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Global Evolution: A Chronological Annotated Bibliography of International Students in U.S. Academic Libraries
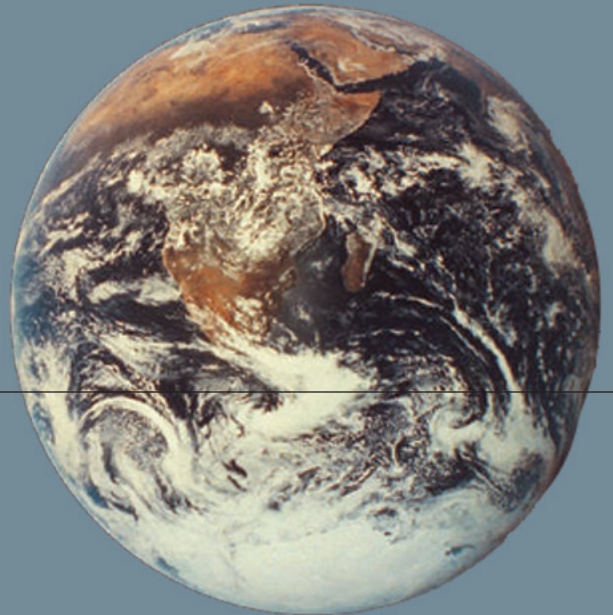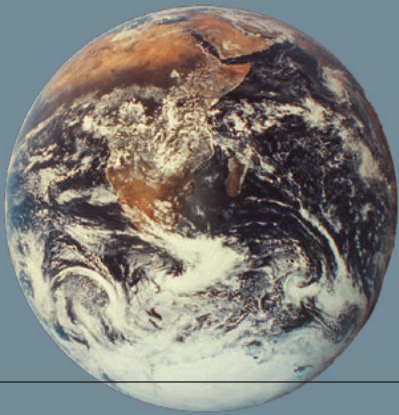
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International Students in U.S. Academic Libraries: A Chronological Annotated Bibliography

Kaetrena D. Davis

The reputation associated with gaining a postsecondary or graduate education from an American institution is still an enticing motivator for students who wish to solidify success in their careers when they return to their homelands. Even though United States visa restrictions have been tighter since the September 2001 Terrorist Attacks, the Institute of International Education's 2005 Open Doors Report states that international students comprised 4% (565,039) of total enrollment during the 2004/2005 school year—only one percent less than the previous (2003/2004) school year. As technology continues to expand and information infrastructures of previously underdeveloped countries become stronger and more organized, international students will begin (and are already) perceiving and using American academic library differently than they may have in the past. These factors, along with the long-standing recognized issues of linguistic and cultural differences, continue to prompt librarians to create, update, and expand services that address the myriad concerns and expectations of an international learning group.

No less than five bibliographies—either selective or not annotated—regarding international students have been published in the last thirty years. There was a flurry of bibliographic and publishing activity from the 1980s to the mid-1990s, and then there seems to be a lull, but only in the culling of the information. Since 1995—the year the last bibliography covering this subject was published—more than fifty works have been published about international students in the American academic library environment; ranging from collection development and information literacy (IL) to technological concerns. Concomitant to ongoing research and observation in the United States, academic librarians in other countries have also become increasingly concerned about the rise of international student use in their libraries and the best way to help these students understand and utilize broader concepts of academic research and information gathering and evaluation.

Current literature brings up new questions about what international students expect from their American academic library and what kind of library skills they have (research or otherwise). Is the language barrier between the English-speaking librarian and the foreign-language patron really a large concern for the foreign student? Are the concepts of "open stacks" and "reference services" still murky? Do international students still need library instruction and programming created especially for them? Has the rise of social software created new challenges or removed many obstacles in their information seeking processes? At last count, there are 193 countries and 61 colonies in the world, all with their own languages, cultural traditions, and racial and ethnic groups. Therefore, the answers to these questions have the potential to be numerous, and can only serve as helpful guidelines at best.

This chronological, annotated bibliography shows the evolution of the issues concerning undergraduate and graduate international students in American academic libraries and contains many possible guidelines and ideas for meeting the basic and advanced information needs of an increasingly diverse patron group. From library orientation and information literacy to and programming and outreach, the gathered information covers over forty years of articles, dissertations, theses, book chapters, books, other bibliographies, and even multimedia.

As expected, early writings and research about this subject are sparse; however in the 1980s steady coverage (both scholarly and anecdotal) of how cultural differences affect library use started to accumulate. The 1980s also gives us a plethora of works about library literacy levels of and accompanying services for international students. In the 1990s, this trend remains steady and the field becomes more diversified: technology, instruction, information literacy, programming, and information-seeking, as they relate to the international student, are all covered. Dur-

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ing the first years of the second millennium, many of the previous research angles are revisited in a broader context. Information literacy, instruction, culture, technology, and even education issues are being looked at within the academic community and global environments—not just the academic library and its historical partners and networking structures. As the physical and philosophical nature of the American academic library evolves (and this evolution is based on the changes evident in the library user), it will be interesting to see what entries could be included in a later version of this work.

The entries in this work were gathered using previously published bibliographies (which are included as entries in this work); reference lists of research papers, and by performing electronic searches in search engines, online public access catalogs, and databases. Entries are arranged chronologically in several sections; first by decade, beginning with the 1960s, and then, chronologically, by special subjects like staffing, racial or ethnic group, and library and information science (LIS) education and career concerns. In addition to being arranged chronologically, all entries are annotated and include the number of unique cited references found in the work, and the author attempted to include as much information about each entry as possible.

Many entries are scholarly and intended for library professionals or library and information science students. The entries were chosen because they met at least one of the following criteria: a general or specific focus on any aspect of international (foreign) students in the American academic library environment, an introduction or expansion of a library or information service, concern, or programming idea for the intended patron group (international students), or an emphasis on collaborations with external academic library groups or teaching faculty. Because many issues concerning information seeking and international students overlap with concerns about English language proficiency, this work includes only English as a Second Language (ESL) works that highlight academic library concerns or collaborative relationships.

Multiculturalism: A Clarifying Note

In constructing a work such as this one, an understanding that the international student is not a static profile; the world's numerous countries and the accompanying kaleidoscope of people who inhabit them means that profile is dynamic and extremely varied. While searching for entries to include in this work, the term *multicultural* came up frequently, and it had a myriad of different definitions—a frequent occurrence in many research areas of library and information science. In some articles, *multicultural* meant native-born Americans who are non-Caucasian, while another article used the same term and only focused on foreign Asian students (from any Asian country). Peterson speaks to the nebulous nature of multiculturalism within

LIS—and the need to clarify this term—in her 1995 *Library Journal* article:

> Librarians use the term in many ways, and from our literature one cannot tell whether multicultural refers to racial minorities, concerns marginalization and equity, or merely celebrates differences as exotic…Librarians should clarify what they mean by "multicultural" before continuing with diversity plans and programs (p. 30).

To that end, many of the items found in the following bibliography contain varying ideas of the term, all dependent upon the author's research purpose or service and programming need, and works wherein the term is not used within the international student context have been omitted.

1970s

Bryson, Montez. 1974. Libraries lend friendship. *International Educational and Cultural Exchange* (10): 29–30.
The University of Denver's "Foreign Student Outreach Program," designed to help international students develop library skills, is described. As a result of this program that involved librarians participating in relationship-building activities like visiting ESL classes, and donating materials to the foreign student lounge, the communication barriers that many international students face were lessened.

Bielsa, Alberto Talero. 1976. *Indice de Indices en la Biblioteca de Hunter College para el Estudiante Hispano*. New York: City University.
This guide (Title translated: Index of indexes in the Hunter College Library for the Hispanic student) explains, in Spanish, how to use 70 English-language indexes.

McLean, Dulce Didio. 1978. Library user education for the international student: A feasibility study. In ERIC at EBSCOhost [online database] Cited 19 March 2006.
McLean highlights issues that are unique to the development of a library skills program for international students at the University of Toledo. The study's methodology, a summary of aspects to consider when creating a similar program, general and University of Toledo-specific backgrounds of international students, and a description of the proposed user education program are included (9 references).

1980s

Adams, Elaine P. 1981. Internationalizing the learning resources center. *The College Board Review* 119 (March): 19, 27–28.
Resources for helping international students cope with adjusting to American life skills are discussed, along with tips for collection development and work force diversification

that can help this group use and understand the operations of the American academic library.

Byrd, Patricia, Carol A. Drum, and B.J. Wittkopf. 1981. *Guide to Academic Libraries in the United States: For Students of English as a Second Language.* Englewood Cliffs: Prentice-Hall.

This six-chapter monograph, written in English, is designed for students who speak languages other than English and offers an in-depth look at the broad and specific roles of the American academic library. Commonly offered library services like reference, ILL, private study areas, and copying are explained. Moreover, classification systems and catalogs are also discussed, with special emphasis and exercises focusing on author and subject entries. Types of research materials and more in-depth research methods for science and technical fields are also covered. The book ends with two appendices and a subject index.

Brock, Barbara and Peter Archer. 1982. Library search strategies for international students: a practical experience. *TESOL Newsletter* 16 (2): 15–16.

The foundations of Library Research Strategies, a fourteen-week, four-hour credit course presented at the University of Toledo (with the assistance of the William J. Carlson Library and the American Language Institute) are summarized. Linguistics, including converting natural language to control language, hierarchy, and syntax has a special focus, and the course aims to support the students in their transition to becoming independent learners and effective researchers in broader environments. Testing and assessment for the course is also discussed, along with the impact of the course on student research skills and confidence.

Mood, Terry. 1982. Foreign students and the academic library. *RQ* 22 (Winter): 175–180.

Mood discusses results from questionnaire responses from academic libraries and asserts that international students continue to be a marginalized user group within the U.S. academic library. Librarians often ignore the special information and service needs of this group, even though studies prove that adjustment difficulties are the largest obstacle to international student achievement. Mood shows that even small efforts in staff development (particularly in reference service) have a highly positive impact on the American academic experience of the international student. (22 references).

Mood, Terry. 1982. Library services to foreign students in Colorado. *Colorado Libraries* 8 (2): 8–11.

In order to gather information on how academic libraries are serving a growing number of international students, the author sent a questionnaire to a selected number of academic libraries in the state of Colorado and to academic libraries in other states. The article briefly shows responses to the questionnaire and compares the Colorado academic library responses to those of the out-of-state institutions'. Many findings between the groups are comparable, even though out-of -state institutions' seem more interested in keeping up information lists for foreign students than their Colorado counterparts. The article ends with a short, 13-item bibliography (2 references).

Moore, Mae Frances and Helen W. Yee. 1982. Guide to library instruction for nontraditional students in the community college. In ERIC at EBSCOhost [online database] Cited 5 June 2006.

This guide was written to meet the library instruction needs of educationally disadvantaged and ESL students. General instruction procedures, classroom activities, and exercise and information sheets are provided for all 10 units within the guide. There are also two appendices for pre- and post-evaluations.

Correll, Lou P. 1983. Attitudes of international students in regard to library skills development in the academic setting. In ERIC at EBSCOHost [online database] Cited 19 March 2006.

The author presents the results of a study at East Texas State University, designed to probe the attitudes of 28 international students regarding the importance and usefulness of a graduate level, 3 hour credit library instruction course and their understanding and use of library materials and services. It was found that all students agreed that the library skills instruction was a good way to learn to use the library; and the students had positive attitudes regarding their understanding and use of library services and materials, except for government documents. The report concludes, highlighting 14 conclusions from the study and ending with five appendices (11 references).

See 1983. Correll, Lou P. and Robin Brooks. 1983. The international student and the use of library in graduate study. International Journal of Instruction Media 11(3): 205–8.

Correll, Lou P. and Robin Brooks. 1983. The international student and use of the library in graduate study. *International Journal of Instruction Media* 11 (3): 205–208.

The title of this article is also the name of a three-hour, credit-bearing course that was offered to international graduate students at East Texas State University. The class objectives are discussed and the students' attitudes—mostly positive—regarding the necessity and usefulness of the course are given. An abbreviated data analysis of a larger study concerned with the course and the participating students is also given (2 references).

See 1983. Correll, Lou P. (1983). Attitudes of international students in regard to library skills development in the academic setting. In ERIC at EBSCOhost [online database] Cited 19 March 2006.

