university). I had absolutely no idea where I was going. If I had not been used to traveling it might have been a little panicky.

When the bus drivers went on strike all the exchangees had to find other means of transportation. Sometimes the exchangees

would walk the five mile round trip to and from the university.

Sometimes the exchangees would hitchhike to or from the

university.

Lana: I couldn't believe it. The bus drivers chose today of all days to go on strike. We were going to have to walk home from the university. It takes about an hour to walk from Msida to Lija. We had started walking and were almost to Birkakara when I saw an old man driving a horse and wagon. I waved to him and asked if he would take us to Lija. He nodded and we climbed on board with the pumpkins. What a way to travel.

Although the exchangees classified the weather extremes, the lack of facilities, and the strikes as either personal discomforts or inconveniences, the exchangees were experiencing what the majority of the Maltese people experience regularly. The weather patterns that were experienced by the exchangees are experienced annually by the Maltese. The exchangees had the same cooling and heating devices as most of the Maltese.

The majority of residences in Malta do not have central heat and air. Either an open window or an electric fan is used to cool the residence in the hottest months. In the cool, damp months either an electric heater or an oil heater is used. However, many Maltese own

two residences and move either to the sea or to the inland to lessen the effect of the weather conditions.

When the exchangeees were hanging their laundry on the clothes horses on their roofs, they could see laundry hanging on rooftops of all the villas, town houses, and apartments surrounding the University Residence. Most of the Maltese do not own clothes dryers and most of the clothes that the exchangeees could see were hung on the lines the previous evening or shortly after sun rise on that day. The Maltese hang their clothes at a time when they will be blown dry by the winds and remain soft. If the clothes are hung in the mid to late morning they are dried stiff by the hot sun.

The strikes that caused the exchangeees to find an alternate way home, to plan a different menu for dinner, or to borrow money until they could cash a check are common place in Malta. The unions in Malta frequently exercise their right to strike. Some of the strikes are for a period of less than 24 hours and others may last longer than ten days. Most Maltese have contingency plans for strike periods.

Building a Family Away From Home

Just as they did when they went to their colleges and universities in the United States, the exchangeees left their immediate families behind when they went to Malta and made friends at the university. These friends became their extended families. The ISEP exchangeees made friends at the airport, at the University Residence where they lived with other American and international students, at the university's campus where they had classes and additional opportunities to interact with Maltese students, and at places off campus where they socialized with Maltese and other internationals, who were not students.

"It was really nice to have someone there."

Some of the friendships started forming even before the exchangeees officially landed on Malta. Three of the exchangeees met while they were waiting at the Air Malta gate at Gatwick Airport in England. They talked while waiting to board, while on board, and shortly after getting settled at the University Residence. Although

they were exhausted, they continued to talk after arriving at the University Residence.

Winter: I was sitting at the Air Malta gate at the London Airport and I ran into three people that were coming to Malta: Mandy, Nick, and Lana. I guess we all just happened to run into each other at the same time. I had on a college shirt so they knew that I was a student and we all just started talking. We talked for about an hour waiting for the plane. When we got on the plane, we sat next to each other. It was not very crowded on the flight. We talked during the whole flight. Everybody was excited and nervous.

Lana: We got to the residence about 4:30 P.M.. We had all said that we were tired and were going to sleep, but we were all too excited. We took a shower, unpacked, and just sat around and talked for a while.

Two more of the exchangeers met while on the way to Malta. However, their meeting was arranged prior to leaving the United States. They met in Germany and traveled across Germany, Switzerland, and Italy before ending up in Malta.

Logan: I spent two and one half weeks traveling in Europe before I arrived in Malta. I spent about four days in England. I stayed with my stepfather's niece. Then I flew to France and stayed with a distant cousin in Paris for about three days. Then I went to Germany and met up with Elizabeth. We spent two days in Germany, a night in Bonn and then the next in Zurich. We then went to Venice and then to Florence, and on to Rome. We stayed two days in Rome and then came here (Malta).

All the exchangees were required to reside at the University Residence in Lija, Malta. Residing in the same complex helped develop the friendships between the exchangees. Beginning with the day of their arrival, the exchangees spent a great amount of time with each other.

Dee: As soon as we pulled up to the University Residence there was Nick and Logan. It was really nice to have someone there.

Nick: We (the exchangees) got out and started walking around Lija. We started walking around and really didn't know where to go. We were just going to walk around for awhile just to see what was round. We walked around until after 7:00 P.M. and everything was closed.

