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Trapped in Translation

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Abstract

According to the Pew Research Center (2013), the United States had a record number of international students studying at American colleges and universities for the 2012 – 2013 academic year. The number of international students attending U. S. institutions was approximately 820,000, which was an increase of 7.2% students from the previous academic year. A more recent report from the Pew Research Center (2017) states that the number of newly enrolled international students with F-1 visas increased in the U. S. from 138,000 in 2004 to 364,000 in 2016. The countries that were the leading sources of international students were China, followed by India, South Korea, and Saudi Arabia. Calling attention to these statistics emphasizes the importance of American educators ensuring that increasingly diverse classrooms accommodate learners who are from different countries, cultures, and worlds.

Introduction

Instructors and professors who teach international students may have noticed a marked difference in the communication styles of these students from native English speakers. Because English is the international students' second language, obvious language and cultural barriers exist that prohibit international students from having the confidence to communicate competently in the classroom, which causes the students to experience communication apprehension. Little research has been conducted to determine what can be done to alleviate communication apprehension or why it occurs for this group of students. This qualitative study attempts to determine some of the causes of communication anxiety in international students, what instructors can do to alleviate such anxieties, and what international students want their instructors and other students in their classes to know about their struggles to survive and thrive in a foreign culture and country, while communicating in a foreign language.

Literature Review

Intercultural Communication Apprehension

Communication apprehension was researched comprehensively by James McCroskey who defined the concept as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" (Baldwin, Richmond, McCroskey & Berger, 1982, p. 25). "There are two components of communication apprehension: writing apprehension and oral communication apprehension. Writing apprehension, defined as a fear of writing, has an impact on students' willingness to write and is not equal to poor skills" (Elias, 1999, p. 39). Furthermore, individuals who suffer from communication apprehension will avoid communicating with others if possible, in order to avoid the discomfort, they feel when attempting to communicate. Research demonstrates that international students experience mild to severe communication apprehension when studying abroad, known as intercultural communication apprehension (Pryor, Butler & Boehringer, 2005). The concept of intercultural communication apprehension was first introduced by Neuliep and McCroskey in 1997. The authors defined intercultural communication apprehension as "the fear or anxiety associated with either real or anticipated interaction with people from different groups, especially different cultural or ethnic groups" (Neuliep & McCroskey, 1997, p. 147).

Educators have a concern that the communication apprehension among the international students will affect their educational experiences and that students from Asian countries in particular will have more difficulty integrating into the American educational system (Pryor, Butler & Boehringer, 2005). Some researchers generalize that "culture has often been described as creating differences in the way messages are sent and received" (Lauring, 2011, p. 234). Furthermore, "problems arise when receivers interpret a message according to their own cultural frame of reference, which may cause a different interpretation to what the sender had intended" (p. 234).

Some educational researchers attribute intercultural communication apprehension causes to uncertainty reduction theory (Cho & Lee, 2016; Neuliep, 2012; Neuliep & Ryan, 2009). Berger and Calabrese (1975) defined uncertainty reduction theory (URT) as being based on the premise that when two individuals meet, they are concerned with reducing the uncertainty in predicting each other's behavior in the situation by seeking and exchanging information. The more information that is exchanged, the less uncertainty is experienced and the more comfort the individuals have when communicating with each other.

Berger & Calabrese (1975) further noted that individuals utilize information-seeking strategies to gather information about other individuals via the three methods of passive, active, or interactive strategy. Passive strategy involves the individual of interest being observed in various situations, active strategy involves the individual being observed in contrived situations, and interactive strategy involves the individual simply communicating with the person about whom he seeks to gain information to reduce uncertainty (Berger & Calabrese as cited in Communication Studies, 2017). Uncertainty is not always negative. Sometimes people permit themselves some degree of uncertainty to allow them to be more "optimistic" about a subject. In other words, "what they don't know can't hurt them." However, for international students desirous to fit into a new country socially, educationally, and financially, this adage does not necessarily hold true. International students who have limited language and/or cultural skills often experience "loss of face" when they attempt to communicate with native English speakers (Holmes, 2005). Additionally, these students hesitate to communicate with instructors for fear of being misunderstood and perceived as less academically qualified than they are.

