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A Qualitatively Grounded Curriculum For Western International Student Orientation To Chinese Higher Education

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Eastern Illinois University

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A QUALITATIVELY GROUNDED CURRICULUM FOR
WESTERN INTERNATIONAL STUDENT ORIENTATION
TO CHINESE HIGHER EDUCATION

YI

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**A QUALITATIVELY GROUNDED CURRICULUM FOR WESTERN
INTERNATIONAL STUDENT ORIENTATION TO CHINESE HIGHER
EDUCATION**

(TITLE)

BY

Lin Yi

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Master of Science in College Student Affairs

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

2008

YEAR

I HEREBY RECOMMEND THAT THIS THESIS BE ACCEPTED AS
FULFILLING THIS PART OF THE GRADUATE DEGREE CITED ABOVE

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A Qualitatively Grounded Curriculum for Western International Student

Orientation to Chinese Higher Education

Lin Yi

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2008

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DEDICATION

**This thesis is dedicated to my respected grand-parents and parents
of our Family Lin who passed away, but are always with me in my heart**

Lin Zijian and Lu Jinxiang

Lin Qingfan and Yang Fumei

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I would like to thank my Lord and Savior Jesus Christ for transforming my life and giving me strength and wisdom during this process.

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ABSTRACT

More and more U.S. students are seeking university study abroad in China. Information about how to prepare for overseas study in China, and what challenges need to be overcome, is limited. To develop the proposed orientation curriculum, Chinese professors teaching international students, international student affairs professionals serving international students, English-speaking international students studying in Chinese universities, and U.S. citizens visiting and working in China contributed their insights and experiences of culture shock, culture surprises, and cultural differences. The themes emerging from the interviews were organized into the content of the proposed orientation curriculum. When U.S. international students experience this Chinese higher education orientation curriculum, students will acquire academic and social coping skills, basic daily language communication, and appropriate responses to cultural expectations for behaviour in the wider college community as well as travel within China. Comparing their understanding and reflection in the host culture to their U.S. collegiate experience, students will gain multicultural competencies useful in their academic study, and confidence in social coping skills prior to overseas study in China.

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CHAPTER I

INTRODUCTION

During the 2003 to 2004 academic year, over 570,000 international students from 170 foreign countries comprised 4.3% of the total enrollment in American institutions of higher education (Poyrazli, Kavanaugh, Baker and Al-Timimi, 2004). Over 95,000 students came from China, including mainland, Hong Kong, and Taiwan, representing 16.7% of the total U.S. international student enrollment. As a result, there is one student with Chinese cultural heritage studying in the United States among every six international students (Wang & Mallinchrodt, 2006). At the same time, the number of U.S. students studying abroad in all countries rose 8%, and the most rapid growth of U.S. students studying in another country was in China (6,389, or 35% of the overall growth) (McMurtrie, 2004). As more U. S. students show interest in Chinese higher education, an orientation curriculum is needed to facilitate a smoother cultural exchange among both U. S. and Chinese students. The purpose of the present study was to outline the basic elements of an orientation curriculum specifically focused on the smooth transition of U.S. students into Chinese higher education.

The diverse backgrounds and cultural resources international students bring to their host countries enhances the reputation, diversity and quality of student life found in higher education institutions without regard to the specific host country. The presence of students from other countries facilitates all students on a campus to acquire new ideas, knowledge and cultural understanding as a result of academic study in the host country (Peterson, D. M., Briggs, P., Dreasher, L., Horner, D. D., &

Nelson, T., 1999). However, what are the challenges that international students encounter based on their diverse cultural backgrounds when they step into a foreign country, especially during the initial adjustment period? What assistance do students need from host university staff members because they lack social knowledge and skills as well as an appreciation of academic protocol when they interact with their surroundings in the host country?

Previous research shows many relevant challenges such as culture shock (Chapdelaine & Alexitch, 2004), psychological adjustment and sociocultural adaptation (Wang & Mallinckrodt, 2006; Spencer-Oatey & Xiong, 2006; Hashim & Yang, 2003), educational stressors (Chen, 1999), coping patterns (Kuo, Roysircar, and Newby-Clark, 2006), and cross-cultural issues (Bishop, 1992; Simcox, April, Nuijens & Lee, 2006).

When international students enter a foreign country, students at different ages and with diverse backgrounds experience many of the same transitional challenges from culture shock to cultural awareness for each aspect of daily life and academic study in their host country. How to help international students to adjust efficiently into regular study and life on campus and in the surrounding community presents student affairs professionals with challenging issues. Student affairs professionals need to serve international students with relevant methods of understanding cultural differences in different countries. Given the cultural communication challenges both students and student affairs professionals encounter, an orientation curriculum facilitating cultural adjustment and cultural transition can help students strengthen

their confidence and improve their social skills in coping with challenges in the host culture.

U.S. students are used to an open classroom atmosphere in which students are encouraged to interrupt their professor with questions in the middle of a lecture, a strong departure from accepted practice in Chinese higher education. Furthermore, U.S. students expect to have a much closer relationship with their professor than is common within the Chinese system. Chinese classrooms are more formal, not permitting food and drink in class, and expectations for regular attendance are much stricter. Student life outside of class in China is much more centered on academic study than on social activities. Community standards for acceptable behaviour are also different between Chinese and U. S. society. For these reasons and others, an orientation curriculum focused on cultural transitions and effective coping skills is needed for U.S. students who wish to study in China.

Purpose of Study

The purpose of the proposed research is to develop a curriculum to address the challenges U. S. students' face as they adjust to their university experience during their initial period of overseas study in The People's Republic of China. The curriculum proposed as an outcome of this study consists of three sections. The first curricular section presents academic coping skills in instructional situations that American students frequently encounter in classes and on campus, i.e., language differences, teaching methods, classroom performance, interacting with professors, staff members, and peers in the host culture. Students will be oriented and prepared to

recognize some helpful solutions for everyday classroom challenges.

The second section introduces social coping skills necessary within Chinese society. Chinese social customs and social life reflecting cultural norms distinguishes China from western culture. Language conventions and multiple perspectives in daily use and formal circumstances are based on China's ancient and long history. Finally, family culture represents Chinese traditional culture and thoughts reflecting social norms and values. Students will acquire knowledge of social conventions by cognition and hands-on practice.

The third section of the proposed curriculum includes some basic Chinese phrases and expressions including specific Chinese linguistic conventions, language, and literature, as well as practical knowledge and information that will help students to enjoy their living and travel in China.

The completed orientation curriculum will help increase the cultural competence of U.S. students and college student affairs staff members in areas that need particular attention to facilitate cultural adjustment in the host country, the People's Republic of China. While the completed orientation curriculum product is beyond the scope of the present study, it is possible to develop a curriculum outline that will provide guidance to persons wishing to create a formal curriculum.

Significance of the Study

The proposed orientation curriculum outline should be a guide for student affairs professionals to help international students, especially U. S. students, in acquiring Chinese culture, social customs and standards of behaviour, and coping with the

challenges of academic study and campus life in China. Chinese institutions of higher education can enhance their reputation and global impact tremendously if their faculty members are capable of accepting and accommodating international students. Student affairs professionals at U.S. universities and colleges can act as a bridge absorbing and sharing different cultures to increase respect for different cultures and promote global understanding among students studying abroad.

Limitations

The present study was an examination of academic study, student affairs, and social coping challenges that English-speaking international students encountered in Chinese institutions of higher education. The data in the study were specific to selected institutions in China. The research results are not directly transferable to instructional and student affairs practices in other Chinese universities. The findings of the present study represent one possible approach to international student orientation for English-speaking students in Chinese universities.

Definitions

Culture is defined as the complex whole which includes knowledge, belief, art, morals, law, customs, and any other capabilities and habits acquired by man as a member of society (Tylor (1889) cited by Leonore & Uwe, 2001, Hashim and Yang, 2003).

Cultural shock is defined as a main concern regarding international college students' mental health when they realize some of their values are incompatible with values of the host culture (Furnham & Bockner (1986), Liberman (1994) cited by Chen, 1999).

Cross-cultural competence is defined as cultural sensitivity, knowledge, and skills in

different cultural settings (Chen, 1995a, 1995b, 1999).

CHAPTER II

REVIEW OF LITERATURE

Common Challenges from Language and Host Culture

Zahi (2002) stated that students faced an unfamiliar cultural and social environment when they leave their own country. During the cultural adjustment process, almost every student experiences multiple stressors in university study and daily life related to cultural differences, language challenges, and differences in the educational system. Chapdelaine and Alexitch (2004) stated that these stressors resulted from the distance between two implicit social rules that dominated interactions. The greater the cross-cultural difference and the larger number of persons within the co-national group, the less interaction between the co-national group and the host country's citizens. Cross-cultural differences are great hurdles impeding students' successful interaction in the host country. Olivas and Li (2004) agreed that international students encountered adjustment issues and stressors dealing with academic and interpersonal issues, language difficulties, as well as religion and beliefs. These authors stated that students faced these challenges even when they sought assistance because language barriers and lack of host culture knowledge impeded students from asking for assistance.

No matter whether Chinese/Asian students studied in North America or international students studied in China, they encountered some universal challenges rooted from their different social and cultural backgrounds. Language barriers may generate both psychological harm and a tangible threat to international students

(Pedersen, 1991; Wehrly, 1988), which causes international students to feel uncomfortable in daily life and may lead to feelings of insecurity (Ishiyama, 1989). Students also have educational stressors including performance expectations, system adjustment, and test-taking anxiety (Aubrey, 1991; Leong & Mallinckrodt, 1990; Leong & Sedlacek, 1986; Liberman, 1994; Marion, 1986; Oropeza & Fitzgibbon, 1991; Svarney, 1989; White & Brown, 1983). The demands of a new and unfamiliar educational system (Cadieux & Wehrly, 1986) result in feelings of confusion and frustration (Chen, 1999). Students are sensitive to value differences and different methods of pedagogy (Chen, 1999). They lack the common sense knowledge to deal with some supposedly very simple basic life events (Ishiyama, 1989). They may experience a sense of social loss (Hayes & Lin, 1994) and are often observed to be more lonely and cautious (Parr & Bradley, 1991) as well as feeling helplessness (Chen, 1999). They feel depression (Ebbin & Blankenship, 1986; Svarney, 1989) but are less likely to seek help. A major concern in the socio-cultural domain is racial discrimination and prejudice (Westwood & Ishiyama, 1991), largely generated by unintentional prejudice in the host culture (Pedersen, 1991, 1995; Sue & Sue, 1990). Certain cultural contexts shape certain types of stress and one's culture affects the appraisal of an event and individual experiences (Aldwin, 1994).

International Students' Stressors in China

Hashim and Yang (2003) defined the concept of stress in the Chinese way, a combination of the two Chinese characters meaning "crisis" [危] and "opportunity" [机]. Their findings described basic stressors and perceived stressors among

international students studying in China. They maintained that international students in China need strong social support networks and coping methods in dealing with daily challenges of language, room-mates, instructors, parents, financial difficulties, social activities and living conditions.

Hashim and Yang's findings (2003) described sources of stress among international students studying in China, and suggested that student affairs professionals should help facilitate students' ability to cope with cultural differences. One objective of the present study is to enable English-speaking international students to cope with cultural differences important to academic and social success in Chinese higher education.

Chinese Students' Stressors in North America

Chen (1999) presented common stressors among Chinese students studying in North America that were threatening to their own worldviews and lifestyle. These stressors involved a special relationship between person and environment. Chinese students enjoyed the democratic atmosphere found in their classes, but they lacked experience with the different teaching methods, and to them it seemed informal student class participation did not show enough respect to North American professors. Sociocultural stressors also included culture shock, social isolation and alienation, financial concerns, and racial discrimination and prejudice. Wang and Mallinckrodt (2006) described traditional Chinese students' classroom behavioural norms, virtues, and styles of social conversation, which were inconsistent with American social norms and values used in the classroom. In China, students were taught to remain

compliant and quiet in class. They would not be encouraged to express their thoughts or put forward their questions until their teachers asked them to do so. In the process of interpersonal communications, most Chinese students believed in “the virtues of humbleness, emotional restraint, self-effacement, and saving face” (p. 422).

Negotiating the differences between Chinese and U.S. classroom procedures generated considerable stress for Chinese students during their initial period of study in the U.S.

Huang (2006) studied Chinese students’ challenges with communication in the English language. The findings indicated that Chinese students needed to improve their language in both language abilities and academic skills, which is the foundation to comprehend lectures and adapt to daily study. Language is a part of culture. The same words in different situations can be extended to different meanings by people with different cultural backgrounds.

Adjustment with Cultural, Social, and Psychological Coping Skills

Recognizing the various challenges to international study described above, college staff members should proactively coach international students in cultural, social, and psychological coping skills. Spencer-Oatey and Xiong (2006) distinguished the interrelationship between psychological stress and academic performance because it is critical to help students achieve a successful socio-cultural adjustment. In the process, cultural values need to be handled sensitively. They proposed several programs for promoting socio-cultural adjustment and suggestions for researching their effectiveness. To help mutual understanding, local students were

encouraged to learn more about the international students' culture. They promoted the opportunity for international students to make contacts in the local community by facilitating multicultural student and family networks.

Cultural acculturation (Wang and Mallinckrodt, 2006) in a host country is vital for international students' adjustment. Language proficiency and the length of residency in the host country facilitate a successful transition.

Burn (1992) found that counsellors' world-view influenced the quality of their service to clients. The uniqueness of each person should be respected. Similar to counsellors, college student affairs professionals could enhance their trust to students with various backgrounds by acknowledging and providing services to the existence of cultural differences. Proactive measures could be implemented to help those who need assistance based on their cultural and belief systems.

The counselling process should include culturally relevant methods of counselling that can truly help international students enhance their psychological strength and tangible skills in coping with stress in the host culture (Chen, 1999). School counsellors and psychologists are increasingly acting as collaborators with other educational stakeholders (Keys, Green, Lockhart, & Luongo, 2003; Reschly, 2000).

Cross-cultural Program

U.S. students are also experiencing transition challenges in the process of coping with Chinese culture when they study and live in China. A program of learning some Chinese culture, which is the foundation of social norms and values,

will be a great preparation and orientation for cultural transition. Students need to adjust themselves as early as possible, just as Chinese students need assistance and transitional skills when they study in North America.

Poyrazli, Kavanaugh, Baker and Al-Timimi (2004) suggested the two primary coping mechanisms to overcome multicultural challenges were improvement of English proficiency and workshops that focused on managing acculturative stress. Without regard to language of origin, the same should be true of U.S. students, who need Chinese proficiency and workshops that help to negotiate acculturative stress. Hashim and Yang (2003) suggested orientation programs should be necessary to reinforce effective coping skills for healthy cultural and social adjustment.

