

Journal of **International**  
**Student Recruitment**

Trends Update from ELS American Education Centers



**AEC in Istanbul**



**ELSAEC**  
American Education Centers

Volume 5  
Summer 2010



WELCOME

Dear International Educator,

We are very pleased to offer the fifth issue of ELS American Education Centers' Journal of International Student Recruitment, presenting useful news, information and statistics relating to trends in international student recruitment. The current issue highlights the first year of our American Education Center in Istanbul and showcases our partners Middle Tennessee State University and University of New Haven among other interesting topics.

In 2007, ELS founded the first American Education Center in Shanghai to provide a platform for US universities to promote themselves throughout China. Our centers assist partner institutions in establishing relationships with educational counseling agencies, study abroad agencies, high schools, universities and foreign government sponsored scholarship programs. ELS currently has American Education Centers in China, Vietnam and Turkey. The ELS American Education Centers continue the dissemination of information 365 days a year using our international recruitment network of 1,500+ ELS authorized counseling offices and a virtual network of interconnected websites in foreign countries and local languages to make key information available to international students, in their own language, in print, on the web, and in person.

Each year, ELS brings hundreds of international educators to the USA, including education ministers, student advisors, ELS Counseling Agency owners, university faculty and educational media representatives. The American Education Centers provide recruitment travel grants to both public and private universities. The grants make it possible for representatives of more than 50 universities to recruit in multiple cities of China as well as in Korea, Taiwan, Japan, Thailand, Turkey and Vietnam. The AEC will continue these grants in 2010, allowing universities eager to globalize their enrollment to promote their institutions – even when their own budgets do not permit.

At this publication date we have just completed a Recruitment tour with 10 ELS partner universities who visited Beijing, Guangzhou, Shenzhen, Hangzhou, and Shanghai, where they met a total of 75+ counselors and managers from ELS appointed counseling agencies during the 12 day tour.

The result of these efforts is demonstrable: Since our first tour in 2008, our participants have increased their enrollments of qualified Chinese undergraduates and post graduates by an average 160%.

For nearly half a century, ELS Language Centers have worked in cooperation with colleges and universities to recruit students from around the globe to study English on campuses throughout the USA. ELS works closely with international admissions officers, student advisors, deans and provosts keen to develop programs of study to accommodate the needs and interests of international students. We strategize with those partners to make these opportunities known to prospective students in key markets from Asia to Europe, Latin America and the Middle East.

There are a variety of ways ELS can help your institution to increase international student enrollment: you can choose to host an ELS center on your campus, participate in the ELS UCAN (University Conditional Admission Network), or join the ELS American Education Centers. You can benefit from worldwide promotion through localized promotional materials in-country, qualified counseling agents, and via heavily trafficked websites that qualify and inform potential students, worldwide. We invite you to visit [www.InternationalStudentRecruitment.org](http://www.InternationalStudentRecruitment.org) to see the many ways we can help you recruit international students.

The Journal of International Student Recruitment shares the results of our collaborations and offers relevant information on how you too can become more efficient and successful in your international recruitment.

Yours sincerely,



Mark W. Harris  
President & C.E.O.  
ELS Educational Services, Inc.

CONTENTS

ELS History & Mission	1	
Assisting International Students	4	2 Profile
Partners	9	6 Education & Recruitment
Education around the world	11	10 Programs
	12	12 Currents

Published by:  
ELS Educational Services, Inc.  
This magazine was designed and produced by MAYA press: [www.mayapress.net](http://www.mayapress.net)  
T: 212-260-5869  
Editor:  
John Bennett  
Writers:  
Claudia Brown, Matthew Di Paoli, Nela Navarro, Dena Santoro and Elisa Tavilla  
Photography:  
All Rights Reserved  
Artistic Director:  
Sébastien Martorell  
Layout:  
Jennifer Bouvard

# ELS history & mission

ELS has carried out its multifaceted mission for nearly fifty years: attracting talented international students to study English across the United States, preparing them for university study and offering guidance to students and families as they search for the institution that best meets their needs.

These students are vital to a greater understanding of a complex world, to diplomacy, world peace and to both the domestic and the global economy. As an integral part of that mission, ELS partners with American higher education institutions to provide unparalleled access. Its comprehensive services raise awareness about the wealth of US colleges and universities, whether large or small, public or private, in rural or urban settings. ELS provides a variety of options to partner institutions, some of which are available at little or no cost.

Students are able to pursue a wide range of English and Test Preparation programs, as well as conditional acceptance to US universities and

colleges via the ELS University Admission Services.

ELS offers a superior learning environment and tools that include an all-inclusive instruction system with a unique curriculum, texts and branded language-learning software. The detailed course of study is based upon accomplishment within established core competencies that are integral at all levels. Students may also pursue skills enhancement courses once they have completed core study within a given level. ELS demystifies the process of coming to the US to study and assists in all its aspects, including securing suitable housing and bridging cultural differences.



## ELS SHANGHAI STUDENT TESTIMONIALS

“Hello everyone! I am Rae Zhang and I have studied here in the winter vacation. It’s really a good experience for me to study at ELS AEC. The teachers here are so kind and helpful. They can help us with our vary problems and always chat with us. We can know more about American culture by being taught by our foreign teachers. In spite of [the fact that] we must study all the time, our classes are actually interesting and colorful. We do not only exercise and strategies about test but also talk about what school we want to go and something valuable.”



