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A comparative study of the study habits of Asian and European-American males

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**A COMPARATIVE STUDY OF THE STUDY HABITS OF
ASIAN AND EUROPEAN-AMERICAN MALES**

A Thesis

Presented to

**The Faculty of the Communication Studies Department
San Jose State University**

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

by

Helen Carolyn Franklin

December 1999

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ABSTRACT

A COMPARATIVE STUDY OF THE STUDY HABITS OF ASIAN AND EUROPEAN-AMERICAN MALES

by Helen Carolyn Franklin

Schools with high Asian populations show significantly higher scores on national percentile tests than schools with high European-American populations. Assuming comparable intelligence between the two cultures, an investigation of factors influencing scores seemed reasonable. Perceiving study habits as a common variable, this study asks, “In what ways do reports of study habits differ in interviews of Asian males and European-American males enrolled in Communication classes?” An interview of 12 open-ended questions inquiring into study habits was administered to 15 male students in each culture enrolled in Communication classes. The Chi-square analysis showed three significant differences: (a) Asian students would not seek help from an instructor; (b) Asian students seek to understand the instructor’s expectations, and (c) Asian students study in advance for tests. It is recommended that schools include courses of study habits in their curricula.

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Chapter 1

THE RESEARCH PROBLEM

Introduction

The focus of this thesis is on intercultural communication or communication that occurs between student and teacher. A primary interest of this thesis is in listening as a part of the communication process as well as the role of listening in academic achievement. However, after reviewing the literature, the study was broadened to research study habits in general. With this approach, out-of-class communication behavior and in-class communication behavior (i.e., listening) may be seen as equally important in determining academic success.

A few years ago relatively fewer Asian students were enrolled in colleges than are today. Often European-American students find themselves in study groups with Asian students who seem to be unusually focused in their studies. Asians also seem to achieve higher grades than other groups of students.

This seeming phenomenon was an intriguing puzzle that asked what reasons, if any, were behind the Asian's ability to display consistently high scholastic achievement. This intrigue led to an examination of the results of the Standardized Testing and Reporting exam (STAR), a nationwide academic achievement test administered to 8th grade students. In all cases, where an Asian student population was recorded, their percentile scores in all disciplines were noticeably higher than scores of other groups.

Assuming intelligence is comparable among ethnic groups, why then, do Asians do so much better than other groups? Do Asians have certain study habits which are peculiar to their culture?

The goal of this research is to examine the study habits of Asian male students and European-American male students to determine what influence those study habits may have on academic achievement as demonstrated by the percentile scores. It should be noted that Asian students have the handicap of English as a second language and still manage to score high in national scholastic competition.

High percentile scores are not necessarily an indication of intelligence, but indicate learning, an implicit comprehension of academic subjects. For the health of the nation and personal development of students, maximum academic achievement is desirable. If students of one culture have methods which enable them to achieve significantly higher scholastic scores, then it would be advisable to give more focus to these methods for possible application to all students so they may develop to their fullest potential as citizens and individuals.

There are two basic reasons for focusing on students in Communication classes:

(a) In Communication classes students have a tacit, if not explicit, obligation to disseminate and exchange information; there is an expectation of various styles and levels of Communication involving message sending, message receiving, and feedback. Since, in class, these messages are generally oral, strengths and weaknesses of each student are apparent, lack of comprehension is transparent and immediate. Asian students are generally better prepared than European-American students for the written and oral

presentations. The Asians demonstrate a preparedness which suggests some attending to the assignments. And, (b) this preparedness results in the students' satisfactory and efficient progress. Under these conditions, the instructor may augment the instructional and supplementary materials which increase the students' competence toward academic success. Preparedness may be the result of good study habits and, if so, then it seems reasonable to investigate study habits for a possible relationship to academic success.

Definitions

This study uses the data and definition of "Asian" and "European-American" from the California State Department of Education (1997). "European-American" is termed as "White" and is defined by the exclusion of: Hispanic, Black, Native American, Asian, Pacific Islander, and Filipino ethnicities. Similarly, the Department of Education (hereafter "DOE") definition of "Asian" excludes all of the above (excepting Asian), and White, ethnicities. This paper therefore includes as "Asian": Korean, Japanese, Chinese, Taiwanese, Thai, Indian, and Cambodian. To qualify as an Asian, a student must be a native of one of those countries and speak English as a second language (ESL). European-American students qualifying for this study, must be natives of, or descendents of, Europe (American) or Russia and speak English as their native language.

Since the cultures included in this study are predominantly patriarchal, males, then, are more likely than females to be encouraged or pressured to succeed academically. Therefore the research is limited to include males only as it may be assumed that motivation to achieve for males in either culture is parallel. For the purposes of this study, "patriarchy" is defined as "a form of social organization in which

the father or eldest male is recognized as the head of the family; descent and kinship being traced through the male line” (Guralnik, 1970, p. 1042).

A pilot study completed last year revealed that “study habits” for these groups encompassed several communication areas. The students responding to the 18-question survey were 90 Asian male students and 90 European-American male students on San Jose State University campus. Their “study habits” were defined as: alone or group study, studying with the TV on or background music playing or having silence, teacher-student class interaction, note-taking, listening skills, highlighting or outlining chapters, asking other students for clarification, having a study routine, studying for a specific number of hours, phoning out of the country for help, seeing a tutor, cramming for tests or studying in advance, studying under pressure, asking questions in class, memorization, and completing difficult or easy homework first.

Since there is a broad overlapping range of definitions from both the study habits in the survey and literature, both sources have been summarized into four major categories with subsets. This organization will place the study habits in groups of strategies.

Categories and Subsets

1. Out-of-Class Communication, as defined by Jaasma and Koper (1999):

student/teacher communication in the instructor’s office, informally on campus, or before and after class with the instructor, phone calls to a foreign country specifically for the purposes of subject clarification, employing tutors, and meeting in study groups.

2. Active Listening, as defined by Wood (1991): note-taking in class, listening for key phrases, asking for clarification in class, sitting up front to hear better, attending to lecture material, participating in class discussions, think while you are listening, be alert.
3. Time Management, as defined by Wood (1991): have a specific time for study, have a specific place for study, study a certain number of hours, study each day, do the easy or difficult homework first, finish each assignment before going on to the next one, take rest breaks to stay fresh and alert.
4. Miscellaneous: memorization, cramming or studying for tests in advance, studying under pressure (as defined by the students), having background music or TV on, studying alone, taping lectures, highlighting or outlining texts.

Literature Review

Study Habits

For a clearer perspective in intercultural study habits, this review begins with an early research design which was conducted in 1982. The review then follows the development of study habits since then to the present time.

In Saudi Arabia, Khouj (1982), an instructor in a lower division school, conducted research on learning. As is the custom, it was an all-boy school where the students had varying economic backgrounds, but their pre-school education was traditional. At home, as small children, none of these students had access to the written word; their learning style was oral. From listening to the radio on a regular schedule, the boys memorized the teachings of Islam.

However, even though their backgrounds were essentially identical, Khouj (1982) noted that some students learned faster, easier, and more thoroughly than others. His curiosity was piqued and that disparity in learning prompted his study. Khouj wondered if there were a relationship between high performance in one discipline to high performance in another. For example, if a boy were good in one thing, would he be good in everything? Unable to predict performance, Khouj concluded that “good performance [high grades] was a combination of good study habits and intellectual ability” (p. 8).

Khouj (1982) compared each student’s scores in math to scores in science, then compared those scores to the results of reading tests, social science tests, and religious instruction examinations. Results showed that students who scored high in math also scored high in science. Other students correlated high scores with reading to high scores in social science. All scores increased as study habits were improved.

Study habits were not defined in this research. But since the boys were boarders at the school, the skills, techniques, and strategies of study skills could be easily implemented and shared from student to student.

We progress from Saudi Arabia to Columbus, Ohio, 9 years later. Study habits at this time are being researched and refined in the Ohio school system as an effective means to aid students in their education. The question of intellect vs. motivation in learning seemed to be a basic question among the educators.

As Wood (1991) discovered, similar to Khouj (1982), intellectual ability can be a factor in good performance; but, in her essay, she points out, teachers have no control over the intellect. Wood does note, however, that teachers have an opportunity with

students to “effect the motivation, self-image [by] instruction in study skills” (p. 18).

Wood seems to incline toward motivation as a dominant factor in learning.

At this time, some study habits have been defined; this enables researchers to further investigate the effects of those habits on students and high scores.

Wood’s (1991) definition is well-developed and includes such study habits as: organizing time, prioritizing tasks, do the difficult work first, have a place for study, memorization, noting main points, taping lectures, group discussions, and taking rest breaks during study time. Wood, as an innovative observer, stated that students should be taught listening skills prior to learning study habits. She believes that we should “teach the students to listen first, then write the lecture” (p. 20). Instructional communication in listening skills and integrating that knowledge into other areas of study have proven to be a successful technique in understanding other subjects.

Wood (1991) defined listening as a “skill”; this was a presage of researchers who later defined listening as a study habit. Even in 1991, with all the focus on education and research in how to score higher in tests, the importance and variety of study habits was not yet fully appreciated.

The Indiana College Placement and Assessment Center (ICPAC) (1994) understood the student’s desire and need for high grades. Their research states that the “payoff” for better study skills is better grades. And, the Center found that these study habits will “be with you for many years and help you in many situations” (p. 2). By setting “big goals” and utilizing skills, the student is told, “. . . you can live life in your

own way. Without goals, people are at the mercy of what happens around them”
(p. 2).

The sophistication and refinement of study habits at this time is evidenced by the impressive list of definitions for study habits toward the student’s life-goals:

1. Have a positive attitude.
2. Be an active learner; listen carefully (here the ICPAC, 1994, echoes Wood from an earlier stage of definitions in 1991).
3. Get help from others when you need it.
4. Communicate with your teachers if you are not doing well on assignments.
5. Remember, much of what you learn is a building block to further studies.
6. Write down every assignment.
7. Have a place where you can study.
8. Schedule your study time when it’s best for you.

Study habits, as further defined in this publication, include memorization and the need to distinguish “listening” from “hearing” in the classroom setting. Hearing, as we know, is a physiological process while “listening involves your ears and your mind” (ICPAC, 1994, p. 5). Utilizing this communication skill of listening in the classroom is obviously seen as a valuable strategy in learning and scoring high on tests.

Based on previous research and refined definitions, Loulou (1995) could now relate study habits directly to high test scores. In her essay, she states, “Tests are one method of measuring what you have learned in a course . . . good grades begin with good study habits” (p. 1).

Loulou (1995) includes among her definitions: outlines, repeating information to secure it in your mind, and reviewing material on a regular basis. Study groups are also included in the definition of study habits as an effective means of communicating information, especially if it is a group of dedicated students. She notes that some groups have a tendency to waste time.

In accord with the ICPAC (1994) and Wood (1991), Loulou (1995) observed that a “good student listens during lectures [and] pay(s) attention to verbal directions” (p. 1). Regular review of highlighted sections of textbooks and notes, as well as studying well in advance of tests, are more study habits which help decrease test anxiety. She suggests that instructional communication is one key to motivating students to higher achievement (similar to Wood, 1991).

The most recent variable gaining interest in our discipline is a study habit defined by Jaasma and Koper (1999) as Out-of-Class Communication (OCC). In attempting to understand the complex related factors among institution, individual, and environment in the academic setting, OCC attends to the relationship between student and faculty. Specifically, it is defined as: (a) Student-faculty interaction formally in the instructor’s office; (b) Informal interaction on campus; (c) Interaction before or after class; and (d) Interaction in relationship to instructor immediacy and trust. OCC perceives informal student-faculty interaction as a positive aid in the student cognitive retention process.

The benefits of student-faculty interaction are manifold. They range from improving personal relationships to improving scholastic performance. As well as retention of data, Jaasma and Koper (1999) stated that students benefit from an

“improved nature of the college experience” (p. 41). Students who communicate with faculty show “greater academic and cognitive development, higher educational aspirations, greater levels of academic integration into the university, and increased feelings of affirmation, confidence, and self-worth” (p. 41).

In many cases where students attend heavily populated schools or schools with extensive campuses, there may be a tendency for the student to feel lost, alone, or uncomfortable in that unfamiliar environment. Being able to interact with the instructors in formal or informal settings may give the student a feeling of friendship, camaraderie, a sense of belonging which is so basic to human needs.

As evidenced by Jaasma and Koper (1999), OCC involves predominately course related discussions. It appears to have great impact on student persistence and the decision to remain in college. OCC also affected “intellectual development, student academic performance, and student satisfaction” (p. 46).

Verbal immediacy is most closely linked to the frequency and length of OCC. And, by using language “that engages students and creates rapport” (Jaasma & Koper, 1999, p. 45), faculty can increase the probability of OCC. Frequency of OCC was related to nonverbal and verbal immediacy and trust and therefore increased student motivation. This method of communication should satisfactorily apply to intercultural students as well as native-born students in affecting motivation and achievement.

By reviewing the literature and analyzing the data from the case study interviews, study habit behavior which is unique to the Asian and also unique habits of the

European-American cultures may become apparent. These behaviors may help to explain the seeming spread between GPA scores on the national percentiles.

The commonality departs in the methods and behaviors of disparate cultures in achieving academic goals. Since Asians and European-Americans are disparate cultures, understanding and sharing their unique skills may result in greater scholastic achievement for all students.

Intercultural Influences Which May Affect Study Habits

An intercultural study necessitates consideration of a topic from various perspectives. A brief overview of the two cultures in this paper explains how beliefs, values, and norms of a society affect study habits. One of the most influential researchers in intercultural communication was Hall (as cited in Lustig & Koester, 1996) who categorized cultures into two dimensions, "high" and "low" context.

According to Hall (as cited in Lustig & Koester, 1996), Asian cultures are defined as having a pattern of high-context communication, including norms of,

. . . interactions which take place in a long-term relationship between two people, who are often able to interpret even the slightest gesture or the briefest comment. The message does not need to be stated explicitly because it is carried in the shared understandings of the relationship. (p. 122)

A high-context culture is also defined as collectivist, i.e., people who value living and working for the good of society; their concept of "I" or "self" is almost non-existent.