Nganga (no date) found that a cross-cultural interaction program that paired pre-service counselors in dyads with minority and international students made great inroads in developing counselors' cultural sensitivity. Without enough cultural knowledge and hands-on experience, counselors were ineffective in serving clients with minority cultural backgrounds. Developing cultural sensitivity effectively played a first critical element to acknowledge cultural differences with empathic understanding, and facilitated counseling competencies in dealing with cross-cultural situations. Simcox, Nuijens and Lee (2006) maintained that a culturally competent school can be achieved by organizing and facilitating professional development workshops for educators to acknowledge challenges arising from students with diverse multicultural backgrounds. School counsellors and school psychologists must work together to promote student academic success.

Reflective Statement

As an international student studying a master's program in the United States, I am experiencing the transition challenges coming from a different culture. Within my own experience, I have found that language proficiency is the critical point for the first successful step of transition into a new culture. The need for language proficiency is not only limited to skill in linguistics or literature, but to familiarity with cultural context and geographic background in different areas of the host country.

Summary

This chapter summarized the available literature presenting various kinds of challenges international students encountered in host cultures, suggestions to establish cultural sensitivity programs to help students' increase their cultural competencies, and facilitate their adjustment and transition in a different cultural background. Chapter III will describe the qualitative methodological approach used to obtain the ideas of Chinese higher education faculty and staff members, English-speaking international students, and U.S. citizens with experience living in China. Chapter IV is an analysis of the interview data, and will identify themes and categories as the foundation of the proposed orientation curriculum. Chapter V will integrate the current qualitative analysis with professional literature cited in Chapter II, and make specific recommendations for further research. Chapter VI will contain the proposed orientation curriculum for English-speaking students (primarily from the United States) to successfully cope personally and academically in Chinese Higher Education.

CHAPTER III

CURRICULUM DEVELOPMENT METHODOLOGY

The Objective of the Present Study

Cultural differences between two countries mean that faculty, students and citizens in each country tend to express differing ideas with alternate methods of expression, and to employ divergent social behaviors when they encounter the same topic. The objective of this study was to draw upon the expertise of Chinese higher education faculty and staff members, English-speaking international students, and U.S. citizens with experience living in China to propose an international student orientation curriculum. By observing and learning possible issues and phenomena before embarking on their way to study in China, U.S. students would have the opportunity to understand and accommodate cross cultural differences in life styles, practice social behaviors, and facilitate interpersonal relationships with local Chinese students and people. A major part of the overseas immersion experience for U.S. students in China is to experience different social norms and social values. After completing the orientation program that is the objective of this thesis, students might be prepared earlier to recognize important cultural differences so that they will adapt and adjust themselves more completely into the host culture.

The Layout of the Curriculum

The curriculum as proposed was designed in three major sections: academic coping skills, social coping skills, and basic Chinese expressions used for daily living. The first section presents situations that American students frequently encounter in

classes and on campus in the host Chinese culture. Students must be oriented and prepared to recognize some helpful solutions for everyday social and academic challenges with instructors, staff members, classmates, and roommates. Student affairs professionals and professors who have worked with overseas students have an understanding of what cultural and academic challenges overseas students must overcome and how to help them cope with these issues. In this second section, case study analysis and classroom discussions along with hands-on practice exercises were developed to help students cope with language differences, teaching methods, classroom performance, interacting with professors, staff members, and peers, as well as activities to evaluate their understanding of the concepts. This section of the proposed orientation curriculum was based on the themes that emerged from interviews with Chinese professors and other professionals who were working with foreign students from America and Europe in their daily activities, interviews with international students from English speaking countries who were studying or studied in China, and U. S. citizens with extensive work experience in China.

The second section focused on social coping skills reflecting differing social customs and social life, and included multiple language conventions in daily use and in formal situations. Students will be encouraged to learn social norms and values by studying family culture, and individual and social phenomena based on detailed case studies. Students will acquire knowledge by cognition and hands-on practice.

In the third section of the orientation curriculum, students will have the opportunity to learn some basic Chinese phrases and expressions including specific

Chinese linguistic conventions, language, and literature, as well as practical knowledge and information that help students to enjoy their living and travel in China. This third section will be integrated into the overall instructional process of the curriculum so that students will learn basic Chinese language usage from the beginning of the program.

Qualitative Methodology

Chinese professors and other professionals with specific multicultural experience were interviewed about their experiences along with international students and U.S. citizens using a standard semi-structured protocol (Appendices I, II, III, and IV). Participants were selected using a snowball sampling technique. Prior to interviews the purpose of the study was carefully explained, and potential research participants were sent an email that included the informed consent document. A return email from the participant that indicated their willingness to be interviewed was understood to be the informed consent for purposes of the study.

Interviews were audio-recorded, transcribed, and analyzed using constant comparative methods of analysis (Schumacher & Macmillan, 2001), and compared for triangulation purposes with the researcher's detailed field notes and prior professional experiences. Findings presented in Chapter IV are reflections of participant voices, with conclusions drawn by the researcher in Chapter V, followed by recommendations for practitioners and future researchers. Chapter VI contains the basic outline of the proposed orientation curriculum, the completion of which is beyond the scope of this study.

The Principal Investigator (PI) contacted and recruited participants from her personal professional network as a result of prior work experience with placement of Chinese students in overseas universities. The PI communicated with several contacts and tracked down faculty and staff members, and English-speaking international students, at three universities in Shanghai, two universities in Wuxi, as well as two universities in Beijing. A total of ten research participants volunteered to contribute their voices to the study. A short description of each research participant follows. All names used below are pseudonyms to respect the privacy of research participants.

Donna was a senior professor with rich experiences in teaching international students from language learning to pursuing Ph.D. programs. Anna was an associate professor with seven years' experience in teaching international students. Beatrice was an assistant professor with five years' instructional experience. Connie was a new lecturer in the field in teaching Chinese as a second language. These Chinese higher education teaching professionals were selected on the basis of different age, duration of teaching, and geographical location of universities. Two of them were working with universities in Beijing and two were working with universities in Shanghai. Eric was the CEO, Chief Education Officer, serving international students in student affairs for eight years for a public university in Beijing. Frank was the Director of Student Affairs working with international students more than four years at a public university in Shanghai. Gordon and Henry were international students learning language programs after a six to twelve months basic learning in their own English-speaking countries. Ivy was an intern who worked with a law firm in China

for eleven months. Jack visited several big and medium cities in China for a three week international student exchange program.

Qualitative Research Method Rationale

Culture exists around behaviors (Cherry, 2000, p.50). A qualitative approach rendered a more profound and complete understanding of the social process. The researcher applied qualitative research methods into the present study for the purpose of “identifying patterns”, and “describing specific events” (Cherry, 2000, p.49). These topics, patterns, and specific events were in various social settings with specific cultural roots. Based on these cultural phenomena and roots, the curriculum to be developed will present students with many different levels of introduction to the host country. This curriculum will help students to understand an individual’s reflection or feedback under specific settings and circumstances based on the themes emerging from the participant interviews.

This qualitative research was undertaken by personal interview. The process of interviews yielded rich descriptive material (Bell, 1999, p.135). Through the interviews, the researcher gathered personal experiences and insights from research participants about their observation of or experiences as an international visitor to China. These experiences and insights have a critical function in explaining and comprehending cultural phenomena. It is still important for the researcher, as a Chinese citizen who is an overseas student in the United States, to be alert and recognize any personal “bias” from use of this “subjective technique” (Bell, 1999, p.135).

Through use of qualitative research methods, more detailed perspectives of specific topics were collected and described in social environments. The PI interviewed student affairs professionals, professors with experience in teaching international students, and international students in China. One U.S. professor was interviewed who visited in China several years ago, as well as a young U. S. citizen who worked in China for eleven months. Their recollection of specific social and academic events should increase future students' cultural awareness of different perspectives and social levels in the host country.

The qualitative research findings are presented in the form of narration. The narration is the foundation of each case composed in the curriculum with specific settings, locations, plots, processes, and solutions. The participants' verbal descriptions provided "context", the relevant "circumstances" and the meaning of his/her "interaction" (Cherry, 2000, p.54). "Exploratory and descriptive research questions" are designed for the participants in four groups (Cherry, 2000, p.53). Their views and life experiences were important and necessary elements in developing the final product, the grounded orientation curriculum. Therefore, when new English-speaking students visit China for study in Chinese higher education, students will be familiarized with a range of cross-cultural behaviors or expressions, and will know culturally appropriate ways they can respond to specific/controversial topics.

Qualitative Sampling

A qualitative sample provides a researcher with rich materials in the study field.

The PI chose to study four groups of participants for several reasons. These participants were knowledgeable about international student study in China, Chinese higher education, and daily life on and off campus. They recognized the kinds of challenges an international student might encounter and what possible solutions could be helpful for them within the context of Chinese sensibilities.

At first, the PI sought research participants in four categories including college student affairs professionals, professors, and international students at universities in China, and U.S. citizens who have internship and academic experience in China. The first group included four Chinese professors who were teaching Chinese as a Second Language to international students. These professors accumulated theoretical and practical experiences in teaching international students from several different countries. They had rich experience in exploring what challenges international students have encountered in a Chinese university classroom due to different standards, measurements of performance, instructional methods, and interpretations of ideas based on their native languages. In the second group, two administrative professionals have worked within international student affairs for several years. They were familiar with the college application process before recruitment, orientation, housing, interpersonal communications, life habits of various nations, and codes of conduct. They advised and assisted international students in their personal development in new international university environments. In the third group, English-speaking international students were studying in Chinese universities. They described a lot of their own experiences of culture shock, and cultural surprises that

local people could not be aware of as cultural challenges to an international student in great detail. In the sampling process, a professor teaching in a U.S. mid-western university who visited China for several weeks and a U.S. citizen who worked in China for eleven months were recommended as informants. They comprised part of a fourth group that included two U.S. citizens who worked and visited in China from several weeks to almost one year. Responses from the fourth group supplemented other information related to cultural differences between China and the U. S.

Secondly, the PI applied the sampling technique of “theory based data selection” in the process (Cherry, 2000, p.54). The latter cases and participants were similar to the former ones. Finally, the PI determined a total of 10 participants, five men and five women, was relevant to collect sufficient multiple perceptions of overseas student experience in China (Lincoln & Guba, 1985). Participants were selected based on their approachability to the researcher in China and the U.S. The four groups of exploratory and descriptive research questions used for interviewing purposes are attached as Appendices I, II, III, and IV.

Qualitative Data Collection

Prior to the long distance telephone interviews, participants acknowledged an informed consent form from the PI by return emails (Appendix V). The qualitative data were gathered by IDD telephone interview from the participants who were studying and working in China, Europe, and the U.S. One local participant was interviewed face to face. Respondents’ Internet blogs (where available) were also referenced for the research. Questions related to social coping skills and academic

coping skills were put forward to people in all four groups. A “semi-structured interview procedure” (Cherry, 2000, p.56.) was followed. In the process, rapport was established between the PI and a participant to finish the interview questions harmoniously and naturally. Listening carefully, the PI used a digital recorder that recorded interviews and transferred the digital voice recording directly into a computer. Each interview was completed by providing a positive termination with appreciation of a participant’s involvement and contribution to the topic. The interview times lasted from 30 minutes to 50 minutes. All protocols and forms were approved by the Institutional Review Board for Research on Human Subjects of Eastern Illinois University.

Qualitative Data Analysis

The interviews were digitally recorded. All the interviews were transferred from voice messages into text in a computer. The PI was the only person to access and transcribe the data. To protect their confidentiality, no personal or institutional information related to any cases were disclosed. In the process of writing the thesis, the contents of interviews were stored in a word file kept with a password in the PI’s laptop to prevent unauthorized persons from accessing the contents. The contents will be preserved for one year and disposed after the evaluation and revision of the resulting orientation curriculum.

After the first interview was completed, content was presented for analysis at the same time other interviews were underway. First, the PI organized the raw interview material into “descriptive categories” (Cherry, 2000, p.59.). Second, the abundant data

from the descriptive categories and their interrelations were re-organized into “construct categories” (Heppner, Kivlighan, & Wampold, 1992). Third, based on construct categories, “central categories” were created (Cherry, 2000, p.59.) to explain the phenomenon. Finally, core categories were named as the source of the curriculum content. When the PI organized the core categories, the method of constant comparison was employed for purposes of “inductive reasoning” (Cherry, 2000, p.59.). The first participant’s data were used to compare with the latter ones. Various ideas and experiences enriched and supplemented the interview material as case studies for the orientation curriculum were generated.

Data Triangulation

In order to confirm the information obtained from the qualitative interviews, the PI consulted books and other publications confirming the interview data reflected specific cultures, norms and values in theory (Schumacher & Macmillan, 2001). Travel documents, the Internet, and Chinese movies were other information sources used to confirm and support the qualitative interview data.

Curriculum Design

With “life-situation design”, (Ornstein, and Hunkins, 2004, p. 261) the curricular content is a starting point engaging students’ interest to clearly view problem areas. As the areas are personal concerns, students easily seek problem-solving procedures. Their solutions may not be applied into Chinese social circumstances because of cultural differences between the two nations. In the process of seeking problem-solving perspectives, students will learn the ways that Chinese people deal

with these personal issues. From the solutions, students can understand Chinese cultural phenomena, social norms, and social values. They can work out what adjustment can be made as they recognize the need to do so.

In the proposed curriculum, “problem-centered designs” (Ornstein, and Hunkins, 2004, p. 245) are presented, focusing on possible problems encountered in overseas students’ experiences of study, living, social activities, and interpersonal communications. The adopted contents are commonly based on students’ needs, interests, concerns, and abilities. The learning materials are organized to reinforce cultural traditions, and also address social and community requirements that need to be understood and experienced in the host culture. Group discussion and practice are two main methods employed in the teaching process used for the orientation curriculum.

The effectiveness of implementation were evaluated by verifying the judgments of the arrangement of the content, the presentation of the content with critical thinking, and skills training to cope with challenges encountered in daily life. The evaluation strategy for each unit in the curriculum was designed to improve and revise the curriculum (Ornstein, and Hunkins, 2004, p.356-357).

The establishment of this curriculum was mainly based on the findings from the interviews and supporting print documents, media and the Internet. This chapter discusses the research methods used to examine “cross-cultural perspectives” (Cherry, 2000, p.50) of social behaviors resulting from cultural norms and social values. First, the qualitative research method rationale was offered. Then, methodological

procedures were discussed including qualitative sampling, qualitative data collection, and qualitative data analysis.

CHAPTER IV

RESULTS

Chapter IV is the reflection of participant voices from four groups: Chinese higher education professors, student affairs professionals, students, short and long-term tourists in China. Themes from the qualitative interviews were contained in three categories: academic coping skills, social coping skills, and basic Chinese linguistic expressions. Professors presented academic perspectives both inside and outside the classroom. International student affairs professionals put forward ideas assisting students to improve their academic study. International students reflected about their experiences on and off campus. U.S. citizens' points of view reflected more a comparison of cultural differences and preparations to accommodate cross-cultural communication and interaction. Topics were arranged into study and living on and off campus, interpersonal communication, and social activities.

Category 1: Academic Coping Skills

Academic coping skills are competencies in academic affairs and student affairs that students need to help them study and live on campus. Academic affairs include discipline, teaching methods, learning strategies, tests and examinations, and activities and visits, while student affairs include orientation, scholarship, housing, and psychological preparation.

