

1     **The investigation and study of the cross-culture social adaption**  
2                     **of students from ASEAN in Jiangxi province.**

3     **Abstract**

4     The social network of foreign students and its heterogeneity are the important factors  
5     that influence the cross-cultural adaptation of international students. In this paper,  
6     some colleges and universities in Nanchang ASEAN students studying design as an  
7     example, the heterogeneity of the questionnaire of social network, analyzes the social  
8     network heterogeneity present situation, then using two element Logistic regression  
9     analysis to examine various dimensions of heterogeneity affect cross-cultural  
10    adaptation. At last, drawing conclusions and recommendations for improvement,  
11    improving the cross-cultural adaptability of students.

12    **Key words:** Cross cultural adaptation; Heterogeneity; ASEAN international  
13    students

14    **1. Instructions**

15    **1.1 The research status and significance**

16    1.1.1 Research status and trends

17    Intercultural adaptation research abroad began in the early 20th century, put forward  
18    by the American anthropologist Robert Reid, Ralph linton and Melville covey Hess,  
19    most studies of cross-cultural adaptation can be divided into social adaptation and  
20    mental adaptation, namely individual mental adjustment of cross-cultural social  
21    situation and social relations in the tolerance and the coordination degree of cross-  
22    cultural group. For the complex process of cross-cultural adaption, foreign scholars  
23    have put forward four kinds of typical model, the u-shaped pattern proposed by  
24    thropologist Oberg (Kalvero Oberg) ; the model of cultural change curvege proposed  
25    by Gazz; Louis put forward the surprise and rational seeking patterns and Korean  
26    scholars Yong Yun Kim the pressure - adaptation - growth model. At present, the  
27    education circles consider that factors that incluencing the cross-culture adaption can  
28    be divided into external factors and internal factors, external factors are: values,  
29    cultural distance, social support networks, environmental changes, etc; Internal factors

30 are: ethnocentrism, image tags and discrimination, evaluation and coping styles, such  
31 as demographic variables. The results of this study can help us better understand the  
32 cross cultural adaptation problems, understand the historical process of multiple social  
33 mobility has been increasing.

34 With the increasing number of international students in China, the research on  
35 problems of cross-cultural adaption of overseas students in China is highly valued.  
36 And it gets quite a few of research achievements. Huang Xinxiang, who is the editor  
37 of *problems of education for foreign students* (1994), devotes a separate chapter to the  
38 issue of intercultural communications of international students in China, including the  
39 matter of values, language, culture conventions and other obstacles of intercultural  
40 communication. And he put forward that carry out the tentative exploration of  
41 Chinese culture education the foreign students. Thereafter, three scholars, Cheng  
42 Xiangming(2004) studied the adaption of Chinese students in America from the  
43 sociology, cult urology, intercultural communication and pedagogy and  
44 interdisciplinary perspectiveZhen Xue(2005), Xu Guangxing(1998), Chen Hui(2003)  
45 explored the China cross-culture adaption of foreign students in Japan, Canada from  
46 the point of psychology. . Yang Hongjun(2009) widely collected various countries'  
47 overseas students of culture adaption cases in Chinese universities. Wang Lijuan(2011)  
48 made a systematic summary and classified generalization for the present study of  
49 cross-culture research and came up with some modified thoughts for the future  
50 development.

#### 51 1.1.2 The practical significance of the research and theoretical significance

52 ASEAN is the third largest trade partner of China, whose trade in services is also  
53 China's fifth largest export market. China- ASEAN center was formally established in  
54 2011 to promote the two sides in trade and investment, culture, education, tourism,  
55 exchanges and cooperation in various fields such as transportation of important  
56 service platform. Jiangxi, one of the members of the “pan delta”, has a certain  
57 geographical advantages in collaboration with ASEAN. Lately, Jiangxi province has  
58 been paying more attention to the association of ASEAN in the field of education,  
59 economic, trade exchanges and cooperation, the association of ASEAN, and  
60 international students have become one of the main parts of the students in Jiangxi  
61 province. This special group is the achievement of the continuous development of

62 china-ASEAN relationship. Now and in the future, this kind of relationship will  
63 contribute a lot to the relationship of Jiangxi province and the ASEAN countries.  
64 Therefore, a study of this special group in Chinese learning life has important  
65 academic value and practical significance.