“Hi, I am Sun Zi Meng! The winter vacation in my senior one I spent it on my TOEFL® study here. I think it is really valuable for me. Our classes are full of interest exactly. This is what I am gratified with. The most important thing is I learned a lot from here because of the great teacher. My English improve in a high-speed.”

“I am Shoichi Hirose, a Japanese student now studying high school in Shanghai. I learned many things from this school, and especially my listening ability has improved a lot. I decided to go to this school because I want to prepare for the TOEFL® exam in this May.

I came to this school, and I’m satisfied with this environment. I got used to hear English all day long now, and that helped my listening skill improve. I didn’t like speaking class because I couldn’t speak a lot, but now I can speak more than before. I think Ms. Nisita and Ms. Rose are very nice teachers. They are kind. I was happy to learn from them.”

## Our strategic partners enjoy multiple AEC member benefits

- A permanent recruitment base in China, Turkey, and Vietnam, which also provides a base for alumni gatherings and a base for visiting faculty
- Presentations to prospective students
- Counseling Agent training
- Dedicated representation at student recruitment fairs by AEC employees
- Ongoing access and communication to ELS’ worldwide network of 1500+ ELS authorized Counseling Agent offices
- Workshops with ELS authorized Counseling Agents
- Assistance in meeting and evaluating prospective sister schools
- Member institution featured in the ELS’ USAUniversityGuide.org website and annual university guide
- Participate in annual recruitment tours, including:
  - Workshops with ELS authorized Counseling Agents (screened, trained and qualified by ELS)
  - Up-to-the-minute market briefings from US Commercial Service and Consulate officials
  - Student recruitment fairs
- Display of your materials in ELS AEC libraries and distribution among ELS Counseling Agent network
- Assistance with in-country travel, hotel reservations, meeting arrangement, schedule planning, and communications
- A one-stop solution for your short-term study-abroad groups including classroom space, scheduling, meeting space, travel and hotel arrangements
- Assistance with producing localized promotional materials in-country, at great savings to your institution

**MTSU:**

# Nearing the Century Mark, Growing in New Ways



**M**iddle Tennessee State University was established in 1911 as a normal school with an historic emphasis on education. It is grown to be a city within a city. Located in Murfreesboro, TN, its nearly 26,000 undergraduate and graduate students study everything from biotech to music business. Director of Graduate Admissions Rick Henegar brought his corporate marketing expertise to MTSU seven years ago. He shares thoughts about MTSU's efforts to increase its international student population and the passion administrators and staffers have for helping students attain their goals. The MTSU approach is student-centered: personal involvement fosters success. It's also why MTSU feels like a much smaller campus and a friendly small town.

“All of the international students I meet know about America’s big cities,” says Rick Henegar, “but they don’t know much about Tennessee!” This well kept secret is a secret no more. MTSU is located near the glorious UN World Heritage site of the Great Smoky Mountains National Park, as well as a forty-five minute drive from the world-famous music capital Nashville and within a day’s drive to 75% of the US population, MTSU is determinedly marketing itself. It has some impressive statistics to share: it’s ranked at 57 on Forbes list of Best Public Universities (it is #1 in Tennessee) and also ranks among the publication’s 50 Best Buy Schools. Rick travels

**“A frog in a well  
sees a small sky.”**

the globe searching for students who are a best fit for the university’s programs. He is able to provide translated materials that inform prospective students about everything from academics to the weather and is a passionate booster of the school.

MTSU currently has a core group of international students, about 1% of total enrollment. Students from China, India and the Middle East constitute the majority, although there are also students from Turkey, Nepal, Kurdistan, Uzbekistan and Burma. Graduate students outnumber undergraduates, who typically come for one-year exchange programs. With the support of the administration, Rick is looking to expand these numbers.

### ■ | SOUTHERN HOSPITALITY

“We’re all about Southern hospitality, starting at the airport,” says Rick. “International students receive a warm welcome and are helped as they settle in to new routines. Of course, graduate students have departmental mentors, but we also provide first families and conversation partners for students who need those services.” Student cultural organizations, some structured, others ad hoc, are popular and there are plenty of activities on campus and in the area.

Most students settle in quickly whether choosing on-campus or off-campus accommodations. There are plenty of great places to live that are within walking distance of campus. Area developments offer added amenities such as private shuttle services. (The university has its own shuttle bus and there is public transportation as well.) The



city of Murfreesboro is a classic American college town that has grown together with the university; its contemporary blend of cultures benefits all students whether domestic or international..

### ■ | EXPANDED PROGRAM OFFERINGS

MTSU’s students study in the business, computer science, economics and biotech programs. Several international students are enrolled in MTSU’s legendary music business management course and others are in the mass communications program. Music students in particular benefit from the school’s proximity to the Nashville diverse music scene, which ranges from country to jazz and blues, from pop to classical.

Rick is particularly enthusiastic about the new PhD programs that begin in Fall, 2010. Molecular bioscience, computational science and math and science education interdisciplinary programs will train the next generation of primary and secondary teachers, helping the US to remain competitive. These programs were initially marketed to domestic students, but are also attracting the interest of international students who are looking for more than rote education. “We’re all about experiential learning, which is attractive for students who want to learn by doing. There are OPT (Optional Practical Training) programs for those who are interested.”