Academic Affairs

1. Classroom Decorum

Chinese education has its own standards of classroom decorum. Professors and international students agreed good classroom decorum would be helpful to promote

effective teaching and learning processes. Professors at different universities presented various opinions from strict to loose interpretations of classroom decorum. Donna, a professor of Teaching Chinese as a Second Language, noticed this situation, but she could not accept these phenomena at her class.

Donna: Professors do not allow students casually going in and out of a classroom, talking about topics irrelevant to the class because it not only disturbs the class, but also impedes other students' normal learning process. As for eating in a classroom, in my education and teaching process, it is not allowed. From elementary school to university, we believe that eating in class is not polite. My students never eat anything in my class. This is to show respect to other students and instructors. However, the size of current classrooms in a university may result in some changes. It is another story if it is a big class, such as a class holding more than 100 students.

As a professor teaching Chinese as a Second Language from another university, Anna, agreed with Donna's perception, but gave a more detailed explanation and measurements to treat these situations.

Anna: Students are allowed to go to the restroom. They are allowed to drink water or soft drinks. It is not allowed to eat in a class. Generally, we warn them in that case. It is absolutely not allowed to receive a cell phone in a classroom. Even if he/she has some emergency, he/she needs to go out of the classroom to receive a phone call. We take some measures, like attendance supervision, reviewing daily performance, as well as instructors supervising them in a class, etc. I should

say most students can observe the discipline, and perform well.

Some instructors dealt with the same situation in different ways in considering different cultural backgrounds. Connie, a lecturer of Teaching Chinese as a Second Language, said that casual behaviour, such as eating, drinking, and going in and out of the classroom were universal, so most instructors accommodated students if they ate in silence.

Beatrice: As to eating in a classroom, it is definitely not permitted for Chinese students, but for international students, we think they have the habit [of doing so].

If students eat something in silence, generally we do not stop them. They also have the habit of drinking coffee, so we respect their habits. We understand their challenges in learning Chinese language. We take some measures to accommodate and help them in adaptation instead of saying you cannot do this or do that.

Students expressed their understanding of the behavioural requirements. Gordon, an English-speaking international student, said, "The fact is that students may have the thought that it is allowed in our country." Connie mentioned that once when a student whistled in a class, the instructor pointed out that it was not polite. The students never did it from then on.

2. Teaching Methods

International students must be aware of the standard methods of instruction used in Chinese Higher Education. When students understand professors' teaching methods, they will know how to work with their professors effectively to attain instructional

targets. Eric, a student services professional, analyzed various classroom teaching methods.

Eric: In my experience talking with international students, I have found that there are great differences in teaching methods used by a Chinese instructor compared to instructors from other countries. Western education mainly encourages students to be creative in study, while Chinese education advocates students to accept knowledge. As a matter of fact, Chinese instructional methods are based on implantation. It means that an instructor is a carrier of knowledge, whose task in a class is to transfer all of his/her knowledge to students so that they will acquire the most knowledge in the class. Western style educational ideas are totally different from this. The Western style emphasises students' creation of knowledge. Creation means cultivating students to have creative thoughts, and not stick to implantation education. Students will actively take part in the teaching and learning procedures in a class to create some new ideas. The teaching methods serve totally different starting points. From my point of view, creation is based on the knowledge accumulated to some degree. It needs a profound knowledge base and foundation for creation. Therefore, I believe that Chinese instructional methods are very helpful for Western students who are learning the Chinese language. A Chinese instructor is facing higher standards of instructional expectations. He/She must be capable of teaching students, and solving all the questions raised by students. The instructor's knowledge must be correct. His/Her level must be high enough to be accepted by students. If he/she

just works as a coordinator in a class, his/her level might not be very high. International students ought to accept this instructional method...especially in learning language. The students' task is mainly to absorb knowledge by repeating and practicing the course content. It is more effective than their self-study at home.

Professors generally put a lot of time in their daily instructional preparation. They adjust their teaching methods in order to reach the best level of instructional effectiveness in accordance with students' characteristics and skill levels. Donna presented a great story.

Donna: Chinese traditional teaching methods have been experiencing updates and developments. For instance, with the use of modern technology, teachers have more diverse methods available in their instruction to serve various subjects, and academic requirements. As most international students in our university are learning language, we design the best and most effective teaching methods in accordance with course content, principles, subjects, and class forms. All of these are focused on students. They are the center of the teaching process. Our instructional purpose is to serve students. Therefore, what we need to consider is not only the interactions in a class...I believe as long as we put ourselves in the students' position, and fully consider the issues that might occur or be encountered, the interactive relationship between instructors and students has been established in a natural way. Furthermore, teaching and studying are developed in accordance with the instructional goals naturally. As for the

students' adaptation, they need to be introduced and instructed by teachers in a scientific way. Student learning is a function of students' motivation and instructional expectations.

We changed the class size to 20 students or so in a classroom, grouping students into Asian classes [non-English speaking] or European / American classes [English speaking]. In the classes, our instructors encouraged students to take part in the activities, think independently, and put forward their questions immediately, etc. In the language learning process, students' active participation was very helpful for them to learn effectively. Although it might slow down the speed of covering course content, the results were very good. From teaching to learning, instructors and students learned a lot from each other.

International students are learners of Chinese as a second language. They are special learners. In teaching processes, instructors need to get rid of the linguistic influences from their native languages, as well as the cultural threats and conflicts. The instructors are always facing very high requirements.

Connie agreed that instructional requirements were very high. She pointed out that teaching methods were modified in accordance with students' performance. Instructors were working on how to inspire more practice and greater effort from students. Students were arranged into different classes in accordance with their origins and levels. Anna provided examples of teaching methods always serving course content and instructional goals.

Anna: Teaching foreign students Chinese is a special program within the

university. It emphasizes language, practice, and interactive classroom teaching methods. Our instructors commonly take some active learning methods to refresh student interest. For instance, to introduce the sentence patterns involved in Chinese active voice [把字句] and sentences using Chinese passive voice [被字句]. We will show some examples with current situations to show the grammatical characteristics. The methods used to instruct low level students are more flexible than median and high level students. We combine the language with their specific academic programs like business and management. In the classes, we slow down at the places that are challenging to students and give more detailed explanations and instruction.

Discussion and communication with other international students in the same class is important. Instructors always approve student discussion. Discussion is one of the most effective teaching methods. Donna slowed down the process for discussion. As a result, instructors and students were satisfied with the effectiveness. Connie believed that discussion and even interruptions to ask a question was an active way of learning. Beatrice agreed with Connie. She encouraged her students to put forward their questions. She gave the answers during class if other students had the same query, but if the question was limited to a single student, she would talk with the student after class. Beatrice also told a story that included some specific and very helpful comments about instructional methods.

Beatrice: I believe [limited interaction between students and professors] is only [practiced] in the traditional Chinese teaching process. Nowadays, most classes

for Chinese students do not teach only in this traditional way. We encourage interaction between instructors and students. For instance, when we teach a new ci yu (one, two, three or four Chinese characters can be composed into a ci yu), we give out a new zi (one character) for them to create a ci yu, review to several ci yu, and make into a sentence with a sample sentence. We have a lot of interaction here. We encourage interactive practice among students, or in groups, like with a topic, two or three in a group talk about it. In grammar, we also give examples. I find students can adapt the activities well. In the language learning process, we make use of many instructional methods. For instance, [I observed] a U.S. student who did not take notes at the beginning of the class, but was just listening. He found that if he did not take notes, he almost forgot everything by the time of the next class. Then later I found he also took notes, not on all things, but only the parts he believed important.

Beatrice was challenged to understand why Western students had such high expectations to receive an instructor's praise.

Beatrice: A student came from Canada. His handwriting was not good. He hoped to be praised. He asked me, "Why did you say 'very good' to others, but 'not bad' to me?" He hoped you could watch his good side no matter if the result is really good or not. So now I am working on praising a student by perceiving his/her flashing points. I will not set a fixed standard to each student, but sometimes I still cannot meet their expectations.

I find students from Europe and America are confident. When we ask a

student, "How do you play tennis?" He generally replies, "Very good. I feel very good." While a Chinese student does not say very good, but "ok," or "so so." This response is the same to their "very good". Also when we ask his Chinese friend, his friend says he is ok. Chinese people are modest. The U.S. students feel very interested in these linguistic conventions. They are much different in meaning between the two nations.

Beatrice encouraged out-of-class interaction between instructors and students. Without office hours, she gave her phone number to students for their communication. Beatrice also hoped students would understand that Chinese instructors do not always praise students, but willingly point out their mistakes and shortcomings in order to help them correct these things. She believed doing so would be very helpful for student progress.

Students acknowledged the difference in teaching methods, too. Gordon thought it depended on instructors. One of his instructors talked more and did not let students practice because students were at different skill levels in his class, but another more experienced instructor repeated the answers with more simple words, so other students could understand what was going on...If a student asked a question, the instructor handled the question with that student and then repeated it to the class.

3. Learning Strategies

When students understand teaching methods, they need to find effective learning strategies to actively and effectively facilitate their study. Even when they worked hard by themselves, students preferred to communicate with instructors when they

had challenges in study. Henry pointed out his questions and remarks to the instructors because he believed discussions were more helpful than listening to an instructor's monologue. Gordon communicated with instructors after class, too. He found if it was an important question, the instructor would spend more time to solve it; if it was not important, the instructor would spend less time to clarify it.

As a professor teaching international students for several years, Anna presented several successful instances in which students had great motivation, high enthusiasm, and efficient involvement under the instruction. Communication with professors was important and easy because instructors have office hours published each semester. Communications with professors were not only in daily learning activities but also in the process of academic advising.

Anna: Students' main challenges are in language. We suggest the students who want to pursue degree programs in our university learn business Chinese. Business Chinese in the basic level provides them a lot of vocabulary related to business or management programs in the future although the language is basic and simple at that stage.

Students tentatively have challenges in adapting themselves into new environments. As long as they are aware of the issue and communicate with instructors, they will get help and make great progress. Beatrice emphasised attitudes were critical. One of her students gave us a vivid example.

Beatrice: My U.S. student was excellent, but at the beginning, his learning methods were casual because he was not aware of the challenges in learning

Chinese. He was confident, but his mid-term paper result was behind that of most students. He was frustrated because he needed to return to the U.S. before the final. I agreed to give him another test. He was happy, for he could prove whether he made progress upon the mid-term. He took notes in classes, communicated with instructors, and spent much time after school. He told me that he did not grasp many parts of the course content. I also encouraged him to give a presentation upon return from his trip to Tibet. Peers' and my praise gave him a lot of confidence. Finally, he got a good score in the make-up exam.

Connie and Beatrice suggested that finding a language partner was a good way to learn language. Students could find the names of interested students on the bulletin board and introduce themselves to each other.

4. Tests and Examinations

Language tests and examinations in Chinese instruction are in paper and oral form. Anna believed that international students might have greater stress in preparing for the tests and exams, so both instructors and students paid more attention to the formal tests and examinations. If they wish to have good results, they need to work hard with some motivation.

Anna: To students learning languages, every subject has its own requirement, for instance, Reading, and Writing require a test after a unit or a test within two weeks. They have many small tests like spelling and dictations. After a Listening class, students need to finish the assignments.

Donna supposed test stress came from self expectations and attitudes.

Donna: Students should know tests and exams are effective ways to review their learning results, so they can treat tests and exams well. The stresses are from students' own expectations. Many students care about the results of tests and exams, especially hard working students with definite goals. Due to the difference between language learning and other subjects, the test forms are not always closed books and notes. They have the oral test to review their oral expressions. Writing articles and investigation reports are also forms of tests. The stresses are in normal and acceptable ranges for students.

Gordon provided the same information about himself.

Gordon: For me there was no stress because of the fact that my results in China did not count for my study in my country. But there were some students who had to pass the exams in China and the instructors helped them as much as they could. I took the exams in China and I found them not so difficult to pass. My grades were not that high. For me it was not a problem because in my country 70% was good. At last, my peers got 90% and I got around 80%.

5. Activities and Travels

A lot of out-of-class activities arranged by university faculty members provided students more opportunities to learn the everyday language communication skills they needed to use in classroom language learning and the pursuit of degree programs. Students have more opportunities to practice what they learned in a classroom when they participate in out-of-class activities. Anna introduced current students to social communication skills practice, and seminars with successful graduates in her

university.

Anna: We invited excellent former graduates to talk with current students. They were graduated from our university and are working well with the companies in Shanghai with a certain amount of achievement in some important positions. Students learned a lot from former students' experience.

We have several rounds of training to U.S. students. One group were from Harvard University. We are impressed by their high level of characteristics. They were highly enthusiastic in learning. They melted into Chinese environment quickly. Of course, we did our most to help them melt into local students' life. When they arrived here, we arranged them to take part in the activities of making dumplings at our cafeteria. We arranged them living with Chinese students. I mean one U.S. student and one Chinese student shared a room. They learned from each other. It was good to Chinese students too. Besides language classes, they had hand-writing class and Chinese traditional fine art class. We believe this is an effective way for students to learn more Chinese cultures.

Each year, we have two social practices like visiting suburban areas outside Shanghai to learn current affairs and Chinese culture with several options. They can choose either to visit with instructors or arrange tours and day trips in accordance with their ideas. For instance, a class of U.S. students spent one week to take part in a business fair in Guangzhou. Another 40 students visited other places in China. The main purpose for the visits was to let them experience Chinese culture in various places with diverse styles. The U.S. students made

DVDs showing they communicating with the local people. That was wonderful!

Students celebrated international culture festivals each year. They rehearsed and performed their programs. They enjoyed diverse festivals both in the East and West.

Student Affairs

1. Orientation

Orientation programs in Chinese universities mainly introduce the location of buildings and offices; explain regulations about the code of student conduct, residence permits, health insurance, and methods of transportation to first time students. Eric, a university administrator, provided detailed information about three major areas.

Eric: First, our school holds a seminar for international students specifically introducing transportation regulations and others rules and procedures. Second, a brochure will be provided introducing laws and regulations, visa, study, life, and transportation in China. Third, we remind students to observe the code of student conduct in the university, transportation regulations and social behaviour. If a student accumulates excessive absences from class, the student will not be permitted to take exams. As a result, he/she cannot enter into the next grade or be graduated. Students need to learn laws and regulations. Otherwise, students can be fined or punished in other ways because of breach of law. We also introduce issues of safety, like observing university policy, and transportation regulations, how to protect themselves from losing things.

2. Scholarship

Student affairs professionals acknowledged that scholarships in Chinese universities were awards to excellent students for the purpose of encouragement, and not meant to provide a source of living expenses. Scholarships for students pursuing degree programs primarily consisted of waivers of tuition for the next semester in their course of study. Students learning Chinese as a second language were not eligible for scholarships until they passed the HSK test.

3. Housing

Students can choose to live at residence halls or rent an apartment off campus. However, considering international students are newcomers with limited language foundations, Frank, a director of student services, asked them to live on campus for several months before moving to an off-campus site.