Other educational researchers attribute intercultural communication apprehension to cultural modeling, nurture- or nature-based causes, or differences in personality characteristics (Daly & Stafford, 1984; Richmond & McCroskey, 1998; Butler, 1986; McCroskey, Daly & Sorenson, 1976 as cited in Pryor, Butler & Boehringer, 2005). However, almost all researchers agree that culture plays an important role in communication apprehension and that when international student is being studied, researchers need to be aware of those students' "unique cultural backgrounds" (Cho & Lee, 2016, p. 592). These differing cultural backgrounds can contribute to the ways in which students perceive, experience, and learn information. Having more insight into the ways these international students are different and why will assist educators in learning to adapt materials to the international students' learning styles.

The Cho & Lee (2016) study used the interactive strategy in a survey format based on Callister, Kramer & Turban's (1999) feedback-seeking scale "to examine how international students' . . . information-seeking behaviors, would impact key . . . outcomes including communication satisfaction with instructors and school-life satisfaction" (p. 590). This current qualitative study will use the interactive information-seeking strategy as well but will provide students the opportunities to express answers to survey questions in their own words using a survey, primarily concerning written communication skills, created for this project. Having students provide information in their own words is allowing them to tell stories about their written communication anxieties and the possible causes of these anxieties. In his book about using stories in communication and learning, Gargiulo (2005) notes that, "Stories are an excellent way

of eliciting others' thoughts, beliefs, perceptions, attitudes, and experiences. . .. Actions do speak louder than words, and carefully crafted words are never as telling as a narrative selected and relived by a teller. We need to look at what stories a person chooses to tell us. Much about that person's motivation and intentions can be deduced from the stories told and the way they are told" (pp. 30–31). Additionally, an article in the Journal of Business Communication (2010) explained that "Within immigrant stories, we look at workers' discursive positioning, that is, their narrative accounts of their personal development and work experiences to see how they negotiate their different statuses . . . in ways that affirm and/or challenge their senses of self and others' responses to their communication" (Bridgewater & Buzzanell, 2010, p. 236).

Hearing and analyzing international students' stories about their issues with written communication apprehension can provide insight to educators about how to help these students alleviate the apprehension and increase the quality of their learning experiences in the classroom.

The story that sparked the researchers' interest in conducting this current study was written by a graduate M.B.A. student in a graduate-level business communication course, as a requirement for a class assignment. The paper was entitled, "Communication Improvement Plan," and parts of it are being reproduced in this article with the permission of the author, Hamad Alfouzan.

Communication Anxieties Identified

"When Saddam marched his murderous soldiers and invaded my country [of] Kuwait in 1990-1991, that period caused the most anxiety in my entire life. At that time, I was nine years old. I saw things I only now see in Rambo or horror movies. I had never seen a real rifle, a grenade, a wounded person, or a dead body in my life, until that invasion.

"It all happened on the early morning of August 2, 1990, when many Kuwaiti people were sleeping. People of Kuwait woke up to see that their nation had been invaded by a barbaric army of almost half a million soldiers, while the population of Kuwait at that time was no more than six hundred thousand. That dark chapter cannot be erased from my mind. I was afraid that Saddam would throw chemical bombs on Kuwait just like he did to the "Kurds" of northern Iraq . . .

"Another anxiety disorder happened to me when my family received a tip from the Kuwaiti intelligence that my father's cousin who lived two streets away from our house was on Saddam's hit list. This cousin used to hold a high position in the immigration office. Therefore, he moved himself and his family from his house to our house. Before he left his house, he destroyed and burned all the pictures and evidence showing any relation to my father and my family. I cannot forget the worried signs on the face of my father and how he cried while praying to God to have mercy on us an protect us and his cousin from the Iraqis. . . The sounds of my family saying their prayers . . . as if we were going to die, and the mixed sounds of my aunties' crying, and the noise of the Iraqis' tanks played a major part in increasing my anxiety level . . .