66 By studying this group, we can not only make understanding of the cross culture  
67 adaption and its effect elements of students from the ASEAN, but also have  
68 knowledge of their contribution made for all aspects in Jiangxi's social and economic  
69 development. On one hand, we are allowed to see how much influences the unique  
70 culture of Jiangxi has had for fostering overseas students and the group size  
71 development. On the other hand, we can observe the transformation and development  
72 for ways of overseas student's communication with their mother land; Investigate  
73 whether they has built a social field domain between their native country and Jiangxi;  
74 explore its reaction effect for promoting the exchanges and cooperation between  
75 Jiangxi and the ASEAN.

## 76 **1.2summarize**

### 77 **1.2.1Relevant concepts**

#### 78 1.2.1.1 Cross-cultural adaptation

79 German sociologist Sinimel put forward the concept of "stranger" in 1905, believed in  
80 people of different cultural groups is a stranger to each other, people cannot determine  
81 and predict the behavior of strangers, so they always with doubts. Later on, Park, who  
82 extented the concept of stranger into immigrants and marginal man, which refers to  
83 those who live in the the cuturel margins. They are strange to two culture, they are  
84 "cultural hybrids". Sociologists Merton derived the concept of "world citizen" from  
85 the concept of stranger,said individuals and their social and cultural exchanges  
86 reached a very high degree of outside of system. In 1950, Hall published the book  
87 named "silnet language", combinded culture with communication, marked the  
88 creation in the field of cross-cultural research. Hybrids from "stranger" to "culture" to  
89 "world citizen", in order to achieve this transformation, we must depend on cross-  
90 cultural adaptation, cross-cultural adaptation is one of the most important aspect in the  
91 field of cross-cultural research

#### 92 1.2.1.2 Culture shock

93 American cultural anthropologist Berg (1960), puts forward the concept of "culture  
94 shock", it refers to in his familiar signs and symbols of social intercourse suddenly  
95 disappeared, and still not familiar with each other under the condition of social  
96 symbols, will cause a sudden anxiety and uncertain, the uncertainties of the left  
97 suddenly grow on your own culture can produce all kinds of uncomfortable and  
98 inadaptation, the idealized old culture model would unsatisfied with new  
99 culture,brought prejudice and stereotypes, and generally speaking, cultural shock has  
100 negative negative effects, but also some scholars (Adler) think it has great  
101 significance on the development of self-awareness and personal growth. He thought it  
102 is a kind of profound learning experience, is a new start for a man in a new cultural  
103 system.

## 104 **1.2.2 Summarization about the cross-cultural adaptation research abroad**

### 105 1.2.2.1 Single dimension cultural adaptation model

106 Parks and Miller (1921) proposed the single dimension models of cross-cultural  
107 adaptation, they thought that cross cultural adaption is a single dimension and single  
108 direction course that sojourners consistantly adapt to a mainstream culture, finally  
109 depart from the original culture, and fully integrated into the mainstream culture. That  
110 is to say, when sojourners came to a new culture environment, at the same time,they  
111 influenced by the local mainstream culture and their mother culture, the more the  
112 local culture influence, the less the mother culture influence. In the end,they were  
113 assimilated by mainstream culture. Early American society is a typical representative  
114 of "bath furnace" nature, people think that the United States is alarge national bath  
115 furnace, national immigration here integrated into a new kind of American, different  
116 ethnic groups also gradually merged into a new nation.

