

Educational Internationalisation: International Students' Academic Experiences at a University in China

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ABSTRACT

International students' arrival on Chinese campuses does not only promote the advancement of educational internationalisation but also opens up a completely new perspective in cross-cultural research. This article, based on a questionnaire survey and an interview, investigates international students' academic experiences at an international university in China. This research shows that the subjects are generally satisfied with the educational conditions in China which include the library service, Chinese language learning, academic support from Chinese students and student-teacher relationships. However, the survey also reveals some problems with the curriculum design, the English language ability of Chinese teachers, their teaching styles as well as classroom interactions. Some practical suggestions are put forward to improve the quality of international education so as to achieve its continued development.

Keywords: Higher education, internationalisation, international students, academic experience, China

INTRODUCTION

Internationalisation in Higher Education is a complex concept. Universities have been affected by global changes, expanding international recruitment and the development of a more corporate approach to education, amongst other initiatives (Montgomery, 2008, p.19).

For a long time, the general trend of international student mobility was from Asian countries to Western countries. But recently, economic development and improvement of China's international status, an ever-increasing number of international students both from developing and developed countries have been coming to study at Chinese higher education institutions in recent years. The increasing number of international students on university campuses in China has begun to draw the attention of Chinese scholars. Ran and Zhang (2008) investigated international students' educational needs in a very general way. Their findings mainly concerned the factors that influence international students' choice of Chinese universities and academic majors. Zhang (2011) took students from ASEAN countries as the subjects and investigated their campus life. Yu (2013) talked about the motivation of international students to learn the Chinese language and her research results showed that international students' Chinese language proficiency and motivation to learn the language were of great importance.

However, very few of these studies focused on international students' academic experiences, which is supposed to be an integral part of internationalisation. This article reports on a study which investigated the academic life of the international students at China Three Gorges University (CTGU), an internationalised university, aiming to identify their positive learning experiences as well as the difficulties they may encounter and how these difficulties are looked at and dealt with by both the students and the university.

METHODOLOGY

The questionnaire and the interview

The questionnaire survey (Appendix 1) borrowed some items from other researchers (Yang, 2005; Guo, 2008, Jiao et al., 2009) with modifications, and consists of mainly survey questions and comments. An interview (Appendix 2) is also employed with some questions similar to the open questions in the questionnaire.

Participants

In total, 140 international students from CTGU were chosen for the questionnaire survey; of these 25 were interviewed (Appendix 2). Most of the participants (83.5%) were from Asian countries such as Nepal (41), India (35), Indonesia (11), Korea (13), Maldives (9), and Srilanka (8). The rest (16.5%) came from Europe, mainly Denmark (4), France (5), Norway (4) and Germany (4), and America (6).

GENERAL FINDINGS AND DISCUSSION

Items of the questionnaire survey are computed via SPSS (Statistics Package of Social Science) Version 17.0. Mean Value is employed to identify the average score of each item and Standard Deviation is adopted to establish the discreteness of data.

Educational conditions as a whole

The five-point Likert scale is provided below, each item suggesting the level of satisfaction, with "1" indicating "completely dissatisfied", "5" "completely satisfied" and "3" "neutral".

Table 1: Mean Value and Standard Deviation (1)

Descriptive Statistics					
	N	Mini.	Max.	Mean	Std. Deviation
Curriculum plan	140	1	5	3.10	1.134
Course content	140	1	5	3.29	1.041
Textbooks	140	1	5	3.52	1.035
Academic level of the teaching faculty	140	1	5	3.29	1.109
Scientific research facility	140	1	5	3.44	1.026
School library	140	1	5	3.69	1.125
International academic exchange environment	140	1	5	2.98	1.115
English language ability of the teaching faculty	140	1	5	3.04	1.274

Work attitude of the teaching faculty	140	1	5	3.32	1.195
Academic support from professors & advisors	140	1	5	3.46	.940
Valid N (list wise)	140				

Nine out of ten items gained a score higher than “3” (neutral), which shows that the students are generally satisfied with the educational conditions offered to them. However, there are no extremely high values. All values are less than ‘4’ and more than ‘3’ (except one) which indicates ‘satisfied’. This means that there is still much room for improvement for most of the items regarding educational conditions.

Academic difficulty

The five-point Likert Scale below suggests the degree of difficulty, with “1” indicating “no difficulty”, “5” “extreme difficulty” and “3” “some difficulty”.