"Those horrifying incidents made me suffer from post-traumatic stress disorder. I start trembling, get chills all over, and sometimes it feels as if I am being chocked [choked] and cannot breathe [when I start to communicate with others.]

Certainly, while Alfouzan's story is not typical of other international students and the issues they experience with communication apprehension, his story is an eye-opening call to educators and researchers that more research needs to be conducted in order to pursue methods that might help alleviate communication apprehension for international students in U.

S. institutions. Indeed, knowing and analyzing the root causes of writing apprehension issues will assist students in working toward finding and developing techniques that will lead to solutions to communication anxieties for international students."

Methodology

Participants

Participants in this qualitative study were 23 international undergraduate business students at a mid-sized university in the U. S. The demographic information for the students is as follows:

Table 1
Respondent Characteristics

Demographic	Sub-category	Number of Responses
Gender	Male	14
	Female	9
Age	20 – 25	17
	26 – 30	2
	Above 30	2
Country	Brazil	1
	Chile	1
	China	5
	Saudi Arabia	10
	South Korea	3
	Taiwan	1
	Thailand	1
	Turkey	1
Number of Years Living in U. S.	Less than a year	2
	1 – 4 years	14
	More than 4 years	8

From the information gathered and from personal observations made by the researchers, the statement can be made that none of the students are native English speakers. Furthermore, the students volunteered to participate in this study after researchers thoroughly explained the purpose for the study and that the study was approved via the university's Institutional Review Board process. The students signed release forms that are kept in a locked cabinet in one of the researcher's offices.

Data Collection

A researcher-created, open-ended survey was utilized for this study. The Personal Report of Communication Apprehension (PRCA-24) questionnaire was consulted as a guideline before creation of the survey document used in this study (Baldwin, Richmond, McCroskey & Berger, 1982). Eight questions on the survey pertained to written communication and six questions pertained to oral communication. (A copy of the survey can be seen in Appendix A at the end of this article.) Students were asked to respond to the survey questions and then to participate in short interview sessions so that each respective researcher could verify that all questions were understood and answered appropriately by the students. All students elected to key (type) their responses to the survey questions rather than hand write their responses.

Procedure

All of the students' responses to the questions on the survey were compiled into a spreadsheet for analysis. Content analysis was then used on the data to help identify common themes that might emerge. Patton (2002) described content analysis as "any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings" (p. 453). Researchers on this study chose to use the qualitative content analysis to pinpoint similarities in the students' responses.

In analyzing the responses from the surveys, the researchers first identified words, phrases, or sentences that would provide useful information regarding the causes for communication anxiety among international students, as well as any information those students wanted the researchers to know in order to assist the students in combatting these anxieties. The study analysis revealed that when international students work on English writing assignments, the most common barriers to written output are as follows: (1) having weak grammar, (2) lacking sufficient vocabulary words, having trouble with spelling, and/or lacking proper phrases, (3) experiencing low confidence in expressing oneself, and (4) having insufficient time to complete the report, etc. Several students mentioned that they encountered grammar issues while writing English reports. Some of their quotes are as follows:

- "Definitely, yes, it is (difficult) all the time. Because the grammar that we used in Korea is really different . . ."
- "The grammar problems are always the hardest part of English for me, especially at the beginning. Sometimes, I don't want to practice grammar issues by writing papers when I start learning English, since the errors will exist in a sentence, even when I revised first time and next time I will make the same mistakes."
- "Yes, (writing) is really difficult. Because my country's grammar is really different from U. S. So I have to learn completely different grammar."
- "Systematic grammar is different with native language. It's hard to translate from native language to English."