### 117 1.2.2.2 Double dimensions of cultural adaptation model

118 Berry (1970)thinks, cross-cultural adaptation includes two dimensions, one is to keep  
119 the traditional culture and identity, another is the communication with other cultural  
120 groups. In the process of cross-cultural adaptation,individuals shows different

121 characteristics in these two dimensions, they were combined into four kinds of cross-  
122 cultural adaptation strategy: integration, assimilation, separation and marginalization.  
123 When sojourners think that to keep their own culture, identity are of same significant  
124 with to keep the communication with the local community and intergrate into the  
125 local society ,that belongs to the integration of strategy; Emphasize only to keep their  
126 own culture, and don't want to blend in the local social groups to communicate with  
127 them, that belongs to the separation of strategy; If they would rather give up their own  
128 culture, only pay attention to the communication and relationship with the local  
129 community, that belongs to the assimilation strategy; Those who cannot neither keep  
130 their culture nor willing to contact with the local community, is the edge of the policy  
131 strategy. Many studies have shown that in the four intercultural adaptation strategies,  
132 integrate is the most effective one, then is the assimilation, marginalized is the most  
133 difficult.

#### 134 1.2.2.3 Multi-dimensional cultural adaptation model

135 With the deepening of the research on cross-cultural adaptation, some psychologists  
136 put forward three or more dimensions of intercultural adaptation model. Berry (1997)  
137 considering the immigration can not be free to choose their intercultural adaptation  
138 strategy, he put forward the third dimension: the mainstream goup's cultural adaptions  
139 expectations and interactions for the non-mainstream gouns. As the reality of the  
140 middle 20th century, the mainstream groups saw American society as a "bath furnace",  
141 used a variety of tough means to prompt immigrants assimilate into the mainstream  
142 American culture; If mainstream groups adopt segregation strategy, immigrants had to  
143 take separate intercultural adaptation strategies; If mainstream group "reject" the  
144 foreign groups, immigrants can only use marginal intercultural adaptation strategies;  
145 Finally, when the mainstream groups admit the equality and diversity of other cultures,  
146 they adoptea "multicultural" doctrine, immigrants usually adopt the strategy of

147 integration of cross-cultural adaptation.

148

149 **2、 Through questionnaires of the association of south-east Asian nations (asean)**  
150 **in jiangxi province, make investigations for the cross-cultural social adaptability**  
151 **of ASEAN overseas students.**

152 **2.1 The designing of questionnaires and basic instruction**

153 2.1.1 The designing of questionnaires

154 This research is based on the examples of previous studies, chooses the time students  
155 live in Jiangxi as dimension. The questionnaire is divided into four parts, each part has  
156 five topics, a total of 20 questions. The first part is learning, we make brief  
157 understanding of overseas students in the aspects of class, examinations and spare  
158 times. The second part is the life, which refers to the climate, food, shopping,  
159 transportation, entertainment and other major aspects, investigate the degree of their  
160 living adaption. The third part is the interpersonal relationship, including their  
161 communications with local citizens and schoolmates, aimed at investigating their  
162 degree of happiness as well. The fourth part is the cultural values, involving beliefs,  
163 cultural traditions and so on, in order to investigate their's understanding to the  
164 chinese's values and way of thinking.

165 2.1.2 The basic instruction

166 This questionnaire is based on that of Deism and Junhong Yang used previously, and  
167 did some relevant modifications in order to better work for overseas students from  
168 AESAN in Jiangxi province. Taking regarded that overseas students from ASEAN  
169 were distributed among all universities in Jiangxi, this research only refers to 100  
170 students in four universities students (Jiangxi Normal University, Jiangxi University  
171 of Finance, Nanchang University, Jiangxi Agricultural University). I handed out 100  
172 pieces of questionnaires, and handed back 100 in practical. Interviewees are among  
173 20-26 years old, all of them are bachelors. 90% of them pay for themselves, the last  
174 are pay at public expense. In addition to the questionnaire, I also make interviews  
175 with individuals, spares no efforts to understand the experiences and feelings of  
176 overseas students from ASEAN directly and truly.

