

The 'one and onlies': Developing our knowledge of Chinese culture to best support Chinese international students in education



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Objectives of session

1. Gain an understanding of the lived experience of growing up in China and of the challenges faced by Chinese international students moving to New Zealand to study
2. Consider the adjustment issues Chinese international students may have and what this means for the services you provide
3. Discuss what your institution is currently doing (or could be doing) to assist the adjustment of Chinese international students
4. Review research of best practice initiatives

Chinese students in New Zealand

- China is New Zealand's single largest source of international students
- Student visas issued to Chinese nationals:
 - 21,638 (September 2014)
 - 24,881 (September 2015)
 - 27,023 (September 2016)
- At Victoria
 - 2,937 international students at all levels from 103 different nations
 - Plan to double student numbers by 2025
 - 936 Chinese international students \approx 30% of international population

References: Student Visa Dashboard

September, 2015 & September, 2016; Victoria University Annual Reports, 2015 & Victoria International internal statistics, November 2016

Growing up Chinese

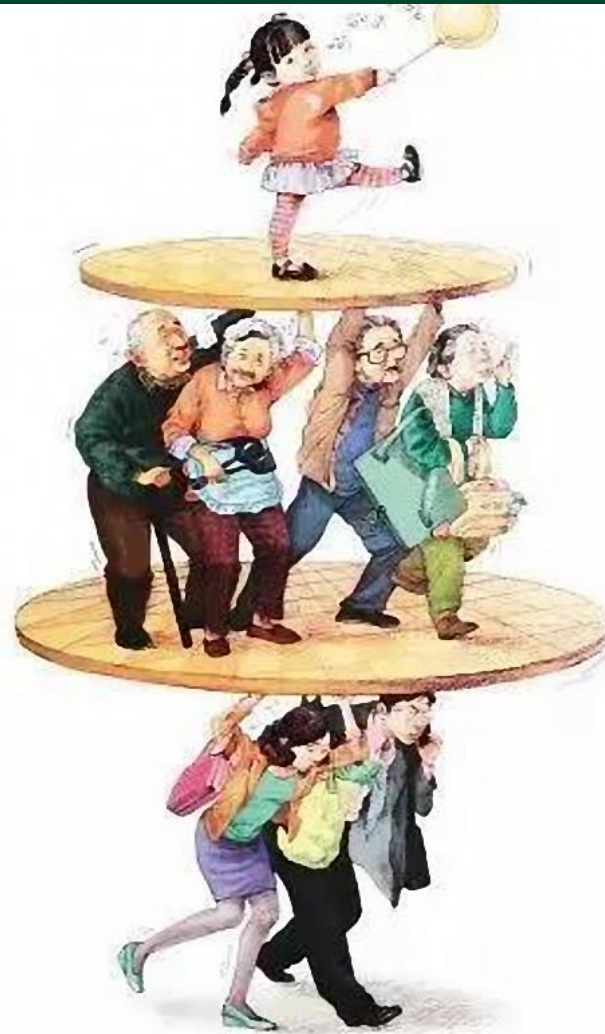


Capital thinking. Globally minded.