### ■ | PREPARATION IS KEY

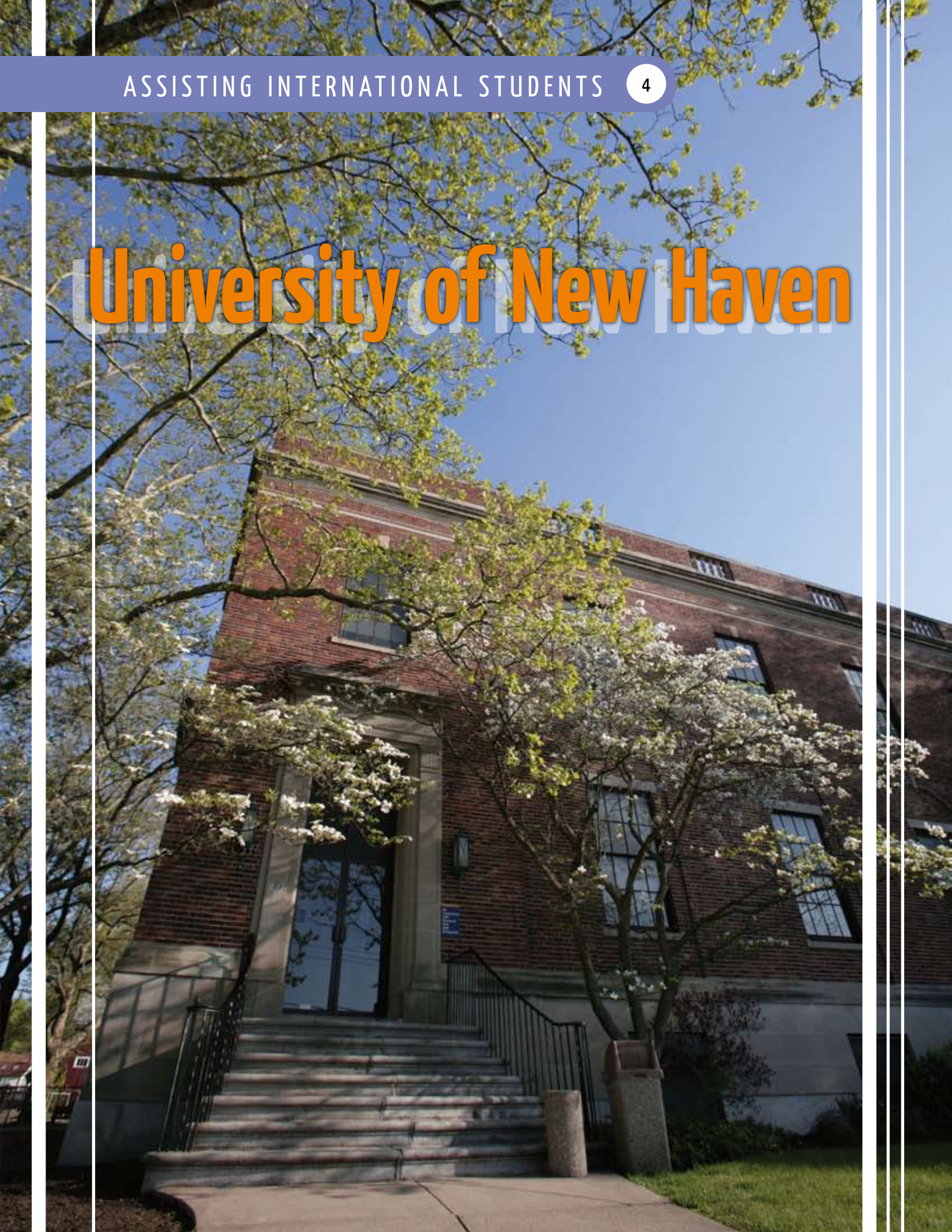
“ELS is beginning its second year on campus and has been a most productive partner for us,” says Rick. “With limited marketing resources, our membership in the AEC and its framework has been a great investment.” Rick speaks highly of the two ELS AEC recruitment tours he has participated



in. Conditional admission attracts motivated students and will help to increase undergraduate admission in the future. Most important is the sincerity and “best fit” attitude that the ELS team brings to the process of helping a student find the right academic program. “There are fiscal costs and then there are the emotional costs. We want the student to find the right community and ELS helps us with that.”

“International students are enthusiastic, motivated and drive competition among domestic students,” says Rick. The bottom line is MTSU’s student-centered philosophy. They want to prepare students for the future and introduce them to American ingenuity, creativity and generosity. “Our students are eager to travel around the US, but they love ‘coming home’ to MTSU, because, as one student exclaimed, the people are so nice!”

# University of New Haven



Surrounded by cultural and recreational activities of all types, the University of New Haven, located in West Haven, Connecticut, is a private university with an 80-acre main campus and more than 5,200 undergraduate and graduate students. Its proximity to New York City and neighboring New Haven, home of Yale University as well as Southern Connecticut State University, Albertus Magnus College and Gateway Community College, offers an especially appealing place for international students to study.