Frank: At the residence halls, 24 hour services are available to guarantee their safety. I would say it is important to live at a residence hall at the initial four months for their adjustment in study, school life, and for the purpose of safety. Then they can choose to move and rent an apartment outside. Certainly, they are allowed to live off campus.

Eric, the university administrator, agreed with Frank about students living on campus because it is safe and convenient for them to commute from and to the library and classrooms. Actually, nowadays, rooms in the residence halls are at a premium. Students need to reserve a room at a residence hall well in advance of moving into the hall. Living with a roommate from another nation, students need to learn self control and accommodation as well as effective communication.

Eric: Sometimes, the issue is not related to a cultural difference, but the individual's habits. For instance, if somebody played music in high volume, but the roommate felt that he/she needed to put on the headset. Therefore it was not necessary to turn the music to so high a volume. I should say some habits are not good. This is a universal phenomenon, even among Chinese students.

He provided the example with cultural differences.

Eric: At first, they need to admit the differences from each other. Then they need to learn and understand the counterparts. Then I would say the main criterion for judging situations is to distinguish the counterpart's motivation. Even if his/her methods make you feel sick, as long as he/she does not have a bad attempt, we cannot say he/she is wrong. This is the bottom line. For instance, a student from a western country cares about privacy. When he/she stays in a room, he/she prefers to close the door. While a student from an eastern country like Indonesia or Thailand has a habit to open the door because it is very hot in his/her hometown and people there have this habit all the day. The best solution for the situation is clear communication with each other. If a western student says it is not good to open the door and it is not hot here with the air-conditioner, can we close the door? Then the eastern student understands the point. They can solve the problem by clear and open communication.

4. Psychological Preparation

Students from different countries have different life styles, social customs, and foods. Psychological preparations to face differences and experience cross-cultural

diversity are essential in a wide range of categories. Anna supposed that students could acquire information related to Chinese culture from websites and books, including information about foods, housing, currency exchange, and interpersonal relationships. However, students needed to learn Chinese culture by personal experience.

Anna: Many students cannot adapt to their life in Shanghai. Although Shanghai is a large city with convenient public transportation, traffic regulations and other laws are different from their own countries. Chinese characters are much more difficult for them to learn than words in the Western alphabet. They need to understand this point and cannot give up because of its challenges. They must overcome their fear of the unfamiliar. As advice, I should say there are cultural differences and varying social conventions in different countries. They need to prepare to recognize and accept these differences.

Eric believed that students encountered challenges in getting used to Chinese foods.

Eric: There are great differences in food. Our university cafeteria provides various styles like Chinese food, western style food, Japanese food, Korean food, and Muslim food. Maybe students feel they are not the true styles. Even if they like Chinese food, many students eat the food of their own country out of habit. It is good for them to eat Chinese food once in a while, but not every day. Many students find it difficult to adapt to the different food because peoples' habits cannot be changed. Therefore, I suppose some challenges can exist in food choices, but students should make adjustments to Chinese culture much easier in

other areas such as residence hall life and classroom instructional methods.

Category 2: Social Coping Skills

Social coping skills are abilities showing proper speaking manners, behaviours in cross-cultural social activities, interpersonal communications, and others. Social behaviors include greetings, table manners, interpersonal communications, shopping, transportation, and travel.

Greetings

In accordance with Chinese culture, Chinese people have their own ways of greeting. Jack, a U. S. university professor, noticed Chinese people were talking in different languages with different ways of using body language as well.

Jack: When they said 'hello' or 'thank you', they had body actions and emotions with it. When Chinese people say something, they have their body movement and nodding. Sometimes people from other countries are not accustomed to this.

When Ivy, a U.S. business intern, was working in Shanghai, she experienced several methods of greetings.

Ivy: Shaking hands is really an easy example, sometimes embarrassing your counterparts for greetings. Many people in Shanghai are very used to shaking hands, but other people are not. Sometimes you have to check with them a little bit to make sure they are really sure how to respond to [the offer of one's hand]. So they might not be embarrassed on that situation. Or there are other kinds of European or international greetings for example. You do greetings to others by kissing on one side of the face. You will do once on the left and once on the right,

whatever the particular custom for greeting. Some Chinese might be accustomed or familiar with such traditions and others might be surprised by it. Things like hugs, like that. So greetings can be situations that I witnessed a lot of local colleagues and local counterparts are surprised or in particular, placed in embarrassing situations.

Table Manners

Chinese food, table setting, sitting order, tools, alcohol, and beverages are totally different from the West. This can be a magnificent culture shock to U.S. students. Jack appreciated and accommodated a lot of different culinary practices at the table.

Jack: There were some places much like the West. Some restaurants had the “Lazy Susan” to put different types of food in the center. That was a very good way to present the food, serving in the circle that everybody could eat food equally, and everybody had equal accessibility to the food he/her like. You can see everything in front of you at the same time to determine what you wanted.

Well, one of the U.S. students said that he was offended when he saw people eat chicken feet with their fingers. He saw they put their fingers into their mouths as they ate, then removed the small bones and laid them on a plate. He said he had to stand up and leave because he could not imagine what had happened. I told him that you could not anticipate what other cultures mean. People did things in different ways, but both were ‘right’ in the context of their cultures.

Ivy put forward a lot of different conceptions at the table.

Ivy: One of them is a very different style of eating. In a Chinese restaurant, there

was kind of a spinning table [Lazy Susan] in the middle. They just touched what they wanted and let it go. They just ate a little at a time. Or even at home, there were still foods centrally located so that everybody around could reach everything. They took off what they wanted to eat. They eat what they want to eat for one time instead of eating many things for several bites. How to get food was also different from the U.S. The table space for each person was smaller than we have in the U.S. Each person had bones, or shells, left over from their food. We do not have a lot of fish bones and chicken bones left over in the U.S. They may spit over to the next person around them when they remove bones from their mouths. This is an obvious difference in eating behaviour from the U.S.

What people in China refer to as 'wine' is very different in denotation than in the U.S. The denotations in the U.S. for the same Chinese drink are 'liquor' or 'hard alcohol'. People drink old Chinese rice wine very slowly in a very small glass. It is very strong and expensive. We have a very different conception of alcohol in the U.S. from that of China.

Interpersonal Communication

Based on the cultural differences, people have different manners in interpersonal communication. Jack gave us a vivid story related to the use of the business card.

Jack: When Chinese people gave you their business cards, it was kind of a much respected event. In China, they came to you and bowed and gave the card to you in both hands. The card was not just a piece of paper of information, but just like a piece of "me" giving to you, and from you to me. So presenting a business card

had a much deeper understanding of the value to exchange a card between you and me. The entire process took quite some time, and one did not just throw a business card on the table. And you have to face the person and look them in the eyes when you exchange the cards.

Ivy suggested that students should pay more attention to the Chinese concept of “face”, be aware of hospitality and open-minded and thoughtful in their conversations and consideration of other people.

Ivy: In interpersonal communication, some topics are not problems, but some are big problems. One of the big differences is the Chinese conception of “face”. This is what I learned from living in a different culture. If you did not think of ‘face’, nobody will like you. Be aware of those cultural differences and what you do consciously or unconsciously to embarrass people and how to maintain status with people. There are general topics which are acceptable for polite conversation and lots of personal questions. Lots of things are about individuals, like personal questions about religious beliefs or about relationships with other people, like ‘do you have a girl friend?’ ‘Do you need me to set up a relationship for you with somebody?’ And others were like politics, religion, things like that. As an international visitor in conversation, usually we tried to avoid personal questions and sensitive topics unless the counterparts, the Chinese local people, established their comfortableness with them.

Many Chinese were very hospitable and very warm, very welcoming, very helpful. I remember before a meeting, the Chinese people were very courteous

offering tea. They sat down and had a conversation politely and searched what my interest was or my need was. They began the meeting after they found I was comfortable with them. Beforehand, the top theme is something like, 'How can I make them balanced, how can I make them feel good, how can I make them happy?' What would you talk, using possibly more specificities, more gestures, sometimes by the body language, making very straight forward efforts and now actually I am looking at my hands. Even talking with you on the phone[during the qualitative interview], I am looking at my hands and trying to explain something with some gestures. So that was the example. Just try to be aware. Sometimes they may not be fluent in the language you speak with them, so they always express the way that our American understands like 'yes', but does it mean 'yes I heard you', 'yes I understood you', or 'yes I agreed with you?' It could be different levels of what 'yes' means. Or do they just say 'yes' to make you happy that they understand and encourage you going on until you say something they understand again. And they can catch up with the conversation hopefully. You maybe feel the situation. We might approach things in different ways mentally. We think English from our perspectives, and they think English from Chinese perspectives, so although we are using same alphabets, we chat in different ways. However, you do not need to taste everything or try everything new, like a lot of stuff people offered you, tea or beverages, and others. You even do not need to try such things people recommend to you. Just be culturally sensitive in the way you turn down the offer politely.

Shopping

Shopping in a Chinese market gives you a lot of opportunities to do bargain hunting. Jack visited China and agreed to learn bargaining with people. Gordon tried to do bargaining with people in a market and found it was not so bad.

Gordon: I had problems with negotiating prices. Chinese people are very positive towards students. If you say that you are a student, people are more helpful and willing to give you a discount.

Henry encountered some challenges with assistance in a supermarket when he was searching to purchase a spoon. Is Henry's challenge related to language or culture?

Henry: I think here in the West we can understand things with only a few words, but in China I faced the problem that if you don't say exactly what you want or need, they will not understand. You really have to talk the way they think and know it, otherwise you have trouble. For instance, I wanted to buy a spoon, not a Chinese spoon, but a metal one, but I didn't take my dictionary and I forgot the Chinese word for spoon. I just went to the supermarket and showed them one of these yoghurts where a spoon is included and asked the shopkeeper: "Do you have this kind of things?" She said: "No." I was surprised, so I said, "Not in plastic, in metal is ok for me." She said: "We do not have it." I decided not to bother her again because she seemed she didn't want to help me. Then I went around in the store. I accidentally found a spoon. I went back to that lady and asked her: "So what is this? Isn't this what I asked for?" She said "No, this one you can not fold."

I was shocked!

Transportation

In China, most people rely on public transportation by bus, taxi, subway, train, and ship, etc. The regulations are somewhat different, as well as words and signs. In big cities, too many people use public transportation. There are challenges in public transportation systems. Ivy mentioned language helped you a lot in understanding the signs. “It is easier to take a taxi than other forms of transportation. On the subway and buses, there are a lot of people rushing to the door at the same time when people were trying to get off, not in good order.”

Travel

Many places in China are good for touring with different history, customs, social behaviour, and local languages. Gordon met and communicated with local people on his travel experiences.

Gordon: Chinese people are very proud of their cultural heritage and are willing to tell you about it. I went to the Sun Yat Sen Mausoleum in Nanjing and an old man spoke to me about Nanjing and the mausoleum [Sun Yat Sen is considered the Father of modern China].

Category 3: Basic Chinese Expressions

Daily Expressions

Basic Chinese phrases and expressions are very important to establish students' confidence and comfortableness in daily interactions. In the category, some basic Chinese phrases and expressions including specific Chinese linguistic conventions,

language, and literature, as well as practical knowledge and information were selected in accordance with the topics of different classes. Jack suggested to learn a few sentences for daily use, like “Good morning,” is a pleasant thing. Learning a foreign language is the first step to approach and explore a nation and her culture. The process of learning Chinese phrases and daily expressions must help students to enjoy their living and travel in China.

Summary

The themes resulting from qualitative interviews with Chinese higher education personnel and international travellers, including professors and students, described in Chapter IV were organized into three categories, academic coping skills, social coping skills, and basic Chinese expressions. Academic coping skills included two parts: academic affairs, and student affairs. Academic affairs presented discipline, teaching methods, learning strategies, tests and examinations, and activities and travels. Student affairs presented orientation, scholarship, housing, and psychological preparations. Social coping skills included greetings, table manner, interpersonal communications, shopping, transportation, and travel. Basic Chinese expressions reflected daily expressions. These themes provide the fundamental elements and content for discussion and application in the final product, the cultural orientation curriculum to be outlined in Chapter VI.

CHAPTER V

DISCUSSION

Educational Support

All the research participants emphasized the importance and value of the cultural orientation curriculum. The exploration of social behaviour, norms, values, and academic expectations practiced within Chinese higher education holds the promise to help students efficiently adjust to their new host country. Students will not only know ways to apply social conventions in their daily life, but also perceive the cultural backgrounds and norms embedded in their experiences. Connie expressed her puzzlement about international students' classroom behavior in several ways. How may Chinese educational authorities let new international students understand behavioural norms so that student behaviour is consistent with the values of Chinese higher education? Anna said students from some countries were disrespectful of classroom protocol. How can university student services personnel anticipate and correct these points of friction between educational practices across cultures? These issues were consistent with Nganga's (no date) proposal to establish a cross-cultural interaction program to help students manage acculturative stress (Poyrazli, Kavanaugh, Baker and Al-Timimi, 2004) in order to facilitate healthy cultural and social adjustment (Hashim and Yang, 2003)

Influence of Eastern Educational Values

Student participants gave detailed examples regarding their confusion with teaching methods in China. They were seeking a better understanding of instructional

methods used in Chinese higher education, and their role in the educational process as university students. Professors and international student affairs professional participants expressed their rationale for the teaching methods as well as the maximum benefit to students that could be gained from respecting the instructional methods. Eric discussed the differences in teaching methods used in language instruction between the East and West. He concluded that once students acknowledged the instructors' purpose, they could work well with their instructors and acquire course content effectively. Beatrice described a U.S. student with excellent background and motivation who failed in a test because he did not adjust to Chinese methods and needed to update his learning strategies. After he used new learning strategies, he made magnificent progress all around. Anna's school organized excellent graduate seminars that introduced their subsequent experiences as graduates, and their successful methods of study to new students. The graduates' first hand information and experiences provided much more significant impact than any doctrine and theory presented to students by classroom instructors.

The international students Chen (1999) studied did not experience traditional Chinese classrooms that included Chinese-speaking students, but instead were in classes with only international students, all of whom were not native Chinese speakers. Wang and Mallinckrodt (2006) advocated that instructors should be sensitive to students with various cultural backgrounds and social norms. Students interviewed for the present study were accustomed to teaching methods found in their host country, and did not sense that their Chinese instructors were sensitive to various cultural

backgrounds. Not until students fully understood Chinese classroom procedures did they begin to make progress. For instance, Beatrice had a U.S. student who did not take notes at the beginning of the class, but was just listening. When he found that he almost forgot everything by the time of the next class if he did not take notes, he took notes, not on all things, but only the parts he believed important.

When rapport was established, students could understand the instructors' objectives and adjust their own methods of study to meet course requirements and successfully pass examinations (Aubrey, 1991; Leong & Mallinckrodt, 1990; Leong & Sedlacek, 1986; Liberman, 1994; Marion, 1986; Oropeza & Fitzgibbon, 1991; Svarney, 1989; White & Brown, 1983). The new and unfamiliar educational system (Cadieux & Wehrly, 1986) no longer generated feelings of confusion and frustration (Chen, 1999).