Asians also value group consensus and harmony, and they particularly value tradition.

Behavior in social or business situations is predictable; there are no deviations from their norm; people are expected to do the same things in the same way each day,

“ . . . messages are imbedded in the rules and rituals of situations . . . there are fixed and specific expectations for behaviors, deviations are easy to detect” (p. 125).

As for beliefs, the Asians hold their ancestors in high esteem and believe it is a duty to keep the family name respected in society. This belief also relates to their value of “saving face”; that is, by not being embarrassed or shamed by mistakes or unacceptable behavior, Asians believe that they will not disgrace their ancestors.

These beliefs, values, and norms have a profound influence on study habits. High-context communication has a high dependency on nonverbal communication. In the academic environment, it is the responsibility of the student to decode communication by utilizing a study habit of listening skills.

Other study habits complementing listening skills are: (a) Asian students would probably sit near the front of the class where they could listen and attend to the lecture; and (b) they would probably not talk among themselves during instructional communication. According to their tradition, they would observe gestures and the implication of what was not being said. As Buddha observed, “True communication is believed to occur only when one speaks without the mouth and when one hears with the ears” (Lustig & Koester, 1996, p. 230).

Murphy (1987), an English as second language researcher, used a process called “protocol analysis” to divide listening into a three-dimensional framework which explores a student’s learning experience. Murphy perceives listening as “process oriented” behavior. His research required Asians to rank listening selections which

simulated academic lectures in order of importance. He called this ranking “protocol analysis”.

His three-dimensional framework analyzed the data as: (a) “Source”, what is the source of information and how does it relate to the listener’s experience; (b) “Use”, how does the listener use language to express ideas; and (c) “Area of Content”, which is a diverse dimension of several sections including personal experience and syntax.

Murphy’s (1987) results concluded that Asian students who listen more achieve more. He implied that listening was a study habit that should be further developed and encouraged among students; “One implication for classroom instruction is that we need to focus upon the process of listening . . .” (p. 43). Listening is a “holistic” activity which “involves textually-based as well as listener-based information” (p. 44).

Canadian researcher, Bond (as cited in Lustig & Koester, 1996), administered a Chinese Value Survey to university students in 23 countries. His results showed that the teachings of Confucius were integral to the Asian cultural patterns of communication. These teachings directly relate to the study habits of Asian students.

Confucius (500BC) [Lustig & Koester, 1996] taught a “. . . set of practical principles and ethical rules for daily life” (p. 141). Bond (as cited in Lustig & Koester, 1996) developed four dimensional cultural patterns from those principles and ethics: (a) “Integration”, which is social stability, group solidarity, and maintaining interpersonal harmony (p. 141). Bond’s dimensions relate to this present study in that Integration includes studying in groups, phoning home for help in studies, studying in advance for tests, taking detailed notes, and doing homework on a daily basis.

(b) “Human-heartedness” is the dimension of courtesy and patience (p. 141). This dimension results in study habits of paying attention, respecting the teacher, and listening closely. (c) The “moral discipline” dimension includes “restraint and moderation in one’s daily activities” (p. 141). Study habits would include reading a certain number of pages each night and not speaking up in class. The final dimension (d) is “work dynamism” of “persistence, a sense of shame . . . a deep appreciation for personal steadiness and stability and maintaining the ‘face’ of self and others . . .” (p. 143). This dimension results in study habits of taking detailed notes, studying in advance for tests, reviewing notes often, and doing the hard homework first.

“Saving face” is a tradition of maintaining “people’s sense of dignity, self-respect, and prestige” (as cited in Lustig & Koester, 1996, p. 146). This tradition refers to the value of the group, as in a collectivist society, harmony and social dignity must be preserved at all costs. Face is defined as “the favorable social impression that a person wants others to have of him or her. Face therefore involves a claim for respect and dignity from others” (p. 258). “Face” is a psychological perception of the value of self and others, a type of self-image as seen reflected from others. “Face” relates to this study in that each Asian perceives himself as representative of his entire culture. Therefore, if he does not succeed academically, it reflects on the entire community; his failure shames them all.

Singelis and Brown (1995), in researching the psychological processes of learning, maintain that self-image is directly related to behavior (as study habits). Self-image is defined as “self-construal”; in a collectivist society where the

“self” is “constructed” by society, there is considerable pressure to conform to the beliefs, values, and norms of the group; and for Asians, education is a major value.

According to Singelis and Brown (1995), the psychological processes of individuals, when combined, create a culture. “Culture is the man-made part of the environment, [but it] is modified by the actions and beliefs of individuals” (p. 356). The “man-made” culture defines the group and the individual; it is a means of controlling behavior and an expectation of conformity within cultural bounds. An individual’s perception of self is a reflection of society’s expectations; this is the definition of “self-construal”. Confucian teachings in the Asian culture, i.e., education, loyalty, and persistence, indirectly affect study habits; to achieve success and respect an Asian must do well in school. To do well in school implies successful implementation of study strategies.

Hall (as cited in Lustig & Koester, 1996) defines European-American cultural patterns as low-context communication; there is a dependence on explicit, detailed verbal information. Messages need to be explicit and the nonverbal reaction must be explicit also. “Even when the message is understood, a person cannot assume that the meanings are clear in the absence of verbal messages coded specifically to provide feedback” (p. 125).

Values of Americans include independence, autonomy, and organized time. “In low-context cultures, time is highly organized, in part because of the additional energy required to understand the messages of others” (Lustig & Koester, 1996, p. 126). These values are reflected in the study habits of cramming for tests and doing the easy homework first. Traditionally, Americans do not have long-term friendships nor lasting

commitments. Study habits affected by tradition include: group discussions in class (since they are disbanded when the class is over), and having the teacher know the student and his expectations. America is a mobile society; it is on the move. This norm reflects in the study habits of: cramming for tests to save time, reviewing notes just before the test, and studying as time permits.

Since, historically, almost everyone in America is an immigrant, this tendency for verbal dependency may have developed from a need to interact with a variety of languages and communication styles. Explicit language leaves nothing to the imagination; perhaps this strategy was conducive to survival in the New World.

Unique child-rearing practices in disparate cultures may affect a child's study habit development. Some of these cultural practices are examined for their relationship to study skills. For example, the European-Americans, as an individualistic culture, are taught independent, autonomous behavior in childhood. These childhood traditions and experiences influence our ability to listen. When a European-American baby cries, it gets attention, either positive or negative. The baby is told to "be quiet" or is picked up. The infant quickly learns "talking" earns more rewards than silence [listening] (Barker, 1971, pp. 22-23). There are no positive rewards for silence, but there is negative reward in the form of nagging or scolding for not listening. In school, to avoid negative rewards, children may "tune out" the instructor and develop poor listening study habits.

In the collectivist culture, individuals "read each other's minds . . . communicate indirectly [and are] attentive to others' feelings and unexpressed thoughts" (Singelis and Brown, 1995, p. 362). This study concludes that the "strength of an individual's

interdependent self-construal is positively related to the amount of meaning drawn from the context of a message” (p. 362). This finding is related to the high-context communication dependence on the listener’s responsibility. High-context cultures are listener-oriented; the listener is responsible to decode and understand what message is being sent.

Jonas (1958), a Professor of Philosophy at the Hebrew University at Jerusalem, comments on the influence of Greek rationalism (logos) on the development of Eastern (Asian) thought processes in the 2nd century. He explains:

Oriental thought had been nonconceptual, conveyed in images and symbols, rather disguising its ultimate objects in myths and rites than expounding them logically. In the rigidity of its ancient symbols it lay bound; from this imprisonment it was liberated by the vivifying breath of Greek thought, which gave it new momentum . . . at the bottom, oriental thought remained mythological . . . but it had learned in the meantime to bring its ideas in the form of theories and to employ rational concepts instead of sensuous imagery alone, in expounding them. (p. 121)

Even 2,000 years ago, the Greeks recognized the high-context communication of the Asians and attempted to introduce verbal, “rational” communication for efficient intercultural exchange. The Asians relied on visual cues and implied meanings rather than explicit language. It is interesting that the Greek style of communication, logos, rationalism, spread across the entire Western world and is firmly entrenched in our thought processes; so much so that the United States has become the most litigious nation in the world. Perhaps both methods of communication may be summed up by noting that Asians say what they watch and we watch what we say!

As a result of the merging of these two disparate cultures, that of collectivist and individualist dimensions in the field of education, this study asks the question, "In what ways do reports of study habits differ in interviews of Asian males and European-American males enrolled in Communication classes?"

Chapter 2

THE METHOD

Introduction

This chapter covers the two-step design of the research. The first step, the pilot study, defined the term “study habits” and would include the definition of both Asian male students and European-American male students in order to benefit both cultures. The students’ definitions were then placed into four categories: Out-of-Class Communication, Active Listening, Time Management, and Miscellaneous.

In the second step, the study habit interviews were conducted. Twelve open-ended questions with probes assisted the students in giving in-depth responses.

An analysis of both the quantitative and qualitative methods supports the results and the chapter concludes with a comment about the limitations in the study.

Rationale for the Two-Part Design Structure

Research on study habits in general is sparse, and, research on intercultural study habits seems particularly difficult to locate. Only two studies in the literature review, those of Goh (1997) and Khouj (1982), specifically attended to the study habits of male students in Asia and the Middle East. It was necessary therefore to conduct a pilot study as a first step to define “study habits”. The second step would be to do the research interviews of male students for their reports of how they applied the study habits.

Part One: The Pilot Study

What specifically are study habits? Definitions have to be applicable to two disparate cultures. And since there was so little material, there was motivation to conduct

a pilot study to reinforce initial observations. In the pilot study, students of both cultures were asked what they perceived as “study habits”. Their responses to the question were recorded and put into lists. Study habits most often mentioned were selected for the research and sorted by relationship into four categories as a part of the research design.

An 18-question self-report survey was constructed (see Appendix A). The questions were designed to cover a broad range of topics focusing on home and academic environments. By this coverage, it was expected that there would be terminology peculiar to each culture and also terminology that overlapped cultures.

A total of 180 male students between the ages of 18 and 30 were interviewed. There were 90 male Asian students and 90 male European-American students participating. They were approached on an as-available basis at San Jose State University as they congregated in the Communication Studies classrooms, the library, and student union. If a student was not completely engrossed in study, he was asked if he would be willing to participate in some research concerning study skills (see Appendix B). The student was almost always agreeable to assist with the research.

After the student was asked for help, and, if he agreed to participate, he was handed the 18-question self-report survey and told, “Please take your time. I’ll be sitting over there and when you’re ready, I’ll take the form. Thank you for your help.” The researcher would then move to some distant chair and read a textbook. When the form was completed, the researcher would take it, smile, and again say, “Thank you very much for you help.” Most students took about 20 minutes to complete the questions.

Design of Pilot Questionnaire

Questions were structured to include dimensions of intercultural influences of achievement:

1. What are your parents' expectations of your grades?
2. How do you feel about their expectations?
7. Describe how your parents listen to your needs.
8. In what ways do your parents show how much they care for you?
17. In what ways did your parents attend to you when you talked?

It was assumed parental expectations might be a motivating factor in academic achievement.

The next section involved questions that referred directly to study habits that could develop into strategies for achievement:

3. What helps you get better grades?
4. What is the best way to prepare for a test?
5. Describe how you do homework.
9. What methods do you use to remember classroom lectures?
10. What specific method do you use in the classroom to help you learn the subject?
11. How much attention do you pay to a class lecture?

Questions designed to examine environmental influences on studying included:

6. What is the ideal environment for studying?
12. What classroom environment do you feel is best for you?
18. What are your feelings about group discussion in class?

Questions which alluded to the individual student's perception of self included:

13. How good of a listener do you believe you are?
14. Who are better listeners, males or females, and why do you believe this?
15. How important is it to you to get high grades?

A positive perception of self might indicate motivation for scholastic excellence.

When all self-report questionnaires were collected, the responses for each of the 18 questions were reviewed. All responses were counted and a tally mark made for each type of response. The most often mentioned study habits with the highest number of tally marks were retained for use in the research interview questions. Study habit definitions showing a total of 2 or less out of a total of 90 possible responses were considered amounts too small to have any impact on the data.

Those study habit definitions which were retained for the research interviews were further examined. Study habits having similar characteristics were placed in categories which were designed to reflect how the study habits clustered. Four categories were compiled:

1. Out-of-Class Communication (Jaasma & Koper, 1999) included habits of student/teacher communication (either on or off campus, in or out of the classroom, before or after class), meeting in study groups, phoning other countries for studies clarification, or meeting in groups to study on or off campus.
2. Active Listening habits included: note-taking in class, sitting up front to listen for key phrases and attend to the lecture, thinking while listening, and participating in class discussions.

3. Time Management category specified a place, time, and amount of time to study, doing easy or difficult work first, completing assignments or taking sporadic breaks, cramming for tests, or studying in advance.
4. The final category, Miscellaneous, included a preference for music or silence while studying, studying alone, taping lectures, highlighting or outlining texts. Since memorization is implied in study, it was included as a study habit in Miscellaneous.

The following grid showing the study habits in their categories reflects how the habits were clustered.

Grid Showing How Study Habits Cluster

CATEGORY I	CATEGORY II
OUT-OF-CLASS COMMUNICATION	ACTIVE LISTENING
Study groups:	Listening skills:
"are enjoyable"	listen closely
"help clarify material"	get bored
"are distracting"	Techniques for better grades:
Study strategies:	request clarification
"I seek out tutors"	Note-taking:
"I study with friends"	detailed notes
"I phone home"	main points
Talking with teacher is:	review often
for clarification	Sit up front
to know the teacher	
have teacher know you	
teacher expectations	

Grid Showing How Study Habits Cluster

CATEGORY III	CATEGORY IV
TIME MANAGEMENT	MISCELLANEOUS
Time spent studying: How do you do your homework?	
nightly	outline chapter
1-2 hours	highlight chapter
2-3 hours	read certain pages
3+ hours	study with rest

Grid Showing How Study Habits Cluster (continued)

morning study	Speak up in class:
evening study	tell needs
as time permits	express opinion
difficult first	clarification
easy first	Tape lectures:
Prepare for tests:	yes/no
cram	study alone
advance study	prefer quiet
review notes	prefer music
	prefer TV
	Memorization

Step Two: Conducting the Study Habit Interview

After having completed the initial self-report survey and accumulating working definition categories of Asian and European-American students' concepts of study habits, the second step for this research was to conduct the study habit interviews.