A frontrunner in experiential education, the University of New Haven provides international students with a grounded liberal arts education and hands-on professional training. Joe Spellman, Director of International Admissions, oversees more than 400 international students from nearly 50 countries who elect to come here.

“For our students,” says Spellman, “the greatest benefit of having foreign students on campus is that it really gives them a better sense of the world and how the world operates.”

Dedicated to making UNH international students’ first choice in seeking an American degree, Spellman is also committed to creating a multi-lingual environment on campus where students freely interact. “Students learn a whole different way of doing things, doing business, interacting with people in a different way,” he says.

UNH offers more than 80 undergraduate degrees and 25 graduate degrees in fields such as sports management, nutrition, forensic science, music and sound recording, engineering, criminal justice and computer science. In order to successfully present this curriculum to foreign students, Spellman and his team travel the world. “For example,” Spellman notes, “we go to IES [Institute for the International Education of Students] fairs and do a recruiting tour in Turkey.” Spellman also visits embassies, particularly those of the Gulf States since those countries offer government scholarship programs. “If you’re not on the embassies’ lists, you don’t get their students,” offers Spellman. In addition, he says that the educational counselors have been “very good and always send UNH qualified students.”

Garnering nine percent of the overall UNH student population, international students come to New Haven from all over the world. India, China and

Saudi Arabia provide the highest percentage of their enrollment. Recently, students from Vietnam and Mongolia have enrolled at UNH.

ELS has occupied a critical role in the recruiting process and staying power of UNH’s international student community. In the 1990s, ELS was located at another school nearby, explains Spellman. Three years ago, as UNH grew from a “commuter school to more of a campus school,” Spellman contends that the university’s international admissions office needed ELS on campus. They got their wish. In 2008, ELS chose to settle on the UNH campus, to administer English language tests and training,

**“A commuter school to more of a campus school”**

required for full admission to the university. “It’s really been excellent for us,” says Spellman. Additionally, Joe has participated in two ELS AEC recruitment tours.

Happily for Spellman and his team of recruiters, UNH President Steven Kaplan, in office since 2004, shares a deep appreciation for international education. Kaplan, an American, studied in Germany and is now married to a German. He also served as a visiting lecturer in American Studies from 1985 until 1989 at Eberhard-Karls; Universität, Tübingen, one of the oldest and most highly regarded institutions in Europe.

Above all, for Spellman, it’s crucial that students and faculty become friends with foreign cultures. “It’s a small world now,” he says, “and it’s important to know about other countries.”



**T**he AEC in Istanbul, Turkey opened in March, 2009. In 2008/09, there were over 13,260 Turkish students studying in US institutions (+10% over prior year). Changing market conditions and the increase in per capita income make Turkey an attractive prospect for American higher education institutions. The presence of a large government sponsored program is also fueling the increase in Turkish students studying in the US. Primary areas of interest for Turkish students are Business and Engineering (57% Graduate, 29% Undergraduate, and 14% other).



## MEET THE TEAM

### MARKING AEC ISTANBUL'S FIRST YEAR

#### ELS AEC – Turkey

#### Carl Holtman, Director of Client Services



March 25, 2010, marks the one-year anniversary of the opening of the ELS American Education Center in Istanbul, Turkey. During this first year the hardworking staff of the AEC has solidified the position of ELS as the premier choice for Turkish students wishing to pursue their higher education dream in the United States. Intensive training of our counseling partners and seminars at select universities and high schools are just some of the ways in which the AEC has contributed to raising awareness of the vast opportunities for higher education in the US.

Carl Holtman, Director of the AEC, says, “Perhaps the thing I am most proud of during the first year of operations in Turkey is the strong bonds that we have forged with both our counseling agents as well as our friends at EducationUSA and Fulbright. We’ve been very supportive of all who are united in the common goal of promoting higher education in the US.”

One unique marketing opportunity was that ELS AEC was invited to be a sponsor of the Miss Turkey 2009 pageant. ELS offered the top four finishers a one-month all-inclusive scholarship to study English at an ELS center in the US. The winner, Ms. Ebru Sam, studied at the ELS center in Manhattan this past fall. She has since returned to Turkey and now enjoys a role on a major Turkish soap opera. Another highlight of the past year was

“We’ve been very supportive of all who are united in the common goal of promoting higher education in the US.”

the Silk Road Tour that kicked off in Istanbul last October. Representatives from 25 US institutions were afforded the opportunity to travel to Turkey and China to meet with ELS counseling partners, government officials and students.

Silk Road Tour participants spent four days in Turkey. One day was spent participating in a student fair in the capital city of Ankara. Turkey’s lack of higher education capacity (only about 25% of students are able to enroll in Turkish universities) means that students are eager to learn about educational options in the US, the preferred destination for Turkish students. The other days consisted of briefings from visa officers and US Commercial Services as well as an agent workshop. A reception was held at the US Consul General’s residence in Istanbul, and participants took a tour that included visits to the Blue Mosque, Hagia Sophia and Topkapi Palace. Another notable achievement was the election of AEC’s Director Holtman

to the position of Vice President in the Association of International Education Counselors of Turkey (UED; [www.ued.org.tr](http://www.ued.org.tr)). As the sole authorized agent association in Turkey, UED represents some of the finest and most trusted agents in the country. That the ELS AEC has been able to assume a position of leadership in this organization means that ELS partner institutions in the US can maintain a level of confidence knowing that ELS can take a lead role on important issues with both agents and government officials.