Johnston, Susan, Louise W. Greenfield, and Karen Williams. 1983. *Prestamos entre bibliotecas.* Tucson: University of Arizona Media and Instructional Services. (videotape)

This 20-minute videotape was created to teach library staff how to recognize and minimize obstacles to effective communication with international students who use the library. The cast includes Williams and an eager class of English students.

Lopez, Manuel D. 1983. Chinese spoken here: Foreign language library orientation tours. *College and Research Libraries News* 44 (September): 265–269.

Lopez reviews the library orientation tour program at SUNY Buffalo. The school realized that international students' high English reading and writing proficiency levels did not match their speaking and understanding proficiencies, and that the students were not familiar with American libraries. To alleviate these challenges, SUNY Buffalo began offering orientation tours that were led by student volunteers who speak foreign languages, which allowed the international students to improve their overall information literacy.

Brock, Barbara. 1984. Library skills for international students: from theory to practice. In *Bibliographic Instruction and the Learning Process: Theory, Style, and Motivation*, edited by C. A. Kirkendall. Ann Arbor: Pierian Press.

Natural and controlled-language challenges that hinder international students from gaining access to information in an academic environment are reviewed. Brock also discusses her acknowledgement of these challenges within the development and implementation of a four-hour credit course at the University of Toledo. Teaching the student to understand call numbers, read a card catalog entry, and navigate indices so the student can pull together myriad bits of information so it can be used effectively is one of the main goals of the program.

Goudy, Frank W. and Eugene Moushey. 1984. Library instruction and foreign students: a survey of practices among selected libraries. *Reference Librarian* 10 (Spring/Summer): 215–226.

Citing the lack of literature focusing on academic libraries' attempts to provide library instruction to international students, and highlighting the idea that librarians should provide instruction in library use to this user group, the authors created a questionnaire designed to find out the perceived proficiency of international students' library use (as compared with native students), whether library instruction would be helpful to them, and how the instruction could be accomplished. Findings and sources of additional ideas and programs are offered (11 references).

Note: This article was reprinted in B. Katz and R. Fraley (Eds.) Library Instruction and Reference Services. *New York: Haworth Press.*

Kirkendall, Carolyn. 1984. Accommodating international students: how much is too much? *Research Strategies* 2 (Spring): 85–87.

Three librarians present their views on what should be considered appropriate levels of assistance for international library users. While some considered the creation and dissemination of handouts with library terminology adequate, others stated that librarians should become able to conduct a reference interview in another language when possible.

Kline, Laura S. and Catherine M. Rod. 1984. Library orientation programs for foreign students: A survey. *RQ* 24 (2): 210–216.

Kline and Rod's survey results of 54 American colleges and universities show that only 56% of the libraries offer special orientations for international students—a large discrepancy compared to 98% of those same schools' international education offices. The need for libraries to provide an international student library orientation program is emphasized and suggestions on how to establish an orientation program are presented. The article includes a 24-item bibliography and two appendices (18 references).

Nilles, Mary E. and Dorothy B. Simon. 1984. New approaches to the multilingual, multicultural students in your library. *Catholic Library World* 55 (May/June): 435–440.

The challenges that ESL students face when coming to the library are presented, and the authors advocate the need for internationalizing college, high school, and elementary school curricula and promote library skills as the solution to learning. The personal approach to instruction at New York City Technical College is described.

O'Hara, Molly. 1984. Bibliographic instruction for foreign students. In *Academic Libraries: Myths and Realities. Proceedings of the National Conference of the Association of College and Research Libraries*, edited by S. C. Dodson and G. L. Menges. Chicago: Association of College and Research Libraries.

The rising number of international students on American college and university campus emphasizes the need for cross-cultural understanding. O'Hara's chapter calls for librarians to seek out and use this training to create more

effective bibliographic instruction curricula, and asserts that many teaching points that librarians take for granted are based on culture. These teaching points (alphabetization, plagiarism, etc.) need to be recognized and presented according to the cultural background of students (8 references).

Wayman, Sally G. 1984. The international student in the academic library. *Journal of Academic Librarianship* 9 (6): 336–341.
Wayman's article reviews the problems of the international student in American education environments: communication, learning styles and behaviors, group and individual success, and knowledge of libraries. Suggestions that should promote better librarian/international student interactions are presented (31 references).

Wayman, Sally G. 1984. The international student in your library: coping with cultural and language barriers. In *Bibliographic Instruction and the Learning Process: Theory, Style, and Motivation* edited by C. A. Kirkendall. Ann Arbor: Pierian Press.
Wayman' reprisal of her article "The international student in the academic library" acknowledges the obvious language differences and less obvious cultural differences of Third World students and how understanding those differences is crucial to creating effective library instruction and meaningful reference interactions (32 references).

Cope, Johnnye and Evelyn Black. 1985. New library orientation for international students. *College Teaching* 33 (Fall): 159–162.
This article documents the evolution of North Texas State University's library orientation program for international students. The collaborative efforts of language teachers and librarians working to promote the library skills of students attending non-credit English courses prior to University admission are highlighted (18 references).

Yoshida, Norman J. 1985. In Pursuit of Trivia—Game Theory and Research Skills. Paper Presented at the TRI-TESOL Conference. In ERIC at EBSCOhost [online database] Cited 5 June 2006.
In a group of modular courses created for a college-level ESL program, one intermediate course is designed to help develop students' world knowledge through language. The course is modeled on the popular game Trivial Pursuit and requires students to learn library skills, research a variety of topics, discuss the material researched and other relevant cultural information in classroom sessions, and prepare a final project: a student-designed version of the game.

Greenfield, Louise, Susan Johnston, and Karen Williams. 1986. Educating the world: Training library staff to reach and teach international students. *Journal of Academic Librarianship* 12 (4): 227–231.
The author discusses a workshop at University of Arizona's Library designed to train library staff in cross-cultural communication. The article presents the goals, development, and organization of the workshop and highlight concerns including language challenges, cultural adjustment, and library instruction.

See: Greenfield, Louise. 1989. Training library staff to communicate effectively with international students. Papers presented at the 16th Annual LOEX Library Instruction Conference. In Reaching and teaching diverse user groups, *edited by T. B. Mensching. Bowling Green: Pierian Press.*

Hoffman, Irene and Opritsa Popa. 1986. Library orientation and instruction for international students: The University of California-Davis experience. *RQ* 25 (3): 356–360.
The University of California-Davis Library created a customized instruction program, designed to assist international students with their adjustment to the American academic environment. The program has two foci: small group library orientations and a librarian "on-call service" that work in tandem with educating the staff to recognize and respond to the unique needs of the international student user. The article presents results on how the University of California-Davis University community has accepted and supported the program, and offers parameters regarding the best environment to begin a similar program (small to moderate foreign student enrollment—under 1000 students or under four percent of total enrollment) (11 references).

Moorhead, Wendy. 1986. Ignorance was our excuse. *College & Research Libraries News* 9 (October): 585–587.
Roosevelt University Library's faculty realized that despite their experience in bibliographic instruction, the students in the school's English Language Program were not mastering library skills learning objectives. Cultural misconceptions of the perception of higher education (on the library faculty's part) and the role of the academic library (on the students' part), combined with cross-cultural communication obstacles, resulted in an overhaul of the Library's bibliographic instruction curriculum, which is now based on cultural understanding and the presentation of useful skill sets.

Popa, Opritsa and Irene Hoffman. 1986. The LOIIS Program: Final report. In *Bibliographic Instruction in ARL Libraries* edited by A. o. R. Libraries. Washington: Association of Research Libraries.
The purpose and development of the Library Orientation and Instruction for International Students (LOIIS) Program—implemented at the University of California-Davis—is presented. Program materials and evaluation

questionnaires, along with a short summary of completed questionnaires, are included.

Sarkodie-Mensah, Kwasi. 1986. In the words of a foreigner. *Research Strategies* 4 (Winter): 30–31.
Written while the author was a foreign student attending American library school, Sarkodie-Mensah presents the experiences and challenges he faced when he began to use American libraries. Differences in his native home use of the library (as a quiet place to study) are highlighted, as well as how language (particularly idiomatic phrases) caused trepidation even with basic customer service requests.

Allen, Mary Beth. 1987. Information literacy, the library, and the basic reader/writer. Paper presented at the Annual Meeting of the Conference on Composition and Communication. Atlanta, Georgia. In ERIC at EBSCOHost [online database] Cited 5 June 2006.
Allen lays out the need for and creation of a bibliographic instruction program for basic readers and writers of English. Allen discusses a six-level information skills taxonomy and presents the Pre- Research Skills Instruction (PRSI), a controlled research exercise that provides a successful research experience for the participants. The end product of the exercise is a short research paper that allows the student to master six goals, among them, information evaluation, information synthesis, and appropriate source citation. Five appendices are included with the report.

Ball, Mary Alice and Molly Mahony. 1987. Foreign students, libraries, and culture. *College & Research Libraries News* 48 (2): 160–166.
Ball and Mahony's article discusses two ways of placing the international student and the academic library in cultural contexts via bibliographic instruction and staff development. Understanding that libraries reflect culture is the first step to building relationships, and teaching research methods, increasing staff sensitivity to the international student population, and designing a staff development workshop are discussed. The article also highlights the impact of stereotypes and cultural traits in library service interactions (12 references).

Barlow, Michael. 1987. Working with computers: Computer orientation for foreign students. In ERIC at EBSCOHost [online database] Cited 5 June 2006.
This two-part guide, written for international students, includes instructions on how to use computers for general and efficient academic use. Part I reviews the basic components and major areas of computing; and Part II reviews specific academic tasks like library research and word processing. Three appendices are included.

Chen, Chiou-Sen. 1987. *How to Use Academic Libraries in the United States.* Hong Kong: Joint Publishing Co.
This guide, written in Chinese, outlines how to navigate academic libraries in the U.S and includes an English-Chinese glossary.

Library Instruction Round Table. 1987. *Case Studies in Library Instruction.* Chicago: American Library Association.
This LIRT publication includes essay topics on instruction for non-traditional and international students. Each case study includes suggestions for further discussion and a bibliography.

Muroi, Linda and Phillip White. 1987. Library Research Guide for International Students. San Diego: San Diego State University Library. In ERIC at EBSCOHost [online database] Cited 19 March 2006.
This clear and concise guide was developed specifically for use by international students and introduces the basics of library research, from using the card catalog to explaining indexes. Appendices include a sample search strategy and a short multilingual glossary of common library terms in Arabic, Chinese, English, Japanese, and Spanish.

Bilal, Dania M. 1988. Library knowledge of international students from developing countries: A comparison of their perceptions with those of reference librarians. Doctoral dissertation, Florida State University.
Bilal's dissertation outlines the rationale, methodology and results of a study designed to examine whether a important relationship exists between international students' perceptions of the importance of library knowledge and their success in using the library, particularly with certain demographic and language proficiency variables. Reference librarians' perceptions of students' success in using the library and the importance of library knowledge to them were examined, as well as if there was a significant difference between student and librarian perceptions. Thirty-eight tables and 16 figures help represent the data, and 16 appendices are included (64 references).

Hassan, Ahmadi. 1988. Reactions of international students to academic library services and resources: Problems and difficulties encountered by international students in terms of using library services and resources at two sample American universities (USC and UCLA). Doctoral dissertation, University of Southern California.
An overview of international students' perceptions of services offered by University of Southern California-Los Angeles Libraries is provided. An evaluation of the user groups' ideas about reference and bibliographic assistance and needs for expanded user services is also outlined. The study, which defines four purposes and creates three

hypotheses, identifies characteristics of the user group and their difficulties with library and resources use. Data analysis is included on a question-by-question basis in lieu of separate tables and graphs (33 references).

Jacobson, Francis F. 1988. Bibliographic instruction and international students. *Illinois Quarterly* 70 (December): 628–633.

A brief discussion of international student adjustment to the American social and educational environment is followed by short discourses on learning issues that international students face, teaching issues that librarians and library staff should consider when teaching international students, and examples of staff development programs that improve bibliographic instruction and staff/ international student library service interactions (21 references).

Koehler, Boyd and Kathryn Swanson. 1988. ESL students and bibliographic instruction: learning yet another language. *Research Strategies* 6 (4): 148–160.