177 Brief introductions for the overseas students from AEASN that participate in the  
178 research:

179

180 **Nations distribution:**

181 Thailand 15 (15%), the Philippines 27(27%), Vietnam 13(13%), Indonesia 30(30%),  
182 Burma 4(4%), Cambodia 6(6%).

183 **Gender:**

184 Male 64, female 36

185 **Age distribution:**

186 20-22 years old: 34

187 22-24 years old: 55

188 24-26 years old: 16

189 **How long they live in Jiangxi:**

190 1-6 months: 10

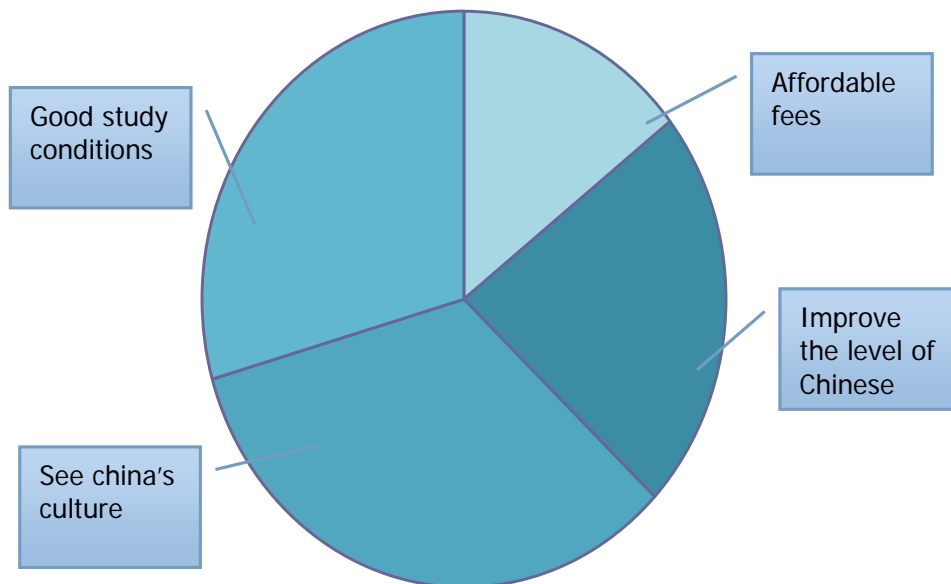
191 6-12 months: 58

192 12-18 months: 22

193 More than 18 months: 10

194 **2.2 The attitude and motivation**

195 I made investigations with the overseas students for their attitude and motivation to  
196 come to Jiangxi, and make conclusions. Just as the followings.



197

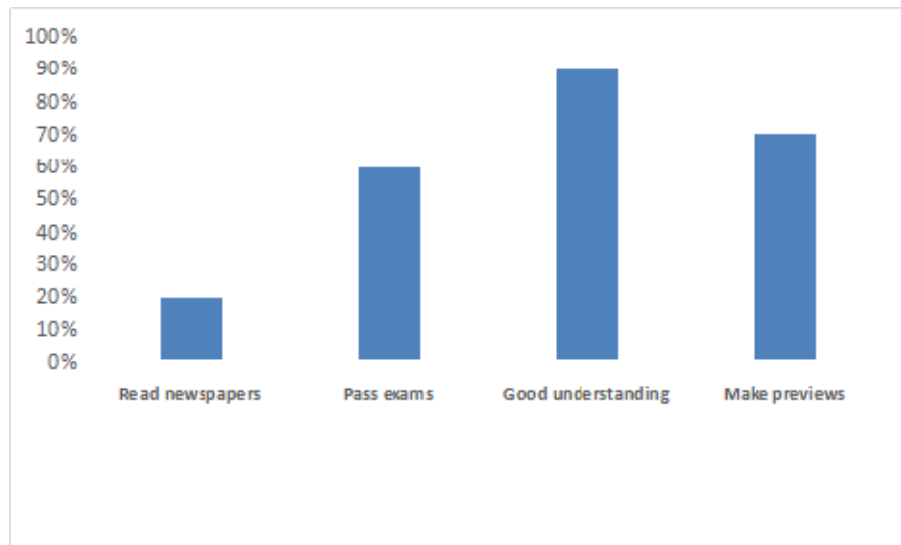
198 That is to say, most of them come here to see china's culture. The rest three are of  
199 same importance, respectively are "good study conditions"; "improve the level of  
200 Chinese"; "affordable fees". All of them come here of their own accord.

