

International Students and the Multiculturalization of University Education

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In my long experience of teaching many international students at SOAS, certain key issues have come up again and again and would probably be relevant also in the Japanese context. It will be very interesting to compare notes:

- benefits of having an international student body
- issues if one particular group becomes dominant
- special provision for certain groups of students? In terms of food? Prayer facilities?
- level of knowledge of the language of tuition, in the SOAS case an appropriate level of English as a working language
- is this different for international students in Japan?
- how does one measure language skills in either system?
- what, if any, is the difference between oral and written skills levels?
- impact of extra language classes on the workload of international students
- assessment of student work in the form of written submissions and of marking exams: Preferential treatment? Special allowances? Assumptions of equal standing and levels?
- motivation of international student to learn, improve themselves and prepare for better career prospects: Is overseas study a nice holiday abroad, or does it involve serious efforts to build international exposure for oneself?
- admission policies and after-care
- financial implications