The Sample

A total of 30 male students, 15 Asian male students and 15 European-American male students between the ages of 18 and 30, in communication classes were sampled as available on Foothill College campus.

The Question

The 18-question pilot study self-report survey provided information for the ensuing study habit interview questions (see Appendix C). After the self-report survey responses were compiled and representative study habit definitions of both cultures were incorporated into the research, 12 interview questions with probes were designed for the research questions.

Study Habits

Question 1: "Describe your study habits", was constructed for two reasons: (a) to focus immediately on what was salient in the student's perceptions as related to studying, and (b) to stimulate his interest and keep him focused on the purpose of the research.

Questions 2: "How do you do your homework?"; 3. "How do you feel about study groups?"; 6. "What are your listening skills during the lecture?"; 7. "How do you prepare for tests?"; 10. "What classroom techniques do you use to get better grades?"; and 11. "Is note-taking a strategy?" all attempted to understand if study habits were based on strategies that evolved from abilities and study styles as might be in an individualistic society.

Questions 4: "How much time do you spend each day studying?"; 5. "Do you have any particular study strategies?"; 8. "Is it important to you to speak up in class?"; 9. "Do you ever record (tape) lectures?"; and 12. "Is talking after class with the teacher helpful?" all attempted to examine strategies that utilized group cooperation as might be in a collectivistic society.

Probes for each question were used when it appeared necessary to prompt the student to recall further data or to clarify specific study habits.

Procedure

Approximately one-third of the current student body at Foothill College is Asian. Since communication classes are a part of the general requirements, there were adequate numbers of both Asian male students and European-American male students available for this research. During the quarter, as students and researcher developed a comfortable

rapport, the student was asked if he would be willing to be interviewed concerning his study habits and the information would be recorded as data for a Master's thesis. It was gratifying that most students were cooperative and pleased to be a part of the study.

The introduction was constructed as a personal appeal to the general helpfulness of students (see Appendix B). To appear receptive and encourage the subjects to respond, the researcher smiled and emphasized a friendly, relaxed atmosphere. A few students who were on a tight time schedule could not participate. Even though the introduction stated that the thesis was to investigate cultural study habits, some students requested further clarification of the research goals. Their attitude seemed to be one of genuine interest, so they were allowed time to satisfy their curiosity and then the interview began.

The tape recorder was set up and ran continuously during the questions and answers. In this manner, all "asides," elaborations, and musings were recorded which may prove to be unexpectedly useful information. As a student answered the 12 open-ended questions and probes, the researcher utilized a pattern of nonverbal communication to encourage the student's elaboration in answers. The object was to try not to lead him to a particular channel of information, but to accept what the student felt was valuable.

After all the prepared questions had been answered, the student was asked, "Is there anything more you'd like to add?" If he responded, "Yes," he then continued and the tape machine recorded whatever he felt valuable.

Each interview was between 30 minutes to 1 hour. At the completion of the interview, the student was told, "Thank you; you have been very helpful."

Limitations in the Method

Since the interview was conducted in English, and, since the Asian subjects were ESL students, the limitations in the study lie in the necessity to use European-American cultural concepts and syntax. Some Asians may not have been sufficiently familiar with European-American concepts, nuances, and subtleties in the interview questions. However, being aware of this limitation motivated careful wording of the questions.

Methods of Analysis

Quantitative Analysis

Even in a qualitative research design, it is useful to know if the responses from the interviews were statistically significant. Therefore a Chi square analysis was used to compare the results. The results in each category were analyzed separately. First, when the study habits were defined, similar habits were matched and listed in four categories. Next, probes related to a study habit were listed under that study habit within a category. Each study habit probe had two response cells, one for Asian students and one for European-American students. As an interviewee responded to a specific study habit probe, a tally mark was made beside that probe in the appropriate cell.

In order to compare the frequency of study habit probes between the two cultures, the two cells of tally marks were totaled. In each cell the total number of interviewees responding to that study habit probe were noted and the percentage of students responding was placed in parenthesis beside that total number of students. A comparison

of the results for each study habit probe using Chi square analysis showed whether or not a specific study habit probe was of significance between the two cultures. Any significant difference was noted by the use of asterisks: 1 asterisk for $p .025$ and 2 asterisks for $p .01$.

Since the probes listed under each study habit were essentially an expansion of that study habit, the probe was interpreted as a segment of the study habit rather than a study habit in itself.

Qualitative Analysis

To interpret the responses from the interviews and to determine what trends emerged from this study, Hall's (as cited in Lustig & Koester, 1996) cultural dimensions of high and low context were used as a basis for comparing the two cultures. Bond (as cited in Lustig & Koester, 1996) and his research on the Chinese culture was also a valuable resource to compare the differences between the Asian and European-American perceptions of study habits as defined in the students' interviews.

Initially, the data from the national percentile tests provided hard data to form the research design. Then to support that data, essays by educators and research in study habits of both intercultural and European-American educators were consulted. That data, the interviews, the textual resources, and the Chi square analysis produced the categories and the resulting significant differences between the two cultures.

Chapter 3

THE RESULTS

A Qualitative and Quantitative Synthesis

If intercultural dimensions are accurate for high and low context, the study habits should reflect the norms and values of their respective cultures. Asian male students, from a collectivist culture, should report group goals and cooperative study habits in their interviews. European-American male students, from an individualist culture, should report independence and competitive study habits in their interviews.

The application of the critical values of Chi-square to the data revealed three significant results. Since this study entails assigning observations to mutually exclusive categories, Chi-square analysis was used for comparisons between categories in order to discern any significant differences in study habits between the two cultures. In this study, the samples are small, and by reviewing the raw data, one may note what trends are developing for future research.

Category I: Out-of-Class Communication

Chi-square results showed two significant differences in this category. Under the study habit "Talking with a teacher," the reports of students were as expected for the two cultures. Thirteen European-American male students would talk to the teacher "for clarification" and nine expected to "understand teacher expectations". No Asian male students in this study reported expecting to "understand teacher expectations" and two reported they would talk to a teacher "for clarification".

These two significant findings in Out-of-Class Communication seem to reflect the reluctance of Asian subjects to talk to a teacher or other classmates as a study habit.

It is interesting to observe that 11 of the Asian subjects would discuss studies with friends; also interesting is the innovative strategy of some Asian male students in seeking clarification would phone or E-mail another country for help.

Although the trend in Category I indicates that Asian male students will probably not seek help from a teacher or tutor, it does indicate that they will very likely seek help

Table 1

Category I: Out-of-Class Communication

Study Habit (probes)	Asian ($n=15$)	European-American ($n=15$)	χ^2 Results
Comments about study groups:			
Enjoy Discussion	0	2 (13%)	NS
Help clarify material	0	5 (33%)	NS
Are distracting	4 (27%)	8 (53%)	NS
Study strategies:			
Discuss studies/friends	11 (73%)	6 (40%)	NS
Phone another country	6 (40%)	0	NS
See a tutor	2 (13%)	2 (13%)	NS
Talking with a teacher is:			
For clarification	2 (13%)	13 (86%)	**
To know teacher	0	3 (20%)	NS
Teacher know you	0	3 (20%)	NS
Understand teacher expectations	0	9 (60%)	**
Note: NS = P .05 * = P .025 ** = P .01			

from a friend who is a “good” student for clarification, or phone “home”. Asian subjects in this study will probably avoid European-American assistance as well as eschew any type of group collaboration in relationship to studying. This seeming gap in communication may be due to the language barrier between the two cultures.

In addition, although it was not a significant finding, it is interesting that in a collectivist culture, no Asian students in this study preferred group study. It would be expected in a high-context culture students would choose to support and help each other within a group structure.

Category II: Active Listening

Although Category II should have a higher number of Asian male students reporting positively, Chi-square results showed no significant difference between the two cultures. As Hall (as cited in Lustig & Koester, 1996) emphasizes in the high-context dimension of communication, “. . . meaning is implied . . . very little is provided in the coded, explicit, transmitted part of the message” (p. 122). Therefore, it is expected there would be a strong reliance on listening. The numbers of students reporting “listening closely” as a study habit was almost equal between the two cultures. It would appear that all students regard good listening as an essential study habit.

According to the interviews (see Appendix E), the trend in Category II indicates that Asian male students in this study reported themselves as being under greater pressure to succeed than European-American male students. Therefore the Asian students reported they will more likely be sitting in the front two rows where they can attend, undisturbed by ambient conversation, during lectures.

Table 2

Category II: Active Listening

Study Habit (probes)	Asian (<u>n</u> =15)	European-American (<u>n</u> =15)	<u>X</u> ² Results
Comments about listening skills:			
Listen closely	14 (93%)	15 (100%)	NS
I get bored	0	2 (13%)	NS
Comments about note-taking:			
I take detailed notes	10 (67%)	11 (73%)	NS
I write main points	5 (33%)	7 (47%)	NS
I review often	7 (47%)	3 (20%)	NS
Sit up front	2 (13%)	2 (13%)	NS
Listen to lectures	5 (33%)	4 (27%)	NS
Note: NS = P .05 * = P .025 ** = P .01			

Category III: Time Management

Chi-square analysis showed significant results with Asian male students who reported studying in advance for tests. According to Hall (as cited in Lustig & Koester, 1996), in a high-context dimension, "Time is less structured and more responsive to people's needs" (p. 126). The trend of Asian students toward Time Management is one of planning ahead; these students appear to set aside scheduled blocks of time to concentrate on homework. This seeming paradox can perhaps be explained by the Asian student's use of time; time is "structured" to meet his needs; he "organizes" the time to use as his needs dictate. The Asian subjects reported studying nightly from 2-3 hours.

The trend shows that European-Americans will cram for tests since time is at a premium for them. According to their reports, they work long hours as well as attend school (see Appendix E); therefore, these students must study "as time permits". Asian

Table 3

Category III: Time Management

Study Habit (probes)	Asian (n=15)	European-American (n=15)	χ^2 Results
Comments about time spent studying:			
Study nightly	6 (40%)	1 (07%)	NS
Alternate study/rest	3 (20%)	3 (20%)	NS
Study 1-2 hours	5 (33%)	7 (47%)	NS
Study 2-3 hours	4 (27%)	7 (47%)	NS
Study over 3 hours	4 (27%)	1 (07%)	NS
Prefer morning study	0	2 (13%)	NS
Prefer evening study	4 (27%)	8 (53%)	NS
Study as time permits	0	6 (40%)	NS
Do difficult work first	1 (07%)	4 (27%)	NS
Do easy work first	2 (13%)	2 (13%)	NS
Comments about preparation for tests:			
Cram for tests	2 (13%)	7 (47%)	NS
Study in advance	12 (80%)	3 (20%)	**
Note: NS=P .05 * = P .025 ** = P .01			

subjects will probably study 3 or more hours nightly while European-American students in this study reported a maximum of 3 hours' study daily.

Category IV: Miscellaneous

The Miscellaneous category was designed to note what study habits may be peculiar to Asian male students that a European-American researcher could not anticipate. For example, what habits or strategies would fit into the high-context

Table 4

Category IV: Miscellaneous

Study Habit (probes)	Asian (n=15)	European-American (n=15)	X ² Results
Comments about communication in class:			
I speak up in class	2 (13%)	5 (33%)	NS
I express my opinion	0	6 (40%)	NS
I seek clarification	6 (40%)	5 (33%)	NS
Comments about study styles:			
I tape lectures	4 (27%)	3 (20%)	NS
I study alone	9 (60%)	5 (33%)	NS
I prefer quiet	10 (67%)	7 (47%)	NS
I prefer music on	3 (20%)	3 (20%)	NS
I prefer TV on	0	2 (13%)	NS
I memorize	10 (67%)	6 (40%)	NS
Comments about study strategies:			
I study for A's	3 (20%)	0	NS
Look for "easy A" teacher	2 (13%)	1 (07%)	NS
I outline the chapter	4 (27%)	2 (13%)	NS
I highlight chapter	8 (53%)	7 (47%)	NS
Note: NS = P .05 * = P .025 ** = P .01			

dimension of communication, and which ones would be an aberration? Chi-square analysis showed no significant results between the two cultures.

With the exception of "I express my opinion," the trend seems to be that all the study habits between the two cultures in this category are close in agreement as to their value as strategies for higher grades. As would be expected for the low-context dimension, 6 of the European-Americans reported "expressing their opinions" was a preferred study habit.

Chapter 4

DISCUSSION AND CONCLUSION

Introduction

This chapter is about the limitations necessarily a part of an intercultural research. In this study, there were two limitations which permeated the interaction with both cultures: (a) the cultural set of expectations the researcher brings into the interaction, and (b) the language limitations of both the Asian comprehension and the European-American concepts; would the interviewer, be able to separate her beliefs, values, and norms from the Asian responses so that their responses would not be enmeshed with Western thinking.

Next, the chapter addresses the methodological issues; the differences between the two cultures, both the qualitative and quantitative findings, as well as Hall's (as cited in Lustig & Koester, 1996) cultural dimensions, will be compared separately by category.

Next, the section on heuristic applications concerning both cultures follows and the study concludes.

Limitations

In reflecting on the original question for this research, "In what ways do reports of study habits differ in interviews of Asian males and European-American males enrolled in communication classes?", the words of Elizabeth Barret Browning come to mind, "Let me count the ways".