The article outlines a four-phase BI approach that was created by the authors. The course, the students' unfamiliarity with libraries, initial assumptions about librarian/teacher collaboration, various pre-testing and post-testing phases, and results are presented. Two tables represent the data collected (9 references).

Macdonald, Gina and Elizabeth Sarkodie-Mensah. 1988. ESL students and American libraries. *College & Research Libraries News* 49 (5): 425–431.

Cultural differences in library use by international students are discussed, along with the often-ineffective responses of American library professional and paraprofessional staff. The authors assert that analogy, universal humor, hands-on experience, and an ESL program that emphasizes collaboration and integration of ESL and library personnel creates a better foundation for better library services and interactions (9 references).

Sarkodie-Mensah, Kwasi. 1988. Foreign students and U.S. academic libraries: A case study of foreign students and libraries in two universities in New Orleans, Louisiana. Doctoral dissertation, University of Illinois at Urbana-Champaign.

Sarkodie-Mensah's dissertation probes the problems international students experience in using U.S. academic libraries, their usage patterns, and how libraries are organized in the international students' home countries. International students from Tulane University and the University of New Orleans participated in the study's questionnaire. The data was used to form one major hypothesis and three sub-hypotheses, and areas of further study are suggested. The extensive data are represented in over 260 tables, and the dissertation concludes with three appendices, including a 164-item bibliography (39 references).

Wu, Connie. 1988. American library terminology—a guide for international students. In ERIC at EBSCOHost [online database] Cited 19 March 2006.

This short guide, written specifically for the international student, contains 27 glossary entries of common library terminology. Entries are written in Arabic, Chinese, English, Korean, and Spanish; and definitions are written in English.

Bilal, Dania M. 1989. International students' acquisition of library research skills: relationship with their English proficiency. *The Reference Librarian* 24 124–129.

Bilal's study probes the relationship between how international students acquire library research skills and their English language proficiency. The subject pool consisted of 13 international students enrolled at Florida State University Center for Intensive English Studies, and results show a moderate correlation between the students' exit Test of English as a Foreign Language (TOEFL) scores and their post-test library skills scores. Six tables representing the data are included, along with recommendations on further research (5 references).

Chin, Susan Ho and Caroline Blumenthal. 1989. Bibliographic instruction for "real world" reading. In ERIC at EBSCOhost [online database] Cited 19 March 2006.

The authors present the idea that bibliographic instruction is usually ignored in ESL courses because many ESL instructors mistakenly presume that the students are already knowledgeable about academic libraries. While many library instruction exercises are done in ESL-writing courses, this paper describes a research exercise—the Library Reading Project —which was created for small-groups in intermediate/low advanced ESL reading courses. The objectives of the project are included, along with the benefits of the exercise, including gaining new skills, expanding the students' comprehension skills of broad issues, and better language fluency through applied use of resources are discussed (14 references).

Feldman, Dick. 1989. The international student and course-integrated instruction: The ESL instructor's perspective. *Research Strategies* 7 (4): 159–166.

The author discusses his view of the development and implementation of a library instruction program for international students at Cornell University's Uris Library. Different assumptions and expectations, conveying library use skills, building effective staff partnerships, and librarian participation are reviewed, as well as the program's problems and progress (3 references).

See 1989s: Ormondroyd, Joan. 1989. The international student and course-integrated instruction: The librarian's perspective. Research Strategies, 7(4): 148–158.

Flanders, E. Lorene. 1989. Georgia college handbook for international students. In ERIC at EBSCOhost [online database] Cited 19 March 2006.
This first edition provides an overview of academic and public library services in Milledgeville (Georgia), a review of operating procedures at the Ina Dillard Russell Library, and a description of the library's collections. An information services directory, guidelines for finding information, and a directory of Georgia College Media Services is also included.

Greenfield, Louise. 1989. Training library staff to communicate effectively with international students. Papers presented at the 16th Annual LOEX Library Instruction Conference. In *Reaching and teaching diverse user groups*, edited by T. B. Mensching. Bowling Green: Pierian Press.
See 1986: Greenfield, Louise, Sarah Johnston, and Karen Williams. (1986). Educating the world: Training library staff to reach and teach international students. Journal of Academic Librarianship, 12(4), 227–231.

Kuang, Jian Qun. 1989. A study to determine how international students utilize the library resources and services of the Bowling Green State University libraries. Master's thesis, Bowling Green State University.
Kuang's five-chapter thesis identifies problems that international students at Bowling Green State University (OH) have in utilizing library services and resources. The study used a questionnaire to gather data from 238 graduate and international graduate students from 52 countries. Findings include how much the students used the University libraries and specific services that students did not know about. The thesis includes 11 tables and ends with four appendices (28 references).

Ormondroyd, Joan. 1989. The international student and course-integrated instruction: The librarian's perspective. *Research Strategies* 7 (4): 148–158.
The author discusses her view of the development and implementation of a library instruction program for international students at Cornell University's Uris Library. The need for redesigning the program, overcoming constant challenges, and the ultimate expansion of the program are reviewed. The article concludes with an overview of ongoing improvements within the program (8 references).

See 1989: Feldman, Dick. 1989. The international student and course-integrated instruction: The ESL instructor's perspective. Research Strategies, 7(4): 159–166.

Riedinger, Edward. 1989. Ideas to meet the library needs of foreign students. *NAFSA Newsletter* 17 (December 1988–January 1989): 17.
The then-recent articles by Ball and Mahony and Greenfield ("Foreign students, libraries and culture" and "Educating the World," respectively) are reviewed in this short article and recommended as useful helping aids when researching how to serve international students in the American academic library.

Wu, Connie. 1989. Library orientation for international students. Poster session paper presented at the American Library Association Annual Conference, in Dallas, Texas.
See 1990: Liestman, Daniel and Connie Wu. 1990. Library orientation for international students in their native language. Research Strategies 8 (4): 191–196.

1990s

Anderson, Renee Nesbitt. 1990. Utilization of computerized services in the academic library: The freshman and international student experience. [cited April 12, 2006]. Available from http://web.simmons.edu/~chen/nit/NIT'90/001-and.html.
Because computers are a fundamental part of the library research process, Anderson performed a study at the University Library and North Campus at California State University—Long Beach (CSULB) that observes how students in a required introductory course for all incoming students used computers. Their use of the online catalog, online search services, and compact disc products were observed, and the participants also took part in a questionnaire. Results are presented with the support of five data tables, and a copy of the questionnaire is also provided (10 references).

Beck, Susan E. 1990. The role of library instruction in the Ohio Program of Intensive English in reaction to students needs. Master's thesis, Ohio University.
Beck administered questionnaires to Ohio Program of Intensive English (OPIE) faculty and former students to determine how library instruction is implemented in the program and if research assignments differ from those given to OPIE students after they matriculate into other academic classes. The study also seeks to highlight if students feel prepared to handle research assignments, and compares preparation levels differ between students studying social sciences and other disciplines. The thesis includes 39 tables and concludes with 10 appendices (34 references).

Bilal, Dania M. 1990. Problems of foreign students in using U.S. libraries and the difficulties of translating an international education to Lebanon. In *Translating an International Education to a National Environment*, edited by J. I. Tallman and J. B. Ojiambo. Metuchen: Scarecrow.

Bilal presents a report that includes two major foci. The first part reviews the purposes and null hypotheses results of a nationwide study on the assessment of international students' perceptions of the library and successful U.S. academic library use. The author also presents, with an emphasis on Arab-speaking countries, what U.S. academic libraries should know about students from developing countries. The second focus discusses library education in Lebanon and offers recommendations on how the library at Lebanese University can improve utilization and the status of librarianship (16 references).

Brogan, Martha L. 1990. Trends in international education: New imperatives for academic librarianship. *College and Research Libraries News* 51 (3): 196–206.

New trends in international education are linked to goals in academic librarianship. Five broad areas are covered, including foreign language instruction, study abroad, curriculum internationalization, foreign students and scholars, and technical assistance and international development. The author offers six suggestions for ALA and ACRL to make the most of these trends. The article also includes two appendices: a selected bibliography of sources, focusing on international education trends, and a listing of agencies and International Educational Exchange affiliates (15 references).

Kflu, Tesfa and Mary A. Loomba. 1990. Academic libraries and the culturally diverse student population. *College & Research Libraries News* 51 (6): 524–527.

This short article compares and differentiates the educational challenges between American ethnically diverse and international students, focusing on information literacy and acclimation to the academic library environment. Behaviors to avoid for each group are addressed in brief (6 references).

Liestman, Daniel and Connie Wu. 1990. Library orientation for international students in their native language. *Research Strategies* 8 (4): 191–196.

To meet the needs of the increasing number of international students on the Rutgers University campus, the Libraries created a unique library orientation program that offers tours in English, Chinese, and Korean. The development, objectives, and participants in the program are discussed and the article concludes with a summary of how the program is being promoted (15 references).

See 1989: Wu, Connie. 1989. Library orientation for international students. Poster session paper presented at the American Library Association Annual Conference, in Dallas, Texas.

Muroi, Linda and Phillip White. 1990. *Library guide for international students.* . 2nd Ed. In ERIC at EBSCOhost [online database] Cited 19 March 2006.

Originally published in 1987, this second edition presents basic library materials and searching techniques to the international student at San Diego State University. This updated edition is divided into 11 sections, from an overview of the university and its library to becoming familiar with traditional library services (reference) and peripheral services (study rooms, copy services). Three appendices including a unilingual (English) glossary are also included.

Burhans, Skip. 1991. Serving the information needs of the international and minority students at the small college library: A librarian's view. In ERIC at EBSCOhost [online database] Cited 6 June 2006.

From small speech/articulation problems to larger total communication failures, international and minority students bring additional challenges to library service to the generally white, female, and highly education librarians who serve them. Knowledge of cultural, linguistic, and socio-economic differences and other possible areas that can cause miscommunication can increase the chances of more positive service interactions with between these groups. Suggestions are included, along with a short reading list.

Chang, Ching-hsin. 1991. Learning COMCAT (Computer Output Microform Catalog): Library training program for foreign students at New York Institute of Technology. Master's thesis, New York Institute of Technology.

Chiang's seven-chapter thesis focuses on the development and implementation of COMCAT training for foreign students at New York Institute of Technology (NYIT) libraries. The study is based on three assumptions, adopts an instructional design methodology, and concludes with four recommendations for possible use of the skills presented in the study. The thesis includes eight tables and thirteen appendices (21 references).

Pracht, Carl Joseph. 1991. Library skills for ESL students. In ERIC at EBSCOhost [online database] Cited 19 March 2006.

This university-level teacher's manual is for use with a course for international students at Southeast Missouri State University. A curriculum guide, lesson plans, tests, and other materials are included and are designed to reinforce library skills in the following areas: the card catalog, indexes, abstracts, reference materials and government documents.

Spanfelner, Deborah L. 1991. Teaching library skills to international students. *Community & Junior College Libraries* 7 (2): 69–72.

Spanfelner discusses the international student makeup (mostly Spanish-speaking) of the Broome Community College student body and imparts lesson planning and preparation—including teaching in both English and Spanish

languages- for a bibliographic instruction course designed for these students. Student observations and comments are also given, with the main differential concept of libraries being the idea of open shelves (2 references).

Davis, Harry O. 1992. Map librarians, the international student, and ESL: Opportunity and challenge. *Bulletin (Special Libraries Association Geography and Map Division)* 169 (September): 17–28.

Davis proposes that ESL instructors integrate maps into their courses and offers recommendations on map usage and presentation to international students. Different methodologies on incorporating maps are discussed, including conjunct retention, the confluent approach, and the use of games and simulation for hands-on experience (29 references).

Kalin, Sally G. 1992. The international student in the American academic library. In *The Role of the American Academic Library in International Programs* edited by B. D. Bonta and J. G. Neal. London: JAI Press.

This book chapter recognizes communication barriers and cultural differences that challenge academic librarians who work with international students. Differences in learning styles and international students' prior experience with libraries are also discussed as starting points to understanding the international students' perception of academic libraries. Suggestions for helping international students' adjust include library staff training, outreach, instruction, and collection development improvements (42 references).

Knapp, Amy E. and Marilyn Whitmore. 1992. Bridging cultural gaps: A workshop for international students. In ERIC at EBSCOhost [online database] Cited 19 March 2006.