Table 2: Mean Value and Standard Deviation (2)

Descriptive Statistics					
	N	Mini.	Max.	Mean	Std. Deviation
Difficulty understanding Chinese educational values.	140	1	5	2.59	1.241
Difficulty getting used to Chinese teaching styles.	140	1	5	2.98	1.491
Difficulty understanding lectures or class discussions in Chinese.	140	1	5	3.37	1.481
Difficulty understanding the Chinese examination system.	140	1	5	2.89	1.408
Difficulty understanding how my papers are scored.	140	1	5	2.78	1.331
Difficulty passing examinations at Chinese universities.	140	1	5	2.09	1.211
Difficulty coping with academic stress.	140	1	5	2.24	1.199
Difficulty keeping my study under my control.	140	1	5	2.19	1.203
Valid N (list wise)	140				

“Difficulty understanding lectures or class discussions in Chinese” is scored the highest ($M=3.37$, $SD=1.481$), suggesting that language is the primary problem faced by international students. “Getting used to Chinese teaching styles” becomes the second difficult item ($M=2.98$, $SD=1.491$) and the examination system the third ($M=2.89$, $SD=1.408$). Data also demonstrate that international students do not have much academic stress ($M=2.24$, $SD=1.199$) at CTGU, which will be discussed in the coming section.

Learning behaviour

The five-point Likert Scale in this part indicates the extent to which the statements are true for the respondents, with “1” indicating “never or rarely”, “5” “always” and “3” “half the time”.

Table 3: Mean Value and Standard Deviation (3)

Descriptive Statistics					
	N	Mini.	Max.	Mean	Std. Deviation
I attend classes regularly.	140	1	5	4.24	1.110
I attend classes punctually.	140	1	5	4.07	1.295
I prefer teacher-student interacting to teacher-lecturing.	140	1	5	4.02	1.255
There is enough student-teacher interaction in classes delivered by Chinese teachers.	140	1	5	2.51	1.370
I have the freedom to express my ideas in class.	140	1	5	3.63	1.395
I interrupt and pose questions when I don't fully understand my Chinese teachers.	140	1	5	3.32	1.385
I challenge my teachers when I don't agree with them on a certain point.	140	1	5	2.10	1.411
I correct Chinese teachers' mistakes if I think it is a mistake.	140	1	5	2.90	1.490
I am concerned I may offend my teacher because my behaviour is not appropriate in Chinese classrooms.	140	1	5	2.23	1.436
I respond actively when the teacher throws questions to the class.	140	1	5	3.74	1.136
My teachers are strict with my academic records.	140	1	5	3.56	1.271
I have much stress from study.	140	1	5	2.77	1.411
I have worries about passing examinations.	140	1	5	2.70	1.453
I have worries about timely graduation and obtaining my degree.	140	1	5	2.89	1.564
I am willing to attend academic salons if there is any.	140	1	5	3.34	1.279
I don't know where to seek help when I have academic difficulties after class.	140	1	5	2.85	1.464
Valid N (list wise)	140				

Most of the subjects claim that they attend classes regularly ($M=4.24$, $SD=1.110$) and punctually ($M=4.07$, $SD=1.295$). The most serious problem here is the poor classroom interaction ($M=2.51$, $SD=1.370$), compared with their preference to an interactive classroom atmosphere ($M=4.02$, $SD=1.255$). The majority report that they "have freedom to express their ideas in class" ($M=3.63$, $SD=1.395$), "would respond very actively when questions are thrown to the class" ($M=3.74$, $SD=1.136$) and "would interrupt and pose questions if they don't fully understand their teachers" ($M=3.32$, $SD=1.385$). Still most of the students would challenge their teachers when "having disagreement with the lecturers" ($M=2.10$, $SD=1.411$) or "the lecturers are wrong at a certain point" ($M=2.90$, $SD=1.490$). They also have the impression that their Chinese teachers are very strict with their academic records ($M=3.56$, $SD=1.271$). Worries about "passing examinations" ($M=2.70$, $SD=1.453$) and "timely graduation and obtaining degrees" ($M=2.89$, $SD=1.564$) gained surprisingly low marks.

The use of library

Among all the items, “school library” ($S=3.69$, $SD=1.125$, see Table 1) ranks as the most satisfactory. It is quite comforting to see that the majority of the students do use the school library after class. More than 60% of the respondents acknowledge that they use the library service at least on a weekly basis, and nearly 28% go to the library on a daily basis.