The limitations in the study should be addressed initially; the limitations were from two perspectives, mine and the Asian students'. Barnes and Hayes (1995) state:

One striking observation is that the teacher who usually represents the mainstream, brings to the class a set of expectations about language use, behavior codes, and appropriate learning strategies. Yet these do not always neatly mesh with the rules and practices of the communities in which the non-mainstream children live. (p. 308)

Similarly, in an intercultural study, the researcher's "expectations" are a set of beliefs, norms, and values which are deeply ingrained in a pattern of behavior and become "truth"; unless one is on guard and aware of cultural bias, even the most dedicated researcher may run the risk of imposing his/her "expectations" on the results. And, even when a researcher is trained in intercultural behavior, it is possible that beliefs, perceptions, and values may "leak" into the research unseen and unknown. The researcher was constantly plagued with the questions: "Was I learning from the interviews, or, was I observing what I expected to find?" Every effort was made to see the Asian students' application of study habits through their eyes and not impute American norms on their data.

Knowing these limitations, all the interview questions and probes in this study were constructed so as to override biases and encourage a broad range of responses from both Asian male students and European-American male students in Communication classes.

The second limitation was in the Asian's expertise with English; would the syntax, verb tenses, and general terminology inhibit the Asian students' facility with comprehension? Would their responses reflect their actual study habits, or something

which approximated them? It was hoped that the probes would encourage broad, as well as in-depth, responses so the fullest range of study habits could be collected. Considering the vast disparity between the Asian language and the English language, it is most impressive and a great credit to the Asian students, that their grades are so high and their academic goals so ambitious.

On those occasions when an Asian subject would give a brief response to the probes, it was difficult to know if that was his answer as a whole, or if he didn't understand the concept behind the question and was perhaps just being polite. Since some of the Asian subjects such as Lubon, Mikel, and Leung were quite explicit, the brief answers of other Asian subjects may be suspect; perhaps, there was additional information which was restricted due to the language barrier.

In the Asian culture, there is an emphasis on the value of the male. There is inordinate pressure on Asian males to succeed in life and save face for the family and community. A Chinese proverb concludes, "Dogs are not fat, but pigs are". When interpreted into European-American concepts, this adage says, "Pigs (males) have value; they are fat, can be eaten and serve a community. Dogs (girls), on the other hand, have no use; they have no fat and cannot serve the community" (Dr. Wen Shu Lee, Lecture, October 6, 1998). Also, hidden in the Asian context is the implication that pigs have intelligence (fat) and dogs do not.

As an unusually articulate person, Mikel (see Appendix E) reported,

As the oldest male, I am expected to do well . . . all the pressure is on me to be successful. I am the dominant person, and, believe me, the expectations are very high . . . Suicide rate in Japan is very high. If males don't succeed they are ousted

from the community; they are failures; there is no alternative. You are shunned from your family . . . an outcast for the rest of your life.

Therefore, if anyone is sent to school, it will probably be the males in the family.

So it seemed reasonable to study the Asian male students as they would possibly be more intent on academic success.

Methodological Issues

This discussion is arranged so that similarities and differences of the two cultures are compared within the four Categories. The heuristic applications will follow these comparisons immediately before the Conclusion.

Discussion

Hall's Intercultural Dimensions

This intercultural research on study habits should reflect Hall's (as cited in Lustig & Koester, 1996) low and high context dimension of communication. According to Hall, European-American male students, as a low-context dimension, should exhibit independent behavior with an emphasis on explicit, overt verbal communication.

In low-context cultures, people look for the meaning of others' behavior in the messages that are plainly and explicitly coded. The details of the message are expressed precisely and specifically in the words that people use as they try to communicate with others. (p. 124)

Hall explains that Asia, in comparison, is a high-context culture where messages are "taken for granted and assumed to be shared" (p. 124). "Shared" is the key word.

Messages are explicit in the low-context dimension of the European-American culture as meanings are not shared. The norm of the European-American is to be independent; we are individualists and tend to think in terms of "I" and not "we". Perhaps due to the vast

disparity among Americans in general, with the mergence of languages, traditions, and values, it is prudent to be explicit and avoid misunderstandings.

In a collectivist culture, that is the high-context dimension, the society is group-conscious; it is essential for meanings to be shared so the group remains cohesive. This culture thinks in terms of “we” and seeks to maintain the traditions and values of the society as a whole.

Woven into the group-consciousness and the perception of self as “we”, is the Asian value of “saving face”. This means that the individual must not appear to have erred and thus be singled out. Mistakes or errors are either ignored or absorbed by the group so none of them suffers embarrassment (loss of face). It is critical that the group remains cohesive and respected. This concept is not a concern in the low-context dimension; European-Americans are expected to overcome any difficulties on their own merit.

Another vital difference between the two cultures is the perception of time. America is a “new” country, which was based on the premise of individual rights and equality, a relatively new concept in society. Asia, conversely, has been encultured for thousands of years and is steeped in specific ways of life and uniform teachings. Therefore, the Asian perception of time is a type of indifference, time is used as they need it; they have had it for millennia and fully expect to continue in the same vein; there is no “urgency” to succeed or change. Time in a high-context dimension, according to Hall (as cited in Lustig & Koester, 1996), is unstructured and unorganized.

Because America is a “young” country, the low-context dimension sees time at a premium; European-Americans must rush to success and leave a legacy for their heirs before they die. According to Hall (as cited in Lustig & Koester, 1996), time in a low-context dimension is highly structured, organized, and life in general is controlled by the awareness of metering out segments of time.

Findings

Category I: Out-of-Class Communication

From these interviews of study habits, some cultural patterns, according to Hall (as cited in Lustig & Koester, 1996), were apparent. However, some interesting paradoxes surfaced which seem to overlap between the two cultures.

In the low-context dimension, it would be expected that the students would report a preference to study alone. However, the European-American male subjects’ responses seemed to revolve around an attitude of choice; they may seek group assistance when needed, they may study alone, or they may have a particular “buddy” who helps with homework, or clarification on an as-needed basis. These choices perhaps enhance their individualism, their particular study-style. Val (see Appendix E) reports, “Groups are good if I’m not getting the subject.” James (see Appendix E) feels, “I’m not a group person; I don’t like them.”

Also, this group exhibited what might be interpreted as their “right” to be seen and heard in or out of the classroom. Their study habits predictably were vocal; they reported an ease with expressing opinions, seeking clarification or guidance from an instructor, and felt justified in understanding the teacher’s expectations.

Ian's (see Appendix E) comment underscores his individualism, "I'm not afraid to look like I don't know something." European-American male students in this study saw their teachers as equals; there was no hesitancy in believing that it was the teacher's responsibility to clarify and supply ideas as needed. Andrew (see Appendix E) tells us, "The teacher needs to know me, understand me, and guide me."

Some of the study habits in the high-context dimension were expected and others were an apparent paradox. Although from a collectivist culture, none of the Asian male students interviewed studied in groups and most (60%) reported a preference to study alone. Victor (see Appendix E) admits, "I don't like study groups; I ask a friend for help. I never talk to the teacher." Javita (see Appendix E) states, "I don't like study groups," and more predictably adds, "I never talk to the instructor." This reluctance to talk to the instructor is a reflection of the acceptance of the imbalance of power as taught by Confucius. It also exhibits the cultural study habit of not expressing opinions. As a study habit, these Asian male subjects closely scrutinize the teacher's non-verbal behavior for clarification.

The Asian students in this study try to anticipate what the teacher will ask; Villevan (see Appendix E) says, "I try to understand what the teacher wants." Lubon (see Appendix E) intuitively understands the teacher's thoughts, "I feel what they want to say." Mikel (see Appendix E) also analyzes the teacher's message, "... you can tell what is important or what they are trying to say." These comments demonstrate a high reliance on nonverbal behavior.

The Asian students in this study did exhibit a high degree of innovation, however. Evidently, there is an aversion to seeking assistance from an instructor, but all of the Asian students who needed help at some time would “discuss studies with friends” and “phone another country for help.” This study habit suggests that the Asian male subjects in this research will take whatever steps necessary to find clarification or additional information for their classes.

Category II: Active Listening

In the cultural contexts, it is expected that the Asian students in this study would have a higher incidence of “listening closely” than the European-American students. However, from the results reported in the interviews, all the students perceived themselves as active listeners. But, when one reflects on James’ (see Appendix E) comment, “I am a moderate listener; sometimes I fall asleep;” and Andrew’s (see Appendix E) candid revelation, “Sometimes I listen and sometimes I lose track; it depends on how much rest I’ve had;” it is apparent that, in the low-context culture where listening is not a skill, what is missed or not understood is assumed to be the instructor’s responsibility to be clarified. It seems the term “active listening” has some broad, personal interpretations.

Based on personal experience as an instructor has been that, in general, the researcher would not ascribe the characteristic of active listeners to my European-American students.

The low-context dimension is vocal, explicit, and the European-American students have a tendency to sit in the back of the class and talk during lectures. The

Asian male students in this study found that behavior distracting and interfered with their concentration, perhaps on the nonverbal messages from the instructor. These students reported one reason they sat up front was in order to avoid the ambient conversation. Manavu (see Appendix E) notes, "I concentrate on teacher talking; I sit in front of class because sometimes students are talking behind me; it bothers me." A second reason was to attend to the teacher, especially to help with understanding English. Tokura (see Appendix E) explains, "Since I am Japanese, it's hard to get every word. I listen extra hard."

Those European-American students who reported sitting up front (of the class) as a study habit did so in order to be seen and noticed. Todd (see Appendix E) tells us, "I sit up front where I can hear better and interact with the teacher. It helps to be seen and noticed." This behavior coincides with the low-context dimension which encourages individualism and independence.

Category III: Time Management

Hall (as cited in Lustig & Koester, 1996) states,

In low-context cultures, time is highly organized, in part because of the high energy required to understand the messages of others. Low-context cultures are almost forced to pay more attention to time in order to complete the work of living with others. (p. 126)

In the low-context dimension, it takes time to form explanations, reason out feedback, and mentally prepare adequate responses. Therefore, time is perceived as limited, valuable, and must be measured, structured. It is totally unlike the high-context

dimension where communication is shared, traditional, and predictable and therefore takes less time to communicate. Communication is simplified, so time is not an issue.

The results of the interviews show some evidence of the expectations of the low- and high-context dimensions, but also seem to show some paradoxes in the use of time as a study habit.

There are four study habits which affect the two dimensions in relation to time. The study habits “study nightly,” “study as time permits,” “cram for tests,” and “study in advance” seem to be a paradox and also predictable cultural norms.

“Studying nightly” from the Asian male students’ reports suggests that they have the time, that they are organized, and perhaps disciplined. This study habit suggests the Asian students in this research were constrained by a time frame; they studied in a structured manner every evening. But, perhaps, what it indicates is that the Asian students were under great pressure to make the A grade, thus saving face and justifying their parents’ investment in their education. The time is there for them to use, as much as they want (note that 4 out of 15 study over 3 hours per evening). Victor’s (see Appendix E) comment perhaps indicates the attitude of using time to meet the Asian students’ needs, “I read the chapters many times until I understand them,” which implies that time is available for use. Manavu (see Appendix E) concurs, “I study until I finish the question.” This use of time would also explain the Asian students’ habit of studying in advance for tests—they took the time purposely for that task.

The European-American male students reported more time constraints and the need to fit study in as “time permits”. Since most of these students worked to support

themselves, the job took priority for time and schoolwork was “squeezed in”; to meet schedules for school and work, time must be highly organized and structured. Balancing activities between school and work requires extreme awareness of the value and limitation of time; hence studying for tests resulted in “cramming”. Vince (see Appendix E) tells us, “I work long hours and have to study when I can.” Richard (see Appendix E) states, “I cram. I put it [studying] off ‘til the last minute. I work long hours and have to study when I can.” For these students, the low-context dimension of perceiving time is structured and organized.

Category IV: Miscellaneous

From the Asian male students’ reports in this Category, one salient problem emerged, that of pressure to succeed and save face. This was one of those cultural values which could not have been anticipated and asked in probes. Because of the pressure to succeed, 5 students were concerned with grades, 3 studied specifically for A’s, and 2 looked for an easy A teacher. These students actually mentioned the letter grade, while only one European-American male student did. Leung (see Appendix E) stated, “Asians try for easy A’s. We try for teachers who give easy A . . . we are under stress to get good grades.” Chan (see Appendix E) adds, “We look for teachers who give easy A’s.”

Since, characteristically, European-American students do not articulate the grade they expect, some of the Asian male students in this study made the assumption that Americans don’t care about grades. Leung (see Appendix E) observed, “Americans don’t care about their grades.” But perhaps Leung, among others, was not taking into

consideration that many American students work long hours to pay for their schooling and can't always attain A's.

This work and school schedule possibly places the European-American student at a disadvantage, being limited in time and money may cause extraordinary pressure on the student and affect his grades. This also may be the reason European-American male students in this study are not concerned about saving face; if they don't get an A it doesn't necessarily deter them from their goals in life. But saving face is imperative as reported by the Asian students in this study; as Mikel (see Appendix E) reveals, "We are stereotyped . . . Asian teen must be very smart." Javita (see Appendix E) states, "All Americans want is security, not knowledge. We must study harder, concentrate . . . to save face."

This perception of Americans by these Asian students seems somewhat inaccurate. Perhaps we need more cultural interaction so both cultures may learn more about the learning styles of the other.

The study habit of looking for "easy A's" seems particularly interesting because of the high-context, collectivist perception of group as self; it wasn't just Chan or Leung (see Appendix E) seeking easy A's, but the pronoun "we" leads us to speculate that it is Asian students as a group which seeks "easy A's". It seems that each individual is but a part of the whole and the good of the whole is paramount; Chan and Leung speak for the group.

The low-context dimension, the individualists seek to fulfill their specific goals; being that they are competitive, they do not necessarily seek to support the advancement of the group, but seek to differentiate, rise above the group.

Also interesting to observe are the reports of memorization as a study habit. From discussions with Asian friends, the researcher learned that memorization is a requirement for those students. This is predominantly because there is a dearth of textbooks in Asia; the students learn by repeated oral instruction and by data put on the blackboard. This study habit is very helpful when the student is not fluent in the dominant language; therefore, what was interesting was the number of European-American male students (6 European-Americans compared to 10 Asians) in this study who reported memorization as a study habit.