The Office of Library staff at the University of Pittsburgh (Pennsylvania) held a workshop for international students. The workshop goals were twofold: to help international students transition to American academic life, and to alert the library's public services staff to the needs of the international students. An agenda of the workshop, discussions, and evaluations are included.

Lafon, Felicia Suila Kimo. 1992. Comparative study and analysis of the library skills of U.S. and foreign students at the University of Michigan. Doctoral dissertation, University of Michigan.

The question of whether or not the creation of BI programs for foreign students has a positive impact on their library knowledge, library skills, and perceptions of librarians is a contentious one. Lafon's study seeks to find if there are differences between American and international students in their perceptions, experiences, expectations and knowledge of U.S. academic libraries, and furthermore if any differences warrant the creation of separate BI programs. Sixty-three tables and 26 figures are included, along with five appendices (106 references).

Liestman, Daniel. 1992. Implementing library instruction for international students. *PNLA Quarterly* 58 (Winter): 11–14.

Liestman summarizes several approaches to teaching international students how to use North American academic libraries. The author emphasizes barriers to international students in academic libraries and highlights different materials for use in library instruction, including handouts, tours, and visual presentations. The article ends with nine recommendations for creating and presenting library instruction courses to international students (28 references).

Osborne, Nancy Seale and Maria Helena Maier. 1992. Service to international users: The case of the Brazilian biologist. *Research Strategies* 10 (2): 84–87.

Osborne's narrative vignette gives a glimpse into the author's personal relationship with an international researcher and its impact on improving the Brazilian researcher's library skills. Walking the researcher through learning to use the library and both party's adaptation to communication differences are highlighted. The article ends with a 5-item list of selected readings.

Peck, Shirley S. 1992. International students and the research process. In *Understanding the international student* edited by S. M. Kaikai and R. E. Kaikai. New York: McGraw-Hill.

Differences in educational philosophy are highlighted in detail, with regard to how these differences create obstacles for international students who study in the U.S. The emphasis on heavy reading and individual work found in Western educational systems are discussed, along with speculation regarding the international students' knowledge of academic libraries. The author discusses these obstacles and offers a plan to help professors assist their international students with adjusting to the U.S. concept of the research method (10 references).

Preston, Bonita. 1992. Foreign students: Lost in the library? . In *Understanding the international student* edited by S. M. Kaikai and R. E. Kaikai. New York: McGraw-Hill.

This book chapter reviews the cultural, philosophical, and educational obstacles that confront international students studying in the U.S., particularly when using the academic library. Course integrated library instruction, library orientation tours and programs created with the international student in mind, and staff training programs that focus on cultural cross-training and acquisition of appropriate communication techniques are some of the recommendations offered to alleviate these obstacles (11 references).

Rodrigues, Helena Francis. 1992. Bibliographic instruction for international students: A comparison of delivery methods. Doctoral dissertation, Simmons College.
This six- chapter dissertation details the results of a study designed to determine if there is a marked difference between the test scores of international students who receive peer tutoring and those who receive traditional BI (lecture/demonstration). The study also compares international and native students who receive peer tutoring. Recommendations include the implementation of a peer-tutoring program for students at the Roger Williams College Library. The study includes nine tables, 2 figures, and 7 appendices (156 references).

Sarkodie-Mensah, Kwasi. 1992. Dealing with international students in a multicultural era. *Journal of Academic Librarianship* 18 (2): 214–216.
Pronunciation differences, listening to words - not intonation, expressing interest in foreign cultures, having a basic knowledge of taboo subjects, navigating the subjects of politics and religion, resisting the urge to "noble-ize" international students, and self-education are the suggestions that the author—a foreign student and librarian—put forth to the reader in this article on interacting with international students in library settings (6 references).

Allen, Mary Beth. 1993. International students in academic libraries: a user survey. *College & Research Libraries News* 54 (4): 323–333.
Performed to discover and determine the characteristics international student library use, Allen's study analyzes the results to learn about the students' prior use of microcomputers and any perceived challenges in using libraries. Fourteen tables represent the data, and the article concludes with the importance of offering distinct avenues to bibliographic instruction for this important user group (10 references).

Downing, Karen and Joseph Diaz. 1993. Instruction in a multicultural/multiracial environment. In *Learn to Teach: Workshops on Instruction* edited by L. t. T. T. Force. Chicago: American Library Association.
This instruction module reviews how to move instruction librarians from teaching in a homogeneous environment to a diverse one. The module provides pointers and group exercises on cross-cultural communication, interacting with students, and recognizing the unique learning and emotional issues multicultural students face. Bias and perspective in learning materials, difficulties with controlled vocabulary, and strategies for keeping this student group interested are also offered (6 references).

Downing, Karen E., Barbara MacAdam, and Darlene P. Nichols. 1993. *Reaching a multicultural student community: A handbook for academic librarians*. Westport: Greenwood Press.
This 223-page monograph contains nine chapters that review various topics of outreach, program and staff developing, marketing, and evaluation guidelines for helping academic librarians who want to create outreach programs for minority students, or are in the process of deciding if a minority outreach program is needed on their campus. The book includes three appendices (training plans and exercises, a user survey, and program advertisements), a bibliography, and an index.

Garcha, Rajinder and Patricia Yates Russell. 1993. Bibliographic instruction for international students in academic libraries. *Library Review* 42 (6): 14–22.
The authors present the purpose, methodology, and findings of a survey created to assess international students' knowledge of academic libraries and then create a program that would meet the students' unique needs. Recommendations and support for cross-cultural staff training are also presented. Two figures and two tables represent some of the data (8 references).

Garcha, Rajinder and Patricia Yates Russell. 1993. Library knowledge of the international students at the American Language Institute of the University of Toledo: A research in progress. Presented at the Ohio Academy of Science Conference, Youngstown, Ohio.
A survey was given to 63 international students at the University of Toledo's American Language Institute to determine their knowledge of academic libraries and to create a program that meets the unique needs of this user group. The survey was administered after the students were given a library tour. The researchers aim to analyze the data and offer recommendations for changing the orientation so it can be more useful for this user group.

Graves, Gail T. and Barbara K. Adams. 1993. Library instruction and cultural diversity: Programming in an academic library. *Mississippi Libraries* 57 (4): 99–101.
Three distinct library orientation and instruction programs offered at Williams Library (University of Mississippi)—two for African-American and other American ethnic students and one for international students—are summarized (11 references).

Liu, Ziming. 1993. Difficulties and characteristics of students from developing countries in using American libraries. *College and Research Libraries News* 54 (1): 25–31.
Fifty-four mostly Asian students enrolled at the University of California-Berkeley participated in a study created to examine the difficulties of students from developing countries in using American libraries. Problems including deficient

English proficiency, unfamiliarity with classification systems, and confusion when online catalogs and database retrieve too many results are some of the problems discovered. Relationships between chosen study disciplines and library acclimation are also highlighted (20 references).

Boers, Greta C. 1994. Designing a library instruction program for international students. *Georgia Librarian* 31 (4): 92–96.

Boers' article briefly discusses the debate regarding the creation of special library instruction programs for international students and highlights successful programs in the literature. Six steps for enhancing the success of a library education program are included, and the article concludes with recommendations for measuring the success of library education programs (12 references).

Bowley, Barbara and Lynn Meng. 1994. Library skills for ESL students. *Community College Journal* 64 (5): 13–14.

Upon the opening of a new branch campus library, an opportunity arises that allows library and ESL faculty to collaborate and create a library collection and a library instruction program for ESL students. The authors found that six points were the most crucial to the program's success: awareness of cultural differences, knowledge of language skills levels, targeted collection development, use of instructional methods and design, imaginative assignment design, and faculty-library partnerships. These six factors are discussed.

Chau, May Ying and Michael Culbertson. 1994. Library services for international students: a study at Colorado State University. *Colorado Libraries* 20 (Fall): 40–41.

The methodology, results, and conclusions of a study designed to find out how successful international students at Colorado State University are in locating materials. The results are used to create library services for this user group (6 references).

Chin, Susan Ho. 1994. Collaborative library research: A learning process for ESL students. *Teaching English in the Two-Year College* 21 (1): 47–52.

The need for ESL instructors to collaborate with academic librarians is promoted, along with guidelines for both parties to create appropriate BI sessions (including a list of library-related handouts that could be used effectively in BI sessions). Chin's collaborative approach, which highlights cooperative learning in the ESL course, a miniresearch project, and a research project that takes place in the library and encourages ESL student interaction with librarians and library staff, is also discussed (3 references).

Gilton, Donna L. 1994. A world of difference: Preparing for information literacy instruction for diverse groups. *Multicultural Review* 3 (3): 54–62.

Culture shock and how it impacts library anxiety in international students, along with how a well-designed information literacy instruction program can lessen the side effects of culture shock, is discussed. Nine tips on preparing information literacy instruction for international and minority students, including being aware of the role of the gatekeeper in certain cultures and adapting teaching methods, are included (55 references).

Huls, Mary Ellen, Kathy A. Parsons, Lorna Peterson, and Mary Jane Vakili. 1994. Planning, producing, and implementing a multilingual audiotape walking tour of the Iowa State University Parks Library. In ERIC at EBSCOhost [online database] Cited 5 June 2006.

The authors outline the perceived need for the creation of multilingual library tours for use at Parks Library. The tapes were created in English, Arabic, Chinese, Korean, Malay, and Spanish languages. Anticipated and unforeseen problems—particularly those relating to creating the non-English language tapes—are discussed. This 78-page report includes the grant proposal, the English script of the library tour, progress reports, a final report, the tour packet (provided to tour takers), and planning guidelines.

Irving, Suzanne. 1994. Addressing the special needs of international students in interlibrary loan: Some considerations. *Reference Librarian* 45/46:111–117.

Irving discusses the challenges that international students may experience when dealing with the concept and use of interlibrary loan services in the American academic library. The typical ILL encounter is described, and the importance of the ILL interview is highlighted. The article also outlines how ILL staff can access foreign materials for international students (10 references).

Note: This article was published simultaneously in D. Curry, S.G. Blandy, and L.M. Martin (Eds.) Racial and Ethnic Diversity in Academic Libraries: Multicultural Issues. *New York: Haworth Press.*

Jourdenais, Renee. 1994. Academic library skills for the ESL student. In ERIC at EBSCOhost [online database] Cited 5 June 2006.

The author offers a syllabus for a college-level library skills course for ESL students. A rationale for the syllabus, along with a review of the testing phase of the syllabus, is discussed. This work concludes with student comments about the course.

Martin, Rebecca. 1994. *Libraries and the changing face of academia: Responses to growing multicultural populations.* Metuchen: Scarecrow.

This monograph, which provides an extensive overview of the evolution of multiculturalism in academic library user groups and how academic libraries are responding, is divided into three parts. Case studies and change models are discussed, and the book concludes with two appendices, a listing of selected references, and an index.

Meng, Lynn Whitehall and Mark Meng. 1994. Developing library skills for ESL students. Presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages, at Baltimore, Maryland. In ERIC at EBSCOhost [online database] Cited 5 June 2006.
The authors discuss how library instruction activities for ESL students are created and implemented at their academic library. Three broad language proficiency levels divide library activities. The lowest level presents information in different languages, the intermediate level introduces encyclopedias and note-taking and skimming concepts and exercises, and the highest level focuses on the study of research strategies, article summaries, and assignments that teach complex research procedures (4 references).

SooYoung, So. 1994. International students and American academic libraries: An empowering relation. In ERIC at EBSCOhost [online database] Cited 19 March 2006.
International students need to be viewed holistically by the university library community. SooYoung's paper creates a framework wherein this user group can be viewed as a whole part of American society, and library services created accordingly. With this outlook, not only are international students acknowledged by the library and their time on the campus enriched—they take their improved information seeking skills back to their home countries. The cultural sensitivity that librarians gain will also positively impact U.S. libraries and their international patrons (26 references).

Zhang, Wei -Ping. 1994. Foreign students and U.S. academic libraries. *College Student Journal* 28 (4): 446–451.
Zhang highlights the well-known barriers to library service for international students and describes common concepts services offered at American academic libraries (open stacks, reference service, ILL). Six recommendations for acclimating international students to the academic library are discussed (3 references).