During the fall and the spring semesters small groups of Americans could be seen swimming, playing tennis, and jogging; walking to the bank, to the market, or to the post office; riding the green buses, the red minibuses, or the black taxis; and watching television, the fireworks, or the roulette wheel.

Nick: At home when you are friends with somebody, you only see them a couple of times a day outside of school. You spend a lot of time with your family. But here you are with them (the other residents) all the time -- almost every hour of every day. So we got to know each other very well. . . . It seems like we have been friends for so long because we spend every second of every day with each other.

Winter: Last semester I spent most of my free time with Logan, one of my roommates from the states. This semester I have spent more time with Gordon.

" . . . I watch them and think that this is my family."

The exchangees also met and became friends with non-American students who resided at the University Residence. The University Residence housed students from Antigua, Australia, Botswana, Cameroon, Croatia, Cyprus, Egypt, Germany, Greece, Italy, Kenya, Lesotho, Morocco, Palestine, Jordan, Macedonia, Netherlands, Saint Vincent and the Grenadines, Saudi Arabia, Seychelles, United Arab Emirates, Vanuatu, and Western Samoa. All the exchangees became very good friends with the Australians and the Kenyan.

Winter: The residence has given me the opportunity to make friends with people that I probably would not have met on campus.

Nick: I think I have made a great group of friends here -- friends that I will keep for most of my life. Mandy was one of the first people I met and became good friends with. Then I met Eric and Peter and then Gordon. My roommates, Shelly, Sheman, Simonique, Gordon, and I have all become good friends. And now I've become really good friends with the people in 103. There are at least four or five that I will keep in touch with for a long time. I know two or three that I will keep in touch and see a lot in the states.

Lana: Now that I have only a month left I watch them and think this is my family. I can't believe that I'm not going to see them again.

The exchangees and their friends from the residence often studied together, explored the islands together, and dined together. The exchangees particularly enjoyed the time they spent dining and talking. Often the dining would last for two or three hours.

Leigh: A lot of dinner parties, mellow dinner parties, have been special.

Winter: We make a lot of dinners. It seems like we eat all the time. The dinners here are so much nicer than anything that I have ever done at home. In college at home I had limited facilities. But here it is so relaxed so enjoyable. We take our time making a leisure dinner and spend literally a couple of hours, two or three, sitting around eating and chatting afterwards and having coffee. It is really nice. Sometimes we would have a five or six hour dinner. It would take up the whole evening.

Prior to their dinner parties, the exchangees worked for a long period of time getting everything ready.

They (the exchangees) spent hours cutting flowers, gathering linen, plates, silverware and candles, going to the market, preparing food, and moving tables and chairs from the restaurant to the rooftop. They transformed the rooftop into a beautiful dining area. There were four round, white tables covered in white linen. Each table had a candle surrounded by a ring of fresh flowers as its center piece. In addition to the candle light, there was light from the moon and many stars (fieldnotes).

While on campus the exchangees met many Maltese students. The Maltese students were perceived as friendly. The exchangees made positive comments about the way that they were treated by the Maltese students in their classes and about the way that they were treated in the canteen and the courtyard.

Winter: My name sounds American and in the beginning when my name was called about half of the class turned around and looked at me. Some came up straight away and asked, "Where are you from?" I was accepted by a lot of students.

Anne: In my classes, people are friendly, and they talk to me. They stop on campus and chat.

Logan: All the students in my classes knew each other very well because they had been in the exact same classes over and over and over again. I never really like, felt alienated. I actually felt that they were pretty friendly considering a foreign student had come in on their little group.

Dee: She took us into the commons room of the canteen and just announced, "Hello could I have your attention please."

These are the new foreign students." She just like, pushed us out there. Then a lot of Maltese came up and just started talking to us.

Anne: If you sit outside in the quad area, you are going to meet people. Someone says, "So-and-so, this is so-and-so." You become acquainted with a large group of people, especially if you get involved in certain activities here and there.

The exchangees talked about friendships that developed as a result of assisting other Maltese, international, and American students with some of their still photography and video projects. Eight of the students who resided at the University Residence were enrolled in either a Video Production I, Video Production II, Photography I, or Photography II class. All the exchangees became involved to some degree in the video projects and the still photography projects produced by the students for their classes in the Communication Studies Department. The exchangees served as either talent or as the camera person of the project.

I was awakened at 6:05 A.M. by a voice from the street, "Okay, okay." When I looked out of the balcony door windows, I could see Winter standing in the middle of Triq Robert Mifsud Bonnici with a video camera and tripod. Within seconds I saw Wolfgang turn from the boulevard onto the street. He was riding a racing bike and wearing a black racing suit and helmet. Logan taped him as he sped past her. As he

came back up the street he said, "one more time." The scene was taped three more times (fieldnotes).