201 **3. make analysis for questionnaires, make conclusions and relevant analysis**

202 **3.1 Learning adaptability**

203 3.1.1 Problems in learning adaptability

204 According to the survey, 90% of students can understand what the teacher said in  
205 class, however, still 10% of them are puzzled. 70% of them are willing to make  
206 preview seriously before class, and 60% are able to pass the exams. Nevertheless,  
207 only one of fifth will read Chinese newspapers, watch television, and read Chinese  
208 magazines. What's worse, few of them learn extracurricular cultural knowledge by  
209 themselves.



210

211

212 **3.1.2 Analysis for problems in learning adaptability**

213 The language barrier is one of the biggest problems that students had, at the beginning  
214 of each students came to China,the first dilemma they meet is the language barrier.  
215 According to the different contexts, a Chinese characters can have a variety of  
216 meaning and usage, it has brought great difficulties for foreign students study Chinese.  
217 Combined with the vast territory and long history , different language customs,  
218 dialects of our country, they not only affect the students in the daily life of normal  
219 communication, but also affect their learning interest and attitude, it is very difficult  
220 for some part of the students to understand teaching contents and theoretical concepts.

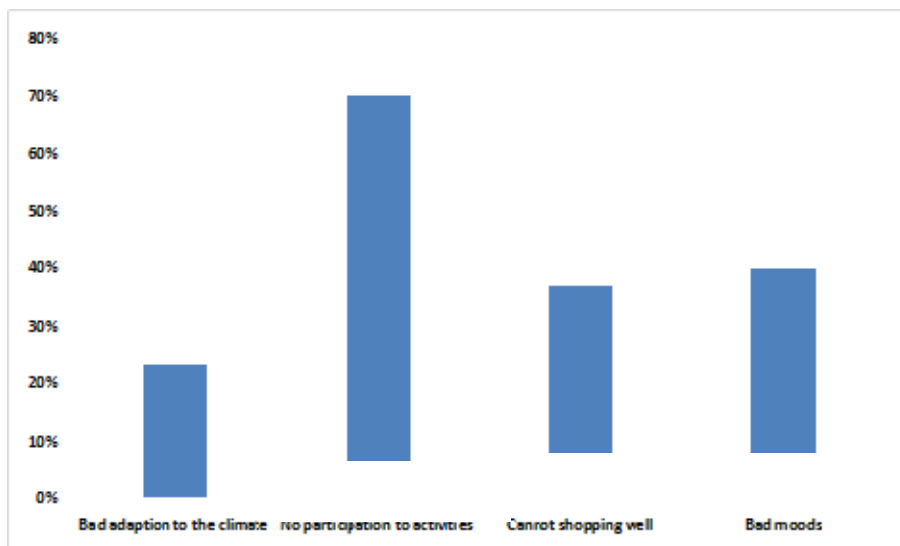


221 All these lead to their not fully participation in class discussions, unable to solve their  
222 own things, unable to participate in the school held a variety of academic activities.

### 223 **3.2 Living adaptability**

#### 224 3.2.1 Problems in living adaptability

225 We can draw from the graph that 40% of students are dissatisfied with their study and  
226 living in China. By investigation and comparison, reasons contribute to the  
227 dissatisfactory can be classified into several parts. First of all, 37% of them cannot  
228 shopping and see doctors well. Second, 70% of them merely not take part in the  
229 extracurricular activities. Third, 23% of them still cannot adapt to the climate here.  
230 All these lead to their dissatisfactory in different degree.