DiMartino, Diane, William J. Ferns, and Sharon Swacker. 1995. CD-ROM search techniques of novice end-users: is the English-as-a-second language student at a disadvantage? *College & Research Libraries* 56 (1): 49–59.
This controlled experiment compared the CD-ROM search strategies of 42 undergraduate native-English speakers with those of 34 undergraduate ESL speakers. The study's

experimental design is outlined, and data are represented in six tables. Findings show that native speakers experimented more with search terms than their ESL counterparts. The study suggests future areas of study and offers recommendations on developing future CD-ROM databases and interfaces (31 references).

Helms, Cynthia Mae. 1995. Reaching out to international students through bibliographic instruction. *Reference Librarian 51/52 295–307.*
Helms presents how Andrews University provided outreach to its international students through BI workshops and specific library instruction in the University's English Language Institute (ELI) classes. Guidelines to making the workshop successful are outlined, and challenges, observations, and suggestions are also presented (18 references).

Note: This article was published simultaneously in L.M. Martin (Ed.) Library Instruction Revisited: Bibliographic Instruction Comes of Age. *New York: Haworth Press.*

Liu, Mengxiong. 1995. Ethnicity and information seeking. *Reference Librarian 49/50:123–135.*
Multiethnic groups' approaches to the information seeking process (ISP) are summarized, and Barriers to effective communication in libraries are identified. The concepts of informal social networks and gatekeepers, and their vital role in the ISP are discussed. Guidelines to achieving effective communication with ESL clients are outlined, and recommendations for meeting reference service diversity goals are made. Communication, conceptual awareness, and learning patterns are also presented within the ISP/ethnicity context (22 references).

McKenzie, Darlene K. 1995. Survey of library and information needs of the international students at Kent State University. Master's thesis, Kent State University.
Noting the increase of international students on American university campuses and highlighting the need for academic librarians to be able to meet that user group's information needs, McKenzie created a survey for use at Kent State University. This master's level research paper offers a literature review and reviews the purpose, development, and results of the questionnaire, some of which support previous research done by Brogan (1990) and Allen (1993). Seventeen tables that present the data are included (16 references).

Moeckel, Nancy and Jenny Presnell. 1995. Recognizing, understanding, and responding: a program model of library instruction services for international students. Reference Librarian 51/52:309–325.
The authors discuss their service model, which can be used to create or augment library services for international students. The model, adaptable to almost any size institution, includes

five programs: promotional, instructional, staff development, written, and purchase. This work includes one figure and two appendices (31 references).

Note: This article was published simultaneously in L.M. Martin (Ed.) Library Instruction Revisited: Bibliographic Instruction Comes of Age. *New York: Haworth Press.*

Natowitz, Allen. 1995. International students in U.S. academic libraries: Recent concerns and trends. Research Strategies 13 (1): 4–16.
Natowitz analyzes 18 journal articles on international students and their use of American academic libraries. Common issues, problems, and concerns are highlighted, as well as the myriad of approaches that are suggested in the articles. Cultural diversity, language, cultural, and technological barriers, along with solutions to each, are discussed. One table listing the consulted articles is included (23 references).

Osborne, Nancy Seale, and Cecilia Poon. 1995. Serving diverse library populations through the Specialized Instructional Services Concept. *Reference Librarian* 51/52:285–294.
Poon and Osborne explain Specialized Instructional Services—a library initiative at the State University of New York (SUNY) that focuses on cultural diversity. The program's background, evolution, current progress and future directions are also reviewed and highlighted (12 references).

Note: This article was published simultaneously in L.M. Martin (Ed.) Library Instruction Revisited: Bibliographic Instruction Comes of Age. *New York: Haworth Press.*

Pettingill, Ann and Pamela Morgan. 1996. Building a retrospective multicultural collection: A practical approach. *Collection Building 15 (3): 10–16.*
Pettingill and Morgan outline their collection-centered, three-pronged action plan, designed to meet the cultural diversity goals of Old Dominion University's strategic plan. University minority and international students were recruited to help prioritize collection development efforts, and the retrospective project resulted in collection development guides and a deeper and broader collection of multicultural items—all with very small impact on staffing (40 references).

Souza, Yvonne de. 1996. Reference work with international students: Making the most use of the neutral question. Reference Services Review 24 (4): 41–48.
The neutral question technique, developed by Dervin, is used in the same environment (the reference interview) with a new patron (the international student). While the neutral questioning technique does present barriers to ef-

fective librarian-international student communication, De Souza offers ways to combat these barriers, particularly by preparing the international student for the exchange and expanding response times that allow the student to make the most of the library and research tools (21 references).

Watkins, Nan. 1996. A case in point: Individual library instruction for international students. *North Carolina Libraries* 54 (2): 76–79.
Western Carolina University's rationale for introducing a bibliographic instruction program for international students is reviewed. Watkins discusses how she researched, developed, and refined the program, and offers four basic objectives of the program and effective tips for teaching international students (41 references).

Jiao, Qun G. and Anthony J. Onwuegbuzie. 1997. Academic library usage: A comparison of native and non-native English speakers. *Australian Library Journal* 46 (3): 258–269.
This study compares the library usage frequency and reasons for library usage between native and non-native English speaking students. The levels of library anxiety between the two groups were also explored. Methodology and results are outlined. Four tables present the study's data (38 references).

Liu, Mengxiong and Berniece Redfern. 1997. Information-seeking behavior of multicultural students: A case study at San Jose State University. *College & Research Libraries* 58 (4): 348–355.
A 1995 survey performed on the San Jose State University campus found that minorities made up 50.7% of the total student population, wherein Asian students were the largest ethnic group. Liu and Red fern's study shows that students who use/speak English as a primary language were more successful in their library use skills. How long they have lived in the U.S. their behaviors when asking reference questions, and perceptions of their own mastery of the English language are other identified factors that impacted the students' success rates. Three tables represent some of the study data (10 references).

Onwuegbuzie, Anthony J.Qun G. Jiao, and Christine E. Daley. 1997. The experience of non-native English-speaking students in academic libraries in the United States. In ERIC at EBSCOhost [online database] Cited 5 June 2006.
This study presents the rationale, method, and results of a study designed to compare native and non-native English speakers' library usage frequency and reasons for using the library. The study observed 522 participants from Africa, Asia, Europe, and South America, and three major findings were found (25 references).

Thompson, Susan N. 1997. Teaching library skills to ESL students. . Paper presented at the annual meeting of Teachers of English to Speakers of Foreign Languages, at Orlando, Florida. In ERIC at EBSCOhost [online database] Cited 5 June 2006.
Thompson's PowerPoint presentation on why ESL students need BI and an outline of how BI is introduced to ESL students at Mukogawa Fort Wright Institute is shown. A library vocabulary list and lesson plans are included.

Ziegler, Roy A. 1997. International students and country of origin news. *Serials Review* 23 (1): 33–46.
Feeling especially isolated, international students can be supported by the library by subscribing to the newspapers in the students' home countries. Zeigler asserts that international news sources are generally neglected in collection development, and discusses three library responses on supporting international country-of-origin news subscriptions. The specific response at Southeast Missouri State University's Kent Library is outlined, and a brief appendix of country-of-origin news sources in English Africa, Asia, Australia, Central and South America, the Middle East, North America, and Europe is included (7 references).

Li, Suzanne D. 1998. Library services to students with diverse language and cultural backgrounds. *Journal of Academic Librarianship* 24 (2): 139–143.
Li's article presents impressions of library service needs for undergraduate students born and mostly educated outside of the U.S. The focus groups mostly commented on their needs relating to coursework, and not culture or language. Hours, physical surroundings, research tools, personnel, collections, and copy services are discussed in the findings (8 references).

Sarkodie-Mensah, Kwasi. 1998. International students in the U.S.: Trends, cultural adjustments, and solutions for a better experience. *Journal of Education for Library and Information Science* 39 (3): 214–222.
A short history of international students in the U.S. is presented, along with a review of international student behavior in American society. Differences in classroom culture, and different programs that assist the international student (library resources, accent reduction, counseling) are also discussed (8 references).

Sharkey, Jennifer. 1998. Academic library services: a study of perceptions of librarians and international students. Master's thesis, Minnesota State University.
This master's report focuses on highlighting the unique challenges that international students face when using U.S. academic libraries, and how American librarians may be missing opportunities to help those students adjust to a new learning environment. The researcher interviewed international students and academic librarians at Minnesota State University to understand the students' perception of the library and the librarians' perceptions of international students library use. Recommendations for improved service developments are included. The report ends with three appendices (26 references).

Sibgatullina, Diana Rais and Carol R. Lechner. 1998. International students and the UNL libraries. *Nebraska Library Association Quarterly* 29 (1): 26–28.
This short article discusses the library orientation process for international students at the University of Nebraska in Lincoln Libraries. A short description of the international students' participation in the school's Library 110 (a credit-bearing IL course) is also reviewed. The authors' also highlight the international students' perception of reference services and the availability of resources from their home countries.

Wales, Barbara and Harry Harmon. 1998. A comparison of two user groups: international and U.S. students in an academic library. *Public and Access Services Quarterly* 2 (4): 17–37.
The authors—a reference librarian with a master's degree in teaching ESL and a marketing professor who focuses on survey design and interpretation—create a survey designed to find out the library use patterns and library perceptions of international students. The findings are also used to improve orientations and collection development needs for this group, and to compare the group to "non-international students," particularly in their willingness to seek help and their perceptions of the importance of orientation activities. Survey findings are presented, and 10 tables represent the survey data. One appendix—the disseminated survey—is also included (22 references).

Wei, Wei. 1998. Outreach to international students and scholars using the World Wide Web. *SciTech News* 52 (2): 11–14.
In order to support The University of California, Santa Cruz's (UCSC) new engineering department and the increasing number of international students accepted to the engineering program, Wei, a librarian at UCSC's Science Library, created a Web site. The article reviews the Web site's design and content, which includes information on international news, travel, and weather, as well as survival tips for acclimating to UCSC. The article also briefly summarizes how the Web site was promoted (3 references).

Kahmi-Stein, Lia and Alan Paul Stein. 1999. Teaching information competency as a third language: a new model for library instruction. *Reference and User Services Quarterly* 38 (2): 173–179.

The authors describe a library instruction model that emphasizes collaboration between ESL teachers and content faculty, reference librarians, or subject specialists. Library instruction principles and applying those principles to the model are outlined. The results of the model are presented, and two tables represent the data (23 references).

Kumar, Suhasini. 1999. Understanding the specialized information needs of international students. Paper read at ALAO Silver Jubilee Celebrations, at Columbus, Ohio.
See 2000: Kumar, Suhasini L. and Suresh, Raghini S. (2000). Strategies for providing effective services for international adult learners. The Referencx Librarian, *69/70, 327–36.*

Merideth, Meri. 1999. Confronting the styles and needs of an international clientele. *Information Outlook* 3 (6): 18–23.
Meredith's essay presents ways to address the information needs of international patrons in academic libraries, including creating a comfort zone, respecting each student's learning process, stressing demonstrative actions rather than verbal directions, and being proactive and patient (4 references, 1 incomplete).

Rutgers, The State University, Brunswick, NJ, University Libraries. 1999. Library terminology: A guide for international students. In ERIC at EBSCOhost [online database] Cited 19 March 2006.
This short guide (nine pages) is intended for use by international students, and contains 34 entries and corresponding definitions of commonly used library terminology.

2000s

Abdullah, Aman Salem. 2000. Factors affecting international students use of the online catalog and other information sources. Doctoral dissertation, Florida State University.
300 international graduate students at Florida State University were selected to examine their search behaviors, particularly their preference among academically oriented information resources and how they use the online catalog. Independent demographic and technological skills variables were combined to find out which factors impacted the students' search behavior. Findings—including that subjects prefer to learn through exploration and that they searched using English even when their native languages are available—are presented. The dissertation contains 75 data tables and concludes with three appendices (139 references).

Brown, Christopher C. 2000. Reference services to the international adult learner: understanding the barriers. *Reference Librarian* 69/70:337–346.

The author shows how immigrant and foreign-born residents in the U.S. present obstacles to reference services. Linguistic, technological and cultural variety and resultant cultural barriers are discussed. Solutions to these barriers, including international travel on the reader's part, developing a library vocabulary list, and becoming familiar with bibliographic searching in another language, are suggested (34 references).