Obviously, the grammatical structures vary among different languages. For example, sentences in English place 'time words' at the beginning or the end of a sentence. In English, someone might say, "Last night, I stayed home" or "I stayed home last night." However, in Chinese, these 'time words' occur in the middle of a sentence (e.g. "I last night stay home."). Note that the past tense forms of the verbs, which is necessary in English, do not exist in the Chinese language. Additionally, in Korean, verbs are placed at the end of most sentences (e.g. "I last night home stayed" or "last night I home stayed"). Moreover, one student from Saudi Arabia mentioned the following issue with the grammatical structure in the English language:

- "As an Arabic speaker, I am familiar with writing from right to left and in math, the number signs were written on the other side as well."

The examples presented above demonstrate that certain languages have entirely different writing systems compared to the English language, which can cause international students/writers' difficulties when writing in English.

Many participants in this study noted that lacking sufficient vocabulary words, misspelling words, and/or lacking the proper phrases were some of the reasons for them to produce poor English papers.

- "I was feeling more insecure, embarrassed and ashamed of my level of written English the most of the time. I was not capable of finding the words that are

perfectly matching on my papers, report or any other writing that I had because of my narrow vocabulary."

- "It is always hard for me because it is not first language. Specifically, in university, in class writing essay is really stressful for me. Because I don't know a lot of sophisticated words which is appropriate level in university."
- "At the beginning I did not know a lot of phrases or how to make a sentence that would make sense."
- "The big problem is lack of words when doing research papers."

Some students in the survey mentioned that they were not certain whether they had mastered proper spelling of words included in their papers. This issue is a component of lacking appropriate English vocabulary words. In other words, being able to read a word does not mean that one has mastered the spelling of a particular word nor that he/she understands the meaning of the word. Hence, students may recognize and comprehend a given set of vocabulary words, but they have difficulty when writing or spelling certain words for their essays.

Additionally, the students' comments from the survey noted the students' level of confidence (or the lack thereof) in expressing their English ability is also an important element regarding international students' written work.

- "I also used to be nervous about grades for the papers that I was writing for my English classes . . . . And I knew it was all because of not being able to build enough confidence of myself speaking or writing in another language due to less practice."
- "Nervous, fearful second language writers, for instance me in my freshman year, find it very hard to tell the difference between sounds and structures in statements presented in the target language and have a lot of difficulty grasping the content of target language messages. We usually report knowing a particular grammar but freezing when we are taking a test or doing an in-class exercise in which we have to respond spontaneously."

Lastly, students are required to complete some written academic assignments during the class period. As such, this type of in-class work often creates anxiety for a segment of international students. Typically, more time is required to construct the desired outcomes of such written academic tasks.

- "I have to spend much time in construction to complete me writing."
- "However, it takes me a long time to prepare to write."
- "Yes, in writing a response, I go from English to Chinese (in reading and beginning). Then, I write in Chinese first, then translate it to English. Thus, several steps of translation are involved."
- "First, I write my ideas in Korean, and then describe sentences using Korean and then translate to English by searching appropriate words."

Often, international students might need to initially think in their first language and then translate the ideas into English in order for them to complete the in-class exercises. Clearly, this multi-step process can be quite burdensome and time-consuming.

To understand how international students overcome some of the issues or difficulties previously discussed, the researchers in this study asked the international students what techniques or tools they might use to assist them in writing English correctly. As one might expect, recent advances in technology have allowed many international students to utilize online tools such as Google Translate, grammar-checking applications, English learning applications, and other smartphone applications to assist them with their writing.

- "I usually use Google to translate to write my paper before, just put on the Chinese words in Google, and translate it."
- "Google translate, as well as a Chinese-designed app on my smart phone."

Moreover, the researchers' current institution provides a Writing Center to assist students with their writing by checking the students' written reports for appropriate content, sentence structure, grammar, spelling, etc. The Writing Center offers its services free of charge to all enrolled students; as such, many international students consider the Center a valuable resource to improve their grades for various courses such as English Composition, along with research assignments. The following are some of the participants' comments regarding the university's Writing Center:

- "I don't use any techniques, but I usually go to writing center where helps me out to have right sentence, grammar in writing."
- "I will take my paper to the Writing Center to edit grammar."