231

#### 232 **3.2.2 Analysis for problems in living adaptability**

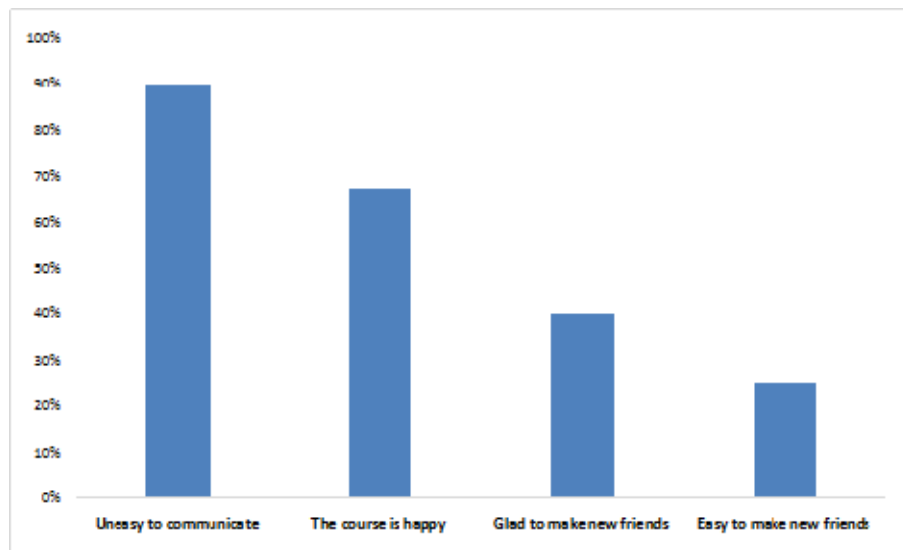
233 Because the ASEAN are not so close to Jiangxi, the climate is not the same, it needs  
234 a long time for overseas students to adapt, especially in eating habits. Thanks to the  
235 beliefs, some usual foods in Jiangxi are unsuitable for overseas students; they need to  
236 strengthen their communication at that time. Also, thanks to different living habits  
237 and fundamental realities of the country, they have to accelerate their living space, so  
238 that they would not out of time. However, this makes them feel stressed, not only in  
239 mental, but also in physical.

240

241 **3.3 Interpersonal adaptability**

242 3.3.1 Problems in interpersonal adaptability

243 Interpersonal communication is the necessary mean of human existence.  
244 communication can satisfy the demand of people to exchange ideas and promote  
245 feelings. In addition to strengthening the study of knowledge and skills, students are  
246 eager to make friends with Chinese people, experience the Chinese life as well. for a  
247 number of foreign students, it not only relates to the improvement of foreign students  
248 education quality, but also affect the internationalization of higher education in our  
249 country to let them overcome interpersonal communication obstacle and blend in  
250 university as soon as possible. But, only 25% of interviewees think that it is a easy  
251 thing to make friends with Chinese people, 90% of them hold the idea that it is hard to  
252 communicate with local citizens. 40% of them are glad to make new friends, all of  
253 them believe that it makes a big difference for their study and living.67% of them feel  
254 happy when they are making new friends.



255

256 3.3.2 Analysis for problems in living adaptability

257 Interpersonal problems caused loss of social skills. Many colleges and universities  
258 have established the foreign student community, but most of these clubs is given  
259 priority to Chinese students, only a small number of foreign students want to  
260 participate in. Due to a lack of mechanism and channels of communication with

261 Chinese students in colleges and universities, foreign students even became friends  
262 with Chinese students, different living experiences result in the lack of common topic,  
263 which in turn affects the interpersonal adaptation of overseas students.