The exchangees all made an effort to go to the Center for Communication Technology at the University of Malta and view the still photography exhibits. They also attended Projected Visions, a video exhibit, at the University of Malta and applauded loudly as "their" video concluded.

Five of the ISEP exchangees developed close friendships with Maltese students and spent a great amount of time with them. The exchangees and their Maltese friends spent time camping, hiking, snorkeling, diving, riding motor bikes, going to clubs, and cooking and dining.

Leigh: I really enjoyed my time with Russell and those guys (from the communications department). We have gone camping and hiking. They even took us snorkeling last week.

Dee: On my birthday, my 21st, a group of Maltese and Americans threw a wine and cheese party for me at the residence. A lot of people came. I'll always remember that because so many people cared enough to come.

Winter: I have made a lot of friends while I have been here. That is something that will really stand out for me. I have developed a couple of amazing friendships. These are people that I know that I will see again. To have a lot of friends is good but to have close really good friends is better.

Lana: We went to carnival in Gozo. It was amazing. There were like 20 Maltese students and me and Julie and so we are sitting around. We would go from pub to pub. There were people everywhere dressed up in costumes. This group was just so alive. They would go into pubs and start singing and clapping on the tables and you could see people at the other tables lightening up and they began singing. That was something I never really saw more so than people I have been acquainted with.

The exchangees also experienced friendships with Maltese who were not university students. They interacted with Maltese on the bus, at the beach, at the clubs, and at the casino.

Leigh: The Maltese . . . always welcoming with open arms.

Lana: I also spent time with people who are outside the university. I met this group of people who I have been hiking with on Malta and Gozo. There is also a group of us that go diving.

Dee: I enjoyed spending time with the Maltese. It didn't matter if it was on the bus or on the beach. Most of the people I spent time with are not from the university. They were from other areas like BJ's.

The ISEP exchangees and every other student resident at the University Residence shared the title of foreign/ international student. The University Residence is a housing option open to all international and Gozitan students attending the University of Malta.

However, only foreign students chose the option. In the case of the exchangeees, the University Residence was the only option available them. The Maltese students did not see the University Residence as an option for them because it is considered taboo for an unmarried Maltese to live outside of the family home. Maltese reside with their parents until they marry. The exceptions to this arrangement would be to move into either a monastery or a convent.

When room assignments were made at the University Residence the American women were assigned to the same apartments. This grouping of nationalities was seen throughout the complex. One of the American female exchangeees chose to move to an apartment and reside with two females from Italy and a female from the Netherlands. The American male exchangee, who was originally assigned to an apartment with two males from Indonesia, chose to move into a town house with an Italian-American male, two females from Australia, one female from the United Arab Emirates, and one male from Germany. All residents at the University Residence interacted with each other. However, the closest friendships developed between those people that resided in the same apartment or town house.

Three of the exchangeers made an effort to do things outside of the walls of the University and the University Residence and to interact with the Maltese in a variety of settings. Two more of the exchangeers participated in activities with the Maltese but the Maltese were the ones who initiated the activities and put forth the efforts. The remaining three exchangeers participated in activities outside of the perimeter of the University but they tended to do things with other Americans or with other international students, mainly the Australians.

Transforming within the New Context

After the semester began the exchangeers experienced a life with less stress and discovered a new freedom that they had not experienced before coming to Malta. The less stress was brought about by reduced class and work loads and by the different pace of life in Malta -- a relaxed pace. The exchangeers discovered that the extra time gave them the freedom to travel and the relaxed pace gave them the opportunity to socialize.

"I needed a place like Malta."

While attending the University of Malta, most of the exchangees had a great amount of free time because they were enrolled in only four to six classes, with each class scheduled to meet only one hour per week, and none of the exchangees was employed. In the majority of their classes, attendance was neither required nor was it noted. The grades for almost all their classes were determined by either a midterm exam and a final exam or just a final exam. The exchangees were to read and study for these exams on their own.

Dee: I had a lot of stress on me before I left -- grades and work and everything. I wanted Malta to be relatively relaxed. So when it was like the way it was, the way I had needed it to be, I was relieved.

Logan: I also needed the time to be away from everything -- to be here. Like mental rest . . . I needed a place like Malta, where I didn't have to get into school until the last month, where I could spend time by myself dealing with the emotional things in life.

During their time at the University of Malta, the exchangees experienced moments of solitude which were not interrupted by the interferences that would have occurred in the United States. They

relaxed on the rooftop, in the pool, on the rock wall overlooking the goat pens, and in small cafes while eating pastizzi.