Implications for Faculty and University Administrators

Faculty and administrators must be aware of the geographic and cultural differences of international students as well as the different educational ideas practiced in their home nations. Faculty need to communicate clearly with students from various backgrounds to promote mutual understanding. Setting expectations for a high standard of classroom behaviour can facilitate teaching and learning effectiveness for students and instructors. Instructors need to address individual differences across students and develop teaching methods that serve to reinforce student learning. The specific teaching methods need to be presented and explained to students before their classroom use so students can work out their own learning

strategies to collaborate with their instructors. Instructors should help students review course content before tests and examinations. Daily homework increases students' confidence in tests and examinations. Observing students during planned social activities provide instructors with wonderful opportunities to assess their learning, too. Students can enjoy learning and enjoy life as they travel to appreciate the history and social customs found in different regions of China.

With the central government's open policy after 1978 Chinese citizens had access to nearly unlimited global information. Chinese people learned and positively respected western ideas. As a result, international students should not experience as much social loneliness (Parr & Bradley, 1991) or loss (Hayes & Lin, 1994), helplessness (Chen, 1999) or depression (Ebbin & Blankenship, 1986; Svarney, 1989), racial discrimination and prejudice (Westwood & Ishiyama, 1991). Chinese society can provide much more friendly and accommodating circumstances to visitors from other nations when international visitors are prepared to anticipate cultural norms and values.

Student affairs professionals can expand both the content and the amount of time dedicated to new student orientation. They are most likely to interact and assist students in all aspects of living and studying on campus outside formal classroom instruction. Effective orientation programming can help to prevent problems before they occur rather than having to solve problems after the fact. Student affairs professionals support the academic mission in many ways. Eric introduced the idea of preparing students psychologically to help adjustment to Chinese teaching methods.

He found that there are great differences in teaching methods used by a Chinese instructor compared to instructors from other countries. Western education mainly encourages students to be creative in study, while Chinese education advocates students to accept knowledge. As a matter of fact, Chinese instructional methods are based on implantation. It means that an instructor is a carrier of knowledge, whose task in a class is to transfer all of his/her knowledge to students so that they will acquire the most knowledge in the class. Western style educational ideas are totally different from this. The Western style emphasises students' creation of knowledge. Creation means cultivating students to have creative thoughts, and not stick to implantation education. Students will actively take part in the teaching and learning procedures in a class to create some new ideas. The teaching methods serve totally different starting points. From his point of view, creation is based on the knowledge accumulated to some degree. It needs a profound knowledge base and foundation for creation. Therefore, he believes that Chinese instructional methods are very helpful for Western students who are learning the Chinese language. A Chinese instructor is facing higher standards of instructional expectations. He/She must be capable of teaching students, and solving all the questions raised by students. The instructor's knowledge must be correct. His/Her level must be high enough to be accepted by students. If he/she just works as a coordinator in a class, his/her level might not be very high. International students ought to accept this instructional method...especially in learning language. The students' task is mainly to absorb knowledge by repeating and practicing the course content. It is more effective than their self-study at home.

Anna's school enabled U.S. students to live in campus residence halls with Chinese students, and in the process helped students from both cultures to seamlessly become familiar with the other's culture. They had several rounds of training to U.S. students. One group were from Harvard University. They were impressed by their high level of characteristics. Students were highly enthusiastic in learning. They melted into Chinese environment quickly. Of course, professors and administrators did their most to help them melt into local students' life. When they arrived at the university, they were arranged to take part in the activities of making dumplings at our cafeteria. They lived with Chinese students, one U.S. student and one Chinese student shared a room. They learned from each other. It was good to Chinese students too. Besides language classes, they had hand-writing class and Chinese tradition fine art class. This was an effective way for students to learn more Chinese cultures.

Chinese students interested to learn western culture who lived with international students simultaneously helped international mutual understanding (Spencer-Oatey and Xiong, 2006). Administrators who work as counselors in Chinese institutions of higher education, who have cross-cultural training, enhance their service quality to international students (Burn, 1992).

Implications for Researchers

As in the Chinese saying, "existence is reasonable" within specific backgrounds and social settings. More needs to be understood about the common sources of cultural shock that students encounter. On some occasions, sensitive issues not typically discussed need to be examined openly. Jack said that people from different

cultures did things in different ways, but both were “right” within the context of their culture. Cultural alertness must be emphasized because people with different cultural backgrounds might generate different understandings to the same words (Huang, 2006).

A cultural orientation to Chinese higher education provides a bridge to explore the different perspectives about teaching and learning among faculty, administrators, and students. They can put themselves in the others’ shoes to understand differing ideas and learn to collaborate on learning objectives. On one hand, the proposed orientation curriculum is a cultural exploration to prepare for study in the host environment. On the other hand, both Chinese faculty members and student affairs professionals can identify specific topics and their content that can lead to confusion for international students, and for which students need to make a good adjustment. Interviews with the U.S. professor and business intern broadened our horizons and led us to explore more cultural issues existing between the two nations.

Limitations

Based on the transcripts from the qualitative interviews, the cultural orientation curriculum was created that follows in the next chapter. In the process of designing the curriculum, it was apparent that the ideas and opinions about successful study in Chinese higher education differed between the Chinese respondents and the Western respondents. While they described the same topics, the topics are addressed from different perspectives. Further research is needed to explore some specific topics in both parties in accordance with the curriculum. In the process of completing the

interviews, the PI felt sad that not a single U.S. student could be contacted for an interview. The experiences of a U.S. business intern were helpful, but he had no experience within a Chinese university. Students from English speaking countries in Europe had useful ideas and opinions, but due to their country's cultural differences from U.S. culture, much is still to be learned. Further research should interview students from U.S. institutions of higher education, at best from different levels of language skill, such as second language learners, and degree seekers at Chinese institutions. A curriculum is always a work in progress. There are always new cultural differences to be examined and interpreted to national hosts and international students.

Conclusion

The present research was conducted to develop a research based orientation curriculum for English-speaking international students to study successfully in a Chinese university. Principal themes emerging from the qualitative interviews included issues surrounding academic coping skills, social coping skills, and daily Chinese expressions that might be encountered by English-speaking international students when they study in Chinese universities. Chinese professors teaching international students, international student affairs professionals serving international students, English-speaking international students studying in Chinese universities, and U.S. citizens visiting and working in China presented their personal insights and experiences of how to deal with selected cultural differences. The themes encourage matriculating U.S. students to employ effective coping methods in different

educational settings and social backgrounds. Taking part in this cultural orientation curriculum, students can act on opportunities for deeper learning. Students can understand the ways that international students learn and are taught in Chinese higher education. Comparing their understanding and reflection in the host culture, students are able to acquire multicultural competencies in their academic study, and social coping skills before their overseas study in China. Therefore, the orientation curriculum facilitates a smoother cultural transition by helping students gain confidence and improve their social skills as they interact with the Chinese host culture. When the orientation curriculum is implemented, orientation leaders in the U.S. and China should complete a thorough formative program evaluation (Karthwohl, 1991) to assess the curriculum. The curriculum can then be improved for use in subsequent years.

Providing research-based simulations of Chinese classroom instruction, the cultural orientation curriculum provides U.S. university administrators the opportunity to facilitate U.S. student adjustment to the expectations of Chinese faculty members prior to overseas study in China. The curriculum also provides opportunities for U.S. universities to set up collaborative programs with Chinese universities. The curriculum encourages the growth of cultural diversity within and across U.S. and Chinese institutions of higher education.

International education is beneficial for global cooperation. Chapdelaine and Alexitch (2004) stated that international students enrich higher education, strengthen relationships with each country, and promote global understanding. International

education increases interactions at different levels from students to instructors and administrators in cooperating institutions, from various social coping activities beyond the campus to interaction with all government agencies in a country. Only when students experience the host environment and culture can they fully understand and respect the differences in other nations. Mutual understanding promotes healthy collaboration sharing global perspectives and facilitating a peaceful world.

CHAPTER VI

A Qualitatively Grounded Curriculum Outline for Western International Student Orientation to Chinese Higher Education

By

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Abstract of Programs

Comprehending important basic aspects of Chinese culture provides a foundation for U.S. students to successfully experience and enjoy studying abroad in Chinese universities. International travel provides U.S. students with greater understanding and exposure to the global perspectives. The current curriculum outline highlights key perspectives related to the social and academic practices that will facilitate students' personal adjustment and career development in Chinese higher education.

Purpose of Programs

The process of negotiating divergent cultural norms between China and the U.S. often results in American students experiencing great cultural shock when they engage in social activities and academic study in China. Recent research shows more and more U.S. universities have collaborative programs with Chinese universities (Quill, <http://chronicle.com/daily/2007/08/2007082802n.htm>, received Aug.28, 2007). The purpose of the present orientation program is to facilitate American students' successful cultural initiation and adjustment to Chinese higher education and social life in the host country. Students will gain new perspectives of Chinese culture in higher education and social life by understanding differences and similarities between Chinese and U.S. culture in social and academic areas. Before embarking on overseas study, students will be able to understand Chinese instructional methods and expectations, and appreciate social conventions that will enable them to cope successfully in Chinese society.

Description of Programs

Section One: Study Abroad in China

1. A brief overview of the host country, The People's Republic of China, will include general information about the country, population, history, geography, education, art, economics, science, sports, and religion.
2. Under the discussion of personal goals, students will review their motivation for overseas study in China. Prior to their overseas study experience, students will practice Chinese language skills and forms of interpersonal communication on campus, and prepare for academic study.
3. A checklist of personal items for daily study and life will need to be prepared and checked before departure to China and again on return from China.
4. Students will develop Chinese language skills to support everyday living on and off-campus, such as daily expressions of greetings and self-introductions.

Section Two: Traditional Culture and Social Customs

1. Chinese traditional family culture with its long history influences Chinese society in many different ways. Learning Chinese culture will start with learning about Chinese traditional family culture.
2. Festivals present Chinese culture and traditions, history and legends, customs and taboo, etiquette and interpersonal respect in different ways. Birthday celebrations will be described as one such festival. Use of the solar calendar and the lunar calendar provides Chinese people with two different birthdays.

3. Students will develop Chinese language skills to support everyday living on and off-campus, such as daily communication at meals, and table manners.

Section Three: Safety and Health

1. Topics of safety will cover learning laws and transportation regulations, self-protection from theft and robbery, as well as selection of food and beverages.
2. Topics of health will cover obtaining health insurance, and seeing a physician.
3. Students will develop Chinese language skills to support everyday living on and off-campus, such as daily expressions for asking for directions, and seeing a physician.

Section Four: Enjoying Leisure Time

1. An introduction to banking services, shopping in a department store, supermarket, and mall will provide students practice for daily life as they seek to purchase items and communicate with sales assistants.
2. Students will be introduced to menus in Chinese versions of U.S. chain restaurants, such as MacDonalds and Kentucky Fried Chicken. Students will understand the U.S. practice of tipping is not done in China.
3. Practice in looking for an apartment off campus will provide students with opportunities to communicate or negotiate with landlords.
4. Students will develop Chinese language skills to support everyday living on and off-campus, such as daily expressions for seeking bank services, shopping in a store, supermarket, and mall, eating in a restaurant, and looking for an apartment.

Section Five: Traveling in China

1. Students will be introduced to several big cities with different histories and scenic spots to visit in China, e.g. Beijing, Shanghai, Xi'an. Students will make travel plans for their tours within the country. Students will be introduced to regional food specialties and curios.
2. Students will be introduced to geographic features such as famous mountains and natural scenic spots. Students will make travel plans for tours to locations of their choice. Students will be introduced to regional food specialties and curios.
3. Students will develop Chinese language skills to support travel and touring, such as daily expressions for making hotel accommodations.

Introduction

1. Objectives
2. Length
3. Timeline
4. Location
5. Classroom Layout
6. Instruction methods
7. Instruction facilities
8. Discussions
9. Activities
10. Exercise
11. Assignment
12. Assessment
13. Video

1. Objectives

The present orientation curriculum outline introduces students to various situations they are likely to encounter in the process of their overseas study in China. They can develop an introspective sensitivity to their self-expectations of ongoing study connected with their career development. The outcome of the proposed curriculum is a smooth transition into life at a Chinese university. The program also provides an introduction to Chinese traditional culture. Students can successfully recognize and respond to Chinese social customs and interpersonal behaviours. The programs provide practical information about how to deal with daily issues in public occasions, cross-cultural communication, interpersonal relationships, and cultural appreciation. The curriculum is a comprehensive guide to expose students to the norms of Chinese higher education and social life before their trip to China.

U.S. institutions of higher education can play a critical role in instructing students using multiple methods listed in the proposed curriculum. The program facilitates student self-efficacy to successfully experience overseas study in China and encourages the development of academic coping skills to support student life transitions.

2. Length

The orientation curriculum outline includes ten content sections.

3. Timeline

The orientation curriculum is a week long program of study and experiential acculturation to Chinese higher education. Each day includes one and a half hours of

formal instruction both morning and afternoon. Time is provided between class sessions for students to read and reflect on the orientation content.

4. Location

The curriculum is flexible to be instructed in both U.S. and China.

5. Classroom layout

The classroom layout is designed in accordance with the topics presented during each class, depending on whether individual instruction or group work is involved.

6. Instructional methods

Instructional methods include lecturing, group discussions, field activities, language practice exercises, and out-of-class assignments to reinforce course content.

Instructional methods are varied in order to maintain student interest.

7. Instructional facilities

Insofar as possible, the physical classroom will simulate a typical classroom in a Chinese institution of higher education and / or the surrounding community. As many forms of technology will be used as possible to simulate actual experiences, e.g., computer, projector, movie player, pictures, artifacts, simulated surroundings and settings.

8. Discussion

Interactive discussions are encouraged within and between class sessions for students to practice their developing skills. Students will gain confidence and acquire appropriate cultural coping skills as they practice with their instructor and with each other.

9. Group activities

Group activities are planned after each class session to practice class content and physically perform active language learning processes. Many group activities will combine content from several different class sessions to increase student ability to negotiate complex situations.

10. Language practice exercise

Throughout the five day orientation common Chinese language conventions are introduced and practiced. Students must recognize common questions or statements and how to respond to them, such as “What time is it?” “Where is the canteen?” etc.

11. Assignments

Self-reflections and critiques are assigned to support classroom instruction and individual practice.

12. Assessment

Classroom discussions, activities, exercises, and assignments all provide opportunities to assess students in objective and subjective ways to review students’ cultural knowledge and active skills development. Instructors can modify classroom instruction in accordance with students’ knowledge and skills.

13. Video

The relevant teaching videos are suggested Destination China, The Forbidden City.

Section One: Study Abroad in China

Objectives

1. Clarification of the goal of overseas study in China with the student's degree program, career development, and personal goals;
2. Exploration of the host educational environment, teaching methods, intercommunications with instructors, staff members, classmates, and roommates;
3. Preparation for essential items to study in a Chinese university such as identity documents (Passport), immunization requirements, laptop, and other student supplies.
4. Learn daily language of greeting and self-introduction.