### 264 **3.4 Interpersonal adaptability**

#### 265 3.4.1 Problems in interpersonal adaptability

266 87% of students regard that it is not so easy to make a understanding of Chinese  
267 traditional culture, 78% of them are very hard to comprehend Chinese people's  
268 cultural values, 60% of them think their local culture always make conflicts with  
269 Chinese culture, 57% of students can overcome the bias in cultural value. A large  
270 number-92% of them think cultural values will affect their daily lives in Jiangxi.

#### 271 3.4.2 Analysis for problems in cultural values adaptability

272 The contrast between the political system and social forms prominently reflects on the  
273 impact result from the nationalism.that is, members of a particular culture tend to  
274 believe that their own culture is superior to other cultures, they impose their own  
275 values on others. So people often subconsciously to judge the behavior of members of  
276 other cultures with their own cultural values, they use their own values as the standard  
277 to measure and judge all people. what's worse, some of them form judgement standard  
278 and expectation based on their culrual values.

279

## 280 **4、 Make deep interview with overseas students form ASEAN for the impacts** 281 **they bring into Jiangxi and ASEAN**

### 282 **4.1Content**

283 ASEAN is the third largest trade partner of China, whose trade in services is also  
284 China's fifth largest export market. And The unique geographic position of Jiangxi  
285 province result in frequent contact with the ASEAN, the ASEAN's influence in  
286 Jiangxi also increasingly strengthened. By asking 30 students, we make a better  
287 understand of their intentions in working and immigration. At the same time, we are  
288 able to comprehend the form of the social network of overseas students from ASEAN.

### 289 **4.2 Purpose**

290 Intentions after graduation

	Number of people	ratio				
Will you work at Jiangxi after graduation?	2	6%	25	83%	5	11%
Will you ask your friends to study in Jiangxi?	13	43%	10	33%	17	24%
Will you migrate to Jiangxi?	1	3%	27	91%	2	6%

291

## 292 4.3 Conclusions

### 293 4.3.1 Economic impacts

294 Most of students from ASEAN will introduce their friends to study in Jiangxi  
 295 province, no doubts, that will promote the development of education and economy in  
 296 Jiangxi to some degree. But few people would still stay in Jiangxi, that is to say, their  
 297 economic influences are limited.

### 298 4.3.2 Social impacts

299 Overseas students from ASEAN play an important role in social ideology, it helps  
 300 more and more ASEAN citizens know about Jiangxi. However, most of them are  
 301 going back to their countries when they finished their study in Jiangxi, the influences  
 302 are limited, so does population composition.

## 303 5、 Suggestions for promoting the cross-cultural adaption of overseas students 304 from ASEAN in Jiangxi province

### 305 5.1 Suggestions for universities in Jiangxi

306 Universities in Jiangxi province exist lots of problems, such as an old international  
 307 education concept, old-fashioned management mode; all these restrict the rapid  
 308 development of the international education in Jiangxi. Universities in Jiangxi should  
 309 not only afford a comfortable living and studying condition, but also transfer their

310 concept about education. They should strengthen their assistance for the adaptation of  
311 cross-culture of overseas students, establish various kinds of supplementary project,  
312 and create a tolerant, friendly, harmonious school environment. They can distribute  
313 booklets that introduce the relevant information with the overseas students daily lives,  
314 for example, the place of restaurant, bank, supermarket and hospital; how to transact  
315 procedures, how to dredge network, how to make use of transportation system; to  
316 arrange guides for overseas students, the guides can be students from abroad or  
317 students that are good at English, so that they can learn living and study experiences  
318 from them, and adapt to the lives here as soon as possible, that can also do a favor to  
319 minimize their anxiousness and terrify.