Note: This article was published simultaneously in K. Sarkodie-Mensah (Ed.) Reference Services for the Adult Learner: Challenging Issues for the Traditional and Technological Era. *New York: Haworth Press.*

Chakraborty, Mou and Johanna Tunon. 2000. Taking the distance out of library services offered to international graduate students: Considerations, challenges, and concerns. *Journal of Library Administration* 37 (1/2): 163–176.
Chakraborty and Tunon discuss the advantages of providing library services for international distance education students. Seven areas of service provision and delivery are presented, including document delivery, online resources access, setting up formal agreements with local libraries, and providing services in the language of instruction (6 references).

Chattoo, Calmer D. 2000. Reference services: Meeting the needs of international adult learners. *The Reference Librarian* 69/70:349–362.
Chatoo asserts that international students not only face language, cultural and educational barriers—they also are hampered by librarians' stunted understanding of differences in learning styles. Different learning styles and best practices for adjusting instruction to these learning styles is discussed, along with recommendations for training and instructing librarians to meet the needs of this user group (27 references).

Note: This article was published simultaneously in K. Sarkodie-Mensah (Ed.) Reference Services for the Adult Learner: Challenging Issues for the Traditional and Technological Era. *New York: Haworth Press.*

DiMartino, Diane and Lucinda R. Zoe. 2000. Cultural diversity and end-user searching: an analysis by gender and language background. *Research Strategies* 17 (4): 291–305.
A literature review sets up the foundation for a study on end-user searching that focuses on gender and language variables. Searching success, techniques, and satisfaction with results are all analyzed to promote emphasis on improving instruction as student populations continue to diversify. A correlation is found between native language

and searching ability. Five tables represent the data (45 references).

DiMartino, Diane and Lucinda R. Zoe. 2000. International students and the library: new tools, new users, and new instruction. In *Teaching the New library to today's users: Reaching International, Minority, Senior Citizens, Gay/Lesbian, First Generation, At-Risk, Graduate and Returning Students, and Distance Learners*, edited by T. E. Jacobson and H. C. Williams. New York: Neal-Schuman Publishers, Inc.

Cultural differences in learning styles, language proficiencies and implications of linguistic issues in the classroom, and issues with computer literacy (databases, search engines, and computer interfaces) are outlined, along with a presentation of instructional approaches that address these concerns (52 references).

Kumar, Suhasini L. and Raghini S. Suresh. 2000. Strategies for providing effective services for international adult learners. *Reference Librarian* 69/70: 327–336.

Kumar and Suresh discuss obstacles and troubles that international students face when deciding to study abroad. The librarian's role, the importance of university libraries including a commitment to multiculturalism and cultural diversity in mission statements, and assigning an international students' liaison librarian are offered suggestions (14 references).

See 1999: Kumar, Suhasini. (1999). Understanding the specialized information needs of international students. Paper presented at the ALAO Silver Jubilee Celebrations, Columbus, Ohio.

Larson, Darlene. 2000. *Library explorations: Activities for International Students*. Ann Arbor: University of Michigan Press.

Performing self-guided library tours, learning about different library resources, and exploring the card catalog, indexes, and understanding call numbers are just some of the twelve focus areas and activities that are offered in this comprehensive manual for international students. A short list of Library of Congress Subject Headings is included for quick reference use.

Liestman, Daniel. 2000. Reference services to the international adult learner. *Reference Librarian* 69/70:363–377.

Characteristics of international adult learners, how they interact with the reference interface, general differences in North American and international libraries, and language and communication as situational barriers are all discussed as starting points for determining this user group's needs. Suggestions include creating programming and BI op-

portunities and partnering with other organizations. Staff training issues are also discussed (41 references).

Note: This article was published simultaneously in K. Sarkodie-Mensah (Ed.) Reference Services for the Adult Learner: Challenging Issues for the Traditional and Technological Era. *New York: Haworth Press.*

Maloy, Victoria. 2000. International students and Academic libraries [cited 11 April 2006]. Available from http://mingo.info-science.uiowa.edu/~maloy/papers/biblinte.html

Even though a small number of the University of Iowa's student population is designated as "international," Maloy follows the library literature that supports the creation of customized BI for this group, particularly focusing on the U.S. "Big Ten" universities. Cultural and technical problems that belie academic success of the international student are discussed, and solutions are presented. One appendix is included (12 references).

Sarkodie-Mensah, Kwasi. 2000. The international student in the US academic library: building bridges to better bibliographic instruction. In *Diversity and Multiculturalism in Libraries* edited by K. H. Hill. New York: Neal-Schuman.

Using results from the survey the author created for his dissertation, academic library use and perceptions of the library are discussed, along with staff training, student instruction, and creating appropriate alliances with other academic campus offices and integrating BI into ESL classes are discussed. An outline of a library session for international students is also presented (11 references).

Taylor, Carol, David Eigner, and Joan Jamieson. 2000. Trends in computer use among international students. *TESOL Quarterly* 34 (3): 575–585.

This report shows the level of computer familiarity among ESL students who are learning English in hopes of matriculating through higher education in North America. Frequency of any kind of computer use, frequency of using English word-processing software, and Internet use were all factors in determining the profile and if the profile changed in a brief time period. The report's purpose, methodology, and results (by test region and Asian language groups are presented (14 references).

Baron, Sara and Alexia Strout-Dapaz. 2001. Communicating with and empowering international students with a library skills set. *Reference Services Review* 29 (4): 314–326.

With data collected from 123 colleges and universities in the Southern region of the U.S., librarians and international student support staff agree upon several areas of difficulty

experienced by international students. Baron and Strout-Dapaz recommend a model for library skills training that integrates the ACRL Information Literacy Competency Standards within the framework of communication, education, and cultural adjustments of international students. Five tables and 1 figure represent the data, and the article concludes with three appendices (31 references).

Conteh-Morgan, Miriam E. 2001. Empowering ESL students: A new model for information literacy instruction. *Research Strategies* 18 (1): 29–38.
The author offers a new kind of collaboration between librarians and ESL instructors, wherein information literacy and ESL concepts and objectives are matched to create a new syllabus for ESL. The resultant course would be taught by the ESL instructor. A rationale for the new model and its requirements are outlined, and the article ends with an appendix (26 references).

Downing, Arthur and Leo Robert Klein. 2001. A multilingual virtual tour for international students. *Research Libraries News* 62 (5): 500–502.
Downing and Klein outline the rationale, development and usage of a virtual library tour program for international students at Baruch College. The tour is presented in the nine most commonly spoken foreign languages at the institution, and is divided into three sections. The tour is used for recruitment and orientation purposes, and currently enrolled students sometimes use it as a way to improve their English proficiency (4 references).

Jiao, Qun G. and Anthony J. Onwuegbuzie. 2001. Sources of library anxiety among international students. *Urban Library Journal* 11 (1): 16–26.
Many international students come to the U.S. with insufficient library skills, incorrect assumptions about how academic libraries work, and are unfamiliar with American classification schemes. These problems are compounded by language, cultural, and technological difficulties, and all combine to make library use an extremely overwhelming experience. This article outlines the study rationale, method, and results of library anxiety in international students. Two tables represent study data (27 references).

Korolev, Svetlana. 2001. Chemical information literacy: Integration of international graduate students in the research. *Science & Technology Libraries* 19 (2): 35–42.
Researching the complex resources in chemical literature can be confusing for American students, and even more intimidating for international students. Korolev's article discusses the idea of "information chaos" that this user group experiences due to their experiences with libraries in their homelands, and presents solutions for subject liaisons to ensure that international students become more compe-

tent and confident in locating and using electronic and print chemistry resources, including summer programs, special seminars, mentoring programs, and systematic instruction (13 references).

Norlin, Elaina. 2001. University goes back to basics to reach to reach minority students. *American Libraries* 32 (7): 60–62.
Norlin discusses her role as the Peer Information Counseling program coordinator in promoting a more active role in bring information literacy to the international and minority students at the University of Arizona. Accomplishment and outcomes of the program's first year are presented.

Badke, William. 2002. International students: Information literacy or academic literacy? *Academic Exchange Quarterly* 6 (4): 60–65.
The challenges and informational struggles of international students are discussed, and the author proposes a move beyond teaching information literacy to teaching "academic literacy"—imparting an educational philosophy so international students have a broader context to work with while adjusting to American higher education. Badke lists five "requirements" for helping international students understand and thrive in the Western approach to education (23 references).

Conteh-Morgan, Miriam. 2002. Connecting the dots: Limited English proficiency, second language learning theories, and information literacy instruction. *Journal of Academic Librarianship* 28 (4): 191–196.
One of the biggest barriers that international students face while studying in the U.S. is language. Conteh-Morgan reviews the application of two English as a Second Language (ESL) theories—Innatist and Interactionist—and discusses how they can be applied to information literacy instruction by integrating the five factors that many linguists believe influence language learning: social context, learner characteristics, learning conditions, learning process, and learning outcomes. The article ends with checklist for course instruction and preparation (22 references).

Laskin, Miriam. 2002. Bilingual information literacy and academic readiness: reading, writing, and retention. *Academic Exchange Quarterly* 6 (4): 41–46.
Laskin presents the reasons for and launch of an information literacy program at Hostos Community College Library. The collaboration between the Library faculty and the Counseling department is outlined, along with a brief description of the program and highlights of the program's outcomes (14 references).

Patton, Beth Ann. 2002. International students and the American university library. Master's thesis, Biola University.

According to the author, studies indicate that non-native speakers of English are most likely to experience library anxiety and lowered academic achievement. This master's thesis discusses the development of critical thinking skills as a primary component of information literacy instruction, and how integrating this component with the specific needs of the international student can prove highly effective. Concepts of adult learning theory, active learning experiences, and the symbiotic relationship between learning style and teaching methods are highlighted (208 references).

Wang, Jian and Donald G. Frank. 2002. Cross-cultural communication: Implications for effective information services in academic libraries. *Portal: Libraries and the Academy* 2 (2): 207–216.

Wang and Frank's article explores the increase of international students on American university and college campuses, and how that increase dictates a proactive move for more effective services in academic libraries. Using data from various focus groups, the authors note that underutilization of library services is especially apparent in international student groups due to their unfamiliarity with the mission of the U.S. academic library and their low skill levels with technologies. The article also discusses cultural differences in communication and learning styles that may hinder international students in the American academic library, and offers several recommendations to help this unique group of students improve their research skills and become more comfortable in an American research and education environment (25 references).

Chau, May Ying. 2002/2003. Helping hands: Serving and engaging international students. *Reference Librarian* 79/80:383–393.

The Helping Hands Project helps facilitates the translation of a two-page library handout into fourteen languages. The project is a collaborative one between Oregon State University Libraries and the International Cultural Services Program. The article discusses the background, methodology, and results of the project. Benefits and challenges are also presented (6 references).

Badke, William. 2003. *Beyond the Answer Sheet: Academic Success for International Students*. New York: iUniverse.

This ten-chapter book is the international student's guide to all things regarding Western education. Chapter six reviews the ins and outs of navigating the academic library, chapter seven briefly includes a special focus on plagiarism, and Chapter ten highlights people—including the reference librarian—who make the adaptation to American academic life easier. The book concludes with an Appendix on graduate study and an index.

Bagnole, John W. and John W. Miller. 2003. An interactive information literacy course for international students: A practical blueprint for ESL learners. *Teaching English as a Second or Foreign Language* 6 (4) [cited 18 March 2006]. Available from http://www.tesl-ej.org/ej24/a1.html

Written for ESL teachers wanting to have a positive and lasting impact on improving their students' information literacy skills, the authors map out the creation of a university-based English for Academic Purposes (EAD) course, designed for students in a variety of disciplines. The course's purpose—which focuses on practical and cognitive skills that are needed for information seeking—syllabus design, activities, and challenges and triumphs met during the course's development are discussed (18 references).

Conteh-Morgan, Miriam E. 2003. Journey with new maps: Adjusting mental models and rethinking instruction to language minority groups. In *Learning to make a difference: Proceedings of the Eleventh National Conference of the Association of College and Research Libraries* edited by H. Thompson. Chicago: Association of College and Research Libraries [Cited 4 May 2006] Available from http://www.ala.org/ala/acrl/acrlevents/conteh-morgan.PDF

Conteh-Morgan asserts that the literature regarding the international student and information literacy instruction compounds the students' challenges by presenting librarians with a one-dimension "problem" that can only be solved by their own inferences about the learning abilities and educational levels of this group. New mental models that reinvent teaching and learning through continuous professional development, self-awareness of framing educational deviations as negative, and cultural sensitivity checks are proposed (35 references).