Lana: Up here (rooftop) I read or listen to music. It is very relaxing.

Dee: I take a book, a drink, and my Ray Bans to the roof. Sometimes I stay for an hour and sometimes I spend several hours. It is very quiet.

Winter: Somedays I didn't have class until 1 P.M. On those days I would go for a swim before class. I usually had the pool to myself. After swimming I would relax for awhile and then get John to fix a sandwich for me.

Anne: Joseph (son of the owner of the University Residence) has two goats, a brown one and a brown and white one, in the little pen near the pond. Every afternoon he lets them out to graze. I sit on the wall and watch them. Sometimes they chase the ducks and sometime the ducks chase them. Many days I sit watching for 30 minutes or more.

Nick: I like to study at the little cafe under the Dolphin (a grocery). I usually order a drink and two pastizzi (cheese cakes) and they let me stay for as long as I like.

Life in Malta is not hurried -- there will be another bus; there is no fast food; and most things can be done tomorrow. The exchangeers found that the Maltese structure their time so that much of it can be spent with family and friends. The exchangeers found themselves making time for a relaxed lunch and dinner with friends.

Nick: On Mondays Logan and I get back to the residence around 2 P.M. We usually go to the restaurant and order an omelet and chips. After ordering we go out and talk with others sitting around the pool or just sit under the canopy and relax. If Joe is cooking we know that we have longer to talk. It is strange not being rushed and not having to rush.

Winter: Here it is so relaxed. We take our time making a leisure dinner and spend literally a couple of hours sitting around eating and chatting afterwards having coffee. It is really nice.

Dee: Sometime we have a five or six hour dinner. It would take up the whole evening.

"It was fun because it was all new . . ."

During their free time, in addition to relaxing, reading, and eating, the exchangees were free to take excursions, socialize, and travel. At the beginning of the fall semester and during the ending of the spring semester, the air and the sea were very warm. The exchangees spent many hours sunbathing and swimming at the rock beaches, the sand beaches, and the University and University Residence swimming pools. They also went diving and snorkeling around the islands.

Leigh: I have enjoyed our excursions to the beach. Swimming in the Med is really fun. I like the buoyancy. I remember feeling that it was really crazy. I think the most fun were the crazy, spontaneous trips to the beach.

Nick: Mandy, Winter, and I went to the lido (private beach) at the Hilton. For 2.00 pounds you get an umbrella, a lie-lo (float), and a drink. We stayed about four hours. It was great.

The excursions of the exchangees while on the islands of Malta were not limited to the water. The exchangees climbed down Dingli cliffs, crawled through the catacombs in Rabat, and climbed up the Fungus Rock.

Logan: A lot of the fun was just going places and exploring the three islands. It was fun because it was all new for all of us. The little excursions were always a lot of fun.

Winter: When we went to Gozo we went to the Azure Window, the Inland Sea, and Fungus Rock. It was great. I want to rent a scooter next time.

The exchangees also enjoyed their excursions to the outdoor markets. Some outdoor markets were in operation every weekday, some every weekend, and some on a designated day once per month. The exchangees quickly learned the pattern of the markets.

Every weekday morning Market Street in Valletta, Malta was closed to traffic and filled with vendors. The vendors offered

pastries, candy, lace tablecloths, handmade sweaters, video and audio tapes, t-shirts, jeans, shoes, tools, books, personal hygiene products, lingerie, cleaning products, jewelry, and cloth. Every Sunday morning there was a large market, IL-Monti, located just outside the city gates of Valletta and a large market located at the marina in Marsaxlokk. IL-Monti, offered the products found on Market Street plus birds, fish, and rabbits. The market in Marsaxlokk offered fresh fish in addition to the products normally found at the market. The exchangeers enjoyed the atmosphere and the offerings of the market.

Dee: It (IL-Monti) is like Wal-Mart with the atmosphere of the Shoe Carnival. The music is loud, the pathways are narrow, the sellers are calling out deals, and stuff is stacked everywhere. I really enjoy it.

Anne: Today I saw Elvis at the Monti. Some guy was dressed up selling Elvis pictures, t-shirts, and key rings. I got Peter to make my picture with him. I thought that my friends in Memphis would love it.

Winter: I bought the most beautiful handmade sweater for my mother at the market in Gozo. I bought a baby blanket for my friend. Mandy bought a tablecloth with a Maltese Cross in the center and matching place mats and napkins.

Most of the exchangeees took at least one excursion per week to BJ's, a jazz club in the Paceville district of Saint Julians.