#### ■ | SNAPSHOT

In 2008, Turkey was the 8<sup>th</sup> largest source of international students studying in the US

Undergraduate	4,393	33.1%
Graduate	6,838	51.6%
Other	937	7.1%
OPT	1,095	8.3%

Total 13,263, an increase of 10.2% over last year

More than half of Turkey’s population of 72 million is under the age of 30

**ELS AEC – China**  
**Dan Plaut, Managing Director**

Helping students to learn language and explore culture



Dan Plaut, Director of AEC Shanghai, believes when you work in another country it is important to understand its culture and to be mindful of the way that its people perceive and relate to the world. He loves to help young people become students of American culture as well as English, so that they can better achieve their personal and professional goals.

In 1994, Dan returned to the US and directed ELS centers, spearheading ventures in several cities. Since he returned to China in 2007, he has played a central role in establishing AEC Shanghai, developing market entry strategies, selecting a site, meeting licensing requirements, securing partnership opportunities, and developing marketing strategies.

ELS is the first organization of its kind to provide this type of bridge between US institutions and China.

As global economies become interdependent, China and the US must strive to communicate with increased understanding. Dan believes

that the best time to learn these skills is as a student. China’s job market is competitive and English language skills play a key role. A degree from the US often opens a door to a lucrative career, making higher education in the US an excellent investment.

“He loves to help young people become students of American culture.”

Dan Plaut began his career with ELS in Taiwan more than twenty years ago. Prior to joining ELS, he was a Peace Corps volunteer in the Philippines. Fluent in the language, Dan spent seven years in all roles, including Director of Operations and was responsible for eight schools and 300 teachers.

**ELS AEC – Vietnam**  
**Drew Taylor, Director of Client Services**

An innovative leader in higher education.



The promotion of US education in Vietnam has become a priority for the US government officials. ELS and its AEC are well positioned to continue to professionalize academic advice and recruitment for US institutions.

AEC is an innovative leader in higher education in Vietnam, assisting students as they explore study abroad opportunities in the United States. AEC

local education ministry and public affairs offices as well as with its American partners to provide accurate information about all aspects of living and studying in the US.

Vietnam is among the top 10 countries of origin for international students studying in the US. This year, the third annual US Embassy Education Conference

“We help students to make the best decisions by employing the most relevant information available.”

serves as an interaction point between the US Embassy/Consulate and has been involved with education projects, student recruitment and agent support for the past six years.

AEC Director Drew Taylor says, “We help students to make the best decisions by employing the most relevant information available.” AEC partners with

will unite various US institutions and companies with established ties and interests in Vietnam, local government bodies (MOET) and local universities and colleges. Goals include encouraging communication and cooperation as well as focusing on developing a nationwide educational infrastructure that will support learning in the 21<sup>st</sup> century.



■ | **SNAPSHOT**

In 2008, China was the 2<sup>nd</sup> largest source of international students studying in the US

Undergraduate	26,275	26.7%
Graduate	57,452	58.5%
Other	6,296	6.4%
OPT	8,212	8.4%
<b>Total</b>	<b>98,235, an increase of 21.1% over last year</b>	

Source: Institute of International Education, Open Doors 2009

■ | **SNAPSHOT**

In 2008, Vietnam was the 9<sup>th</sup> largest source of international students studying in the US

Undergraduate	9,247	72.1%
Graduate	1,944	15.2%
Other	1,271	9.9%
OPT	361	2.8%
<b>Total</b>	<b>12,823, an increase of 46% over last year</b>	

Source: Institute of International Education, Open Doors 2009

ELS is proud to be associated with the following strategic partners:

## ■ | ASSOCIATION OF INTERNATIONAL EDUCATION ADMINISTRATORS (AIEA) [www.aieaworld.org](http://www.aieaworld.org)



AIEA is a professional organization comprised of senior international officers within US higher education institutions, senior administrators within international higher education organizations and companies, senior administrators of international higher education institutions, organizations, and companies, presidents, chancellors, provosts, and other higher education administrators who champion internationalization as well as aspiring international education leaders in universities, organizations, and companies.

AIEA focuses on the changing nature and goals of academic internationalization, strategic planning

for curricular and institutional transformation, developing comprehensive international education programs, positioning internationalization within campus mission and structures, engagement with private sector companies, organizations, and governments and best practices in management, budgeting and staffing among the many other important issues facing higher educators today. AIEA nurtures international education leadership, providing a collegial forum for the sharing of information, issues, and ideas among senior international administrators. It connects its members to important opportunities and

information regarding the international education community. AIEA members benefit from the ability to gather intelligence, dissect working models, maintain competencies, and query peers who have created and managed international education programs at their own institutions. AIEA works to define the evolving role of universities and international education organizations in helping society to navigate the new global environment. ELS has been a strong supporter of AIEA and was the Platinum Sponsor of their two most recent conferences.

