

The Study on Cultural Learning Strategies of International Students in China

--on the Case of Yunnan Technology & Business University

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Abstract: To investigate the effect of comfortable nursing for patients undergoing modified radical mastectomy. **METHODS:** A prospective study was performed on the clinical data of 100 breast cancer patients who underwent modified radical mastectomy in breast surgery in our hospital in recent years. The 100 patients were randomized into group A and group B. Modified radical mastectomy for both groups of patient incidence of severe pain in group A was lower than that in group B ($P < 0.05$). **Conclusion:** Comfortable care for patients undergoing modified radical mastectomy can significantly improve their mental state and reduce their postoperative pain.

1. INTRODUCTION

With its significant development of higher education, China has seen a huge inflow of international students, and China now stands as the third most popular countries for international students to study globally and the most popular among the Asian countries.

The studies focusing on international students as certain research subjects have attracted increasing attention from scholars of different fields. From teaching Chinese as a second language (TCSL) to methods in improving international students' linguistic abilities, including listening, reading, writing and speaking have been thoroughly investigated, and the studies on those fields have contributed a lot to the whole study of the international students. In recent years, as international students are playing a growing role in spreading Chinese culture to the rest of the world, the significance of intercultural communication theory in the field of TCSL has been widely recognized.

However, the previous studies majorly focused on either the learning theories or the learning outcomes. What cultural learning strategies will affect international students' intercultural competence and how the process of acquiring intercultural competence will affect international students' cultural learning strategies are rarely studied.

With Chinese economy soaring during the past decades, the higher education in China sees the equivalent development. According to World Universities Ranking of 2020, there are about 40 Chinese universities appeared in top 500 universities list. China is a great attraction for international students.

Meanwhile, universities or colleges in Chinese mainland are encouraged to enroll international students. The number of international students in mainland China almost quadrupled.^[1] The situation in Yunnan Technology & Business University (YTBU) which the author works for shares the same trend as that of China. From the year of 2014, YTBU started to enroll international students, mostly from Laos and Vietnam. In the year from 2014 to 2017, YTBU saw a total of less than 100 international students. In 2018, with the change of enrollment and scholarship policies, there was a surge in the number of international students, reaching at 710. The home countries of the international students were expanded to about 40 countries: Laos, Thailand, Pakistan, Bangladesh, Uzbekistan, Ukraine, and Kenya, to name a few.

The international students speak different languages, worship different god, and share identified nationality traits. But some of them can do very well in their studies, but some of them failed to catch up. One interesting phenomenon is that the one who has deeper immerse with the Chinese culture, the one who studies better. Aside from their learning habits, this dissertation believes their cultural integration also exerts fundamental influences.

2. Information and Methods

2.1 General Information

No matter in daily life or in academic arena, people uses the term “culture” a lot. People share the same culture bear the same national traits. Different disciplines, like Anthropology, Sociology and Psychology, try to define culture from their own perspectives. And scholars believe the word “culture” has varied connotations under different context (Harrison & Huntington, 2000). It is notable that quite a lot of influential theories appeared in the field of foreign language teaching. Scholars investigated the correlations between culture acquisition and foreign language learning (Morain, 1986; Grittner, 1990; Byram, 1994; Kramsch, 1998; Hinkel, 1999; Hu Wenzhong, 1997; Zhang Hongling, 2007). Raofi et al. (2014) drafted the report on English as the second language acquisition based on the observation of 21 Malaysian students; Rubin and Stern (1987) did their research in real-class observations; Mochizuki (1999) devised questionnaires of Strategies Inventory of Language Learning (SILL) to do his survey; Lawson (1996) used “oral report” to analyze 15 Australian students how to learn Italian as their second language.

The above theories proved that the studies on Second Language Learning Strategies have evolved into a systematic research scheme, but none of the theories touched the idea of cultural learning strategy.

2.2 Research Methods

This dissertation aims to find out the answers for the following questions:

- 1) What are the cultural learning strategies of the international students?
- 2) What specific cultural learning strategies the international students employ in this study?
- 3) How do factors like gender, home country, length of staying in China, and Chinese proficiency affect the international students using the cultural learning strategies?

The interview will cover 10 outstanding international students and the questionnaires will be distributed to 100 international students.

However, international students are mostly from South-East Asia, South Asia, and Africa; they cannot represent the whole group of foreign students. If there are more East Asia, European or North America international students in this study, the results will be more objective and representative.

3. Results

Quantitative Study:

100 international students of YTBU will be grouped and surveyed in the study.

1)30 out of 100 have passed HSK 4, and among whom 5 students passed HSK 5, 1 student passed HSK 6, the second highest tier in HSK system. Students who passed HSK 4 and higher could express their Chinese culture learning experiences accurately.

2)30 students have stayed in China for two years or more, and they would have profound experiences in adapting themselves to Chinese society as well as the learning environment.

3)40 students who have strong enthusiasm to Chinese culture and have clear objectives in their Chinese culture learning.

Qualitative Study:

The author is running International Academy and teaches Chinese Speaking course to the students, and is familiar with all the 100 students. There are 10 students performed so well both on their academic studies and on their interaction with Chinese students. The study will first interview the 10 students to get the basic idea for the four cultural learning strategies and then to devise the questionnaire based on the 10 students' responses.

3.1 Data Analysis

The data shows that international students' culture immersion has positive correlation with direct and indirect culture learning strategies, as well as students' self-cultural awareness.

4. Discussion

By applying cultural acquisition theories as well as the learning modes, this dissertation thinks that what reasons make those international students getting close contact with their Chinese counterparts are worth of discussion. And the cultural learning strategies the A level international students adopted are of great value to put into practice and to have a population effect among the international students.

And the findings from the questionnaire suggest that cultural related courses should be exerted in the system of international students' education.

5. Acknowledgment

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