Leigh: In our free time we went out to Paceville to BJ's. We enjoy jazz. We started hanging out a lot with a lot of musicians there.

Lana: Every Thursday about 10 P.M. we go to BJ's.

The excursions of the exchangeees were not limited just to the islands of Malta. The exchangeees traveled across Europe, into Asia, and into North Africa. They talked about the fun they experienced along the way and upon arrival at their destinations.

Nick: In the fall, Mandy and I flew to Paris for four days. It was great. We did everything. We even rode bikes. In the spring I spent three weeks traveling by rail across Europe. I even spent a little time in Monte Carlo.

Winter: I did a lot of traveling. In November, Peter, Eric and I spent a week in Turkey. I bought so much stuff. Over Christmas break, Steve and I spent a week in Tunisia. I spent carnival in Venice with Gordon, Nick, and Dee. I think that it was four days that we spent in Venice. Over spring break, Dee and I spent three weeks traveling through Europe. We went to Italy, Switzerland, Austria, Germany, France, and Spain. It was great.

Lana: Leigh and I flew to Amsterdam for Christmas. Brendan took the train up from Italy and met us. Then we spent New Year's Eve in Copenhagen at the largest New Year's Eve party in the world.

Dee: Winter and I bought rail passes and traveled all over Europe during spring break. We learned a lot about Europe: the people, the art, the history. The Europeans have a sense of history we don't have.

At home the exchangees had felt the stress of school, work, and personal relationships. While in Malta the exchangees said they felt either little or no stress concerning school. The majority of the exchangees were in class four to six hours per week and their classes did not have assignments due weekly or bi-weekly. The assessment for most classes consisted of either one or two exams. None of the exchangees was employed while in Malta and the stress of work was eliminated. The distance from home gave the exchangees, who had been involved in stressful relationships, the space they needed. During their extra time, the exchangees traveled and socialized.

The Maltese students at the University of Malta also felt no stress concerning work because the government provided full tuition and stipends to all university students who were Maltese. The stipends were provided so that the university students would not have to work and could concentrate on their studies. The Maltese did not, however, escape the stresses of school work. Most of the

Maltese students took 12 to 16 classes per semester. This meant that they would have to read and study for a minimum of 12 exams and a maximum of 32 exams. These exams often consisted of only one question that had to be answered in great detail. The Maltese students spent many hours reading and studying. When a Maltese student "skipped a class," he or she was often in a library studying. Several of the Maltese students expressed disbelief that the exchangeees would miss class -- sometimes a week or two -- to travel. They did not understand how the exchangeees could be so unconcerned about their studies.

Summary

The ISEP exchangeees at the University of Malta initially dealt with confusion and frustration. They had to find their way through the architectural and bureaucratic mazes of the university and figure out its systems of registration, textbook and material acquisition, and library classification. The exchangeees realized that the teaching/ learning environment was also different from their home institutions and they were dissatisfied with the European system of education. Frustration grew during class meetings, and a

part of this frustration was caused by the competition for scarce resources, including materials and textbooks and professorial time.

While in Malta the exchangees also dealt with physical discomforts and inconveniences. Physical discomfort was experienced during extreme weather conditions which included intense heat, torrential downpours, sleet, and cold temperatures. Inconveniences were scattered throughout the time that the exchangees were on Malta. Inconveniences included having to hand wash all clothing in either the sink or the bathtub and hang the wet clothing on the roof to dry and having to come up with alternative plans when a strike was called.

All exchangees left their immediate family members behind when they went to Malta. Once they got to Malta they built an extended family. The new family members were other Americans, other international students, and the Maltese. With the family members at the University Residence, the exchangees shared their living quarters, their dinners, and the majority of their time. The exchangees did spend time with the Maltese but the time spent with the Maltese was abbreviated compared to the time spent with other Americans and internationals.

As the year progressed the exchangeers transformed within the new context. One reason for the transformation was their increased amount of free time. While in Malta the exchangeers could not be employed, and their time in the classroom was greatly reduced. The exchangeers used this additional time for traveling and socializing. A second reason for their transformation was the pace of Malta. In Malta there will always be another bus; there is no fast food; and things can always be done tomorrow.

CHAPTER 6

DISCUSSION AND IMPLICATIONS

The purpose of this study was to gain insight into the experiences of American undergraduate students participating in the International Student Exchange Program (ISEP) at the University of Malta. This study utilized qualitative methodology which consisted of participant observation and interviewing. The participants in the study were American undergraduate students who were International Student Exchange Program (ISEP) exchangees at the University of Malta during the 1994-1995 academic year. Seven of the eight participants in this study were female. All participants were European Americans. Two of the participants were art majors, three were either majoring or double majoring in political science, one was majoring in English, one was a sociology major, and one was a math and computer science major. All the study participants were classified as juniors at their home institutions.