Heuristic Applications

The more one considers the factors and influences in an intercultural approach to study habits, the more it seems one has opened a Pandora's box where questions fly out like gadflies to plague and bemuse the researcher. At this time, with the mergence of two disparate cultures, one can conjecture as to the probabilities of directions of change. What, if anything, will the Asians adopt of the European-American learning strategies and study habits, and what, if anything, will the European-Americans adopt of the Asian study habits?

Perhaps for future study, if interaction between Asian students and their teachers could be encouraged, and if Asians were encouraged to express themselves more openly in class, would this affect their grades in any way?

Goh's (1997) studies with Japanese male students concluded that their attention to nonverbal communication created highly competitive listeners which reflected in higher grades. If listening skills can improve grade scores, perhaps active listening classes should be added to school curricula. On reviewing the data in this study, the European-American male students reported they were good listeners, yet much of the time in the classroom it appears that students ask the instructor to repeat information that should have been marked the first time. This apparent non-attention is wearing on the instructor and exhibits poor modeling for the class. Perhaps included in a listening skills curriculum the study habit of memorization could be introduced as a means of closer attention to lectures.

If the "pressure" for both cultures could be alleviated, it might result in more productive students as well as citizens. The Asian male students reported great pressure to succeed in school and save face in the community. If they don't succeed they are "ousted" from society. If this group pressure could be relieved some, and the Asian male student achieve at his own individual pace and expression, perhaps he would function at a more productive level for himself; perhaps the suicide rate would drop for the Asian male student.

And, if the pressure for the European-American male to work and study simultaneously were eliminated, he could no doubt raise his grades and function under far more productive conditions. Perhaps students should be paid to attend school and maintain grades no less than a B.

It might be interesting to do a similar study as Goh (1997), using researchers who were familiar with both cultures and knew what sorts of probes would elicit the most data for study habits that were most useful for students.

And, perhaps Asian students could be encouraged more to express their opinion in and out of class and also encouraged to interact more with the instructors. This would be another means of sharing ideas and information for everyone's benefit.

And, lastly, it might be advantageous to have culturally mixed study groups wherein Asian male students and European-American male students could share ideas, ideologies, and learn more about each other.

Conclusion

The findings were culturally predictable, Asian male students avoided teacher/student interaction, both in and out-of-class; they were reluctant to speak out in class, and structured time to fit their study needs. These students relied heavily on non-verbal communication and referred to themselves in the collectivist "we". However, the study did note deviations in the high-context dimension in the interviews with Mikel, Lubon and Leung (see Appendix E); their information was passionate and exceptionally articulate. Perhaps this may have been true of more Asian male students but for their language limitations.

This research also noted the extreme stress that affects male students of both cultures. The Asian male students seek high grades to justify their parents' financial investments and also to save face in their community. The European-American male

students must work to finance their schooling and fit their studies into tight time constraints.

Implications for Future Educational Instruction

Study habits courses should be added to the curricula. Each student needs to understand the techniques and value of note-taking, active listening, and having a specific time and place for homework. Study habit courses would ensure that each student has optimum training for academic success.

Instructors need to understand the cultural pressures of both European-American students and Asian students; Asian students should understand that making a mistake is a normal part of learning; a mistake need not cause you to lose face. European-American students might be encouraged to reduce their work hours and allow more time for study. All students in the American school system need to be encouraged to ask questions, to share ideas, to participate in class discussions, and to interact with the instructor both in and out of class.

Instructors need to attend courses in intercultural studies to develop an awareness of differences in thinking styles and cultural traditions, norms, and values. It is imperative in a diverse society that teachers understand and accept cultural differences and guide their students to be successful participants in the mainstream society.

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APPENDIXES

APPENDIX A

Pilot Study

Self-Report Survey Questions

APPENDIX A

Self-Report Survey Questionnaire

In what country were you born? _____

What do you consider your ethnicity? _____

What is your age? _____

What is your GPA (grade point average)? _____

Please answer the following questions as completely as you can.

1. What are your parents' expectations of your grades? _____

2. How do you feel about their expectations? _____

3. What helps you get better grades? _____

4. What is the best way to prepare for a test? _____

5. Describe how you do homework. _____

6. What is the ideal environment for studying? _____

7. Describe how your parents listen to your needs. _____

8. In what ways do your parents show how much they care for you? _____

9. What methods do you use to remember classroom lectures? _____

10. What specific method do you use in the classroom to help you learn the subject?

11. How much attention do you pay to a class lecture? _____

12. What classroom environment do you feel is best for you? _____

13. How good of a listener do you believe you are? _____

14. Who are better listeners, males or females, and why do you believe this?

15. How important is it to you to get high grades? _____

16. How important is it to you to speak up in class? _____

17. In what ways did your parents attend to you when you talked? _____

18. What are your feelings about group discussions in class? _____

APPENDIX B

Pilot Study and Interview

Researcher to Student Introduction

Appendix B

Researcher to Student Introduction

Each Asian male student or European-American male student enrolled in my Communication classes at Foothill College will be asked if he would be willing to be interviewed to describe his study habits. The interviews will take place at a time convenient for the student.

Excuse me. I am Carolyn Franklin and I am collecting data for my Master's degree in Communication. My thesis is on study habits and I need your help. Could you please give me 15 minutes of your time to answer a few questions? We can meet at a time convenient to you. Also, your name will be changed to ensure your privacy.

If the student agrees, then, at the agreed upon time, I will set up my tape recorder and proceed with the questions. At the conclusion of the interview I will say, "Is there anything you wish to add?" If not, then I will say, "Thank you very much; you have been very helpful." I will take my tape recorder and leave.

APPENDIX C

Study Habit Interview:

Category Tally Grid

Appendix C

Study Habit Interview: Category Tally Grid

Q1. Describe your study habits.

study nightly

study alone

prefer quiet

prefer music

prefer TV

Q2. How do you do your homework?

read aloud

outline chapter

highlight chapter

read specific # pages

alternate study/rest

Q3. How do you feel about study groups?

enjoy discussion

helps with clarification

find them distracting

Q4. How much time do you spend each day studying?

1-2 hours

2-3 hours

more than 3

Q4. Continued

prefer morning study

prefer evening study

study as time permits

Q5. Do you have any particular study strategies?

discuss studies with friends

discuss studies with teacher

see a tutor

clarify material with instructor

clarify material with friends

do difficult work first

do easy homework first

Q6. What are your listening skills during the lecture?

listen/attend closely

get bored

Q7. How do you prepare for tests?

cram

study in advance

study group

study alone

quiet

Q7. Continued

background music

review text/notes

Q8. Is it important to you to speak up in class?

so teacher knows your needs

express opinion

clarification

Q9. Do you ever record (tape) lectures?

yes

no

Q10. What classroom techniques do you use to get better grades?

listen/attend to lectures

ask for clarification

memorize data/lecture

Q11. Is note-taking a strategy?

detailed notes

main points only

review notes often

Q12. Is talking after class/teacher helpful?

for clarification only

to get to know teacher

Q12. Continued

teacher should know you

understand teacher expectations

APPENDIX D

**List of Students Interviewed and
Comments on Out-of-Class Communication**

Appendix D

List of Students Interviewed*

ASIANS		EUROPEAN-AMERICANS
1.	Chan – China	Richard
2.	Manavu – Japan	Geoff
3.	Leung – Hong Kong	Chris
4.	Villevan – Laos	Vince
5.	Jack – Taiwan	James
6.	Terri – Hong Kong	Ian
7.	Anson – Indonesia	Corey
8.	Victor – Indonesia	Val
9.	Tranh – Viet Nam	Andrew
10.	Mikel – Philippines	Seth
11.	Lubon – Tibet	Danny
12.	Segundo – Philippines	John
13.	Javita – Indonesia	Todd
14.	Felix – Indonesia	Eddie
15.	Tokura – Japan	Ryan

***Names have been changed**

Comments on Out-of-Class Communication

Asian Male Student Comments:

The following comments are excerpts from the interviews which relate solely to Out-of-Class Communication as reported by the Asian male students:

Lubon reports, "I never ask for help; it's not fair. If I have to ask I am not a good student. I take responsibility."

Tranh reports, "I don't like study groups. I do not talk outside of class to teachers about the work for clarification; I get nervous when I talk to teacher."

Victor reports, "I don't like study groups; I ask a friend for help. I don't talk in class, no questions, no tapes. I never talk to teacher."

Anson reports, "I usually talk over my studies with friends."

Javita reports, "I don't like study groups. I ask my friend; he's a good student; he helps me. I never talk to the instructor."

Felix reports, "I like it quiet and alone to study. I ask my friend to help me with the homework. For better grades I go to the tutorial center; I don't visit with my teacher."

Terri reports, "I like it alone. I am quiet; I need to concentrate. I ask friends for help."

Jack reports, "I prefer to be alone."

Villevan reports, "I study alone and quiet. If it's a hard subject, I get help; I talk to my friends. I do not talk to teacher."

Leung reports, "I e-mail and phone Hong Kong for help from my friends. I don't like to study with people."

Tokura reports, "Sometimes I call Japan and ask a friend for help. I ask friends or a tutor for help."

European-American Male Student Comments:

The Out-of-Class Communication as reported by the European-American male students are listed below:

Richard reports, "Yes, I like to be active in class and ask the teacher questions. I wait until after class and ask the teacher for clarification or help."

Ian reports, "I will just dig in on my own. But interaction with the teacher is nice if there's an opportunity."

Ryan reports, "I talk with my teacher after class. I think groups are effective, but there's too much socializing."

Val reports, "Groups are good if I'm not getting the subject."

James reports, "I'm not a group person; I don't like to study with them."

Seth reports, "I talk with the teacher whenever I need clarification or extra ideas. Group studies are great; sharing ideas works very well when you're listening to peers. I enjoy discussion; it helps build listening skills and helps interaction."

Corey reports, "I have a friend read off the questions and I answer them; it has to be quiet, but I can't be alone."

Todd reports, "I highly encourage them. It's one of the things that has helped me. If I can't figure something out myself, someone gives me help and it's a better way to learn if I can teach others."

Comments on Active Listening

Asian Male Student Comments

The following are comments made by Asian male students referring specifically to their listening study habits:

Jack reports, "I pay full attention. Having a teacher is the best way to learn. The teacher clarify a lot of stuff that the text is not clear."

Leung reports, "I listen to the teachers . . . I listen to them I listen and ask questions. When reading, I speak out loud and listen to myself talk. I make detailed notes."

Tokura reports, "Since I am Japanese, It's hard to get every word. I listen extra hard. I listen in class and ask questions."

Lubon reports, "I just listen to what's important and select."

Manavu reports, "I concentrate on teacher talking; I listen because of second language. I sit in front of class because sometimes students are talking behind me; it bothers me."

Villevan reports, "I record (during class) and listen to the tape many times. I pay full attention to the teacher. I listen for main points and try to take good notes."

Javita reports, "I try to listen and understand . . . I try for main points."

European-American Male Student Comments

Following are comments made by European-American male students concerning listening as a study habit:

Richard reports, "I take detailed notes; I also try to listen carefully to the lecture."

Ian reports, "I have good listening habits. I write a lot of notes and listen closely."

Ryan reports, "I pay attention and listen (to get better grades)."

Todd reports, "I sit up front where I can hear better and interact with the teacher. It helps to be seen and noticed."

James reports, "I am a moderate listener; sometimes I fall asleep."

Andrew reports, "Sometimes I listen and sometimes I lose track; it depends on how much rest I've had."

Eddie reports, "I focus on the speaker's tone."

Comments on Time Management

Asian Male Student Comments

The following comments are the reports of Asian male students on their time management as related to study habits.

Leung reports, "I study 2-3 hours per day. I read the material over and over. I go through the material once, twice, alone, not in group."

Manavu reports, "I study at home. I study in school and in class. I do today's work and then I do tomorrow's work. I study until I finish the question. I study 11:00 p.m., 3 hours. I study over 2-3 days."

Chan reports, "I study in library 1 hour after school. I don't study every day. I do the easy stuff first."

Tokura reports, "I study at midnight because it is the best time I can concentrate. I study for 2 hours. I cram for tests."

Lubon reports, "[I] study late every day; I want the quiet, otherwise I cannot focus. I need more time and energy to study."

Tranh reports, "I study 2-3 hours. I get up, move around; I like it quiet. I do the easy stuff first."

Mikel reports, "I study nightly. I do the hard stuff first to warm up for the easy stuff."

Victor reports, "I read the chapters many times until I understand them. I study 1 ½ hours per night and the day before class."

Segundo reports, "I study for hours."

European-American Male Student Comments

Following is a list of comments made on Time Management as reported by European-American male students in their study habit strategies.

Richard reports, "I cram. I put it off 'til the last minute. I study a couple of hours a day if I can squeeze it in. I work long hours and have to study when I can. I study a little bit each day in between school and work I study nights."

Ian reports, "I spend about 20 minutes to ½ hour per day—if I can."

Ryan reports, "It varies [time for studying]."

Corey reports, "I study if I get scared enough to believe I'm going to flunk a test. I sit for 10 minutes . . . then take a walk with a friend."

Todd reports, "I spend 5 or 6 hours per day studying."

Danny reports, "I spend an hour or two late at night."

Vince reports, "I study 1 hour before school and 2 hours after work. I work long hours and have to study when I can."

Comments on Miscellaneous

Asian Male Student Comments

These reports are grouped into three major categories: memorization, easy A's, and pressure. These categories seemed to have the most influence on the students' study habits. The balance of the comments are labeled, "varied".

Memorization study habits. Jack reports, "I have a good memory for tests."

Tranh reports, "I try to remember."

Chan reports, "I make some notes, but mostly I try to remember. I memorize the dictionary."

Leung reports, "I read out loud; I memorize. I outline all I need to memorize and speak out loud until it's memorized word-for-word. I make history into a story; that way you can memorize it easier. I read and reread textbooks and memorize. I read the material over and over."