Howze, Philip C. and Dorothy M. Moore. 2003. Measuring international students' understanding of concepts related to the use of library-based technology. *Research Strategies* 19 (1): 57–74.

Moore and Howze created a study that surveys international students' knowledge of the terms in the ACRL Instruction Section's Committee on Instruction for Diverse Populations multilingual glossary. The varying levels of student understanding are highlighted, along with other study findings, the glossary and other survey tools (9 references).

Marcus, Sandra. 2003. Multilingualism at the reference desk. *College & Research Libraries* 64 (5): 322–325.

Marcus' short essay discusses how she created a reference desk policy allowing librarians, if they choose, to speak foreign languages, along with English, to international or ethnically diverse students. The author argues that doing so decreases a student's feeling of isolation and falls in line

with other language services that many academic libraries already offer. Benefits for the librarian include a larger sense of accomplishment and service to the student and institution as a whole.

Battle, Joel C. 2004. The effect of information literacy instruction on library anxiety among international students. Doctoral dissertation, University of North Texas.

Does information literacy instruction have an effect on lowering both a general state of anxiety and and specific library anxiety? Battle's dissertation study explores and seeks answers to this question, using international students and the resources available at their community college. The participants were divided in 2 control groups, wherein Group 1 was given formal library instruction and Group 2 was not. Two scales were used to assess the groups before and after the "treatment," and results of the study are presented. The dissertation contains 20 tables, three figures, and six appendices (114 references).

Yoo-Seong, Song. 2004. A comparative study on information-seeking behaviors of domestic and international business students. *Research Strategies* 20 (1/2): 23–34.

This paper summarizes the author's observations of the information seeking behaviors of domestic and international business students enrolled at the University of Illinois at Urbana-Champaign's College of Business. The study—designed to compare the students' impressions of library services—focused on three aspects. Methodology and results are presented, along with six tables that represent the data. Suggestions for further research are also offered (12 references).

Yoo-Seong, Song. 2004. International business students: a study on their use of electronic library services. *Reference Services Review* 32 (4): 367–373.

The perceptions and expectations of international students studying business at the University of Illinois at Urbana-Champaign are studied, particularly in the area of electronic library services. Results of the survey, which was completed by 143 subjects, are presented, and six tables are included that present the data. Suggestions for further research, including the idea of differing library use patterns between international students who study other disciplines, are raised (10 references).

Jackson, Pamela A. 2005. Incoming international students and the library: A survey. *Reference Services Review* 33 (2): 197–209.

This study, performed over a three-week period, was undertaken to assess incoming international students' library and computer use proficiencies before arriving to the U.S. and to determine their library needs during their stay in the country. The study's rationale, methodology, and findings are summarized, and recommendations for partnership, collaboration, liaison, and technology services are suggested (39 references).

Schomberg, Jessica and Michelle Grace. 2005. Expanding a collection to reflect diverse user populations. *Collection Building* 24 (4): 124–126.

Schomberg and Grace review their rationale, development, and outcome of a collection development project focusing on Somalia and Somalis at Minnesota State University. Difficulties in establishing this project are highlighted and all phases of the project are reviewed—from finding funding to realizing the impact of the collection on the Minnesota State University community. The article ends with suggestions for further reading and includes an appendix of items that were purchased for the Somali collection (9 references)

Liao, Yan, Mary Finn and Jun Lu. 2007. Information-seeking behavior of international graduate students vs. American graduate students: a user study at Virginia Tech 2005. *College & Research Libraries* 68 (1): 5–25.

This comparative, empirical study focuses on the information-seeking behavior of international and American graduate students at Virginia Tech. Three areas of hypothesis include comparing the information-seeking behaviors (ISB) of the two groups, investigating the relationship between international students' English language proficiency and their ISBs, and learning more about the relationship between an international students' length of time in the U.S. and their ISBs. Conclusions include the determination that English proficiency does not hinder successful library use for the international graduate student. The study includes 14 tables and 17 figures (16 references).

Special Sections
Specific Ethnic/Cultural Groups

Lewis, Mary Genevieve. 1969. Library orientation for Asian college students. *College and Research Libraries* 30 (3): 267–272.

Difficulties of translating an Asian education to American academic library use are covered, including library perception, classification, and card catalog use. A library orientation program developed at the University of Hawaii's Orientation Center for Fulbright grantees is discussed, and student interviews regarding their difficulties using the library are shared. Offering library information in small but steady pieces and giving individual (not coddling) attention to this user group are among the recommendations given to help acclimate the user to the academic library setting.

Chabran, Richard. 1987. Latino reference arrives. *American Libraries* 18 (5): 384–388.

The author offers a short history of the development of Latino-centered collections in American colleges and universities and offers a listing of relevant reference sources and successful bibliographic instruction programs (29 references).

Roberts, Anne F. 1987. Indonesians in the library: Unity in diversity, or one library's experiences. *The Bookmark* (Fall): 42–46.

Taken from a larger report presented at a LOEX conference, this shorter article talks about the University at Albany's experiences with Indonesian patrons. Background on the Indonesian language is discussed, along with the purpose of the Indonesian Scholars Project. The author discusses the librarians' roles in supporting the endeavors of the Indonesian faculty involved in this project, including workshops, seminars, and basic library orientation. Techniques for working with other cultures are also offered (13 references).

Note: The larger report is published in T.B. Mensching (Ed.) *Reaching and Teaching Diverse Library User Groups. Papers presented at the 16th National LOEX Library Instruction Conference, Bowling Green.* Ann Arbor: Pierian Press. 1989.

Hendricks, Yoshi. 1991. The Japanese as library patrons. *College and Research Libraries News* 52 (4): 221–222.

Hendricks focuses on Japanese social and educational culture and emphasizes how that culture creates specific challenges to the Japanese student using the American academic library. Fears of appearing ignorant or disrespectful to a person of authority, and unfamiliarity with the American educational learning concepts of individual thought and making choices are discussed, along with how academic library faculty and staff can attempt to alleviate this user group's trepidation with library use.

Hao, Junhong. 1992. Chinese students' use of a medium-sized American academic library. Master's thesis, Central Missouri State University.

The main focus of this master's study is to find out the difficulties that Chinese students have regarding library use and library services at Central Missouri State University's library. Three conclusions are presented, citing unfamiliarity with the library and insufficient language skills as major problems. Seven recommendations are made as well, among them, redesigning library tours and the importance of presenting orientation and instruction sessions in English. Thirty-four tables are included, and the thesis ends with one appendix (11 references).

Park, II-Jong. 1995. Evaluation by Korean students of major online public access catalogs in selected academic libraries. Doctoral dissertation, University of North Texas.

The study within this dissertation was created to gather information from a specific international student group— Korean—and to help system managers select an OPAC. The subjects' behaviors and perceptions were measured on five OPAC systems, and questionnaires and skill tests were also administered to the subjects. Four major conclusions came out of this study, including that menu-driven systems should be selected for Korean students.

Zhang, Li. 2006. Communication in academic libraries: An East Asian perspective. *Reference Services Review* 34 (1): 164–176.

This 12-page article is an addition to articles that discuss how communication can be a barrier to international students in American academic libraries. Zhang moves this idea forward by focusing on the East Asian international student, and applies communication literature and theory to highlight how cultural-specific communication styles can cause unintentional obstacles in reference service. Recommendations that decrease the occurrence of miscommunication with East Asian user groups—including campus-wide collaborations and research sharing—are presented (44 references).

Administration

Trujillo, Roberto G. and David C. Weber. 1991. Academic library responses to cultural diversity: A position paper for the 1990s. *Journal of Academic Librarianship* 17 (3): 157–161.

Trujillo and Weber offer ten actions that U.S. academic libraries can take to advocate a larger role in the promotion of cultural diversity on their campuses. Recruitment efforts, developing internship and mentoring programs, changing management's composition, and making contact with high schools are some of the ways this can occur.

Welch, Janet E. and R. Errol Lam. 1991. Library and Administration Management. *5* 4 (212–216).

This report discusses the racial and cultural shifts in librarianship and the student bodies of American higher education. The traditional profile of the Anglo librarian and the traditional profile of the white, young adult student are both changing, and both groups are being less homogeneous. Responses to racism in the profession and alleviating intolerance towards international students are presented, and the article concludes with a listing of program ideas to raise sensitivity awareness of library staff and facilitate discussion (24 references).

Staffing

Shirts, R. Garry. 1976. *Rafa Rafa: a cross-culture simulation*. La Jolla: Simile II.

This audiovisual game presents cultural sensitivity training opportunities for any staff group. Staff can be divided into

two groups, simulate different cultures and value systems and develop theories for better interaction with the culture they are replicating.

Pastor, Harriet M. and Lia S. Hemphill. 1992. Acculturation of the international student employee in urban university libraries. In *Academic Libraries in Urban and Metropolitan Areas*, edited by G. B. McGabe. New York: Greenwood.

The authors created a survey designed to find out if working in an academic library results in a more positive acculturation process for an international student. Another survey also was created to find out how librarians hired and placed international student workers in the library. Finding a place to learn and observe American learning styles, American humor and language, as well as research methods are highlighted as some acculturation benefits for the international student library worker (13 references).

Beveridge, Mary I. 1995. Student assistants in libraries: An international perspective In *Libraries and Student Assistants: Critical Links* edited by W. K. Black. Binghampton: Haworth Press.

This chapter discusses the differences in how student workers' roles are seen in academic libraries outside the U.S. Examples of how student employment is viewed, and what roles student workers play in international libraries are presented, and highlights the larger role student workers play in the day-to-day operations of the American academic library (13 references).

Bibliographies

Greis, Naguib. 1975. ESL Bibliography. In ERIC at EBSCOhost [online database] Cited 19 March 2006.

This 117-item bibliography lists ESL materials for college level study and teaching. The list is divided into four sections, including one titled "Orientation, Library, and Study Skills."

Macomber, Nancy. 1987. Academic library services to international students: a selected bibliography. *Urban Academic Librarian* 5 (Fall): 49–51.

Macomber lists 12 sources that address the cultural differences and language problems that potentially lead international students to negative encounters in the library and its staff.

Penchansky, Mimi B., Evelyn Apterbach, and Adam Halicki-Conrad. 1988. *International students and the library: An annotated selective bibliography on the theme of the LACUNY1988 Institute*. New York: Library Association of the City University of New York.

This 29-page annotated bibliography contains 71 items including books, articles, and reports. The book focuses on international students; however it also contains topics on general services to multicultural groups. All kinds of libraries are covered, including some items on school media services. The book ends with suggestions on making service interactions go more smoothly, and a list of organizations that work with international students is provided.

Wu, Connie. 1988. Library services and foreign users: A comprehensive bibliography. In ERIC at EBSCOhost [online database] Cited 5 June 2006.

Wu's 135-entry bibliography is arranged alphabetically and covers articles, book chapters, and book items on bibliographic instruction, minority librarianship, and cultural/ethnicity-specific services for foreign user groups.

Liestman, Daniel. 1989. Library users whose second language is English: A bibliography of sources, 1964–1989. In ERIC at EBSCOhost [online database] Cited 5 June 2006.

Liestman's 40-page un-annotated bibliography organizes 25 years of literature regarding ESL library users. The work is arranged by broad subject areas in 25 categories. Individual works are arranged alphabetically in each category, and limited cross-referencing is included.

Moeckel, Nancy and Jenny Presnell. 1995. A companion bibliography to: Recognizing, understanding, and responding; a program model of library instruction services for international students. *Reference Librarian* 51/52:327–353.

This bibliography contains 193 entries. Divided into three sections, "Library programs/Instruction," "Cultural Attributes," and "General Education/Interpersonal Communication," the entries are accompanied by short, editorial annotations.

International Library Education/Guides

This short section primarily deals with works that address the international perspective of library and information science education in the United States. For more information, consider consulting Katherine Cveljo's article (cited in this section), which concludes with an extremely comprehensive (yet unannotated) bibliography focusing on international students who come to the United States to study the LIS field.