## 320 **5.2 Suggestions for overseas students from ASEAN**

321 Overseas students from ASEAN were born and raised in a totally different cultural  
322 backgrounds compare to us, it is a common phenomenon for them to know little about  
323 our complex cultural values. In order to better adapt to a diverse environment, they  
324 should learn more about China's rule and values, be open and tolerant, don't see  
325 things with bias. When they are in difficult, they should not be prejudice and stubborn,  
326 nor should they stay in the place where they are at first, they are asked to understand  
327 others, stand in different position to treat divergence. What's more, barriers in  
328 language would always affect overseas students from ASEAN with their study and  
329 communication, as well as their understanding to China's social culture and values.  
330 Language is the tool for learning and communicating, use it proficiently can better  
331 comprehend the core value of local cultural, and then melt into the social livings  
332 related to this kind of value. To achieve their goals, only improve their language level  
333 increasingly can they get a better understanding of China.

## 334 **5.3 Suggestions for the local citizens**

335 Cultural adaptation need coordination and communication of both side, when  
336 overseas students from ASEAN adjust their way of communication, if students and  
337 citizens in Jiangxi province cannot make aware of their culture difference,  
338 misunderstanding and unhappiness would occur. We should be more active, take part  
339 in the cross-culture training, have a mind to comprehend cultural diversity among  
340 different countries, increase our cultural sensitiveness, treat diverse culture with a  
341 mind of understanding and appreciate, make relevant adjustment in communication,

342 never discriminate overseas students from ASEAN, increase our ability of cross-  
343 culture communication, establish a good relationship with them.

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395 **Appendix**

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397 **7.1questionnaire**

398

399 **Cross cultural adaptation questionnaire for Jiangxi ASEAN foreign students**

400 Nationality: Sexuality:

401 Age: Time honored in China :

402 Part 1、 Learning

403 1、 I can understand what the teacher said in class,and answer the teacher's questions.

404 A often B general C sometimes D never

405 2.I seriously prepare for the university examination.

406 A often B general C sometimes D never

407 3.I watch Chinese TV, newspapers, magazines and so on .

408 A often B general C sometimes D never

409 4.I take the initiative to learn extracurricular cultural knowledge.

410 A often B general C sometimes D never

411 5.It's easy for me to pass college exams.

412 A often B general C sometimes D never

413 Part 2、 living

414 1. I can adapt to the climate of Jiangxi .

415 A nothing B general C grater difficulty D very difficulty

416 2. I'm used to the diet in Jiangxi .

417 A nothing B general C grater difficulty D very difficulty

418 3. I can overcome homesickness .

419 A nothing B general C grater difficulty D very difficulty

420 4.Deal with shopping, transportation and medical care and other daily life problems.

421 A nothing B general C grater difficulty D very difficulty

422 5.Participate in various recreational activities .

423 A nothing B general C grater difficulty D very difficulty

424 Part 3 、 Interpersonal relationship

425 1. I think it's easy to make friends.



- 426 A very agree B agree C disagree D disagree completely
- 427 2. I think the locals are easy to get along with.
- 428 A very agree B agree C disagree D disagree completely
- 429 3. I'd love to meet new people.
- 430 A very agree B agree C disagree D disagree completely
- 431 4. Interpersonal relationship has a great influence on my study life .
- 432 A very agree B agree C disagree D disagree completely
- 433 5. On the whole, I have a pleasant relationship with Chinese friends.
- 434 A very agree B agree C disagree D disagree completely
- 435 Part 4 、 Cultural values
- 436 1. It's difficult to understand Chinese traditional culture.
- 437 A very agree B agree C disagree D disagree completely
- 438 2. It's hard for me to understand the cultural values of China.
- 439 A very agree B agree C disagree D disagree completely
- 440 3. My native culture and Chinese culture often conflict.
- 441 A very agree B agree C disagree D disagree completely
- 442 4. I can easily overcome the deviation of cultural values.
- 443 A very agree B agree C disagree D disagree completely
- 444 5. Cultural values affect my daily life in Jiangxi .
- 445 A very agree B agree C disagree D disagree completely
- 446 **7.2 interview**
- 447 1、 Do you intend to immigrate after graduation?
- 448 2、 Are you going to work in Jiangxi after graduation?
- 449 3、 Will you introduce your friends to study in Jiangxi?
- 450