Easy A's study habits. Chan reports, "We look for teachers who give easy A's."

Leung reports, "Asians try for easy A's. We try to find teachers who give easy A's. Americans don't care about their grades, but in a demanding class we look for tolerant teachers."

Varied study habits. Tokura reports, "I highlight things the teacher said in lecture."

Villevan reports, "I outline the chapters and main points. I try to understand what the teacher wants."

Manavu reports, "I 'dog-ear' the pages and go back to review the important things."

Leung reports, "I use the tape recorder; I look up all the words in the dictionary, especially if it's a joke. Sometimes I make detailed notes."

Jack reports, "I try to understand what they [the teachers] are talking about."

Pressure study habits. Leung reports, "We are under stress to get good grades. We pay a lot of money for classes; I need to understand all the concepts and we are under stress to get good grades. C is a cruel grade, at least a B."

Lubon reports, "I feel more pressure than American students. I have to learn more."

Javita reports, "All Americans want is security, not knowledge. Since we pay a lot of money, we must study harder, concentrate. We work hard in USA to save face."

Mikel reports, "... believe me the expectations are very high. We are stereotyped ... Asian teen must be very smart; it's a type of pressure. My American friends do not have the restrictions we do nor the support. Suicide rate in Japan is very high. If males

don't succeed they are ousted from the community; they are failures; there is no alternative. You are shunned from your family. You are an outcast for the rest of your life. It's a hard life style, tragic, really. A lot of people crack under the pressure."

Segundo reports, "Asians have a strict culture; education there is more strict. I study for hours and hours. This country is a joke."

European-American Male Student Comments

These reports seemed to coincide with the Asian male students and therefore were put in similar categories.

Memorization study habits. Ryan reports, "I just remember the general outlines. I highlight the chapters."

John reports, "I take notes and ask questions; that's enough to jog my memory."

Danny reports, "I look at my notes when a test is coming, but only once or twice; I remember it."

Vince reports, "I have a good memory."

Corey reports, "I don't outline; I memorize it."

Easy A's study habits. Jeff reports, "I ask a lot of questions; it brings up my grade."

Chris reports, "To get a better standing in life, I try for high grades; it's better personal satisfaction."

Val reports, "My teachers expect a lot out of me. I make good grades so they expect me to do good in everything. They encourage me."

Varied study habits. Eddie reports, "I motivate myself and go to class. I take detailed notes. I highlight my notes with the text."

Todd reports, "I dive right in; I've taken a study skills course; it was very helpful. A positive attitude and well-written papers are very helpful."

Chris reports, "When I study, I try to expand on the ideas."

Andrew reports, "I highlight, review the highlighted parts."

Pressure study habits. Seth reports, "I study at the library at night; during the day I am really rushed."

Vince reports, "I work long hours and have to study when I can."

Chris reports, "It's hard to find time to study; I have a job and I have to study late at night, makes it hard to study; I bring a book with me wherever I go."

Richard reports, "I cram; I have so little time to study."

Val reports, "I work so I'm tired."

APPENDIX E
Transcription of Asian and
European-American Male Students

Appendix E

Interview Questions for Study Habit Thesis

I am working on my thesis and I would like to interview you. Could you please answer some questions? My thesis is on study habits. The interview takes about 20 minutes. Thank you.

May I have your name, age, GPA, country of birth, ethnicity, ESL, major, class taking, year in school.

- Q1. Please describe your study habits. (Probe questions: Do you study nightly, have the TV/music on, or prefer it quiet?)
- Q2. How do you do your homework? (Probe questions: Read out loud, outline the chapter, highlight the textbook, read specific number of pages, alternate study with rest?)
- Q3. How do you feel about study groups? (Probe questions: Do you like discussions, the input of others?)
- Q4. How much time do you spend each day studying? (Probe questions: Do you study in the morning/evening, squeezed in in spare time, 1, 2, or more hours?)
- Q5. Do you have any particular study strategies? (Probe questions: Talk over homework with friends, have a tutor, specific study area, do difficult or easy work first, clarify material w/instructor?)
- Q6. What are your listening habits during lectures? (Probe questions: Listen/attend closely, take notes, tape lectures, ask the instructor or other students questions?)
- Q7. How do you prepare for tests? (Probe questions: Do you cram, study in advance, study alone, quiet environment or TV/music on, listen to tapes, read text or notes?)
- Q8. Is it important to you to speak up in class? (Probe questions: For student/teacher interaction, express or clarify opinion, want the teacher to understand you?)
- Q9. Do you ever record lectures? (Probe question: Is that helpful to you?)
- Q10. What classroom techniques do you use to get better grades? (Probe questions: listen/attend closely to lectures, take detailed notes, ask teacher/students for clarification?)

Q11. Is note-taking one of your strategies? (Probe questions: Do you take detailed notes or main points; do you review notes before tests and during homework?)

Q12. Is talking after class with your teachers helpful? (Probe questions: Do you do this for clarification, get to know the teacher's expectations, wish to have the teacher know you and your needs better?)

Asian Study Habit Interviews

NAME: Villevan
 AGE: 18
 COUNTRY BORN: Laos
 FIRST LANGUAGE: Chinese/Viet Nam
 GPA: 2.8
 MAJOR: Radiology
 CLASS TAKING: Speech
 YEAR IN SCHOOL: Freshman

Q1. 3 hours every night. I outline chapters, main points. I read it until it's solid. I take notes.

Q2. I read the notes many times for the main points. I try to know what the teacher will ask.

Q3. They may be good, but I study alone and quiet.

Q4. I study 3 hours at night then go to bed.

Q5. If it's a hard subject I get help. I talk to my friends. I do not talk to the teacher.

Q6. I pay full attention to teacher. I LISTEN for main points and try to take good notes.

Q7. I study 2-3 days before tests. I read notes, I read the text many times until I know it well.

Q8. I do not talk in class. I have problem with language. So I ask later other students.

Q9. Depends on class. If it's a class like a science I record and LISTEN to the tape many times. I make notes, too.

Q10. I pay full attention to the teacher. I try to understand what the teacher wants. I take notes and read the text before class.

Q11. Yes, I take many notes.

Q12. I do not talk with the teachers. I try to study on my own.

NAME:	Leung
AGE:	21
COUNTRY BORN:	China
FIRST LANGUAGE:	Chinese
GPA:	3.5
MAJOR:	Journalism
CLASS TAKING:	Speech
YEAR IN SCHOOL:	Freshman

Q1. I have a time table, this pushes me to study. I need to transfer to a good university. There is stress from my parents and classmates. I study at night 2-3 hours, I don't sleep too much, or play too much. I am serious. When I have to use my brain I have it quiet, otherwise it's classical music.

Q2. I memorize, read aloud, I outline all I need to memorize, speak out loud until it's all memorized word-by-word. I LISTEN to myself talk. I make history into a story, that way you can memorize it easier.

Q3. I don't like to study with people. If I have questions I don't hesitate to ask someone.

Q4. 2-3 hours per day.

Q5. Asians try for easy A's. We try to find teachers who give easy A's. Americans don't care about their grades, but in a demanding class we look for tolerant teachers. I e-mail Hong Kong and I phone Hong Kong for help from my teachers and friends.

Q6. I use the tape recorder; I look up all the words in the dictionary, especially if it's a joke. I memorize the dictionary.

Q7. Some class you need to memorize, but you should study always. I go through material once, twice, alone, not in group.

Q8. I LISTEN to the teachers and I ask them, "How can I get a good grade?" And I LISTEN to them.

Q9. Yes, sometimes I record the lecture.

Q10. I LISTEN and ask questions. It is important to talk to the teacher and see what I do not understand.

Q11. Sometimes I make detail notes, but mostly I read and reread the textbooks and memorize. I read the material over and over.

Q12. Yes. Definitely. The teacher is there if I don't understand something, I always ask the teacher. I call Hong Kong, too, for help. We pay a lot of money for classes and we are under stress to get good grades. I need to understand all the concepts and get good grades.

NAME:	Felix
AGE:	18
COUNTRY BORN:	Indonesia
FIRST LANGUAGE:	Chinese
GPA:	3.4
MAJOR:	Engineering
CLASS TAKING:	Public Speaking
YEAR IN SCHOOL:	Freshman

Q1. I like it quiet and alone to study.

Q2. I highlight chapters and pay attention to teachers.

Q3. I don't like study groups; I study alone.

Q4. I spend 1 ½ hours each night studying. I ask my friend to help me with the homework.

Q5. I do the homework as it comes, not easy or difficult first.

Q6. I listen closely for main ideas.

Q7. I pay close attention to teacher and make notes. I prepare ahead for tests.

Q8. I never speak up in class; I am quiet.

Q9. No.

Q10. To get a better grade, I go to tutorial center and get my paper checked out. They check the organization, grammar, and spelling.

Q11. I take notes and I pay attention.

Q12. I don't visit with my teacher.

NAME:	Javita
AGE:	20
COUNTRY BORN:	Indonesia
FIRST LANGUAGE:	Chinese
GPA:	2.7
MAJOR:	Engineering
CLASS TAKING:	Public Speaking
YEAR IN SCHOOL:	Freshman

- Q1. I have music on; I don't study every day, only when I have to.
- Q2. I outline everything and highlight. Repetition makes me learn, over and over.
- Q3. I don't like study groups; I study alone.
- Q4. 2-3 hours a night.
- Q5. I study over and over; I learn by repeating.
- Q6. I try to listen and understand what they are saying. I try for main points.
- Q7. I do cram sometimes, but I study ahead a week or two.
- Q8. I speak up in class if I need clarification.
- Q9. No taping.
- Q10. When I have a question, I ask my friend. He is a good student; he helps me.
- Q11. I take notes and I try to understand them when I write them.
- Q12. I never talk to the instructor. I definitely study hard.

NAME: Mikel
AGE: 19
COUNTRY BORN: Philippines
FIRST LANGUAGE: Tagalog
GPA: 3.2
MAJOR: Computer Science
CLASS TAKING: Public Speaking
YEAR IN SCHOOL: Freshman

- Q1. I study nightly with the music on.
- Q2. I go back in the tests, look at the headings and study main ideas.
- Q3. No study groups.
- Q4. 2-3 hours a day.
- Q5. Hard stuff first, warm up for the easy stuff.
- Q6. I listen; you can tell what's important or what they are trying to say.
- Q7. I study ahead for exams. I need to get good grades. I work for grades.
- Q8. I talk to my teachers and get to know them when I am stuck.
- Q9. I do not tape. I take notes.
- Q10. I go over the material many times. My parents are strict; I must do well.
- Q11. I take notes, mostly I concentrate.
- Q12. I talk to the teacher in class if I am stuck.

As the oldest male, I am expected to do well, take care of the family, take care of the family business, all the pressure is on me to be successful. I am the dominant person. My father is setting me up for the world, for the future, and believe me, the expectations are very high.

We are stereotyped, good grades, studies, Asian teen culture has to be smart, go to school, we drive certain cars, have certain friends, you see all this inside the circle. It's a type of pressure. They're all good students. My American friends do not have the restrictions we do or the support.

Suicide rate for Japan is very high. If the males don't succeed, they are ousted from the community, they are failures, there is no alternative. You are shunned from your family. You are an outcast for the rest of your life. It is a hard life style, tragic, honestly. A lot of people crack under the pressure. It is good in some ways, but the means by which they go by could be criticized a little bit.

NAME:	Tranh
AGE:	24
COUNTRY BORN:	Viet Nam
FIRST LANGUAGE:	Vietnamese
GPA:	3.0
MAJOR:	Industrial Technology
CLASS TAKING:	Speech
YEAR IN SCHOOL:	Junior

Q1. Quiet. Study every evening, serious student.

Q2. I just read it. Many times. Quietly. I study then get up and move around.

Q3. Don't like study groups.

Q4. 2-3 hours a day study. Evening.

Q5. Do easy stuff first, concentrate on hard stuff later because if I do it last it's easier to remember.

Q6. I just sit there and LISTEN. Focus on main points. I don't make notes. I LISTEN closely and then I go home and try to remember.

Q7. I study one day ahead for tests, but I study right along before.

Q8. I never speak up in class.

Q9. No. Some of my friends do; but I don't. I'll see if I need to sometime.

Q10. I try to pay attention, concentrate on what teacher say. It's hard when English is second language.

Q11. No. I concentrate hard. It's too difficult to take notes and pay attention, too.

Q12. I do not talk outside of class to teachers about the work for clarification.

NAME:	Chan
AGE:	19
COUNTRY BORN:	England
FIRST LANGUAGE:	Chinese
GPA:	3.5
MAJOR:	Computer Science
CLASS TAKING:	Speech
YEAR IN SCHOOL:	Freshman

Q1. Not every day, but I study most nights. I like the music on.

Q2. I read the assignment; I do the easy stuff.

Q3. I study alone, in the library.

Q4. One hour, after school.

Q5. No.

Q6. I just listen, take some notes. I just remember.

Q7. I cram with friends. I go to study group for advanced analysis. I need help.

Q8. It's not important to speak up; I ask friends questions. It's difficult to express myself.

Q9. No. I take some notes and remember.

Q10. I sit in front and I ask questions.

Q11. I take some notes.

Q12. I just remember.

We pay money for one unit; we study hard to save money. No family makes you study harder, more concentration. We look for teachers who give easy A's. No understanding or thinking is necessary in USA; all they want is security, not knowledge. Because we pay a lot of money we must study harder. I memorize the dictionary, no distractions. C is a cruel grade, at least a B. We work hard in the USA to save face; don't work hard in Hong Kong.

NAME:	Terri
AGE:	18
COUNTRY BORN:	China
FIRST LANGUAGE:	Chinese
GPA:	3.2
MAJOR:	Computer Science
CLASS TAKING:	Speech
YEAR IN SCHOOL:	Freshman

Q1. I do homework; I like it quiet.

Q2. I highlight the chapters and take notes. I write a summary of what the teacher is saying.

Q3. For a project it's fine, but I prefer it alone. I need to concentrate.