International students who have not obtained a sufficient TOEFL [Test of English as a Foreign language] score is required to take English as a Second Language (ESL) classes before they enroll in undergraduate courses at the University. The researchers' university offers an in-house, six-level ESL program to serve this population of students. In this present study, several international students indicated that the University's ESL program provided a strong foundation in writing skills by training students to write substantial research papers.

- "I am good at writing from the courses I took in the previous years and the TIEP [Tennessee Intensive English Program] helped a lot to develop those skills."
- "I remember in level 6 when I was studying at the English program, we had to write a research, and that was my first time writing a research. However, the teacher graded the research very hard."

Other techniques that students mentioned as having assisted them in improving their English composition skills over a period include reading English books or watching television and movies in English.

- "When I tried to read a lot and learn word/grammar/vocabularies, also watching series because put subtitle (Caption) then, I follow the subtitle. I think that helps me."
- "Read more English books about improving writing skills; see more English
- movies."

The survey also revealed that confounding international students' struggles with writing in English is the fact that most of them are not taught the concept of plagiarism in their native countries. Therefore, the survey asked the international students to express their opinions about the concept of plagiarism. The majority of them stated that plagiarism is copying or using others work as your own without providing the proper credit or citing the original sources. Additionally, some of the international students in the survey indicated that plagiarism is a cheating behavior, which is a shortcut to use when writing essays. Many of the students surveyed were not aware of the seriousness of plagiarism in the American academic setting. In fact, some participants in the study mentioned that they first learned the concept of plagiarism in their English composition classes at the researchers' university. Specifically, the English courses educated the students about how to cite properly the written works of others within the text of their essays, as well as on the "references" page.

Based on the majority of the students' comments, students now understand that all direct quotes need to be properly cited. However, some participants in the study may not be aware

that using the ideas of another author requires a proper citation, even if the words and grammar of the original work are changed.

Finally, the international students provided their opinions regarding how instructors can support them to be more successful in their academic learning experiences. International students may have anxiety when writing in a second language; thus, they would like their professors to assist them to reduce this anxiety by allowing them to have more time to complete in-class work.

- "A professor can help me by giving me time to prepare to write . . . . I also think explaining the assignment slower is important so that I can write all of the information down. I do not always hear what the professor says because I am still writing when he/she moves on."
- "I would like them to understand all of the work that goes into me writing a paper/assignment. I have to spend many hours first understanding everything the assignment is asking, then begin brainstorming about what to write. Then, I have to use all my translating resources to write down what I am wanting to say in English."
- "I am not that good or bad if you give me enough time I can write."

Recently, one of the researchers in this study provided her business communication class with assignment instructions in written form instead of only giving verbal instructions. As a result of this change, she received tremendous positive feedback from both international and American students; thus, adding credence to the international students' suggestions of providing clear instructions as well as additional time to digest the instructions before starting the writing process.

- "Identify specific needs or wants for the assignment. For example, a rubric could be given to students in advance so they know how to proceed with assignments and projects."
- "Explain with more time and friendly attitude."
- "I think the answer would be providing rubric or criterion given to students *in advance of the submission due date."

International students appreciate when instructors are more understanding, patient, and positive when interacting with them. These positive types of attitudes will benefit the international students' academic learning progress as they improve their English writing abilities.

- "I always like professors who smile and have friendly attitude, and really help us to overcome language problem and patient for us."
- "One professor has more patience can let me have less anxiety."
- "Allow to use Dictionary during class is help me to get less anxiety."
- "Explain the assignment several times. Please realize that we are trying hard."

From the survey responses used for this study, readers can surmise that international students have very definite thoughts and suggestions about communication anxieties associated with writing.