Data analysis involved a continuous intermingling of data collection and analysis. This process allowed me to follow up on new information and to discover themes in the data. The emerging

themes of the study were: a) an unknown context: dealing with initial confusion and frustration, b) dealing with physical discomforts and inconveniences, c) building a family away from home, and d) transforming within the new context. What do these themes tell about the study abroad experience? The themes tell that the exchangees experience a variety of feelings, situations, and conditions during their study abroad. They also tell that the exchangees adjust to or cope with the conditions and situations. What follows is a discussion of how the findings of this study relate, or do not relate, to the literature on study abroad.

Discussion of Findings In Relation to Previous Literature

Initially upon arriving in Malta the ISEP exchangees experienced friendliness, confusion, and frustration. Friendliness was experienced by the ISEP exchangees en route to Malta, upon arrival on Malta, at the University Residence, and on campus. The confusion and frustration was experienced when the exchangees tried to find their ways through the architectural and bureaucratic mazes at the University of Malta; when they tried to figure out registration, textbook acquisition, and the library system; when they

became dissatisfied with the different teaching/learning environment at the university; and when they entered into the competition for scarce resources.

The initial friendliness that the ISEP exchangees described was also described by Lysgaard (1955). Lysgaard hypothesized that students studying abroad go through a sequence of periods. He described the first period as positive and marked by high expectations and a friendly reception. However, Lysgaard did not suggest that the perceptions of friendliness are felt throughout the entire experience abroad. The ISEP exchangees at the University of Malta experienced friendliness throughout their stay on the islands of Malta and during their travels around Europe, Asia, and Africa. The friendliness described by the exchangees at the University of Malta contradicts the findings of Garraty, Adams, and Taylor (1984). Garraty et al. report that students at foreign universities tend to act with great formality and reserve and that it is not unusual for students to sit side by side in the same classroom and never exchange more than a nod.

The initial confusion and frustration experienced by the exchangees was also mentioned by Lysgaard (1955), Gullahorn &

Gullahorn (1964), Oberg (1972), Adler (1975), and Gibson (1991).

Lysgaard hypothesized that sojourners abroad go through a sequence of periods of which the second period is marked by emerging problems and increasing difficulties often resulting in negative feelings. In 1960, Oberg coined the term "culture shock" to refer to the process described by Lysgaard (1955), and in his stage two, the crisis stage, the visitor to foreign countries encountered problems, frustration, and disenchantment. Likewise, Gullahorn and Gullahorn's (1963) second level of their "U" curve of adjustment encompassed frustration, depression, confusion, and anger.

Adler (1975) also suggests that sojourners abroad go through an adjustment process. He proposes that the process is made up of five stages, and that during the second stage, disintegration, confusion begins. In Gibson's study (1991) she found that students who spend at least a semester abroad had bouts with frustration, depression, and anger. She suggests that the frustration follows a period referred to as the "Disneyland level."

The ISEP exchangees also experienced personal discomfort and inconvenience while at the University of Malta. Upon arrival in Malta the exchangees experienced intense heat and insect bites,

later they experienced torrential downpours and cold temperatures. Inconvenience was experienced during the months when there was no washer and dryer at the University Residence and when strikes occurred. The personal discomfort and inconveniences sometimes resulted in negative feelings and disenchantment.

The negative feelings, like the confusion and frustration described in this study, are classified in Lysgaard's (1955) second period of adjustment. Oberg (1960) also lists disenchantment in the crisis level, level two, of culture shock. Anger is one of the characteristics of Gullahorn and Gullahorn's (1963) second level of adjustment. In Adler's (1975) proposed theory of culture shock development there is a stage, reintegration, which is characterized by anger and hostility.

The ISEP exchangees left their immediate families in the United States and when they arrived on Malta they built an extended family immediately. Their extended families included other Americans, other internationals, and the Maltese. The exchangees and their new families resided together, had dinner together, and often explored together. None of the previous studies concerning sojourners abroad noted this behavior.

The ISEP exchangees at the University of Malta also experienced a more relaxed lifestyle. The relaxation was brought about in part by less stress. The exchangees were not allowed to work and had a reduced amount of time in class. The greater amount of free time gave the exchangees the freedom to socialize and to travel. The exchangees described their socializing and traveling as enjoyable, fun and exciting.