UNESCO. 1972. *World guide to library schools & training courses in documentation*. Paris: UNESCO.

The book holds information on 306 schools and institutions in 60 countries offering higher education in documentation and librarianship. Entries are arranged alphabetically, starting with Argentina and ending with Zambia. While introductory pages are printed in English and French, entry information is in English (college and institution names are

printed in the native languages of the represented country). Entries include courses by year, program durations, diplomas awarded, and admission requirements.

American Library Association. 1976. *Notes on professional education for librarianship in the United States.*
This short outline describes the American educational system and focuses on professional library education. This guide, written for the foreign student interested in pursuing a graduate library science degree, reviews the ALA accreditation system, application and admission procedures, and includes a listing of available scholarships and fellowships.

Fang, Josephine Riss and Paul Nauta (Eds.). 1985. *International guide to library and information science education.* Munchen: K.G. Saur.
This reference source for worldwide information education programs covers the administrative structure, offered programs, entrance requirements, program durations, and teaching faculty sizes of over 100 international countries and cities. Entries are arranged alphabetically and including a quick overview of the country's educational structure.

Nasri, William Z. 1993. International students: What do we owe them? An educator's reflections. *Journal of Education for Library and Information Science* 34 (1): 75–78.
Nazri draws from his experience as a LIS professor to discuss his ideas of how the American LIS education experience can be made better for international students during their tenure in an LIS program, and how what they learn in these programs can be better applied when the students return to their countries of origin. Better awareness of how information is managed in other countries, focusing on teaching international students to adapt information skills to other environments, and strengthening alumni ties with international students are just some of the recommendations made in this piece (12 references).

Cveljo, Katherine. 1996. International Students in American library and information science schools. In *Encyclopedia of Library and Information Science,* v.57, supplement 20. Edited by A. Kent. New York: Marcel Dekker, Inc.
Cveljo's broad article focuses on international students who study LIS at American institutions. A historical overview, a discussion of international students in higher education, and an in-depth look into how less industrialized countries are dealing with the dearth of information professionals are just some of the issues that the author touches upon. This in-depth article concludes with an extended reference list and bibliography.

International Research

This list is representative of the works regarding the study of international students in academic libraries outside of the United States. Please consult the references within these articles to gather more information.

Pearce, Robert. 1981. The overseas student and library use: A special case for treatment. In *Proceedings of the Second International Conference on Library User Education*, edited by P. Fox. Loughborough: Oxford University.
Problems of classification and the international students' erroneous perceptions of what a librarian does are discussed in the environment of academic libraries in the UK and the Republic of Ireland. Other factors (language, study skills, cultural thought patterns and learning styles) are also reviewed, and a list of proposals aimed at offering library instruction and services to international students is also presented (23 references).

McCullagh, Lyn and Steve O'Connor. 1989. Overseas students, full-fee paying students, and the utilization of library resources in Australian tertiary institutions. *Australian Academic & Research Libraries* 20 (2): 100–112.
A literature review shows that international students in Australia are faced with the same problems they would encounter in American academic libraries: language, cultural differences in library perception, and confronting library personnel who aren't aware of their special information needs. A two-part survey was sent to Registrars and Libraries of selected institutions to determine what kind of orientation programs were offered to students. Four suggestions for establishing an effective are offered and issues for library management are mentioned (18 references).

Baker, Susan. 1990. Providing library services to overseas students. *Library Association Record* 92 (7): 509–510.
International students completed questionnaires for four courses offered at the Liverpool School of Tropical Medicine in the UK, and the results are presented in this article. Seven tables present the data, including tabulations on previous library experience, previous library instruction, and dissertation for a previous course.

Robertson, Joan E. 1992. User education for overseas students in higher education in Scotland. *Journal of Librarianship and Information Science* 24 (1): 59–73.
Two surveys were created to 1) identify the status of user education for all Scottish students using academic libraries, find out if special user education programs are created for overseas students, and determine if librarians are aware of the problems of overseas students, and 2) find out how well overseas students understand and utilize their academic libraries and how they perceive any benefits from user educa-

tion. Three tables and eight tables show the data gathered from the study (8 references).

Graubert, Marilyn. 1995. Orientation sessions in Israeli academic libraries. *Research Strategies* 13 (3): 165–175.
During a development leave from the Miller Nichols Library of the University of Missouri Kansas City (UMKC), the Graubert studied library orientation programs at seven Israeli academic libraries. The general differences in Israeli and American academic libraries are described, along with more specific profiles of the universities, libraries participating in the study, and orientation sessions offered in each library. The author discusses her observations and the resulting two objectives for improving BI at UMKC—using student tour guides and ways of improving the learning environment for international students (2 references).

Howard, Vivian F. 1995. Orientation programs for international students at Canadian academic libraries. Master's thesis, Dalhousie University.
This thesis looks at the state of orientation programs for international students at Canadian academic libraries. Three surveys were created and sent to academic librarians, international student advisors, and international students and the results analyzed. Among the results: optional integrated orientation seems to be the norm, and many of the orientation programs for international students are not evaluated. The work includes seven figures, 48 tables, and ten appendices (48 references).

Insaidoo, Albert and A.A. Alemna. 1995. Information needs and the provision of information for overseas students in England. *Education Libraries Journal* 38 (1): 45–55.
This study investigates the information needs of international students in North East England institutions. The study also determines how those needs are met and if the provided information supports social, economic, and academic issues and concerns. Traditional and social methods of information seeking are highlighted. Methodology, data analysis, and recommendations—including the creation of a (educational) welfare committee for international students—are given (5 references).

McSwiney, Carolyn. 1995. *Essential Understanding—International students, learning, libraries.* Adelaide: Auslib Press.
This published work is a reproduction of the McSwiney's M.A. thesis (1994, Monash University). The eight-chapter discourse begins with an explanation of the need to research international students and the academic library and ends with a discussion of service ethics and needs response. The book also includes a bibliography and an index (170 references).

Marama, Ishaya D. 1998. Use of the technological university library by international students. *International Information & Library Review* 30 (2): 87–96.
The author's questionnaire and interview-based study explores the problems that international students at Abubakar Tafawa Balewa University Library (Nigeria) encountered and discusses differences in the students' home libraries. The study's objectives and results are given, along with recommendations. Eight tables showing the study's data are included (10 references).

Hughes, Hilary. 2001. The international-friendly library - customizing library services for students from overseas. Paper presented at the Australia Library and Information Association 2001 TAFE libraries conference, at Brisbane, Queensland, Australia. [Cited 23 August 2006] Available from http://conferences.alia.org.au/tafe2001/papers/hilary.hughes.html
Hughes' paper identifies eight obstacles that international students face when studying in Australian academic libraries and offers recommendations on creating an "international-friendly library." This work offers recommendations on improving services through staff development and campus-wide collaboration and offers several pointers on teaching IL courses to international students (16 references).

Abdoulaye, Kaba. 2002. Information-seeking behavior of African students in Malaysia: a research study. *Information Development* 18 (3): 191–196.
The survey included in this article was created to investigate the information-seeking behaviors of African students at the International Islamic University of Malaysia's library. Results of the study are given, including what channels the students use to get information (social networks, computers, library staff, etc) and how often they used library services. Using the library seems to have a positive effect on changing the students' information-seeking behaviors (15 references).

Hughes, Hilary. 2002. Information literacy with an international focus [Cited 23 August 2006]. Available http://lifelonglearning.cqu.edu.au/2002/papers/Hughes.pdf
Hughes' paper presents the Council of Australian University Librarians' (CAUL) IL standards and discusses applying the standards to international students. Short recommendations on overcoming obstacles to teaching international students IL are also given (30 references).

Varga-Atkins, Tunde and Linda Ashcroft. 2004. Information skills of undergraduate business students—a comparison of UK and international students. *Library Management* 25 (1/2): 35–55.
The authors summarize the results of a study created to measure and compare the information skills of UK and

international students studying business at two UK universities. The study's three research objectives, methodology, data analysis, and results are given. Six tables and 13 figures represent statistical data of the study (46 references).

Curry, Ann and Deborah Copeman. 2005. Reference services to international students: A field simulation research study. *Journal of Academic Librarianship* 31 (5): 409–420.

Following literature reviews of scientific and anecdotal articles about international student difficulties and barriers in using academic libraries, the authors discuss the purpose, methodology, and results of their study. The study is designed to assess the quality of reference service received by international students in academic libraries in Lower Mainland British Columbia. Major findings include that librarians are eager to help; however they tend to conclude reference interactions too early or perform shorter reference interviews. Three tables are included, and the article ends with one appendix of the study's observation tool (28 references).

Hurley, Tina, Nora Hegarty and Jennifer Bolger. 2006. Crossing a bridge: The challenges of developing and delivering a pilot information literacy course for international students. *New Library Journal* 107 (7/8): 302–320.

Librarians at the Waterford Institute of Technology in Ireland discuss the complexities of creating and implementing a new IL course for international students from China and Pakistan. During the implementation, the authors found that, while the students presented excellent information technology skills, communication issues remained a chief barrier between instructors and students. Learning outcomes, course content and delivery, student assessment, and recommendations are included in this work, which concludes with three appendices (25 references).

General Works of Note

Hagey, A.R. and Joan Hagey. 1972. The international students and the junior college: Academic and social needs. *Journal of College Student Personnel* 13 (2): 140–144.

Middle Eastern students from two- and four-year academic institutions are compared on social adjustment, academic adjustment, any services used by the students, and any services wanted by the students. The design, methodology and results of the study, are presented. Nine tables that correlate the study results are included (7 references).

Swope, Mary J. and Jeffrey Katzer. 1972. The silent majority: Why don't they ask questions? *RQ* 12 (Winter): 161–166.

The authors present a study to find out why some library users choose not to ask a librarian for help. The study's methodology and results are summarized, along with a discussion and recommendations for improving the likelihood that library users who need information and assistance will ask librarians for their expertise (16 references).

Hagey, A.R. and Joan Hagey. 1974. Meeting the needs of students from other cultures. *Improving College and University Teaching* 22 (1): 42–44.

A study involving Middle Eastern students highlights how well this group adjusts to the American academic environment, particularly with regard to general orientation programs, library orientation programs, support from classroom instructors, advising services, and the involving themselves with foreign student organizations. Following a brief analysis of the survey results, the authors offer recommendations on meeting the academic needs of Middle Eastern students, including having school curricula focus on oral-aural English skills and showing students how to navigate the maze of the American education system itself (registration, enrollment, etc). The authors also recommend that institutions of higher education provide more direction in teaching library skills (7 references).

Hall, Patrick A. 1992. Peanuts: A note on intercultural communication. *Journal of Academic Librarianship* 18 (3): 211–213.
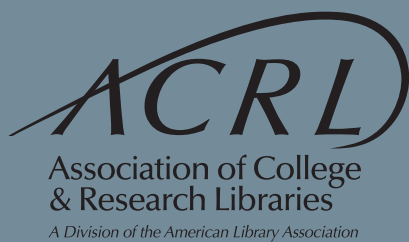
Hall challenges librarians to be aware of communication styles that occur even when both parties speak American English, realizing that the multicultural nature of the United States has spawned numerous language codes that often go unnoticed or are ignored due to lack of knowledge of linguistic styles that lie outside of the American "mainstream". Concepts of linguistic bigotry, the variables of cultural and power in communication, cultural bias, and how dialects and accents impact perception of the speaker are all discussed in this article (18 references).

Sarkodie-Mensah, Kwasi. 1998. International students in the US: Trends, cultural adjustments, and solutions for a better experience. *Journal of Education for Library and Information Science* 39 (3): 214–222.

Sarkodie-Mensah gives a brief overview of the foundations of the international education program in the United States and recent international student enrollment trends. Differences in classroom culture, including interacting with other students, and perceptions of the role of the instructor are discussed, along with factors that affect the day-to-day lives of the international student (social isolation, culture shock). The author highlights programs that can help international students adjust, including library orientation, training graduate students to teach, accent reduction training, and counseling services. This work includes four tables about foreign student population, nations of origin, and enrollment trends (9 references).

Works Cited

Institute of International Education Network. (2006). *International Students in the U.S.* Retrieved August 26, 2006 from http://opendoors.iienetwork. org/?p=69736

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