## ■ | AMERICAN INTERNATIONAL RECRUITMENT COUNCIL (AIRC) [www.airc-education.org](http://www.airc-education.org)



The American International Recruitment Council (AIRC) is a non-profit Standards Development Organization (SDO) controlled by United States accredited educational institutions and officially registered with the US Department of Justice and the Federal Trade Commission. The purposes of the organization are to:

- Develop standards of ethical practice pertaining

to recruitment of international students to American educational institutions, such standards to address two constituencies: educational institutions and student recruitment agents;

- Develop best practices and training to assist overseas student recruitment agents and institutions themselves to better serve both

students seeking admission to American educational institutions, and student recruitment agents;

- Establish a framework through which participating agents can have their practices certified. In addition, the organization may undertake other activities as are necessary to accomplish its goals.

## ■ | ASSOCIATION OF LANGUAGE TRAVEL ORGANISATIONS (ALTO) [www.altonet.org](http://www.altonet.org)



Association of Language Travel Organisations

Visionary Goals for the Future of Language Travel

What do the 170+ members of ALTO work for, and what is ALTO's vision for the future?

ALTO works to promote valuable in-country language learning around the world, strengthen the quality of the partnerships between member organisations, and provide innovative market intelligence and professional development for the benefit of its members. By doing so, ALTO aims to provide the best experiences for young people, who dream of learning new languages in foreign countries. ALTO works to strengthen our member organisations that help young people do just that.

ALTO supports language and educational travel opportunities by:

- Establishing criteria for Members' Guarantees of Quality and the ALTO Charter, for the treatment and protection of participants in language and educational travel programmes;
- Assisting in the development of "in country" language teaching and to lobby governments and official bodies to recognise such activity as education, an export product and a valuable sector of the tourism industry;
- Identifying and promoting international acceptable guidelines for the provision of language and educational travel products and services;

- Promoting the development of information technology that will benefit the cooperation between language travel agencies, language schools, and providers offering "in-country" language teaching, which in turn improve the benefits and service to students;
- Increasing public awareness of the value of culturally oriented language travel programmes;
- Hosting conferences, seminars, and promoting the exchange of literature and information for members.

# AEC Recruitment Tour Testimonials

“This was the first recruitment tour for Lewis University with ELS AEC. Considering the challenges schools of all shapes and sizes are faced with in the United States as the global marketplace in higher education heats up, we believe ELS AEC has positioned itself to provide quality opportunities and relationship-building through its network of agents. We decided to elevate our relationship and to place ELS at the cornerstone of our long term recruitment strategy. In less than three months following the tour, we have already received applications from partners I met in China and Turkey. Because of

this, we have already made a commitment to include future AEC recruitment tours as part of our strategy. I believe this collaboration puts Lewis in an enviable position to increase our relationships around the world and facilitate a number of opportunities to internationalize our campus with AEC assistance through potential alumni gatherings, faculty discussions and study travel in China, Turkey and Vietnam.”

**Michael J. Fekete**  
 Director of International Services  
 Lewis University, Romeoville, IL.



“This is the second recruitment tour for Mount Ida College with ELS AEC, and once again we were thoroughly impressed. The student fairs, agent workshops, and commercial service briefings covered all the bases that we hoped for on this tour, and we even received student applications on site at the C. E. E. Fair. International student recruitment is a tricky business, given the number of variables

that need to be accounted for. But working with ELS AEC has been great for us... We look forward to a long partnership with ELS AEC.”

**Jay Titus, M.S.**  
 Dean of Admissions  
 Mount Ida College  
 An ELS AEC Member



**ELS in the Press**  
 Language Travel Magazine  
 March 2010

# Today and Tomorrow



As global awareness grows, educational systems that have embodied distinct national values are in a state of flux. Elizabeth Perelstein, President of School Choice International, predicts that education worldwide will converge towards a middle ground within the next decade.

## DRIVING FORCES

Education is integrally linked with life. A society's schools mirror its norms and values, train its next generation in skills, and shape that generation's outlook. Today's vast differences between schooling in different countries will change as technology, the internet and global business create interrelationships

This year emerging markets account for 33.6% of global spending, compared to 27.1% for the US (WSJ, 2/25/10). Intercultural communications skills, global perspectives have become crucial. The Stanley Foundation states, "Globally competent citizens know they have an impact on the world and that the world influences them. They recognize their ability and responsibility to make choices that affect the future" (Stanley Foundation, 2004). For instance, at the college level, study abroad for American students has become a right, rather than a privilege. According to The Chronicle of Higher Education (November 16, 2009) study-abroad programs have become increasingly diversified as they have grown and become an accepted part of a university education.

In this climate, expatriate assignments flourish, and economic conditions create a trend within the business sector that encourages integration for children: Yesterday's expatriate students in

cosseted international schools have given way to today's learners' experience of total cultural immersion in local schools.

## HOW EDUCATIONAL SYSTEMS DIFFER AMONG COUNTRIES TODAY

On the whole, education worldwide has prepared upper and middle class students from developed countries to participate in global business by requiring certain levels of reading, writing, foreign language and technology proficiency. Nevertheless, philosophies behind approaches to teaching and curriculum content among the US and UK, Germany, Australia and China vary. The United States stands alone on many issues.

Each country has a national curriculum, with the exceptions of the US and Australia. The US does not have a national curriculum, while the Australian curriculum varies by region, but is based on a uniform curriculum similar to British schools. The US allows a broad spectrum of teaching styles and features a student-centered approach.