Q4. 1 ½ hours at night I do homework. I like it quiet.

Q5. No tutor. I pay attention in class, take good notes. I speak up in class if I need to understand something, if it's important.

Q6. If the teacher is boring, I don't listen; but if the teacher is interesting, I pay more attention.

Q7. I do it before the test. I study 1-2 days before the test. I ask a friend for help (Asian). I study my notes; I have detailed notes.

Q8. Yes, if it's important, but I don't like to talk too much.

Q9. I do not tape lectures.

Q10. For tests, I study 3 days in advance, but if no test, I play.

Q11. Yes, I take detailed notes; I study my notes a lot.

Q12. No, I don't stay after class to talk to teacher. I don't like to talk to teacher, only during class if it's important.

NAME: Jack
AGE: 19
COUNTRY BORN: Taiwan
FIRST LANGUAGE: Mandarin
GPA: 3.2
MAJOR: Engineering
CLASS TAKING: Speech
YEAR IN SCHOOL: Freshman

Q1. I just read. I try to understand what they are talking about. Sometimes I take notes. I prefer it quiet.

Q2. I read. Every night, I try to read.

Q3. Groups depends on who it is. I prefer to study alone.

Q4. 1 ½ hours at night I do homework. I like it quiet.

Q5. No difference in homework. I do all homework, easy, difficult. I try to figure things out.

Q6. Listening habits. I pay full attention. Having a teacher is the best way to learn. The teacher clarify a lot of stuff that the text is not clear.

Q7. I have a good memory for tests. I go over my notes and the past tests and try to understand what I'm learning. I study several days in advance for tests.

Q8. I will if I have to ask for clarification, but it is hard with the language.

Q9. No, no tapes. I just pay attention.

Q10. Teacher interaction is important in class. It is important for the teacher to know what your problem is.

Q11. Yes, I take good notes; I write notes about everything; then I study them at home.

Q12. I don't talk to teacher unless I have to, not after class, maybe in class.

NAME:	Victor
AGE:	18
COUNTRY BORN:	Indonesia
FIRST LANGUAGE:	Chinese
GPA:	3.4
MAJOR:	Computer Science
CLASS TAKING:	Public Speaking
YEAR IN SCHOOL:	Freshman

Q1. I study only when I have something to do (in school the next day). I like it quiet.

Q2. I read the chapters, no outline. I read the chapters many times until I understand them.

Q3. No study groups.

Q4. 1 ½ hours a night and the day before class.

Q5. I do the work in order, not hard or easy first. If I have a problem, I ask a friend for help.

Q6. Sometimes I listen closely if I am interested.

Q7. I prepare ahead for exams; I need to know what will be on the test.

Q8. I don't talk in class, no questions.

Q9. No tapes.

Q10. I go over the material many times.

Q11. I take notes, mostly I concentrate.

Q12. I never talk to the teacher.

NAME:	Tokura
AGE:	20
COUNTRY BORN:	Japan
FIRST LANGUAGE:	Japanese
GPA:	3.0
MAJOR:	Communication
CLASS TAKING:	Public Speaking
YEAR IN SCHOOL:	Sophomore

Q1. I study at midnight because it is the best time I can concentrate. About 2 hours.

Q2. I highlight the things the teacher said in lecture.

Q3. Useful I think. Everyone exchange ideas. Helpful, I think.

Q4. I study as much as I need.

Q5. Just what I have to do.

Q6. Since I am Japanese, it's hard to get every word; I do not speak up; I listen extra hard. I sometimes ask other student.

Q7. Cram, study alone, quiet.

Q8. It is very important.

Q9. Yes.

Q10. To listen in class and ask questions. I take notes. I talk with the teacher. I want clear ideas.

Q11. I outline the main ideas. I read the whole book and underline main ideas.

Q12. No.

Sometimes I call Japan and ask a friend for help. I talk to students who look friendly or nice and they help me.

NAME: Manavu
AGE: 20
COUNTRY BORN: Japan
FIRST LANGUAGE: Japanese
GPA: 3.0
MAJOR: Business
CLASS TAKING: Public Speaking
YEAR IN SCHOOL: Freshman

Q1. I study after school, at home; I study in school, too, in class. I have English problem. Most of the time at home. After class I study the chapter. I do today's work and then I do tomorrow's work. I want quiet.

Q2. I highlight important things, main ideas. I "dog ear" the pages and go back to review important things.

Q3. Sometimes good, but sometimes talk about other things. If the group is serious, it's good. I call friends back home, in Japan to ask questions. Sometimes I call friends in Taiwan or China who are Japanese.

Q4. Until I finish the question. I study at 11:00 p.m. 3 hours.

Q5. Easy ones first. Difficult ones take too much time.

Q6. I concentrate on teacher talking; I listen, because of second language. I sit in middle of class because sometimes students are talking behind me, bothers me.

Q7. Only difficult part. Easy ones I let go. I study over 2-3 days.

Q8. It is okay if you speak the language. I don't understand question teacher give me a clue. I think it's important to ask questions.

Q9. Yes. I take notes.

Q10. I listen to the teacher and take notes. I take detail notes and read them often.

Q11. I take good notes.

Q12. No.

I make a friend in class and ask friend the meaning if I don't understand. I study by myself. Sometimes I call a friend in Japan to ask questions. I read a while and go out for exercise with a friend, then I study again after exercise.

NAME:	Anson
AGE:	18
COUNTRY BORN:	Indonesia
FIRST LANGUAGE:	Chinese
GPA:	3.5
MAJOR:	Architecture
CLASS TAKING:	Public Speaking
YEAR IN SCHOOL:	Sophomore

Q1. I take notes, highlight chapters, main ideas. I like it quiet.

Q2. I read chapters, highlight main ideas, and read chapters again.

Q3. No group study; I usually talk over questions with friends. I skim the chapters to see what will be on the test.

Q4. I study 1-2 hours per night.

Q5. I do the homework as it comes; I don't care if it's easy or hard.

Q6. I pay attention; I have English problem so I concentrate.

Q7. I study in advance for the tests.

Q8. I do not talk in class or speak up.

Q9. No taping.

Q10. For better grades I study more; no pressure from home.

Q11. I take notes, but I concentrate, try to figure out what teacher means.

Q12. I talk to my teachers, but not often, only when I'm confused.

NAME: Lubon
 AGE: 27
 COUNTRY BORN: Tibet
 FIRST LANGUAGE: Tibetan
 GPA: 3.6
 MAJOR: Political Science
 CLASS TAKING: Public Speaking
 YEAR IN SCHOOL: Sophomore

Q1. I take notes, memorize dates in history, names and events. I try to generalize from readings; I read the first chapter, make notes, go to class. I listen to the lecture, come home and review the notes. I study late every day. I like it quiet, otherwise cannot focus.

Q2. I study late every day; otherwise I cannot focus. I do not outline; I try to generalize from the chapter.

Q3. I do not like study groups; other students treat school like they are shopping at a department store; they do not take it seriously.

Q4. I study as much as possible; I am prepared for lessons.

Q5. I read the book; then I read the notes and read the book.

Q6. Depends on teacher. I feel what they want to say, but usually I listen to what's important and select.

Q7. I read; I remember.

Q8. Not really; I don't think I should. I don't talk in class because not many students do. I feel students think I'm showing off.

Q9. No.

Q10. I never ask for help; it's not fair. If I have to ask I am not a good student; I take responsibility.

Q11. Yes; I don't remember key ideas; I remember general ideas.

Q12. I don't talk to the teacher unless the teacher ask me a question. I feel more pressure than American students. I have never had American history; I have to learn more. Knowing English is not enough. I need more time and energy to study.

NAME:	Segundo
AGE:	18
COUNTRY BORN:	Philippines
FIRST LANGUAGE:	Tagalog
GPA:	3.4
MAJOR:	Engineering
CLASS TAKING:	Public Speaking
YEAR IN SCHOOL:	Freshman

Q1. I take detailed notes and go over the material many times. I get it in my head.

Q2. I don't highlight; I just think about what they are saying and try to understand the chapters and notes.

Q3. I study alone, and quiet, unless I have a friend to study something hard with.

Q4. I study for hours and hours. I like it quiet so I can concentrate and focus.

Q5. I just do the homework every day; I keep up with the work. If I need help, I'll ask a good student.

Q6. Yes, I concentrate on what the teacher is saying to try to understand and know what will be on the tests.

Q7. I study hard for tests. Education in the Philippines is more strict; Asians have a stricter culture. This country is a joke.

Q8. I never talk in class unless the teacher calls on me.

Q9. No taping.

Q10. I just study; that's what I do most of the time.

Q11. Yes, but I concentrate, too. I try to understand what is expected of me.

Q12. No, I don't talk to my teachers. If I need help I go to my friends.

European-American Study Habit Interviews

NAME: Corey
 AGE: 24
 COUNTRY BORN: USA
 FIRST LANGUAGE: English
 GPA: 3.4
 MAJOR: Communications
 CLASS TAKING: Public Speaking
 EUROPEAN HERITAGE: German
 YEAR IN SCHOOL: Junior

Q1. I study if I get scared enough to believe I'm going to flunk a test. I study beyond that if I'm motivated for some reason—if I'm going to fail a test.

Q2. I take one chapter at a time, one chapter one day and the other the next. I don't outline. I memorize it. I have a friend read off questions and I answer them. I LISTEN. I don't study every night. It has to be quiet, but I can't be alone. I sit for 10 minutes, I sit and study with a friend, then I LISTEN to the Walkman as a break. I do not outline or highlight the texts.

Q3. I can't stand them. I prefer to be alone.

Q4. Not every day, 1-1 ½ hours including breaks, towards afternoon and evening. I go to the gym after class. That relaxes me.

Q5. I do the difficult first and get it out of the way and then I can relax and do the easy stuff. I like to go to the library or media center, or sometimes in the car I sit and read. I memorize the material, usually.

Q6. How I learn is by LISTENING and watching the teacher. I take notes for later if I really don't understand something. But I prefer to LISTEN to the teacher.

Q7. I study in advance a little bit; If I'm scared I'll cram at the last minute.

Q8. Yes, it's important especially if you are self-conscious. It will affect everything about your whole life. It's for my self-esteem.

Q9. Once. Too much effort. If you pay attention and take minute notes and re-read that's all it takes.

Q10/11. Answered above.

Q12. Only if you need something clarified. If you pay attention the teacher usually explains it several ways. How do you recall?

Any other comments?

Memorize. If you like it. Otherwise, take notes.

NAME: Seth
AGE: 24
COUNTRY BORN: USA
FIRST LANGUAGE: English
GPA: 2.8
MAJOR: Communications
CLASS TAKING: Public Speaking
EUROPEAN HERITAGE: Irish
YEAR IN SCHOOL: Junior

Q1. I get tutoring, I have study groups, I sit up front near the teacher to keep up.

Q2. I go to the tutorial center or the library at night when I am more focused. During the day I am really rushed. I take note cards and highlight them. I go through them and focus on what is highlighted.

Q3. I feel it's great. Sharing ideas works very well when you're LISTENING to peers.

Q4. I spend 1-2 hours each night in the library or when I can. I have to work a lot of hours.

Q5. I enjoy discussion; helps build LISTENING skills and helps interaction.

Q6. I try to stay focused and LISTEN to everything.

Q7. I study in advance and review the highlights on my notes. I study in the tutorial center where it's quiet.

Q8. Class participation is a plus for me.

Q9. No, I take notes.

Q10. I ask questions and try to participate in the discussions.

Q11. Yes, I take all the notes I can; I try to stay focused.

Q12. Yes. I talk with the teacher whenever I need clarification or extra ideas.

NAME:	Andrew
AGE:	19
COUNTRY BORN:	USA
FIRST LANGUAGE:	English
GPA:	3.2
MAJOR:	Sports Medicine
CLASS TAKING:	Public Speaking
EUROPEAN HERITAGE:	Russian/German
YEAR IN SCHOOL:	Freshman

Q1. Nightly, quiet. Alone.

Q2. Read, highlight, review highlighted parts.

Q3. Study groups no. Get you off track.

Q4. Study for 2-3 hours a day. Study at night.

Q5. I do first whatever I'm in the mood for.

Q6. Sometimes I listen and sometimes I lose track. Depends on how much rest I've had. I take a lot of notes. I review the notes.

Q7. Sometimes I study in advance and sometimes I cram. I review notes and text.

Q8. I speak up in class so the teacher knows where I'm coming from. The teacher needs to know me, understand me, and guide me.

Q9. I tape the lectures sometimes, political science, the material is dense.

Q10. I just go over notes and questions in class. Talk to teachers after class for clarification

NAME:	Val
AGE:	18
COUNTRY BORN:	USA
FIRST LANGUAGE:	English
GPA:	3.4
MAJOR:	English
CLASS TAKING:	Public Speaking
EUROPEAN HERITAGE:	Irish/French
YEAR IN SCHOOL:	Freshman

Q1. Pretty bad. I work out so I'm tired. I usually cram. Quiet.

Q2. I try to do my homework right away. I just read it. I make notes of the important stuff. I read the page and I write down anything I don't know.

Q3. They're good if I'm not getting the subject.

Q4. Night time.

Q5. I usually I just do the stuff I'm going to do the next day or just forget about it.

Q6. Talk with the teacher. Good listening skills.

Q7. I cram. Just look over the book.

Q8. If I know the answer, or if I don't care. If I want to get involved.

Q9. No.

Q10. Not really. Discussion after school if I can't get something.

Q11. Yea, definitely. I take notes.

Q12. Sometimes. My teachers expect a lot out of me. I make good grades so they expect me to do good in everything. They encourage me.

NAME:	Danny
AGE:	19
COUNTRY BORN:	USA
FIRST LANGUAGE:	English
GPA:	3.7
MAJOR:	Communications
CLASS TAKING:	Public Speaking
EUROPEAN HERITAGE:	Austrian/German
YEAR IN SCHOOL:	Sophomore

Q1. Brief. I look at my notes when a test is coming, but only once or twice. I remember it. Just from LISTENING to the lectures. I like it quiet.