The survey shows there are three main reasons for their satisfaction with the library (see Table 4)

- 1) Polite and friendly attitude of the library staff. ($M=3.60$, $SD=1.239$)
- 2) Availability of assistance and timely response in the library ($M=3.34$, $SD=1.287$)
- 3) The library opening hours that can meet international students’ needs. ($M=3.75$, $SD=1.278$)

Table 4: Survey of library use

Descriptive Statistics					
	N	Mini.	Max.	Mean	Std. Deviation
Library staffs are polite and friendly.	134	1	5	3.60	1.239
Library staffs are readily available to provide assistance and respond in a timely manner.	134	1	5	3.34	1.287
The library provides sufficient user education (courses/workshops) programs for international students.	134	1	5	2.71	1.353
The library provides printed/online guides in English.	134	1	5	2.58	1.294
The library opening hours meet my needs.	134	1	5	3.75	1.278
Books in my discipline are sufficient.	134	1	5	2.77	1.435
Books in my leisure readings are sufficient.	134	1	5	2.73	1.383
The library has extensive database and E-journals.	134	1	5	2.69	1.317
Electronic resources are accessible from my dormitory.	134	1	5	2.78	1.494
It is easy to locate library materials on the shelves.	134	1	5	3.03	1.320
The library has sufficient seating and study areas.	134	1	5	2.49	1.429
Valid N (list wise)	134				

There is very little research on how Chinese academic libraries meet the need of international students. Findings from this research are consistent with those of the research conducted by Jiao et al (2009), who hold that proper user education or any forms of printed/on-line guidance are necessary and convenient

for them to settle down in another culture as quickly as possible. A resourceful library is one of the most powerful ways for international students to overcome their homesickness. According to Church (1986), homesickness is a factor that influences international students' academic well-being. If a foreigner sees something in their own language or about their own country in another culture, they will immediately feel psychologically and emotionally close. It functions quite similar to China Town in Western countries. Some leisure readings (books, magazines, newspapers) in English regarding events in the international students' own countries would effectively reduce international students' homesickness, which, in return, helps them to integrate into the host cultural background and gain academic success. In addition, some leisure readings in English about China and Chinese culture are of equal importance for them in adapting to life in China.

Chinese language learning experience

Research into Asian students' academic experiences at Western universities shows that academic failures are always attributed to language problems (Barratt & Huba, 1994). In order to maintain their social life and academic study at CTGU, Chinese language classes are offered to international students.

Most of the respondents in the survey show a very positive attitude towards learning Chinese.

"We are willing to learn Chinese. We have to stay in China for six years and do internship in China. These two things are very important. If you are in China, you need them. Also Chinese classes are so enjoyable."

"I am interested in learning Chinese language, so being able to speak Chinese makes it convenient for us to communicate with Chinese people."

Although different respondents may have different motivations to learn the Chinese language, some are integrative while others are instrumental; they all claim that they enjoy Chinese language learning.

Academic support from Chinese students

In order for international students to have a better understanding of Chinese teachers and experience a more academic and social life, CTGU organises a free Chinese language tutoring program which is called Chinese Corner. Some volunteers, mainly local students, offer to teach international students Chinese on a weekly basis, which is highly thought of by the international students.

"Every Monday, Wednesday and Friday evening, we will go from 7 to 9 to another building on campus with a lot of people trying to learn to speak or trying to learn to teach Chinese. It's so much fun..."

"We have learned so much in the Chinese Corner. The student teachers are so wonderful!"

Most Chinese students are friendly to them, showing them around, introducing Chinese cultures and customs, helping them improve their Chinese level by becoming friends with them. Interactions with local students on campus have proved to be a very effective way to help international students with their adjustment to the social-cultural and academic life (Wang, 2009).

Teacher-student relationship

Conventional views believe that with the Confucian heritage in school settings in China, students are not encouraged to question teachers or to commit any "face-threatening" acts (Hofstede, 2008). However, the respondents in this survey enjoy a very pleasant relationship with their teachers. They have a comparatively free academic atmosphere: the majority of the respondents report that they "have freedom to express their ideas in class" (see Table 3, $M=3.63$, $SD=1.395$), and would ask questions if

they don't fully understand their teachers ($M=3.32$, $SD=1.385$). This is also demonstrated in the open questions and the interviews:

"Teachers are like our guardians, parents. We show high respect to our teachers. Sometimes we have jokes with them. They seem very happy and we feel happy as well. There is no doubt about the teacher-student relation, really very good."