Results

This present research study identifies several issues that influence international students regarding how they write English essays. Several of the students pointed out that having weak grammar skills is one of the biggest obstacles preventing them from producing higher quality English essays. Specifically, the international students explained that the grammar structures are different between their native languages and English. For example, past tense forms of

verbs are not utilized in Chinese but are essential for the English language. Likewise, verbs are placed at the end of sentences in the Korean language, whereas English verbs typically occur in the middle of affirmative sentences. Another grammatical aspect to consider is that Arabic is written from right to left, as opposed to English, which is written from left to right. Clearly, such drastically different writing systems might lead to writing apprehension for international students when they are attempting to write in English.

 Vocabulary is another area of weakness mentioned by the survey participants. Several of the international students noted insufficient skills in applying vocabulary words and phrases, along spelling difficulties as another reason for weaker English written compositions. Due to their inability to recall and properly spell the vocabulary words for in-class written essays, the students often felt anxiety when writing and received poor grades for their work. The two components discussed above (weak grammar skills and inadequate vocabulary) comprise the main factors leading to lower levels of confidence when producing written English essays. Many students indicated that they do not have enough confidence or are nervous when working on written assignments. For in-class written assignments in particular, the chain effects of poor grammar, lack of vocabulary words/phrases, and misspellings lead to lower confidence levels exacerbated by the limited time allowed to produce the desired output in class; thus many of the students felt that they would require more time to construct adequate written work in class, as compared to native English speakers.

Through the study survey, international students shared some of the methods they have used to overcome the barriers mentioned previously. They utilize technology such as Google Translate, as well as grammar-checking smart phone apps to assist them in improving their grammar, sentence structure, and spelling. These international students also mentioned that the university's Writing Center is an asset to them. The Writing Center provides services of giving helpful feedback and checking students' English written assignments for grammar, spelling, sentence structure, appropriate content, etc. Recently, the Writing Center on the researchers' University campus announced an additional service of an Online Writing Lab in which students can meet with a writing instructor online to receive assistance with written reports. Furthermore, the current institution offers a six-level ESL program to prepare international students for their academic success before enrolling in the undergraduate program. In the research survey, some of the students pointed out that having such ESL courses have indeed equipped them for most academic research writing assignments. Additionally, several students have gradually improved their English comprehension skills by watching American television shows and movies, as well as reading various English publications.

Many of the international students surveyed provided valuable suggestions regarding ways in which instructors can support international students in their academic learning and assist them in overcoming some of the issues presented in the previous discussion. The majority of students want instructors to realize that they are working hard and putting forth effort to accomplish their academic studies. If college professors and instructors could consider offering the international students more time to construct their written essays, the students would likely be able to provide a better-quality output in order to receive a higher grade. This extra provision and understanding from instructors can further improve students' confidence and reduce anxiety in mastering a second language. Additionally, the international students who completed this survey indicated that having the rubric or grading criteria provided to them in a written format is more beneficial than a verbal notification. Some international students might have difficulty in fully understanding the instructors' expectations for written assignments. For example, instructors might speak rather quickly when giving instructions or speak in linked sounds, which may negatively affect the international students' level of English listening comprehension. Certainly, if the students do not fully understand the written requirements, they are unlikely to meet the level of the instructors' expectations. Therefore, a clearly written rubric for essays could be provided in advance to enhance the international students' attitude

and ability in producing written work. This additional effort can also expand the international students' confidence in their overall classroom abilities. Likewise, many participants in the survey study anticipated a more positive academic learning progress (including English writing ability) when instructors' attitudes are friendly, more understanding, and patient that further reduces their anxiety. For example, one student mentioned that a professor expressed appreciation of the student's writing style by reading his essay aloud in class. Also, some instructors permit students to use a dictionary in class. Moreover, the international students appreciate instructors who are not only patient with them during class but also kind and friendly outside of class. These simple actions of instructors can assist international students in reducing their anxiety and increasing their confidence to improve their English composition abilities.