Q2. Underline the text, take notes, go over the assignment. I read just what's assigned. I underline so I'll have quotes to use.

Q3. I don't like them. It's distracting unless you need clarification.

Q4. An hour or two late at night.

Q5. I work on my own, go over my notes. I usually put the difficult off to last. Do the easy stuff first. I need to get warmed up.

Q6. I LISTEN and take notes, come up with my own opinions. I analyze it on my own later.

Q7. I read over my notes a couple of times. If the instructor tells us what's on the test I make sure I know those things. I cram the night before. I like it quiet.

Q8. If I feel strongly about something, yes.

Q9. No. Just notes.

Q10. I LISTEN to the lecture, take notes especially in lectures.

Q11. Oftentimes if I don't understand something.

Q12. Definitely. It can be helpful.

NAME:	Vince
AGE:	19
COUNTRY BORN:	USA
FIRST LANGUAGE:	English
GPA:	3.5
MAJOR:	Engineering
CLASS TAKING:	Public Speaking
EUROPEAN HERITAGE:	Italian/Irish
YEAR IN SCHOOL:	Sophomore

Q1. I study almost every night. I have a lot of activities so I do homework as soon as I can and get it over with.

Q2. I like it quiet, but it's ok if the TV or radio is on; I can concentrate pretty good.

Q3. No, not for me; they're ok I guess, but there's too much talking, not enough studying gets done.

Q4. Maybe 1-1 ½ hours, depending on what's going on. I do get it done, though.

Q5. I concentrate in class and I ask a lot of questions. I have a pretty good memory; especially if a class is interesting.

Q6. It depends if I'm interested in the subject; usually I'm pretty good.

Q7. I take notes, write down the main points, review before the test.

Q8. Not necessarily; I do if I need some clarification or if I want to make a point.

Q9. No.

Q10. I do what I can; I concentrate during class if it's interesting, take notes, review, that's about it.

Q11. Yes; I take notes, but mostly I remember things. I do the homework and try to remember the general idea and main points.

Q12. If I need to. I don't usually talk to the teachers, but I will if I need to.

NAME:	Todd
AGE:	22
COUNTRY BORN:	USA
FIRST LANGUAGE:	English
GPA:	2.5
MAJOR:	Economics
CLASS TAKING:	Public Speaking
EUROPEAN HERITAGE:	German/Basque
YEAR IN SCHOOL:	Junior

Q1. I spend the majority of my time studying. I get up early before work and stay up late at night. My friends support me. I want to provide all I can to the community.

Q2. I dive right into it. I've taken a study skills course; it was very helpful. I read the chapters three times.

Q3. I highly encourage them. It's one of the things that's helped me. If I can't figure something out myself, someone gives me help and it's a better way to learn and I can teach others.

Q4. 5 or 6 hours a day.

Q5. I study alone the first time with the material. Then I study with two others. I don't do the hard stuff first, just whatever the teacher assigns us.

Q6. I try to listen and stay in tune with the teacher. As far as listening skills I have no skills or strategies, just whatever the teacher says I pay attention. I try to write down whatever's on the board.

Q7. I read the chapter summaries. I make sure I know all the answers and go to the teacher sometimes and check with what may be on the tests.

Q8. It always seems to sneak up on me, so I don't want to cram, but it works out that way.

Q9. No.

Q10. I sit up front where I can hear better and interact with the teacher. It helps to be seen and noticed. Positive attitude, well-written papers.

Q11. Absolutely.

Q12. I guarantee it is. It is helpful if you don't catch something.

NAME: John
AGE: 19
COUNTRY BORN: USA
FIRST LANGUAGE: English
GPA: 3.8
MAJOR: Communication
CLASS TAKING: Public Speaking
EUROPEAN HERITAGE: English
YEAR IN SCHOOL: Sophomore

Q1. Two hours a night; I have the radio on very low.

Q2. I read all the questions and then I read the chapters and then I review. I highlight all the chapters. That reminds me of everything I need to recall.

Q3. I like to study by myself. It's hard to interact and study with others.

Q4. 2 hours.

Q5. I do the hard work first and get it out of the way.

Q6. I try to take decent notes. One word per phrase, main points. I remember the details later on.

Q7. I study 2-3 days before the test and focus on that one test. I read the chapters.

Q8. No.

Q9. If I don't understand something, I will say something.

Q10. I take notes and ask questions in class.

Q11. Yes. That's enough to jog my memory.

Q12. Definitely. If I have a problem, they will help me or tell me where to find it.

NAME: Ryan
AGE: 18
COUNTRY BORN: USA
FIRST LANGUAGE: English
GPA: 3.0
MAJOR: Communications
CLASS TAKING: Public Speaking
EUROPEAN HERITAGE: Irish
YEAR IN SCHOOL: Freshman

Q1. I have the TV on, but I don't study every night. I highlight chapters, main ideas, and the broad idea. I will remember details.

Q2. I think they are effective, but there's too much socializing.

Q3. It varies; about an hour a day.

Q4. I study around 7:00 unless I have more to do, then I study earlier.

Q5. I have no strategy; I just do it, whatever I feel like doing.

Q6. Whatever comes up; whatever I need to do. I don't worry about it.

Q7. I watch her; if it's interesting, I do listen; otherwise I take notes. I listen very well.

Q8. No.

Q9. I read everything over that I should; I cram; I stay up late. I review the notes.

Q10. Notes.

Q11. Note-taking; I take good notes.

Q12. Yes. After class.

NAME: Ian
AGE: 19
COUNTRY BORN: USA
FIRST LANGUAGE: English
GPA: 2.8
MAJOR: Engineering
CLASS TAKING: Public Speaking
EUROPEAN HERITAGE: Irish
YEAR IN SCHOOL: Sophomore

Q1. I like something on, TV, I don't watch it, it's for background. Library quiet distracts me.

Q2. I read up on different sources for background. I do an outline sometimes. I do whatever I feel like first, hard or easy.

Q3. I find study groups useful depending on the topic. One or two people is enough. Advantage is if you have doubts about a subject, the group can help you clear it up. And I was ahead of the group in the readings.

Q4. I spend about 20 minutes to ½ hour per day. Whenever I can find the time, usually when I get home or on campus if I can.

Q5. I just dig in on my own. If I have problems, I'll try to get the help I need. I'll ask people in the class, not the instructor, and the tutorial center.

Q6. I have good listening habits. I write everything down. I write a lot of notes and listen closely.

Q7. I usually go back and re-read my notes, not whole chapters, waste of my time. I look in area that might be on the test. I try to increase what I already know so it's more comprehensive.

Q8. Yes. I want answers. I'm not afraid to look like I don't know something. Interaction with the teachers is nice if there's an opportunity.

Q9. Very rarely. If it's a tough subject I will so I don't miss anything.

Q10. I take lots of notes and listen closely; I'll ask questions. Notes work good for me; depends on the class. I always go through my notes, but not always the text.

Q11. Teacher's expectation is always a help. If you know what they want, you'll try to write that. It's a good idea.

Q12. Talking with the teachers helps if you need clarification on a paper or coming test.

NAME: Richard
AGE: 29
COUNTRY BORN: USA
FIRST LANGUAGE: English
GPA: 3.0
MAJOR: Communication
CLASS TAKING: Public Speaking
EUROPEAN HERITAGE: Dutch
YEAR IN SCHOOL: Junior

Q1. I like the TV off; I prefer it quiet. I study as often as I can, a little bit each day. In between school and work I study nights.

Q2. I study in class and do some homework there. I read and re-read the material; that reinforces the information. I take class notes and review them with the text.

Q3. Not a good idea for me. I am shy; I don't like asking questions.

Q4. A couple of hours a day as I can squeeze it in.

Q5. I take it as it comes; I do the difficult stuff first sometimes. I read and re-read chapters to force it into my mind.

Q6. I try to take notes and pay attention.

Q7. I cram; I put it off 'till the last minute. I have so little time as it is. When I cram, it helps me retain information.

Q8. Yes. I like to be active and participate in class.

Q9. No.

Q10. I do the homework, pay attention. I take detailed notes. I try to listen carefully as I can.

Q11. I take detailed notes, and I also try to listen carefully to the lecture.

Q12. Yes; if I need to I wait 'till after class and then I'll talk to the teacher for clarification or help.

NAME: Eddie
AGE: 20
COUNTRY BORN: USA
FIRST LANGUAGE: English
GPA: 2.9
MAJOR: Psychology
CLASS TAKING: Public Speaking
EUROPEAN HERITAGE: English
YEAR IN SCHOOL: Junior

Q1. I study, motivate myself, and go to class. I ask questions and keep up with what's going on.

Q2. I LISTEN and take notes. I ask questions. I need to be quiet and alone. I highlight my notes and the text.

Q3. I prefer to be by myself. I get distracted easily. I sit in the library alone so I can focus.

Q4. I ask the teacher questions to be sure I am up with the work. I usually read my notes 2-3 times. I don't cram.

Q5. I confine myself to the library. I get up every so often and walk around.

Q6. I focus on the speaker's tone and subject matter. I LISTEN and take notes.

Q7. I go through the material and focus on what is highlighted. I prepare myself to answer questions.

Q8. It is important to me so that I can be heard and also that I understand what the subject is.

Q9. No; I take notes.

Q10. I try to be close to the teacher so there are no distractions. I ask questions. It is important to speak up in class.

Q11. I take detailed notes and review them after class in the library.

Q12. Yes. I talk to the teacher whenever I don't understand something or need extra information, like resources and clarification.

NAME: Chris
AGE: 19
COUNTRY BORN: USA
FIRST LANGUAGE: English
GPA: 3.4
MAJOR: Computer Science
CLASS TAKING: Public Speaking
EUROPEAN HERITAGE: Irish
YEAR IN SCHOOL: Junior

Q1. I usually have the TV on but I'm not watching it. Sometimes I sit outside with my Walkman on. It helps me concentrate.

Q2. I try to read some each day, but being outside is more important than studying. Anyway, if I'm interested in a subject, I'll do well.

Q3. Nope, I don't go for study groups unless I'm stuck. Then, they help clarify anything where I'm stuck. But, that's not often. If I study, it will be with one friend only.

Q4. About 2 hours a night, if I'm interested I'll do about 150 pages, otherwise I fall asleep after 20 pages.

Q5. Depends on the subject. If I'm interested, I'll put in extra time, read the chapters, pay attention; I usually do pretty well without a lot of notes.

Q6. Well, boring subjects make me daydream. I connect once in a while, but if it's something I like, I stay with it ok.

Q7. I go over the material the day of the test and just before the test. By that time, I pretty much know what I don't know and I've gotten it cleared up.

Q8. No, not important, but I do if I want to say something or ask a question, I will. I just don't usually need to; I disconnect a lot if I'm bored.

Q9. No, don't need to.

Q10. I do ok. I pay attention enough to get most of it, do the chapters, ask a friend if it's not clear. I don't have a special technique, I don't think.

Q11. Strategy? I don't know. I take notes if I need to, but usually the subjects aren't that hard. I get by with the chapters and just thinking about stuff, try to see the general idea.

Q12. No, but sometimes I hang around while other students talk.

NAME:	James
AGE:	19
COUNTRY BORN:	USA
FIRST LANGUAGE:	English
GPA:	3.2
MAJOR:	Communication
CLASS TAKING:	Public Speaking
EUROPEAN HERITAGE:	English
YEAR IN SCHOOL:	Sophomore

Q1. I go after school and study 2 hours. I will review ones I don't have down [notes]. I play music sometimes.

Q2. I usually outline the chapter, sometimes I read it thoroughly. I use association to help remember or read it until it stays in my mind. I look for main ideas; then I look for supporting information.

Q3. I'm not a group person. I don't like to study with them. I like it quiet so I can think.

Q4. About 3 hours total.

Q5. I do what I like first; I don't study with friends. I do the harder stuff later; the easy stuff I get out of the way.

Q6. I'm a moderate listener, depending on how interested I am. Sometimes I fall asleep.

Q7. I study the work I've taken down from the course. I cram a lot of the time. I study alone. I have music on all the time. I study from the book. If I don't understand something I use the notes for clarification.

Q8. No, not always; only if I need to ask something.

Q9. Sometimes I record the lecture.

Q10. I try to pay attention. I ask questions in class. I write down key ideas and sometimes specific ones.

Q11. I take notes only if I don't understand the subject. Otherwise I just listen and do the readings.

Q12. To clarify something I didn't understand.

NAME:	Geoff
AGE:	21
COUNTRY BORN:	USA
FIRST LANGUAGE:	English
GPA:	3.0
MAJOR:	Computer Graphics
CLASS TAKING:	Public Speaking
EUROPEAN HERITAGE:	German
YEAR IN SCHOOL:	Junior

Q1. Usually I like it quiet, but if the TV is on, it's okay; it doesn't bother me. I can focus pretty good.

Q2. Hopefully every day. I do about 150 pages in one night, math is harder but it's less pages. In history we don't use the text so I don't need to read much.

Q3. No, I don't have time for study groups; if there's one during class time, it's ok. I sit back and listen to the others.

Q4. I study about 1 hour before work and 2 hours after work usually. I try to be regular so I don't get behind.

Q5. If I'm not getting something, I'll ask someone in class that I know is pretty good, probably not the teacher. I don't need a tutor.

Q6. I take notes, almost everything the teacher says. I can remember pretty good.

Q7. I go for the A's. I go over my notes and the chapters the day before the tests and usually just before the test. I try to remember the general ideas. If you do that, the details come easier.

Q8. Not important; if I need to ask something, I will and if I need to give an opinion, I will. But I don't have a big ego, I can sit there quiet most of the time.

Q9. No, I only take notes.

Q10. Oh, I just pay attention, unless I'm bored. My notes are good and if I don't get something I'll ask then, or ask someone in class. Usually someone knows the answer.

Q11. Yes, unless I'm bored, as I said. Then I don't concentrate.

Q12. No, I never talk to the teacher after class; I don't need to. If I have to, I will; I just don't need to.