One child family policy

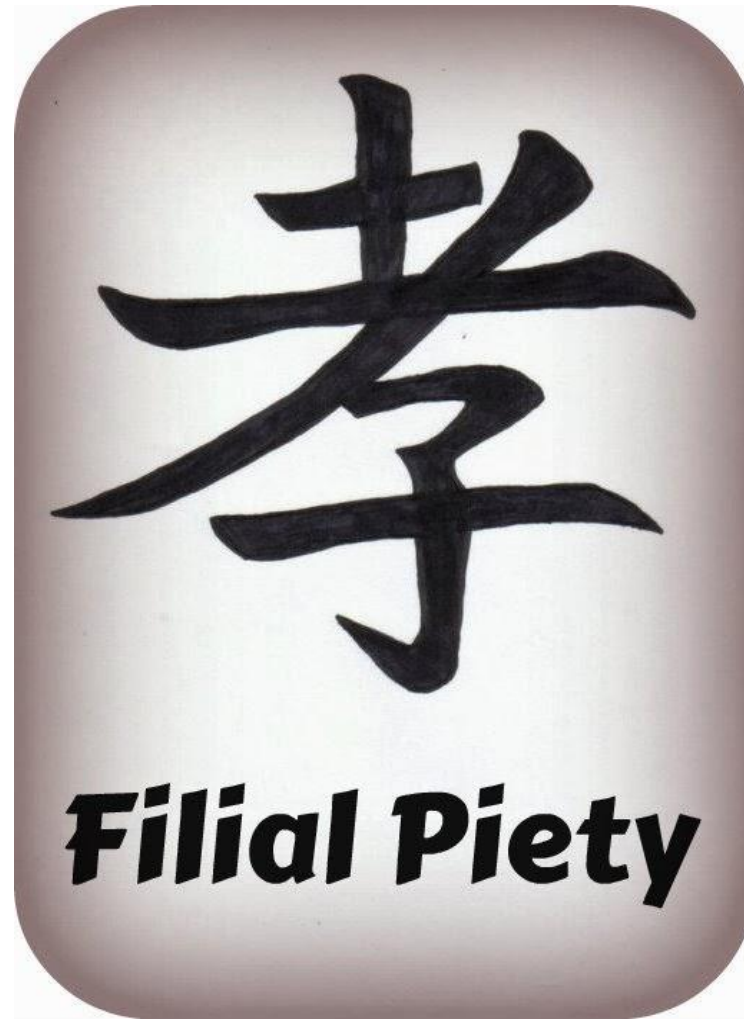


Family Structure



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Filial Piety



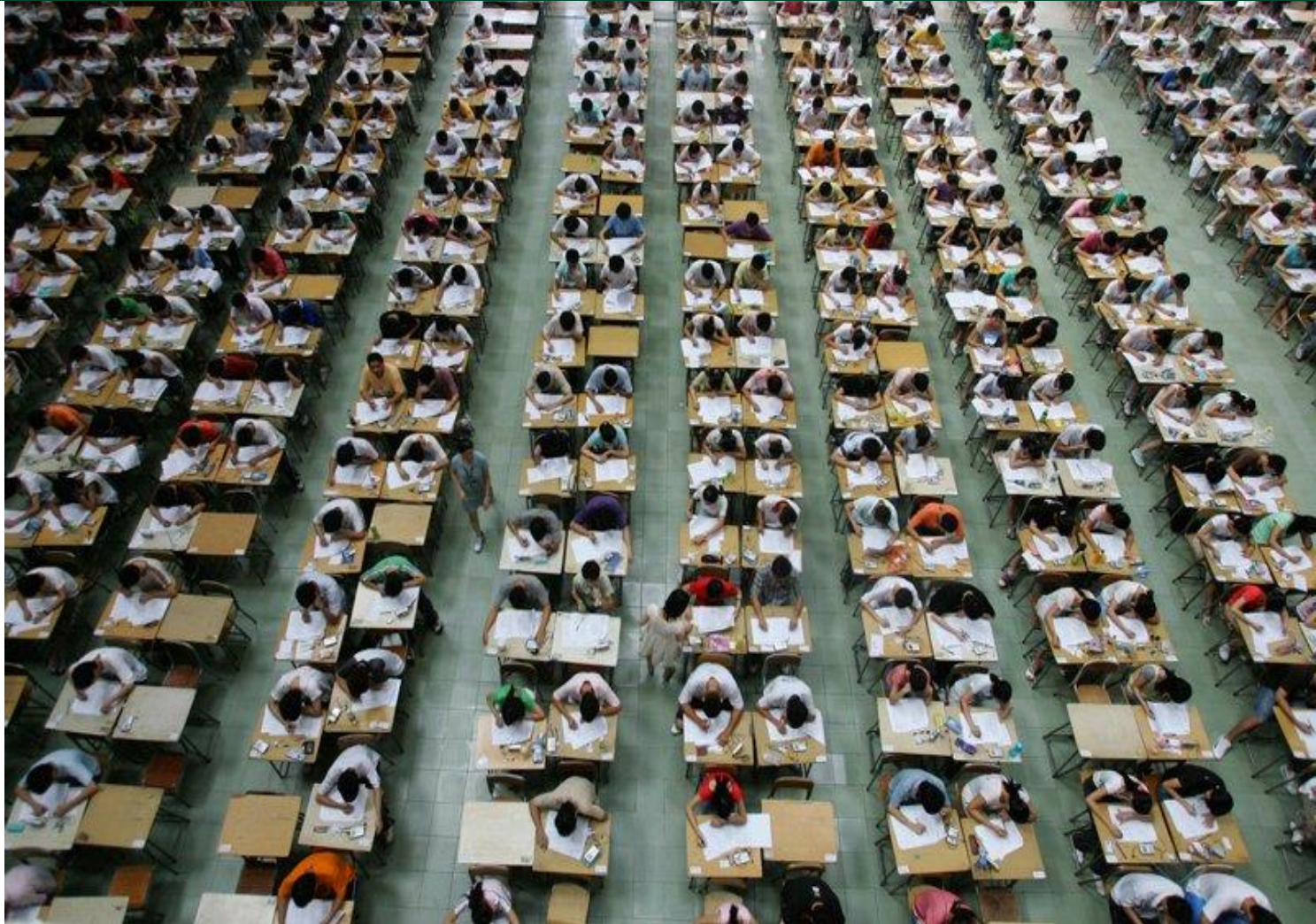
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Primary education in China