Lecture Points

Lecture I Introduction and Overview

We will have five days to study together in this orientation program before your trip to China. The program covers five topics: preparation before overseas study, traditional culture and social customs, safety and health, leisure time, and travelling in China.

Before today's section, firstly, let's have an overview of current China.

Methods

The instructor shows a brief overview of the host country, The People's Republic of China, includes general information of nation, population, history, geography,

education, art, economics, science, sports, and religion.

Supplies needed

Relevant information in the PowerPoint format

Lecture II Study Abroad in China

In today's class, we will introduce the educational environment, teaching methods, intercommunications with instructors, staff members, classmates, and roommates that are typical within Chinese universities. What preparations must be completed prior to the trip, such as passports and other documents? What are your expectations for your overseas study in China? How will you arrange for course credits to transfer?

Discussion Personal Plan

All of you applied for programs of study in Chinese universities. Can you share with us about the programs to which you applied? Why did you select your program?

Methods

1. The instructor organizes students into different groups with 4-5 students in one group.
2. After group discussion, students of each group will list their host Chinese universities and the programs they plan to study on a large piece of paper which can be posted on the wall.
3. Each group will post their results on the board to share with the class.
4. A designated group member will give a summary of the group's ideas.
5. The instructor reinforces the students' ideas, and connects overseas study with student interests, degree program, career development, and personal goals.

Supplies needed

Large sheets of white newsprint can be posted on the board

Markers with different colors

Activity Performance Analysis

Students will view a movie about study in a Chinese university that includes topics described in Chapter IV based on interviews with Chinese university faculty members, administrators, and other stakeholders. The movie has yet to be developed.

Students will be asked to identify and analyze the usefulness of appropriate and inappropriate behaviours in the movie? Students will then generate solutions to the problems identified in the movie, and role model their solutions before the class.

Methods

1. The instructor plays several episodes of movie.
2. Students point out appropriate and inappropriate behaviours presented in the movie.
3. Students write a memo describing appropriate classroom protocol within the context of Chinese higher education.
4. The instructor asks students to role model appropriate behaviours in pairs and groups.
5. Students give feedback to their classmates on the usefulness of their suggestions for appropriate classroom behaviour.
6. The instructor reinforces student performances, introducing the host educational environment and teaching methods. The instructor emphasizes

intercommunication with instructors, staff members, classmates, and roommates by explaining typical interactions from the perspective of different cultural backgrounds.

Supplies needed

Movie: Study in a Chinese university (vignettes showing the use / behaviours involved with the following materials)

Long table

Two chairs

A tape recorder

A soda

A pack of gum

A basketball

A piece of paper

A brush-pen

An ink-stone

An ink-stick

An eraser

Discussion *What shall I take to China?*

Methods

1. The instructor provides each student a blank checklist of items to bring to China (Form I).
2. Students list out all materials they want to take to China.

3. Students share the information with the whole class.
4. The instructor emphasizes the most important things, like passport, air-ticket, credit cards, check-book, high school graduation certificate, other certificates, record of immunization, record of health exam, record of illness, and emergency call numbers.

Supplies needed

Sample of passport

Sample of air-ticket

Sample of credit cards

Sample of check-book

Sample of high school graduation certificate

Sample of other certificates

Sample of record of immunization

Sample of record of health exam

Sample of record of illness

Sample of emergency call numbers

Discussion *What needs to be taken back when I finish my study?*

Methods

1. The instructor sends each student a blank form to list items to take back to the home country (Form II).
2. Students list out all the materials they want to bring back from China.
3. Students share the information with the whole class.

4. The instructor emphasizes the most important things, like passport, air-ticket, credit cards, check-book, program certificates issued by a Chinese university, degree issued by a Chinese university, transcripts, honors, awards, record of immunizations, record of health exam, and record of illness.

Supplies needed

Sample of passport

Sample of air-ticket

Sample of credit cards

Sample of check-book

Sample of program certificates issued by a Chinese university

Sample of degree issued by a Chinese university

Sample of transcripts

Sample of honors

Sample of awards

Sample of record of immunization

Sample of record of health exam

Sample of record of illness

Exercise

I . Greetings

你好。Hello.

你好啊！How are you!

很好。Pretty good.

谢谢你。Thank you.

以后再见。See you later.

明天见。See you tomorrow.

再见。Good-bye.

Methods

1. The instructor plays the DVD for students to listen to the selected sentences.
2. Students learn sentence by sentence.
3. Students practice these sentences in pairs.
4. The instructor asks students to practice these sentences in front of the whole class by picking up an action card showing these expressions.

Supplies needed

Chinese language DVD

A DVD player

Cards of expressions

II. Self introductions

你好，我是艾米莉。Hi, I am Emily.

我从美国芝加哥(首都华盛顿特区，纽约，洛杉矶，西雅图，佛罗里达，休斯敦，凤凰城)来。I came from Chicago, (capital city, Washington D.C., New York, Los Angeles, Seattle, Florida, Houston, Phoenix City) U.S.

我是一年级(二年级 ,三年级 ,四年级)大学生。I am a freshman (sophomore, junior, senior).

我学的是国际商务 (历史，经济，哲学，教育，美术，建筑)。I am learning

International Business (History, Economics, Philosophy, Education, Fine Arts, Architecture) . .

我来中国学习汉语。 I come to China to learn Chinese language.

Methods

1. The instructor plays the DVD for the sentences.
2. Students learn sentence by sentence.
3. The instructor distributes specific prompting cards with instructions that ask students to demonstrate target interpersonal behaviours.
4. Students practice these sentences in pairs.
5. The instructor asks students to practice these sentences in front of the whole class.

Supplies needed

Chinese language DVD

A DVD player

Cards of expressions

Assignment

1. Practice for daily Chinese language expressions.
2. Write a paper stating personal learning objectives and plans for the overseas study experience in China.

Section Two: Traditional Culture and Social Customs

Objectives

1. Understand Chinese family culture and interrelationships among family members;
2. Learn the time, meanings, and celebrations of Chinese traditional festivals, important memorial days, and holidays for specific professions.
3. Learn dates of birthdays and the animal of the year in a Chinese calendar.
4. Learn Chinese social behaviour, customs, courtesies, and taboos.
5. Understand Chinese characteristics of humility, hospitality, and face saving.
6. Learn daily etiquette at the dinner table.

Lecture Points

Lecture I A Chinese Family

China is a country with a long history of more than 5,000 years. Her ancient civilization and diverse cultures are reflected in various parts of social life.

Today we will study Chinese culture in four categories: family, festivals, food, and Chinese people's characteristics.

Family is the nuclear part of Chinese society. Chinese people put their family names ahead of first names to show their respect to their family and ancestors. The concept of the family is not only composed by father, mother, their sons, and daughters, but also by the fraternal families, basically like grandparents of father's side and their sons' families (father's cousin with the same surname). It is common for

a family to own a family book presenting the entire family tree across multiple generations.

In a traditional family, the order from the eldest to the youngest is clear and strict. The most senior persons' words are the most influential and powerful in making decisions. Traditionally, Chinese people believe senior citizens have the most experience in life. The younger generations are willing to ask for the elder ones' opinion. The elder generations are willing to share their experience with the younger ones. Even in the same generation, the elder brother and sister have more responsibilities compared to the younger ones, especially when their parents are not with them. Chinese society in general gives more requirements, obligations, and responsibilities to elder people.

In a traditional family, grandparents, parents, and sons and daughters commonly live together. In accordance with generations and ages, parents have the obligations and responsibilities to take care of their sons and daughters, as well as their parents, even their grandparents. In ancient Chinese fiction, a person who has a criminal record might be forgiven by others if that person respects his parents / grandparents very much. In a contrast, a person with many achievements but without respect toward his ancestors would be shamed by the whole society.

Methods

1. The instructor presents the idea with PowerPoint.
2. The instructor plays a movie: A Chinese Family

Supplies needed

Lecture content in PowerPoint format

Movie: A Chinese Family

Activity When I visit my friend's home,...

Methods

1. The instructor organizes students into different groups with 4-5 students in one group with a piece of instruction paper.
2. Students act as the directions on the paper to show how to behave fitting Chinese traditions.
3. The instructor concludes the students' ideas based on the cultural differences.

Supplies needed

Large white newsprint can be placed on the board

Markers with different colors

Lecture II *Culturally Appropriate Social Manners and Interpersonal Respect*

Chinese people are friendly, hospitable, and generous to their friends from other countries. Hosting somebody at dinner is popular. As a guest invited by a friend, you do not need to worry about the payment of the dinner even if it is in a restaurant. It is a tradition to prepare some gifts when you visit your friend's home. Fruit, flowers, or something brought from the U.S. is a good gift. Otherwise, you can host another dinner to show respect toward your friend later.

In China, a boy usually pays the expenses for a girl in a restaurant. If he invites a girl and her friends to eat at a restaurant, the boy needs to pay expenses for all of them. Unless a girl insists she will pay the bill, a boy bears all the expenses in the

restaurant, coffee bar, or pub as long as you eat or drink together. Nowadays, when women eat or drink outside the home, girls discuss who pays the bill before payment. It is common to pay one's own bill among girls. Taxes are not charged nor tips expected in a Chinese restaurant.

Methods

1. The instructor presents the idea with PowerPoint.
2. The instructor plays a movie: Culturally appropriate social manners and interpersonal respect
3. The instructor explains the concept and performance of Chinese hospitality.
4. The instructor explains the concept of Chinese common personalities and humility.
5. The instructor explains the concept and performance of interpersonal respect.
6. The instructor explains the taboos in interpersonal communications.

Supplies needed

Lecture content in PowerPoint format

Movie: Culturally appropriate social manners and interpersonal respect

Lecture III Holidays and Festivals

Chinese holidays are composed by traditional festivals, important memorial days, and holidays for specific professions.

Each Chinese person has two special holidays. They are his/her birthdays, one in the solar calendar year and the other in the Chinese lunar calendar year.

Chinese Sheng Xiao: One year has a name of animal. Totally twelve animals are

in order.

Methods

1. The instructor presents Chinese traditional festivals, important memorial days, and holidays for specific professions;
2. The instructor explains the time, meanings, and celebrations of the festivals.
3. The instructor plays a movie with all the celebrations of the festivals.
4. The instructor sends the packs of the stickers showing festival time and celebrations for them to fill the pictures.
5. The instructor shows Chinese lunar calendar to students and ask them to figure out their birthday and the animal of the year they were born.
6. The instructor presents the celebrations of a birthday in Chinese ways, by emphasizing the number 9, 19, 29, 39, 49, 59, 69, 79, 89, 99... are very important in the birthday.

Supplies needed

Movie: Chinese Holidays and Festivals

Packs of the stickers

Holiday pictures

Chinese lunar calendars

Activity *Do you like Chinese food?*

Methods

1. The instructor organizes students to fetch Chinese food.
2. When students eat food, the instructor introduces social behavior, customs, and

etiquette in the eating process.

3. The instructor introduces Chinese habits in alcohol, tea, snacks, and meals.
4. The instructor explains some Chinese foods in hosting a dinner, and specific cuisine styles.
5. The instructor indicates the appropriate communications for one's food taboo.
6. The instructor introduces the Chinese habit of hosting a meal and payment in a restaurant.
7. The instructor points out Chinese people are hospitable to guests by encouraging them to eat many foods and different kinds of alcohol. As a guest, you can try as much as possible, but you can decline something if you do not like it or you do not feel like it.
8. The instructor introduces some common topics at the table.
9. The instructor introduces some taboos at the table.

Supplies needed

Some Chinese food

Plates

Spoon

Chopsticks

Forks

Napkins

Exercise

I. Chinese traditional festivals

元旦 New Year's Day (Jan. 1)

春节 Spring Festival (Chinese New Year) (Chinese lunar calendar: Jan. 1)

元宵节 Lantern Festival, Qing Ming Festival (Chinese lunar calendar: Jan. 15)

端午节 Duan Wu Festival (Chinese lunar calendar: May 5)

重阳节 Chong Yang Festival (Chinese lunar calendar: Sept. 9)

七夕节 Qi Xi Festival (Chinese lunar calendar: Jul. 7)

中秋节 Mid-Autumn Festival (Chinese lunar calendar: Aug. 15)

Methods

1. The instructor plays the DVD for the sentences.
2. Students learn sentence by sentence.
3. The instructor distributes specific prompting cards with instructions that ask students to demonstrate target interpersonal behaviours.
4. Students practice these sentences in pairs.
5. The instructor asks students to practice these sentences in front of the whole class.

Supplies needed

Chinese language DVD

A DVD player

Cards of expressions

II. Visiting my friend's home

我能喝绿茶(茉莉花茶)吗? May I drink green (jasmine) tea?

这是什么? What is this?

真好吃! Very delicious!

我喜欢海鲜(蔬菜、鱼、虾、牛肉、鸡、鸭、鹅)。I love seafood(vegetable, fish, shrimps, beef, chicken, duck, goose).

我想喝一点啤酒(红酒, 黄酒)。I prefer some beer (wine, Chinese rice liquor).

阿姨、叔叔, 感谢你们的邀请。Aunt, and uncle, thank you for your invitation.

你们准备得太丰盛了。You prepared so many foods.

我对贝壳(海鲜、鱼、虾)有点过敏。I have an allergy to shell(seafood, fish, shrimps).

Methods

1. The instructor plays the DVD for the sentences.
2. Students learn sentence by sentence.
3. The instructor distributes specific prompting cards with instructions that ask students to demonstrate target interpersonal behaviours.
4. Students practice these sentences in pairs.
5. The instructor asks students to practice these sentences in front of the whole class.

Supplies needed

Chinese language DVD

A DVD player

Cards of expressions

Assignment

1. One page of paper for your acknowledgement of Chinese traditional culture.
2. Select one of the movies or TV series listed below to understand a Chinese family:
 - 1) 红楼梦
 - 2) 家春秋

- 3) 四世同堂
- 4) 大宅门
- 5) 金婚

Section Three: Safety and Health

Objectives

1. Understand and observe laws and regulations in China.
2. Understand and observe transportation regulations.
3. Learn to ask for directions by using hand sign 1-10.
4. Learn to protect against a theft and robbery.
5. Learn to apply for health insurance.
6. Learn to see a doctor.
7. Learn Chinese language of asking directions and to see a doctor.

Lecture Points

Lecture I Law and Regulations

Each country has its own laws and regulations. When you study in a Chinese university, live in the community, or visit outside a city, you need to notice and observe the local laws and regulations.

China's laws and regulations are different from U.S.'s. We need to learn something about the differences in Chinese and U.S. laws before we leave for China.

[Respect shown toward authority figures, such as policemen]

We need to learn Transportation Regulations and regulations in public areas.

Methods

1. The instructor plays a movie of Transportation Regulations.
2. The instructor asks students to figure out what are the differences from U.S.'s.

3. Students write down the points in a large piece of paper and post it on the board.
4. Students present the points of what are the differences from U.S.'s.
5. Students review what should be noticed in public transportation in China under the instructor's conclusion.