Adler (1975) specifically mentions relaxation. During stage four of his five-stage theory of culture shock development, Adler (1975) lists relaxation. Relaxation, self-assurance, and independence are characteristics of the autonomy stage. The autonomy stage is not reached until the sojourner has progressed through contact, disintegration, and reintegration.

Lysgaard (1955), Oberg (1972), and Gullahorn & Gullahorn (1963), mention a period of positive feelings and events that occur during the sojourn abroad that suggest that adjustment has occurred. Lysgaard (1955) suggests that in the final stage of sojourning abroad there are positive feelings and events. In the final stage of Gullahorn & Gullahorn's (1963) U-curve of adjustment the sojourner enters into a state of coping. Oberg (1972) suggests that in the

final stage, adjustment, that the visitor lives in a degree of enjoyment and comfort.

The experiences of ISEP exchangeees at the University of Malta do not parallel exactly any one theory of adjustment. However, the findings of this study suggest that the exchangeees do progress through levels, periods, or stages during their study abroad. Some of the stages progress one after another and some run concurrently.

Implications of Findings to Further Research

The importance of this study is not that it supports the theories or findings of previous studies about study abroad, but that it opens doors for other research and practical applications. More research utilizing qualitative methodology is needed concerning American students studying abroad. There are five types of study abroad programs available to American students. This study looked at only one institution within one program within one program type. Studies need to be conducted at other institutions that participate in the International Student Exchange Program (ISEP) as well as institutions that participate in other organizational sponsored programs. Studies also need to be conducted at institutions where

students participating in the other types of programs are enrolled. Of particular importance is qualitative research on American students enrolled in non-English speaking countries and developing countries.

Implications of Findings to Programming

This study makes clear details specific experiences of the exchangeees. I am not suggesting that all study abroad participants will have the exact experiences of the ISEP exchangeees at the University of Malta. The purpose of this project was not to generalize, but to describe the specific experiences of a group of students in such a way as to contribute to an understanding of similar cases.

The details of the exchangeees' experiences may provide insight for exchangeees currently abroad, in that they can realize that other exchangeees may be having similar experiences, and insight for those students who are considering study abroad. The details of the exchangeees' experiences may also provide insight, not only to researchers in the field of international educational exchange, but to administrators and staff member of study abroad or exchange

programs and to faculty members as they prepare their students for study abroad.

Recommendations for Enhancements

Orientation

Although the ISEP exchangees acknowledged that the pre-study abroad orientation at their home institutions was not bad, it seems that additional information needs to be included. I would recommend that the Director of International Education, the Director of Study Abroad or Exchange, or the ISEP coordinator, who is preparing students to participate in an exchange program at the University of Malta, include in his/her pre-study abroad orientation 1) a discussion of the differences that might be encountered abroad, particularly discussing the European system of higher education; 2) a discussion of the range of emotions that the exchangee might experience while abroad; 3) a revelation that all experiences while abroad are a part of their education, that education includes more than just academic learning; and 4) a revelation that students and others in the country where they are going to study may either choose not to associate with them or choose to associate with them

on a limited basis, or that they may be forced to interact with people other than the host nationals; and 5) a work session to assist the exchangeers in setting realistic goals for their study abroad experience, including understanding and possibly appreciating what is different.

Academic Advising

All of the exchangeers had used the ISEP Reference Library at their home institutions. They read about Malta in the Directory of International Sites and they read the microfiche cards that listed the courses offered at the University of Malta. However, several of the students did not have an understanding of the credit transfer process and several had not considered what they would do if the courses that they initially chose were not available. I would recommend that prior to leaving the home institution that all ISEP exchangeers to the University of Malta 1) be required to seek approval to apply academic work completed at the host institution to their degree program; 2) to receive pre-approval from their academic advisor for the classes that they plan to take while abroad and for classes that they might have to take as alternatives to their first

choices; 3) to be knowledgeable of the credit that the home institution will grant for study at the host institution; 4) be knowledgeable of how the grades received at the host institution will be converted; and 5) be knowledgeable of whether or not the grades received at the host institution will count in their grade point average.

The experiences of American students studying abroad need to be detailed so improvements may be implemented to enhance their educational experience while abroad. New research and follow-up research should continue in the areas of statistics and demographics of the participants and the programs, the social adaptation of study abroad participants, the impact of study abroad on student development, and the reentry problems of study abroad participants. However, during a time when thousands of American students are involved in study abroad programs, there is a dire need for more research on the experience of American undergraduate student exchangees. Exploring and documenting these experiences will assist administrators, faculty and staff members as they prepare students for the opportunity to study abroad and will allow study

abroad participants to become better prepared for the opportunity to study abroad.