Problems and difficulties

Chinese teachers' English

In most of the literature review, language proficiency is found to be one of the major challenges facing international students in academic adjustment. Such skills as understanding lectures and reading comprehension, note-taking, oral communication, vocabulary and academic writing significantly influence international students' academic well-being.

In classes with high cultural diversity, communication break-down is likely to take place, which is largely due to language problems. Miscommunication and misunderstandings occur when there are language problems, which in turn develop into feelings of frustration in their academic study. The following extract from the interview is a good example:

"A few Chinese teachers here have language problems. They make excellent PPT, but when it comes to make us understand something, the language problem comes out. When we ask questions, there will be miscommunication between the teachers and the students... The main problem is their pronunciation and we have to do much guessing work."

International students put "language ability of Chinese teachers" among the three most unsatisfactory items in the survey. In the interview, it is also the most frequently mentioned negative aspect in their academic study. In general, international students' main challenge is to become acculturated into a new academic community. Teachers' poor language ability can surely impede effective communication and slow down students' acculturation process. Consequently, they will be confronted with greater academic challenges.

Curriculum design

Curriculum, an educational plan that spells out which goals and objectives should be achieved, which topics should be covered and which methods are to be used, plays a vital role in assuring the quality of education. The survey indicates that the international students are not satisfied with the current curriculum design. One problem for medical students is with the Chinese language class:

"The Chinese language we learn here is general Chinese, but what we need in medical classes is medical Chinese. The medical Chinese class doesn't go with the medical classes. When I ask my Chinese friends about medical Chinese, they say they don't understand any medical Chinese."

Another problem with the curriculum design is its relevance to the students' educational needs:

"We want some training courses in relation to the license exam in our country, but our needs are not satisfied. We don't say that the subjects in the curriculum are not useful, but they are insufficient."

Teaching style

As is shown in Table 2, the unfamiliar teaching style becomes the second biggest difficulty for international students. Some Chinese teachers depend too much on Power-point and there is very little interaction between teachers and students:

“The problem with PPT is they take the PPT out, read the PPT and we just go very fast on these things. We want student-teacher interaction so that we can better understand the teachers.”

One American respondent also reported,

“What I have here in class is more like lectures rather than interactions. Teachers in our country can mingle with students through interactions, but here most of the time we are sitting there silently, without any interactions.”

In recent years, education in China has been undergoing dramatic changes and communicative ways of teaching have begun to have an influence on the teaching style. Instead of being lectured by a teacher, students are given more time for interactions without relying too heavily on teachers. However, for some Chinese teachers, the traditional teacher-centered teaching methods, namely, transmitting knowledge from teachers to students, still dominate.

Assessment system

Respondents in the study complained about the assessment system at CTGU. They believe that a more sensible testing system should be established rather than the current one.

“My Chinese would be a lot better if we had been given more tests during the semester. There shouldn’t be only several tests but more, like what we have in the US, five tests. We study for a couple of weeks and then come the test; the teachers will tell us what’ll be tested and all that is tested is what we have learned in the previous classes. Here I don’t feel comfortable with only one test in the middle and one at the end of the semester. I remember once I had to cover 40 chapters for the final exam. It took me three weeks to prepare the final test of this semester.”

Another respondent from France revealed the differences between Chinese and western examinations:

“The main difference is that exam contents here are taken from the books but in the west, materials in the exam are completely new with all the vocabulary, grammar and structure we have covered in the previous studies. I think in Chinese education, tests are given to mainly check students’ ability to repeat and memorise things from books. This is why Chinese can study English for 10 years and are still unable to speak it or why when you ask a fairly simple question it can take 5 minutes for a reply...Chinese must learn application from the west like we must learn diligence and repetition from them. The meeting of these would produce very well off students.”

According to the respondent, the problem with the Chinese examination system is that it places too much emphasis on memorisation and repetition. What students are asked to do is to reproduce what they have practised in class. The disadvantage of this method is that it cannot develop students’ creativity.

IMPLICATIONS AND SUGGESTIONS

For international students

Firstly, international students should be fully pre-departure prepared. Research shows that it is natural that international students face many differences as well as difficulties in their adjustment to higher education in another country (Myles and Cheng 2003), but these problems can be minimised in the future with the provision of more detailed preparation in their own countries before participants depart for the target country. As is indicated in Dunn’s (2006) research, pre-departure preparedness is one of the key factors that influence international students’ academic well-being. Much could be done by international students in the pre-departure period. Since they have made up their mind to study abroad,

a proper knowledge of the educational system and the current academic situation in the target country is quite necessary. However, international students in the present research report that they had insufficient knowledge of the educational issues before they came to study in China.