Supplies needed

Movie: Transportation Regulations

Large pieces of paper

Markers

Lecture II Self-protection

With the reform and open policy, China is absorbing and accommodating diverse cultures from other countries. Some are good; while some are not accepted by traditional cultures. Anyhow, younger generations have more opportunity to try new things, Internet, gambling, cigarette, alcohol, drugs, and obscenity.

If something is not allowed here at your age, I hope you can control yourself in China too. Like alcohol or others. However, not many young people in China indulge in alcohol. Alcohol is likely a tool of communication in business.

Methods

1. The instructor plays a movie of Regulations of Social Security.
2. The instructor asks students to figure out what are the differences from U.S.'s.
3. Students write down the points in a large piece of paper and post it on the board.
4. Students present the points of what are the differences from U.S.'s.
5. Students review what should be noticed in public areas in China under the

instructor's conclusion.

6. The instructor points out how to protect themselves in a theft and robbery

Supplies needed

Movie: Regulations of Social Security

Large pieces of paper

Markers

Activity Asking for direction

Methods

1. The instructor posts a map of a local community.
2. The instructor points out the question: how can Xiao Li reach the book store?
3. Students can state the direction clearly in English.
4. The instructor helps them again to narrate the directions in Chinese.
5. Learn hand signs for 1-10.

Supplies needed

A map of a local community

Number a set of 3 by 5 inch cards from 1 to 10.

A set of Chinese phrases to ask for directions.

Lecture III Health Insurance

When you study in China, your Chinese university wants you apply for health insurance. If you have other insurance here in U.S., like accident insurance, please keep it up to date. Otherwise, you may buy such insurance in China. Please ask whether any Chinese accident insurance you purchase can be effective after you

return to U.S.

Lecture IV Seeing a Physician

When you see a physician, you will find the process to do so is a bit different from here in the U.S.

Methods

1. The instructor plays a movie.
2. The instructor wants students to find something different from here in U.S.
3. Students put forward their opinions and concerns.
4. The instructor gives the answers to students' questions and concerns.

Supplies needed

Movie: Seeing a physician at a school clinic or hospital.

Exercise

I. Asking for direction

劳驾。Excuse me.

怎么去外文书店(图书馆, 超市, 火车站)? How to get to the Foreign Language

Book-store (library, supermarket, train station) ?

一直往前走。Go straight ahead.

在第二个街区向左(右)转。Turn left (right) at the second block.

请跟我来。Please follow me.

我来指给你看。I will show you the way to there.

Methods

1. The instructor plays the DVD for the sentences.

2. Students learn sentence by sentence.
3. The instructor distributes specific prompting cards with instructions that ask students to demonstrate target interpersonal behaviours.
4. Students practice these sentences in pairs.
5. The instructor asks students to practice these sentences in front of the whole class.

Supplies needed

Chinese language DVD

A DVD player

Cards of expressions

II. Seeing a physician

我头痛(喉咙疼, 胃痛, 牙痛)得厉害。I have a bad headache (sore throat, stomach-ache, toothache) .

昨天晚上我有热度。I had fever last night.

你要吃点药。You need some medicine.

多喝水。Drink more water.

好好休息。Take a good rest.

不用担心。Don't worry.

Methods

1. The instructor plays the DVD for the sentences.
2. Students learn sentence by sentence.
3. The instructor distributes specific prompting cards with instructions that ask students to demonstrate target interpersonal behaviours.

4. Students practice these sentences in pairs.
5. The instructor asks students to practice these sentences in front of the whole class.

Supplies needed

Chinese language DVD

A DVD player

Cards of expressions

Assignment

1. Go on watching the movie or TV series.

Section Four: Enjoy Your Leisure Time

Objectives

1. Learn to seek service in a bank.
2. Learn to go shopping in a department store.
3. Learn to select food and daily stuff in a supermarket.
4. Learn to eat in a restaurant.
5. Learn to look for an apartment off campus.
6. Learn Chinese language in a bank, shopping in a store and supermarket, eating in a restaurant, looking for an apartment.

Lecture Points

Lecture Seeking service

In big cities in China, many supermarkets, restaurants, and stores accept credit cards. Local people are used to paying by cash. In today's class, we will spend our time for the enjoyment of leisure time, like how to seek service in a bank, how to go shopping in a department store, and how to look for an apartment off campus.

In these activities, you will find some obvious differences between China and the U.S. In China, when you purchase something, there is no need to pay taxes on the items you purchase. When you eat in a restaurant, you do not need to pay tax or tips for service.

Activity *How to seek service in a bank?*

Methods

1. The instructor plays a movie: Bank Service.
2. The instructor reviews the points with students in accordance with the students' book.
3. Students learn the expressions used in a bank.
4. The instructor asks students to role play a customer who is seeking service in a bank.

Supplies needed

A movie: Bank Service

A sample of credit card

Bank service forms

Activity *How to go shopping in a department store?*

Methods

1. The instructor plays a movie: Shopping in a Department Store.
2. The instructor reviews the points with students in accordance with the students' book.
3. Students learn the expressions used in shopping.
4. The instructor asks students to role play a customer who is purchasing a jacket in a department store.

Supplies needed

A movie: Shopping in a Department Store

A sample of credit card

Cash in RMB

Activity *How to select food and daily stuff in a supermarket?*

Methods

1. The instructor plays a movie: Shopping in a Supermarket.
2. The instructor reviews the points with students in accordance with the students' book.
3. Students learn the expressions in a selection and shopping.
4. The instructor asks students to role play a customer who is purchasing a cushion in a supermarket.
5. The instructor asks students to role play a customer who is purchasing a package of shrimp in a supermarket.

Supplies needed

A movie: Selecting food and other items in a supermarket

A sample of credit card

Cash in RMB

Activity *How to eat in a restaurant?*

Methods

1. The instructor plays a movie: Eating in a Restaurant.
2. The instructor reviews the points with students in accordance with the students' book.
3. Students learn the expressions in a restaurant.
4. The instructor asks students to play a customer who is ordering food in a

restaurant.

Supplies needed

A movie: Eating in a Restaurant

A sample of credit card

Cash in RMB

Activity *How to look for an apartment off campus?*

Methods

5. The instructor plays a movie: Looking for an Apartment off Campus.
6. The instructor reviews the points with students in accordance with the students' book.
7. Students learn the expressions in a restaurant.
8. The instructor asks students to role play a customer who is looking for an apartment off campus..

Supplies needed

A movie: Looking for an Apartment off Campus

A sample of credit card

Cash in RMB

Exercise

I. In a bank

我想换些现金。 I need to change some cash.

我要 300 元人民币，每张 50 元的。 I need RMB 300, each in RMB50.

Methods

1. The instructor plays the DVD for the sentences.
2. Students learn sentence by sentence.
3. The instructor distributes specific prompting cards with instructions that ask students to demonstrate target interpersonal behaviours.
4. Students practice these sentences in pairs.
5. The instructor asks students to practice these sentences in front of the whole class.

Supplies needed

Chinese language DVD

A DVD player

Cards of expressions

II. Shopping in a store

这件外套很好看，但是很贵。 This jacket looks pretty good, but expensive.

能否给我打点折？ Can I have a discount?

Methods

1. The instructor plays the DVD for the sentences.
2. Students learn sentence by sentence.
3. The instructor distributes specific prompting cards with instructions that ask students to demonstrate target interpersonal behaviours.
4. Students practice these sentences in pairs.
5. The instructor asks students to practice these sentences in front of the whole class.

Supplies needed

Chinese language DVD

A DVD player

Cards of expressions

III. Shopping in a supermarket

靠垫(台灯, 洗发水, 叉, 汤勺)放在哪里? Where can I find a cushion (lamp, shampoo, fork, spoon)?

有没有鸡胸脯 (奶酪, 酸奶, 饼干, 薯片)? Do you have any chicken breast (cheese, yogurt, cookie, chips)?

Methods

1. The instructor plays the DVD for the sentences.
2. Students learn sentence by sentence.
3. The instructor distributes specific prompting cards with instructions that ask students to demonstrate target interpersonal behaviours.
4. Students practice these sentences in pairs.
5. The instructor asks students to practice these sentences in front of the whole class.

Supplies needed

Chinese language DVD

A DVD player

Cards of expressions

IV. Eating in a restaurant

我不能喝烈酒, 还是啤酒(可乐, 饮料, 冰水)吧。I prefer beer (coke, soft drinks, water) to hard alcohol.

能给我些冰块吗? Can you give me some ice?

Methods

1. The instructor plays the DVD for the sentences.
2. Students learn sentence by sentence.
3. The instructor distributes specific prompting cards with instructions that ask students to demonstrate target interpersonal behaviours.
4. Students practice these sentences in pairs.
5. The instructor asks students to practice these sentences in front of the whole class.

Supplies needed

Chinese language DVD

A DVD player

Cards of expressions

V. Looking for an apartment

房租包含水 (电 , 煤气 , 电话 , 网络) 费吗 ? Does the rental cover the fee of water (electricity, gas, telephone, Internet)?

我得付多少押金(租金) ? How much do I need to pay the deposit (rental) ?

Methods

1. The instructor plays the DVD for the sentences.
2. Students learn sentence by sentence.
3. The instructor distributes specific prompting cards with instructions that ask students to demonstrate target interpersonal behaviours.
4. Students practice these sentences in pairs.
5. The instructor asks students to practice these sentences in front of the whole class.

Supplies needed

Chinese language DVD

A DVD player

Cards of expressions

Assignment

1. Review and be familiar with the expressions in these movies.

Section Five: Traveling in China

Objectives

1. Go sightseeing in Beijing.
2. Go sightseeing in Shanghai.
3. Go sightseeing in Xi'an.
4. Visit great mountains, Huangshan, Lushan, Taishan, E'meishan.
5. Learn the process of planning a trip.
6. Enjoy local food.
7. Pick up a gift.

Lecture Points

Lecture Making plans for travel

When you study in a Chinese university, you can arrange your holidays and vacations to visit other cities and natural scenic spots. Different places show you different pictures, life styles, social customs, local languages, and foods.

In today's class, let's plan travel to some places in China.

Discussion Sightseeing in Beijing

Methods

1. The instructor plays the movie: A Trip to Beijing
2. Students write down the points they love in Beijing on posters.
3. Students post the posters and present to the whole class.

4. The instructor concludes the points by clarifying the reasons.

Supplies needed

A movie: A Trip to Beijing

Pictures of Beijing

Large pieces of paper

Markers

Discussion Sightseeing in Shanghai

Methods

1. The instructor plays the movie: A Trip to Shanghai
2. Students write down the points they love in Shanghai on posters.
3. Students post the posters and present to the whole class.
4. The instructor concludes the points by clarifying the reasons.

Supplies needed

A movie: A Trip to Shanghai

Pictures of Shanghai

Large pieces of paper

Markers

Discussion Sightseeing in Xi'an

Methods

1. The instructor plays the movie: A Trip to Xi'an
2. Students write down the points they love in Xi'an on posters.
3. Students post the posters and present to the whole class.

4. The instructor concludes the points by clarifying the reasons.

Supplies needed

A movie: A Trip to Xi'an

Pictures of Xi'an

Large pieces of paper

Markers

Discussion Sightseeing in Huangshan***Methods***

1. The instructor plays the movie: A Trip to Huangshan
2. Students write down the points they love in Huangshan on posters.
3. Students post the posters and present to the whole class.
4. The instructor concludes the points by clarifying the reasons.

Supplies needed

A movie: A Trip to Huangshan

Pictures of Huangshan

Large pieces of paper

Markers

Discussion Sightseeing in Lushan***Methods***

1. The instructor plays the movie: A Trip to Lushan
2. Students write down the points they love in Lushan on posters.
3. Students post the posters and present to the whole class.

4. The instructor concludes the points by clarifying the reasons.

Supplies needed

A movie: A Trip to Lushan

Pictures of Lushan

Large pieces of paper

Markers

Discussion Sightseeing in Taishan

Methods

1. The instructor plays the movie: A Trip to Taishan
2. Students write down the points they love in Taishan on posters.
3. Students post the posters and present to the whole class.
4. The instructor concludes the points by clarifying the reasons.

Supplies needed

A movie: A Trip to Taishan

Pictures of Taishan

Large pieces of paper

Markers

Discussion Sightseeing in E'meishan

Methods

1. The instructor plays the movie: A Trip to E'meishan
2. Students write down the points they love in E'meishan on posters.
3. Students post the posters and present to the whole class.

4. The instructor concludes the points by clarifying the reasons.

Supplies needed

A movie: A Trip to E'meishan

Pictures of E'meishan

Large pieces of paper

Markers

Discussion *Learn the process of planning a trip*

Methods

1. The instructor asks students to write the steps to plan a trip to visit a city or a natural scenic spot on the large piece of paper.
2. Students post the paper to the board.
3. Students present their ideas to the whole class.
4. The instructor and other students improve the plan.
5. The instructor emphasizes some critical points in the travel, like personal safety, health, weather, and clothes, etc.

Supplies needed

Large pieces of paper

Markers

Exercise

I. In a hotel

我打算住两个晚上。I will stay here for two nights.

这是我的护照。This is my passport.

这费用含早餐吗？Does this fee include breakfast?

这里附近有麦当劳吗？Can I find a McDonald nearby?

怎么走法？How can I get there?

Methods

1. The instructor plays the DVD for the sentences.
2. Students learn sentence by sentence.
3. The instructor distributes specific prompting cards with instructions that ask students to demonstrate target interpersonal behaviours.
4. Students practice these sentences in pairs.
5. The instructor asks students to practice these sentences in front of the whole class.

Supplies needed

Chinese language DVD

A DVD player

Cards of expressions

Assignment

List the places in order to show your plan to visit from the highest priority to the lowest priority with your reasoning.

Form I

Essentials to China

Document	Money
Stationary	Clothes
Books and Pictures	Small Gifts

Form II

Essentials back from China

Document	Money
Stationary	Clothes
Books and Pictures	Small Gifts

APPENDIX I

INTERVIEW INTERNATIONAL STUDENT AFFAIRS PROFESSIONAL IN
CHINESE INSTITUTIONS OF HIGHER EDUCATION FOR THESIS

The following questions are for interview. Whatever you answer will be used as the fundamentals of analysis and evidence for the thesis. Your name, your words, and anything about yourself or your university will not appear in the thesis. When you want to show your name, your words, and anything about yourself or your university, the content can be printed in the thesis as your requirement.

Please provide answers along with detailed cases.

Questions for interviewing International Student Affairs Professional in Chinese Institutions of Higher Education:

1. Demographic information about the current international students: size, nationality, ratio of male to female, ratio of undergraduate to graduate, major, degree before admission, age, arrangement upon graduation.

2. What are the services that you provide to international students?

1) Do you have any orientation or training programs for international students to adjust their life to study at your university? Can you provide descriptive materials and the times when these programs are carried out for entering international students?

2) Do you have any orientation to students' personal safety? What are the details?

3) How long does it take to arrange for student visas for international students?

What are the procedures to renew their visas?

