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**Abstract**

This study investigates university students' perceptions of classroom experience in foreign-faculty and local-faculty classes and their relations to the type of institution in which they studied. The sample included 714 undergraduate students from 14 universities in Taiwan. The instrument consisted of seven dimensions: peer supportiveness, peer pressure, teacher supportiveness, teacher approachability, study preparedness, class participation, and learning comprehensiveness. The results indicate that students in both types of universities are reluctant to participate, feel pressure, and experience difficulty comprehending course content in the foreign teacher's class. However, they feel that foreign teachers are more supportive and approachable than local teachers, especially in private universities. Compared with local-faculty classes, private university students prepare more and obtain more peer support in foreign-faculty classes. They also participate more and feel more peer support; however, they comprehend less course content than their public university counterparts in foreign-faculty classes. Detailed discussions regarding the university classroom experience of

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Taiwanese students in local-faculty classes and foreign-faculty classes are provided. (HRK / Abstract  
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