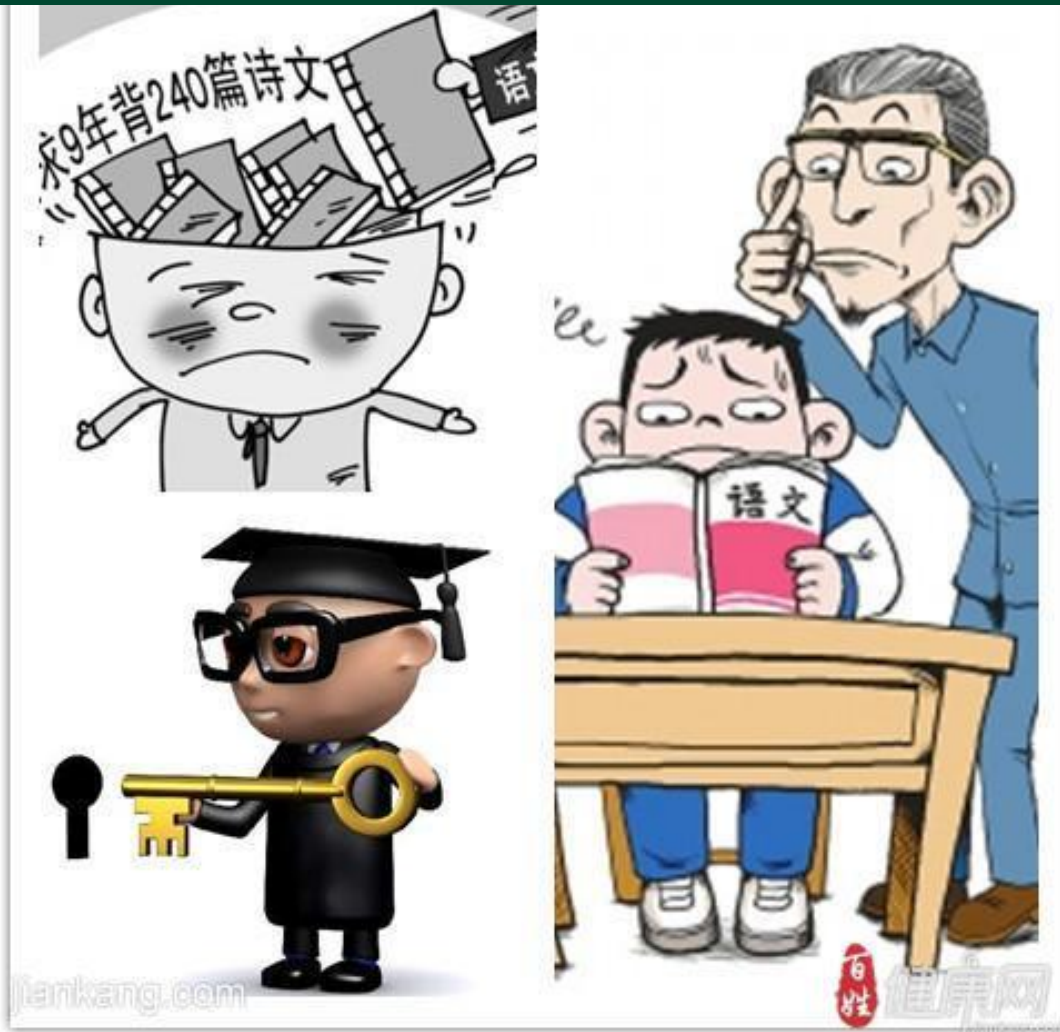
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Secondary education in China