Secondly, international students should learn to adjust to the new environment as soon as possible. One open question in the questionnaire is “What are your opinions on the role international students play and the role the university plays in the academic/educational adaptation process, and who should adapt to whom? The great majority (95%) of the respondents believe that the university should adapt to international students and the most frequently mentioned reason is ‘because we are foreigners in China and we are new to this country’. Academic difference is an inevitable part of international students’ experiences in higher education in another culture and cannot be prevented. If they can have a positive attitude towards all the new academic experiences they are confronted with, then their academic life will become more enjoyable and successful. What they need to do is to “exhibit an openness and receptiveness to new situations and the strength and resiliency to absorb the ‘shocks’ from the environment” (Myles J. & Cheng, 2003), and have the attitude of “when in Rome, do as the Romans do” and “speak the language whoever speaks to you”.

For Chinese international universities

To begin with, curriculum design ought to improve to meet the needs of international students. Internationalising curriculum design is one of the important aspects in the internationalisation of higher education. We believe that the “curriculum” issue has become a major problem with international students’ academic study at Chinese universities. One problem is the correlations between different courses and the second one is the courses included in the curriculum which do not meet the needs of the country where the international students come from. Only through internationalising the curriculum with Chinese characteristics can higher educational institutions have successful international education programs. Also, the international university needs to bear in mind that international students at Chinese universities have a deep interest in Chinese language learning and Chinese culture. More Chinese culture-based classes should be included in international students’ curriculum instead of westernising the curriculum in every way. By doing so, we can avoid the danger of new imperialism or re-colonisation in education in a post-colonial context. It is suggested that Chinese educators should be more critical about what they have learned from the West and guard against copying without proper adaptation and contextualisation

Secondly, academic services need to be bettered in many respects. The present research shows that the library service, which, apparently, does not meet the educational needs of international students, should be improved. More updated books both in their discipline and leisure readings as well as electronic resources should be available in the library. Equally importantly, inter-culturally academic contact should be formally structured into student academic life. Programs can be designed to foster the academic involvement of both international students and host nationals such as academic salons, lectures, clubs and so on. If intercultural academic mixing takes place, students will gain learning opportunities that can positively help with the process of their academic adaptation. Good academic services also include offering better teaching staff by proper overseas work experience programs, professional training and recruitment of more teachers with an international educational background.

For academic staff

Firstly, Chinese teachers should develop their cross-cultural awareness when they are in a culturally-diverse classroom. It has become essential for academic faculty to make a conscious effort to learn

about international students' cultures and cultural differences in order to become more aware of their ethnocentric behaviours. If we do not recognise cultural differences, we assume that students from other cultures are just like us. Teaching international students is entirely different from teaching Chinese students, because they come from completely different linguistic and cultural backgrounds. The traditional teaching methods in teaching Chinese students turn out to be ineffective in international classrooms. Therefore, Chinese teachers and educators need to reassess the traditional educational concepts which emphasise too strongly the transmission of knowledge, ignoring students' creativity and imagination. They should set up a "student-centred" educational idea rather than a teacher-centred one, and change their teaching styles to meet the need of international students.

A good mastery of English language is also essential, not only to the effective teaching and successful communication between Chinese teachers and international students, but also to the self-perfection of Chinese teachers themselves in a global academic context. To conclude, in a global context, only through the joint work of each party involved, the university, the students and the teachers, can the international education program achieve its sustainable development.

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APPENDIX 1: QUESTIONNAIRE SURVEY

Part One: Personal Information

Please briefly answer the following questions:

- (1) Your country of origin:
- (2) Did you have any knowledge about Chinese education before you coming here?