- 4) Do you have any orientation and assistance to civil laws and regulations?
 - 5) Do you have any insurance to their personal safety and health? Are these essential insurances that each international student must purchase? What are the details?
 - 6) Do you provide international students with financial support when they study here in China, such as scholarship, GA, TA or RA, etc.? How to help them to acquire financial aid?
 - 7) Can international students get the opportunity to find any lawful job during their leisure time? Is it permitted or forbidden?
 - 8) What about their accommodations? Must they stay at an on-campus dorm or can they rent by themselves off campus?
 - 9) Can you please show me some regulations about the standards of their retention, withdrawal, or graduation?
3. Due to different cultural background, do you encounter foreign students who complain that the daily life challenges they are facing are preventing their successful adaptation to university study? For example, language, different values or ideas in life or study in relation to their experience in their home country. Can you provide me with specific instances / situations that should be included in an orientation program for international students coming to study in China?
4. What are some of the mistakes, paradoxes, and conflicts you have observed international students experience because of the cultural differences between Chinese higher education and their prior experience in the United States?

5. What are the procedures for international students to apply for the specific academic program they wish to study at your university?
6. Do you have exchange programs with any overseas universities or colleges? Please describe them.
7. Do you have some case studies showing the manner in which Chinese teaching methods vary from American/other instructional methods, and how American students can adjust to the Chinese method of instruction? How successfully have you observed American/international students cope with these differences? What help did Chinese university professors and staff members render to international students?
8. Do you think international students need some essential psychological preparation in order to interact successfully with Chinese professors, staff, and Chinese students so that they can live harmoniously with each other?
9. Can you provide some significant case studies / personal experiences as examples that illustrate the successful adaptation of American students to Chinese higher education despite apparent cultural differences?
10. As a professional dealing with international student affairs, what on-the-job training or professional preparation have you had that enables you to successfully deal with recognizing, mediating, and adjusting for cultural differences?
11. Can you please recommend 2 or 3 international students to be interviewed, including their names, phone numbers, and e-mail?

APPENDIX II

INTERVIEW CHINESE PROFESSORS FOR TEACHING EXPERIENCE OF
INTERNATIONAL STUDENTS FOR THESIS

The following questions are for interview. Whatever you answer will be used as the fundamentals of analysis and evidence for the thesis. Your name, your words, and anything about yourself or your university will not appear in the thesis. When you want to show your name, your words, and anything about yourself or your university, the content can be printed in the thesis as your requirement.

Please provide answers along with detailed cases.

Questions for interviewing Chinese Professors for Teaching Experience of International Students in China:

1. Chinese disciplines are strict in the classroom. It is basically not allowed that students eat something or interrupt the instructors from time to time. Did you encounter these situations with international students? Did you think those questions and discussions are helpful for the study and teaching or not? How did you deal with those questions and discussions?
2. Traditionally, Chinese instructors give lectures in the class, so there is little interactive communication between students and professors. Did you use the same methods to international students? Did you add some interactive methods to them? Did you feel that your international students could accept them? How to adapt to these methods?
3. Most tests and exams are not open books and notes in China. Rank of university,

program, and result of study are related to future career development. Students feel stress for study, so many of them work very hard. Competitions among peers are very hard. Did you use same forms and same contents to international students? Could they adjust themselves to these forms? How did you help them in adjustment?

4. As to study successfully, communicate with professors and peers harmoniously, do you have any suggestion that as an international student, what psychological preparations and diverse coping skills are needed before their trip to China?

5. Facing to teach international students, did you get any specific professional training so that you could better assist yourself to recognize, adjust and overcome cultural differences?

APPENDIX III

INTERVIEW INTERNATIONAL STUDENTS STUDYING IN CHINA FOR
THESIS

The following questions are for interview. Whatever you answer will be used as the fundamentals of analysis and evidence for the thesis. Your name, your words, and anything about yourself or your university will not appear in the thesis. When you want to show your name, your words, and anything about yourself or your university, the content can be printed in the thesis as your requirement.

Please provide answers along with detailed cases.

Questions for interviewing international students studying in China:

- Please talk about your academic study in Chinese
 1. When you step into your classroom in China for the first time, did you experience any culture shock or culture surprises, e.g., different teaching methods from the instructors?
 2. Chinese disciplines are strict in the classroom. It is basically not allowed that students eat something or interrupt the instructors from time to time. Did you encounter these situations? Could you adapt yourself to these disciplines? Do you think they are helpful to your study or not?
 3. Traditionally, Chinese instructors give lectures in the class, so there is little interactive communication between students and professors. Do you encounter any inconvenience to communicate with your professors?

4. Most tests and exams are not open books and notes in China. Rank of university, program, and result of study are related to future career development. Students feel stress for study, so many of them work very hard. Competitions among peers are very hard. Do you encounter some instances showing that you feel stress to adapt the academic circumstances? How did you seek assistance from your professors and classmates? How did they provide their assistance to you?
5. As to study successfully, communicate with your professors and peers harmoniously, do you have any suggestion that as an international student, what psychological preparations and diverse coping skills are needed before your trip to China?
- Please provide some information in your daily life on and off campus as below:
 1. Do you feel any challenges in transportation?
 2. Do you need any adaptation to interactive methods?
 3. Do you learn some Chinese social behaviors? e.g. Hand signals for number 1-10.
 4. Do you feel the Chinese people you meet have friendly, hospitable ways with foreigners?
 5. Do you feel any cultural differences in China from your own culture?
 6. Do you feel that Chinese people treat money in different ways?

APPENDIX IV

INTERVIEW U.S. CITIZEN IN CHINA FOR THESIS

The following questions are for interview. Whatever you answer will be used as the fundamentals of analysis and evidence for the thesis. Your name, your words, and anything about yourself or your university will not appear in the thesis. When you want to show your name, your words, and anything about yourself or your university, the content can be printed in the thesis as your requirement.

Please provide answers along with detailed cases.

Questions for interviewing U.S. citizen working in China:

1. Did you have any opportunity to access Chinese higher education when you were in China? What did you talk with them, about culture or other things? Did you perceive any culture differences in the discussions with Chinese students in higher education?
2. Can you give me some detailed story like this kind of things might embarrass U.S. students but not affected Chinese students, while other topics will be very embarrassed in discussions with Chinese students, but very normal here in U.S.?
3. Did you find different manners on the table when people hosted you a dinner? If somebody hosted you a dinner, they will ask you for the alcohols? Did you find any different manners in treat alcohols?
4. Do you think Chinese people treat money in different ways? Like, I met a friend who is also working in a school in Shanghai. Once he was lost on the way

back to his apartment not long after he came to Shanghai, so he could not communicate with local people well enough, but finally a local man sent him to his apartment. He expressed his appreciations to that guy and gave him some money. That man declined it for long time. What was surprised him was that the guy gave him a change. Did you encounter anything like that?

5. When you had a conversation with people in China, do you think that you need to learn interactive methods related to the different cultures to talk with anybody around you?

6. Do you know Chinese social behavior like hand signs for the numbers from one to ten?

7. Do you feel any challenges in transportation?

8. Do you feel any cultural differences in China from your own culture?

APPENDIX V

CONSENT TO PARTICIPATE IN RESEARCH

An International Program: A Trip to China

You are invited to participate in a research study conducted by Yi Lin, and her sponsor, Dr. Charles G. Eberly, from the Department of Counseling & Student Development at Eastern Illinois University.

Your participation in this study is entirely voluntary. Please ask questions about anything you do not understand before deciding whether or not to participate. The investigator and potential subjects should read through and discuss the informed consent information together.

• PURPOSE OF THE STUDY

The purpose of the proposed research is to assess international students' personal and cultural adjustment during their initial orientation to the culture of a foreign country (in this case, The People's Republic of China). The research will help student affairs counselors plan effective cultural orientation programs for international students with diverse backgrounds.

• PROCEDURES

If you volunteer to participate in this study, you will be asked to answer the questions listed in the questionnaire. Before the formal interview, the participants get the questionnaire via email to review all the questions. The PI (principal investigator) encourages the participants to provide their opinions and communicate with her if they have any questions about the questionnaire items. When you answer these questions, please present some detailed examples to clarify what happened, how it happened, and why it happened. The telephone interview will be audio taped and automatically recorded into a computer. Generally, the entire interview will last from 30 to 45 minutes unless participants wish to speak longer.

• POTENTIAL RISKS AND DISCOMFORTS

There is no priori reason to anticipate that the questionnaire or telephone interview will produce discomfort. Consequently, I do not foresee any particular risks or discomforts for participants.

• POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

No matter the experience or lessons, they are treasures for a participant. When he/she shares these experiences with PI, both persons can learn more from these experiences. Culture shock is not a pleasant experience, but people will feel more comfortable when they understand reasonable explanations for the difference across cultures. We refer to social norms, values, and customs in a specific environment that create

cultural phenomena. After discussing social norms, values, and customs, a participant's experiences will be reinforced and they will experience greater comfort. The participants' relevant experiences will be a significant resource for composing a curriculum to teach future students to Chinese higher education with greater confidence and ease.

- **CONFIDENTIALITY**

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of keeping all audio recordings secure.

Only committee members will have access to the contents of the interviews for purpose of verifying some points. In the process of writing the thesis, the contents of interviews will be stored in a word file kept with a password in PI's laptop to prevent unauthorized persons from accessing the contents. The contents will be preserved for one year and disposed after PI finishes the evaluation and improvement of the curriculum.

- **PARTICIPATION AND WITHDRAWAL**

Participation in this research study is voluntary and not a requirement or a condition for being the recipient of benefits or services from Eastern Illinois University or any other organization sponsoring the research project. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind or loss of benefits or services to which you are otherwise entitled.

You may also refuse to answer any questions you do not want to answer. There is no penalty if you withdraw from the study and you will not lose any benefits to which you are otherwise entitled.

- **IDENTIFICATION OF INVESTIGATORS**

If you have any questions or concerns about this research, please contact PI: Yi Lin

Phone number: 001-217-508-8583

Address: 134 University Apartments, Charleston, IL 61920, U.S.A.

Email: simoneylin@gmail.com

- **RIGHTS OF RESEARCH SUBJECTS**

If you have any questions or concerns about the treatment of human participants in this study, you may call or write:

Institutional Review Board

Eastern Illinois University
600 Lincoln Ave.
Charleston, IL 61920
Telephone: (217) 581-8576
E-mail: eiurb@www.eiu.edu

You will be given the opportunity to discuss any questions about your rights as a research subject with a member of the IRB. The IRB is an independent committee composed of members of the University community, as well as lay members of the community not connected with EIU. The IRB has reviewed and approved this study.

I voluntarily agree to participate in this study. I understand that I am free to withdraw my consent and discontinue my participation at any time. I have been given a copy of this form.

Printed Name of Participant

Signature of Participant

Date



From: Yi Lin
Department of Counseling and Student Development
Eastern Illinois University
600 Lincoln Avenue
Charleston, IL 61920
U.S.A.

Date: 12/06/07

(Chinese University Official,

Address)

Dear Chairperson,

This letter is a request for your approval to interview a member of your department via an international long-distance telephone call for the purposes of my research. My request to you fulfills a requirement by the Eastern Illinois University Institutional Review Board for the protection of human subjects in research that a university official has been contacted for approval prior to interviewing (name of person to be interviewed) from your department at (Name of Chinese university or other entity) for the purposes of encouraging overseas students to study at Chinese universities.

I respectfully request your permission to offer (name of member of chairperson's department) an invitation to participate in a study I am conducting for my thesis research for the Master's degree of Counseling and Student Development at Eastern Illinois University. My advisor is Dr. Charles G. Eberly. Attached please kindly find the questionnaire for participants who will be interviewed. Please consider my request and give the permission for me to arrange interviews to the relevant participants.

My thesis is to create an orientation curriculum for U.S. students to be familiar with Chinese cultural backgrounds so that they will adapt and adjust themselves to study in universities in China. The process of interview will help me learn more about the topic area and develop skills in research design, collection and analysis of information, writing a research paper, and developing the orientation curriculum.

Participation in this study is voluntary. It will involve an interview of approximately 30-45 minutes in length to take place at a mutually agreed time via an international long-distance call.

With your permission, the interview will be tape-recorded to facilitate collection of information, and later transcribed for analysis. All information you provide is considered completely confidential. The names of participants or any other personal and institutional identifying information will not appear in the research paper resulting from this study; however, with your permission anonymous quotations may be used. Notes and/or tapes collected during this study will be retained for one year in a secure location and then destroyed. Only the members of my thesis committee and I will have access to the data. There are no known or anticipated risks to your department staff member (or student) as a participant in this study.

If you have any questions regarding this study, please contact me by email at simoneylin@gmail.com. You can also contact my advisor at 217-581-7235 or email at cgeberly@eiu.edu.

I would like to assure you that this study has been reviewed and received ethics clearance through the Institutional Review Board at the Eastern Illinois University. If you have any concerns in this study, please contact this Research Office at eiuirb@www.eiu.edu.

I very much look forward to contact with you and thank you in advance for your assistance in this project.

Yours Sincerely,

Yi Lin

Master's Candidate in Counseling and Student Development
Eastern Illinois University
Charleston, IL 61920-3099



发自：林怡

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日期：2007 年 12 月 6 日

(中国大学负责人

地址)

有关负责人，

我就读于东伊利诺伊大学咨询与学生发展系。这封信是请求您批准，同意我对您系的相关人员通过国际长途进行电话采访。这个采访是为我的硕士论文研究，目的是鼓励海外学生来中国大学学习。我的这个请求被东伊利诺伊大学机构审核会议通过审核，以保护我研究采访中的采访对象。您系的（采访对象姓名）已经同意接受采访。

我恭敬请求您的准许（采访对象姓名）接受采访，我的导师是 Charles G. Eberly 博士（英文介绍版上有他的介绍）。随信附上采访问卷，请考虑同意安排采访事项。

我的论文是为美国大学生设计一个有关中国文化的初探课，使学生了解我国的文化背景，以

便于他们调整自己，来适应我国的校园和传统文化，更好地在国内学习。整个采访过程有助于我了解各个主题，学习提高研究设计方法，收集分析信息，撰写研究论文，以及设计培训课程。

采访对象是自愿参与采访的，整个采访过程是经双方约定持续大约 30 至 45 分钟的国际长途电话采访。经您同意，采访将被录音以便信息的收集。所有涉及您学校，各系，及任何个人信息全部保密，不会在论文中公布；然而，经您批准，一些事例将被匿名使用。笔记和录音磁带在论文研究和写作阶段将被使用，并通过安全措施保留一年，随后销毁。只有我的论文委员会成员和我本人才能接触这些资料。在采访和研究过程中没有对采访人员产生已知或可能产生的危机。

若您有任何疑问，请用 email 联络我：simoneylin@gmail.com. 您也可以电话或 email 联络我的导师，Eberly 博士的电话是 001-217-581-7235 或 email：cgeberly@eiu.edu.

我想再次向您确认这个研究已经接受了东伊利诺伊大学机构审核会议的审核。若您任何顾虑，请向这里的研究办公室联络，email：eiuirb@www.eiu.edu。

我热切盼望与您批复，并对您为我的研究提供协助予以深深的感谢！

诚挚的，

林怡

咨询与学生发展系

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