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Learning Style



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Language proficiency and understanding

Basic Chinese Vocabulary / Words		
Hello	你好	Nǐ hǎo
Goodbye	再见	Zàijiàn
Yes	是	Shì
No	没有	Méiyǒu
Please	请	Qǐng
Thank You	谢谢您	Xièxiè nín
Welcome	欢迎	Huānyíng
Excuse Me	对不起	Duìbùqǐ
Sorry	遗憾	Yíhàn
Where?	在哪里?	Zài nǎlǐ?
When?	什么时候?	Shénme shíhou?
How?	怎么样?	Zěnmeyàng?
Who?	是谁?	Shì shuí?
Which?	哪一个?	Nǎ yīgè?

Coming to NZ



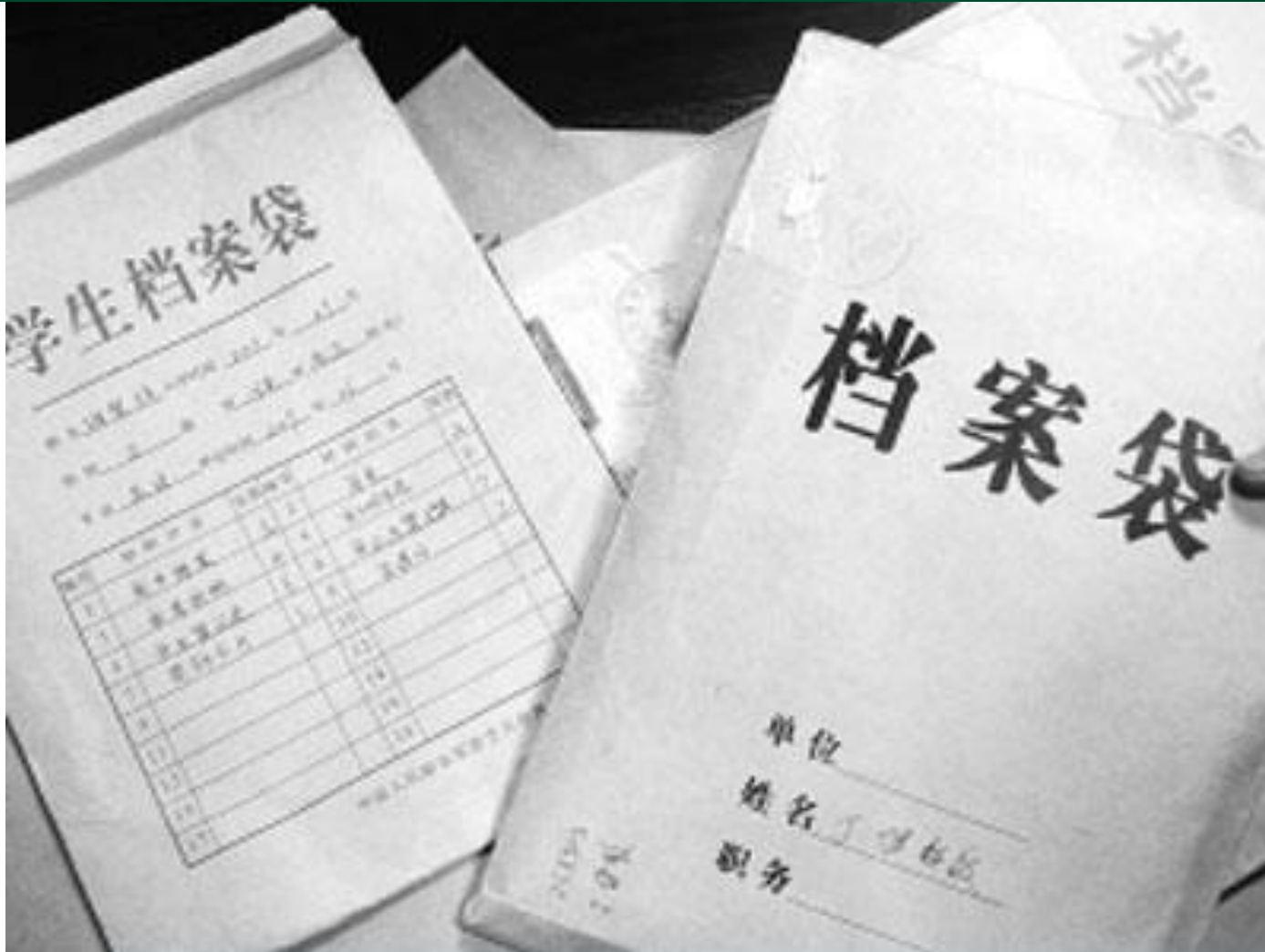
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Homestays