This participatory approach emphasizes asking questions rather than arriving at answers; understanding how a problem is solved, rather than on a correct response; and learning how to learn new information, rather than the acquisition of information itself.

American liberal arts education is focused on creativity; self-confidence and socialization skills are paramount. Building self-confidence, developing a "can do" attitude, and learning socialization skills are of paramount importance with consistent exposure to the arts, sports and content that augments the child's development as a person, in addition to an intellectual being. Students are encouraged to express ideas and come to conclusions based on a situation.

Australia's classrooms bear the most resemblance to US counterparts. Australian teachers are encouraged to individualize instruction and offer interdisciplinary teaching that focuses on development of thinking and learning in addition to imparting a prescribed body of knowledge. Other countries rely on a teacher-directed approach.

The US emphasizes the liberal arts, whereas other countries prepare students for a career from an early age. In the UK, academic students prepare for law or dentistry in their undergraduate years, in contrast to the US, where professional training occurs at the graduate or post-graduate level. Schools stream children at different stages: after grade 4 (age 10) in Germany; following Junior Middle School in China; at 14 years in the UK; and not until the last two years of secondary school in Australia.

## DIFFERENCES AT A GLANCE

	United States	Australia	China, Germany, UK
<b>Curriculum</b>	No National Curriculum – determined at state level	Curriculum determined by territory based on uniform framework	National Curriculum
<b>Educational Goals</b>	Emphasis on critical thinking skills	Emphasis on acquisition of knowledge, individualized teaching	Emphasis on Mastery
<b>Teaching of Religion</b>	Separation of Church and State; may not be taught in public schools	May be taught in publicly funded schools	May be taught in publicly funded schools
<b>Career Tracking</b>	Liberal arts education when possible	Tracking in second half of secondary school	Streaming into career tracks at varied, but early ages
<b>Secondary Graduation Requirements/ Exams</b>	No national final exam; College entrance exams based only nominally on material learned in school - states may have individual exit exams	External certification exam at age 18 determined at state rather than national level	Nationally approved examinations based on curricula that apply to given stream student has taken
<b>Foreign Language Training Begins</b>	Typically in Junior High School (age 14)	Ages 15-16	Ages 8, 10, and 14 respectively

(continued page 12)

# Funding Sources

International Students Primary Source of Funding	2008 Int'l Students	2008% of Total	2009 Int'l Students	Variance # Students	2009 % of Total	2008/2009 % Change
Personal and Family Funds	388,821	62.3	435,879	47,058	64.9	12.1
US College or University	161,633	25.9	152,457	(9,176)	22.7	(5.7)
Current Employment	29,399	4.7	33,581	4,182	5.0	14.2
Home Government/University	21,085	3.4	24,850	3,765	3.7	17.9
US Private Sponsor	6,013	1.0	7,388	1,375	1.1	22.9
Other Sources	5,660	0.9	6,045	385	0.9	6.8
Foreign Private Sponsor	6,522	1.0	6,043	(479)	0.9	(7.3)
US Government	3282	0.5	4,030	748	0.6	22.8
International Organization	1,390	0.2	1,343	(47)	0.2	(3.4)
<b>Total</b>	<b>623,805</b>	<b>100.0</b>	<b>671,616</b>	<b>47,811</b>	<b>100.0</b>	<b>7.7</b>

Source: Open Doors 2009 Report on International Education, Institute of International Education

The top three sources of funding for international students in the US in the 2008/2009 academic year remain personal/family funds, US colleges or universities and current employers. However, partly due to the financial crisis, American colleges have shown the biggest decrease: 9,176 or 5.7% fewer students funded in 2009. Picking up the slack are primarily current employers, home governments or universities, and the US private sector.

(Today and Tomorrow, continued from page 11)

## DIFFERENCES IN TEACHING ENGLISH

Countries also have differences in how they teach English, the global business language. One quantitative way of measuring a country's success in teaching English to college-bound students is to look at TOEFL® (Test of English as a Foreign Language) scores, required for foreign students seeking entry to American, Canadian, British or Australian higher education institutes. (NB: These are not real averages of English ability by country, but rather the average score of students who elect and pay to take the test in order to go abroad for higher education, based on a sampling of 120 scores.)

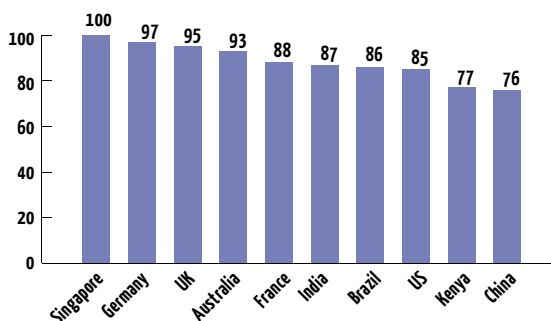
Most of these countries introduce English to students at a young age; for instance, in Germany children may start learning English as early as 6 years old, but usually at around 10 years old. Chinese students

learn English from Year 3 (around age 8). Obviously, as evident from TOEFL® scores, factors other than years of study affect English attainment and these may include the education system, the opportunities to use the language and/or the perceived importance

of learning foreign languages.

