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TEACHING, LEADERSHIP,  
AND CURRICULUM STUDIES

LINKING THE DOMAINS OF CROSS-CULTURE, COGNITION,  
AND LANGUAGE TO AN UNDERSTANDING OF ASIAN INTERNATIONAL  
STUDENTS' ACADEMIC CHALLENGES (301 pp.)

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This case study investigated the perspectives of East Asian international students and U.S. mainstream faculty members to gain an understanding of how the two epistemological systems in Western and Eastern cultures may affect or direct the course of East Asian students' intercultural learning experiences. This dissertation was to provide a comprehensible theoretically and empirically based argument. This paper was constructed around the academic challenges faced by Asian international graduate students as related with three theories—feminist pedagogy, social constructivism, and second- and foreign-language acquisition—for the purpose of looking into the three interconnected domains of cross-culture, cognition, and academic English literacy.

Mixed methods of survey and interviews were the two primary sources for gathering data. Seventy-two East Asian student volunteers completed the survey questionnaire for gathering demographic information, general learning attitudes and English academic competence. The interviewees included 7 doctoral student participants and five faculty members in the same field of Curriculum & Instruction. As a result, the three assertions were synthesized to form the storylines:

1. Awareness of one's positionality is subject to the academic contextual framework in terms of inclusive or exclusive curriculum structure as well as one's level of confidence in her or his academic English literacy.
2. Throughout their years in U.S. academia, the epistemology of self-reliant East Asian doctoral students' evolves into a more assertive and proactive way of thinking about their cognitive challenge along with their advancing schemata.
3. Metacognitive reasoning plays a critical role in Asian ESOL doctoral students' academic journeys starting with arrival in the USA.