Part Two: Survey Questions

<p>The following items concern your general evaluation about the education condition, support and service you received at your university. Please Circle 1, 2, 3, 4, or 5 as you feel it applies to your situation.</p> <p>(1) for completely dissatisfied (2) for dissatisfied (3) for undecided or not sure (4) for satisfied (5) for completely satisfied</p>						
11	Curriculum plan	1	2	3	4	5
12	Course content	1	2	3	4	5
13	Textbooks	1	2	3	4	5
14	Academic level of the teaching faculty	1	2	3	4	5
15	International academic exchange environment	1	2	3	4	5
16	Scientific research facility (e.g. laboratories)	1	2	3	4	5
17	School library	1	2	3	4	5
18	Language ability of the teaching faculty	1	2	3	4	5
19	Work attitude of the teaching faculty	1	2	3	4	5
20	Academic support from professors and advisors	1	2	3	4	5
<p>The following items concern the difficulties/problems you encounter in China. Please Circle 1, 2, 3, 4, or 5 as you feel it applies to your situation.</p>						

(1) for no difficulty. (2) for little difficulty (3) for some difficulty. (4) for much difficulty. (5) for extreme difficulty						
21	I have difficulty understanding Chinese educational values.	1	2	3	4	5
22	I have difficulty getting used to Chinese teaching styles.	1	2	3	4	5
23	I have difficulty understanding lectures or class discussions in Chinese.	1	2	3	4	5
24	I have difficulty understanding Chinese examination system.	1	2	3	4	5
25	I have difficulty understanding how my papers are scored.	1	2	3	4	5
26	I have difficulty passing examinations at a Chinese university.	1	2	3	4	5
27	I have difficulty coping with academic stress.	1	2	3	4	5
28	I have difficulty keeping my study under my control.	1	2	3	4	5
Please Circle the letter to make a choice or Circle 1, 2, 3, 4, or 5 as you feel it applies to your situation. (1) for never or only rarely true of me (2) for sometimes true of me. (3) for true of me half the time. (4) for frequently true of me. (5) for always true of me.						
29	I attend classes regularly.	1	2	3	4	5
30	I attend classes punctually.	1	2	3	4	5
31	I prefer teacher-student interacting than teacher-lecturing.	1	2	3	4	5
32	There is enough student-teacher interaction in classes delivered by Chinese teachers.	1	2	3	4	5
33	I have the freedom to express my ideas in class.	1	2	3	4	5
34	I interrupt and pose questions when I don't fully understand my Chinese teachers.	1	2	3	4	5
35	I challenge my teachers when I don't agree with them on a certain point.	1	2	3	4	5
36	I correct Chinese teachers' mistakes if I think it is a mistake.	1	2	3	4	5

37	I am worried that I may offend my teacher because my behaviour is not appropriate in Chinese classrooms.	1	2	3	4	5
38	I respond actively when the teacher throws questions to the class.	1	2	3	4	5
39	My teachers are strict with my academic records.	1	2	3	4	5
40	I have much stress from study.	1	2	3	4	5
41	I have worries about passing the examinations.	1	2	3	4	5
42	I have worries about timely graduation and obtaining my degree.	1	2	3	4	5
43	I am willing to attend the academic salons if there is any.	1	2	3	4	5
44	I don't know where to seek help when I have academic difficulties after class.	1	2	3	4	5
45	How often do you go to the library?	a. Daily b. twice a week c. Once a week d. Biweekly e. Monthly f. Seldom				
46	Library staff are polite and friendly.	1	2	3	4	5
47	Library staff are readily available to provide assistance and respond in a timely manner.	1	2	3	4	5
48	The library provides sufficient user education (courses/workshops) programs for international students.	1	2	3	4	5
49	The library provides printed/online guides in English.	1	2	3	4	5
50	The library opening hours meet my needs.	1	2	3	4	5
51	Books in my discipline are sufficient.	1	2	3	4	5
52	Books in my leisure readings are sufficient.	1	2	3	4	5
53	The library has extensive database and E-journals.	1	2	3	4	5
54	Electronic resources are accessible from my dormitory.	1	2	3	4	5
55	It is easy to locate library materials on the shelves.	1	2	3	4	5
56	The library has sufficient seating and study areas.	1	2	3	4	5

Part Three: Comments

1. What academic programs of the university are functioning well?

2. What new programs do you think the university can offer to make the academic situations better for international students?
3. What are the major differences between the teachers here and the teachers in your country?
4. What are your opinions on the role international students play and the role the university plays in the academic/educational adaptation process, and who should adapt to whom?

APPENDIX 2: INTERVIEW OUTLINE

1. Do you enjoy your teachers' teaching here? Why or why not?
2. What are the major differences between the teachers here and in your country?
3. Have you ever encountered any language and cultural differences or shocks here both in class and after class?
4. What do you think of Chinese examinations? In what ways are they different from examinations in your country?