Discussion

This present study utilized McCroskey's (1982) questionnaire as a guideline to develop a survey for international students about their perspectives on intercultural communication apprehension, as related to their academic learning in the United States (Baldwin, Richmond, McCroskey & Berger, 1982). Part of the questionnaire items focused on surveying the international students' perspective regarding written communication. The study researchers identified four common barriers that international students typically encounter with their academic written output: (1) weak grammar, (2) a lack of sufficient vocabulary words, including trouble with spelling and/or phrases, (3) low confidence in expressing oneself, and (4) insufficient time to complete writing assignments. Furthermore, based on the concepts of uncertainty reduction theory (Berger and Calabrese, 1975), the researchers asked the students' suggestions and opinions regarding ways to overcome these obstacles of uncertainty when interacting with their professors. In order to reduce the uncertainty and anxiety of international students regarding academic written essays, the participants of this study provided valuable suggestions for instructors that may benefit students as they improve their learning. These suggestions included allowing additional time for international students to complete written reports, as well as providing a written rubric and/or grading criteria to students in advance. Finally, the professors' positive attitudes of friendliness, compassion, and patience toward international students are key elements in reducing students' anxiety and increasing their overall confidence in written English outcomes. The researchers hope that the results of this present research provide valuable information and insight for instructors seeking to identify international students' obstacles in written academic English essays and other assignments. Moreover, this study provides relevant suggestions for instructors seeking to assist international students in overcoming apprehension and intercultural communication barriers.

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Appendix A

Trapped in Translation: Focus Group Questions

Focus Group Questions Regarding Written Communication

1. Examine your past life and describe, if you can, an incident that may have caused you to have problems with writing effective messages, reports, and other documents.
2. Is writing in a different language difficult for you, specifically translating and writing from your first language to the English language?
3. Do you think you have writing/communication apprehension?
4. What is your concept of plagiarism?
5. When you summarize, paraphrase, or quote directly an author's theory, study, or idea, do you think first to give credit to that author for his/her work?
6. What techniques do you use to assist you in writing correctly in English?
7. What can an instructor/professor do to make you have less anxiety about writing in a second language?
8. What would you like your instructors, professors, and even classmates to know about your difficulty with (or ease of) writing in English?

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The International Society for Business Education (ISBE) invites manuscripts for its refereed publication, *Journal for global business Education*. Topics should focus on International Business and may include reviews of literature, research, teaching methodologies, and other topics of interest to an international business educator audience.

The deadline for submission to the annual Journal is open. Submissions are accepted year-round and the Journal is published annually at the end of each calendar year. For questions regarding the Journal or publication guidelines, please contact: Dana Moore Gray at dgray@rsu.edu.

Description: The *Journal for Global Business Education* is a non-profit, refereed publication of the International Society for Business Education. Manuscripts should focus on the philosophy, theory, or practices related to international business education at all levels of instruction.

Format: The style manual used for the *Journal for Global Business Education* is the *Publication Manual of the American Psychological Association, 6th Edition*. Papers should be no longer than 15 pages (3,000 words), including references, tables, and figures. All manuscripts should include an abstract of 250 words or less. A copy of the manuscript should be sent to Tamra Davis via e-mail for consideration for publication.

Membership: Authors must be current members of NBEA and ISBE.

Publication Guidelines:

- All manuscripts are to be in English
- All manuscripts should follow the APA 6.0 style, including references
- Length—2—15 pages, including references which do NOT have to be on a separate page
- Single-spaced with one blank line between paragraphs and before/after headings
- No other formatting should be used
- Word 2003 or higher software ONLY
- Font should be a standard serif or sans-serif font, 12-point.
- All graphics should be encased in a box
- Margins should be 1-inch
- No header or footer should be included
- No page numbers
- A title page that includes the manuscript title and author(s) name, name and address of institution, email address, and telephone number for primary author must be included
- All submissions must be electronic.
- Manuscript cannot be under consideration by another publication at the time of submission to the Journal
- The reviewers may make suggestions for revisions. The editor will work with the author(s) to make the changes
- The editor reserves the right to edit all manuscripts accepted for publication