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Information and Privacy



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Mental illness and failure



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Help-seeking behaviours



Yes means...yes, no, I understand

“You know that, even when Chinese say yes, I agree with you. It doesn’t really mean I agree with you. But if I say I don’t agree with you will make you feel bad, I would rather say I agree.” sic (Chen, 2014)

Consider the adjustment issues
Chinese international students
may have and what this means
for the services you provide

What is currently being done
(or could be done) to assist
Chinese students to adjust to
life and study in New Zealand?

Review what we know and best practice initiatives

Language proficiency and understanding

- Allow time for information to sink in, check for understanding – have student repeat information back to you
- Write down key messages while student is with you, send an email later to clarify and follow up
- Arrange for a later date/time to discuss further so student has time to reflect and consult with others/peers
- Enunciate your words clearly and speak uncomfortably slowly!
- Encourage English speaking out of class

Saving face

- Expect that many students will not have told anyone about their failures
- Normalise adjustments, stress and challenges
- Acknowledge their hard work
- Provide “difficult” feedback in private
- Avoid bringing up past failures if possible
- Body language more important than words

Learning adjustment

- May need ++ support to adjust to new learning environment
- Acknowledge change in learning style and how this may have 'knocked their confidence'
- Unlikely to actively seek help from lecturers/tutors – this needs to be encouraged and normalised
- Help to increase awareness of services to support learning. Student may be very focussed and only be aware of library, class and home.

Managing stress

- Explain how things work in NZ
- Normalise, normalise, normalise – *‘we all get stressed and sometimes this means that we don’t sleep well or can’t concentrate on our study’*
- Explain confidentiality, information won’t be passed to Chinese embassy and what information you record
- Clarify expectations & interactions with staff

Homestays

- Remember one child policy - expect to be looked after and need support to learn role in homestay - ensure understanding
- May need ++ guidance to do chores
- Students may not volunteer to get involved in family life
- Families need to make efforts to encourage communication – students want to practise English with homestays
- Food - culture, etiquette and symbolism v sandwich
- Students are unlikely to speak up about things that bother them and may not state concerns even when asked

Inclusiveness and Involvement

- Provide opportunities for interaction with domestic students for academic, linguistic and social purposes
- Encourage small group work, facilitating discussions
- Encourage international examples in group work
- Work/volunteering opportunities
- Sports/cultural/community groups

The last word

- Don't write in red pen
- Don't write a students' name and put a box around it Crystal
- Do promote events in many different media – bright colours and pictures are more attractive
- The he/she issue
- When handing over business cards, use both hands and bow head

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