How do these averages compare to scores expected by American universities? Boise State University requires a minimum of 61, whereas Smith College accepts a mean of 98. Harvard College does not require the TOEFL®, but requires two SAT subject tests to evaluate English proficiency. While students may be proficient in English, they must have equivalent skill in reading and writing to flourish in an American University, and also adapt to the different educational values and teaching styles presented in above. For instance, a Chinese student, who may be used to memorizing large quantities of information, may have difficulty analyzing and deconstructing for a paper in her anthropology or sociology class.

### TOEFL® AVERAGE SCORE



## PREDICTIONS

A study\* by Liu, Quio and Liu (2006) shows that most instructors in American universities use traditional, teacher-centered styles. Among the factors measured, personalizing instruction and flexibility for individual development are the least practiced by university instructors. School Choice International consultants have found a return to interest in traditional schooling among parents who want their children to master basic skills and

acquire discipline—either within school or outside, explaining the increased popularity of Kumon math, a mastery-based program.

Conversely, School Choice International consultants who visit local schools in these countries (and many others) report a shift away from rote teaching styles. The influx of international students to the US to study at both the secondary school and university levels indicates an increased interest in American

educational methods. As the world continues to shrink, we will see further convergence between curricula and instructional methods to prepare students to work together successfully.

\* Liu, R., Qiao, X., & Liu, Y. (2006). A paradigm shift of learner-centered teaching style: reality or illusion? *Arizona Working Papers in SLAT*, 13. Retrieved from <http://iw3.coh.arizona.edu/AWP/AWP13/AWP13%5BLiu%5D.pdf>

Elizabeth Perelstein, President of School Choice International, is a seasoned educator who founded School Choice International as an expatriate in London over a decade ago. School Choice now has 90 consultants in 50 locations worldwide, throughout North and South America, Europe and Asia.



For information on upcoming  
**ELS AEC Recruitment Tour Grants, please contact:**  
 InternationalRecruit@els.edu

## ELS Contact Information

### Hosting an ELS Language Center on your campus

Ms. Julie Blevins  
 jblevins@els.edu  
 T: 405.525.3738



### ELS American Education Centers

#### Membership Information

#### ELS Counseling Agent Training and Familiarization Tours, Representation at International Student Fairs or Participation in Recruitment Tours

Ms. Lisa Magliozzo, Director,  
 Member Strategy Support Services  
 lmagliozzo@els.edu  
 T: +1.609.750.3557



### Joining the ELS University Conditional Admissions Network (UCAN)

Ms. Susan P. Kassab, Director of ELS  
 University Admission Services  
 skassab@els.edu  
 T: +1.609.750.3543



### ELS American Education Centers - Turkey

Mr. Carl Holtman, Director of Client Services  
 Cumhuriyet Cad. Celik Apt.  
 No: 141 K: 1 D: 1  
 Haribye-Sisli, 34373 Istanbul, Turkey  
 choltman@els.edu  
 T: +90.212.291.3920



### ELS American Education Centers - China

Mr. Dan Plaut, Managing Director  
 201 Anfu Road, Xuhui District  
 Shanghai 200031 China  
 dplaut@els.edu  
 T: +86.21.5404.5800



Unit 7, 11 Floor, East Tower of Twin Towers  
 No. B12 Jianguomenwai Avenue  
 Chaoyang District  
 Beijing, 100022 China

### ELS American Education Centers - Vietnam

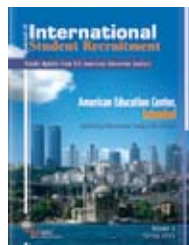
Mr. Drew Taylor, Director of Client Services  
 29/5C Thach Thi Thanh Street  
 District 1  
 Ho Chi Minh City, Vietnam  
 dtaylor@els.edu  
 T: +84.90.948.2057



For further information on how ELS can help with  
 your international student recruitment, visit:  
[www.InternationalStudentRecruitment.org](http://www.InternationalStudentRecruitment.org)

We hope you enjoyed this magazine.

To continue receiving your complimentary subscription and to validate your correct mailing address,  
 please confirm on our website <http://www.els-aec.com/subscribe>  
 You may also download a printable PDF version of prior issues from the site. Thank you.



CONTACT

# WORLD HEADQUARTERS ELS Educational Services, Inc.

400 Alexander Park  
Princeton, NJ 08540 USA

## ELS USA University Guide

The USA University Guide (printed and on line versions) helps students navigate the complexities of applying to an American educational institution, allowing students to search over 600 universities and colleges that accept completion of the ELS Intensive English Program as proof of English proficiency by examining these key factors:

- Major
- Institution Type
  - Private
  - Public
- Degree Type
  - Associates
  - Bachelors
  - Master
  - Doctorate
- Standardized Test Requirements
  - ELS Certification
  - GMAT®
  - GRE®
- Scholarships
- Grade Point Average (GPA)
- Location
  - State or Region
- Tuition and Housing Costs



[www.USAAUniversityGuide.org](http://www.USAAUniversityGuide.org)



In addition to the on-line portal, in 2010, 300,000 guides will be printed and distributed in nine languages including Arabic, Simplified and Traditional Chinese, English, Japanese, Korean, Thai, Turkish and Vietnamese.



Tel: +1 (609) 750-3500  
Fax: +1 (609) 750-3590  
[www.ELS.edu](http://www.ELS.edu)