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APPENDICES

APPENDIX A

L-UNIVERSITÀ TA' MALTA
Msida - Malta
UFFIĊĊJU INTERNAZZJONALI



UNIVERSITY OF MALTA
Msida - Malta
INTERNATIONAL OFFICE

REF. TAGHNA:
OUR REF:

REF. TIFGHEK:
YOUR REF:

Attention: Ms. Karen L. Taylor
Centre for International Education
University of Tennessee

From: L.N. Agius
Director, International Office

Date: 16th September 1993

Fax No: 001.615.974.2985 or 001.615.469.445

Dear Ms. Taylor,

Your faxes of 10th September addressed to the Rector and myself have been received.

We are pleased to advise you that your request for permission to conduct research at our University on the experiences of international students at the University of Malta is agreed to. Presumably your presence in Malta is dependent on a successful outcome of your husband's Fulbright application.

If you need any further information please let us know.

Yours sincerely

L.N. Agius
Director, International Office

APPENDIX B

Informed Consent Form

The Experience of American Undergraduate Students Participating in the International Student Exchange Program at the University of Malta

I understand that the purpose of this dissertation study is to learn about the experience of American undergraduate students while participating in the International Student Exchange Program (ISEP).

I understand that the information I provide the researcher will be held in confidence, with pseudonyms used instead of real names in the written report. I understand that my interviews with the researcher will be audio taped and that by signing this consent form I give my approval for the audio taping. I have been informed that all audiotapes, consent forms, and notes that the researcher makes concerning me will be kept in a locked security box in the researcher's home.

I understand that my participation in this study is entirely voluntary and that I may withdraw from participation at any time and/or refuse to answer specific questions without any penalty. I understand that the researcher does not foresee any risks in my participation in the project. There may be some benefit in my experience of reflecting upon and sharing with others my impressions. My participation may help other American ISEP participants as the information I and others give is shared with those responsible for coordinating international educational exchange programs.

I understand that I may contact the researcher at any time if I have further questions about this study or about my participation in it.

I understand fully the explanation of the project and I agree to participate.

Name: _____

Signature: _____

Pseudonym: _____

Renee L. Taylor
CCT 405
University of Malta
Msida, Malta

APPENDIX C

Interview Guide

Initial Interview

1. Tell me about your early experiences upon arriving at Malta.
2. Think about your first day on campus. Tell me about it.
3. Describe a typical class. How is it different to be a student in a Maltese classroom as opposed to being a student in a U. S. classroom?
4. Describe a typical day. How is it different from when you were attending college in the United States?
5. Tell me about the people with whom you spend your time on campus.
6. Tell me about some experiences during your first month that made you have positive feelings about being at the University of Malta.
7. Tell me about some experiences during your first month that made you have negative feelings about being at the University of Malta.
8. From your experiences this far, how would you describe the Maltese?

Follow-up Interview

1. Now that you have been on campus for three months how do you feel as compared to the way you felt when you first arrived?
2. Describe a typical day. How is it different from the first month of the fall semester?
3. Tell me about the people with whom you spend your time on campus.
4. Tell me about the activities you are involved in at the university.
5. Tell me about the activities you are involved in on the island.
6. Describe a high point of your exchange experience.
7. Tell me about a difficult time during your exchange experience.
8. Tell me about the impression you now have of the University of Malta.

VITA

Karen Renee Littlejohn Taylor was born in Hopkinsville, Kentucky on March 9, 1957. She graduated from Trigg County High School, Cadiz, Kentucky in May, 1975. During August of 1975 she entered Western Kentucky University, Bowling Green, Kentucky. In December, 1978 she received a Bachelor of Science in Distributive Education with teaching certification in distributive education and speech. After teaching for one year, she entered a Masters program in Administration and Supervision at Youngstown State University. In June, 1982 she received a Master of Science in Education. For five years following graduation she worked in Ohio and Tennessee in the area of student personnel services as a residence hall director, area director, and director of a residence assistant program.

Upon returning to Kentucky, she worked for a total of five years, serving three years as a program coordinator in the Division of Special Programs at Eastern Kentucky University and two years as a coordinator of cooperative education at Madison Southern High School. In addition to coordinating cooperative education on the secondary level she served as a marketing education teacher.

In August of 1992, she entered the University of Tennessee, Knoxville to pursue the Doctor of Education in Leadership Studies in Education. As a doctoral student she served as a teaching assistant in the Department of Curriculum and Instruction, and while conducting dissertation research, she was a visiting lecturer at the University of Malta, Msida, Republic of Malta. She received her doctoral degree in May, 1996.