

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. Intercultural adaptation is the term used to describe what happens  
23    when people from one culture enter a different culture. It refers to an individual's  
24    learning and adopting the norms and values of the new host culture. The individual  
25    must find a new source of livelihood and build a new life. This adaptation to the new  
26    host culture is called acculturation. For the complex process of cross-cultural adaption,  
27    foreign scholars have put forward four kinds of typical model, the u-shaped pattern  
28    proposed by thropologist Oberg (Kalvero Oberg) ; the model of cultural change  
29    curvege proposed by Gazz; Louis put forward the surprise and rational seeking

30 patterns and Korean scholars Yong Yun Kim the pressure - adaptation - growth model.  
31 Intercultural adaptation also refers to the increment identity-related  
32 change process of sojourners and immigrants in a new environment (Redfield,Linton,  
33 & Herskovits,1936) Anuel in 1986 pointed the intercultural adaptation refers to the  
34 process of acclimatizing to the demand of a new cultural environment . At present, the  
35 education circles consider that factors that influencing the cross-culture adaption can  
36 be divided into external factors and internal factors, external factors are: values,  
37 cultural distance, social support networks, environmental changes, etc; Internal factors  
38 are: ethnocentrism, image tags and discrimination, evaluation and coping styles, such  
39 as demographic variables. The results of this study can help us better understand the  
40 cross cultural adaptation problems, understand the historical process of multiple social  
41 mobility has been increasing.

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

60 1.1.2 The practical significance of the research and theoretical significance

61 ASEAN is the third largest trade partner of China, whose trade in services is also  
62 China's fifth largest export market. China- ASEAN center was formally established in  
63 2011 to promote the two sides in trade and investment, culture, education, tourism,  
64 exchanges and cooperation in various fields such as transportation of important  
65 service platform. Jiangxi, one of the members of the "pan delta", has a certain  
66 geographical advantages in collaboration with ASEAN. Lately, Jiangxi province has  
67 been paying more attention to the association of ASEAN in the field of education,  
68 economic, trade exchanges and cooperation, the association of ASEAN, and  
69 international students have become one of the main parts of the students in Jiangxi  
70 province. This special group is the achievement of the continuous development of  
71 china-ASEAN relationship. Now and in the future, this kind of relationship will  
72 contribute a lot to the relationship of Jiangxi province and the ASEAN countries.  
73 Therefore, a study of this special group in Chinese learning life has important  
74 academic value and practical significance.

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

## 85 **1.2summarize**

### 86 **1.2.1Relevant concepts**

#### 87 1.2.1.1 Cross-cultural adaptation

88 German sociologist Simmel put forward the concept of "stranger" in 1905, believed in  
89 people of different cultural groups is a stranger to each other, people cannot determine  
90 and predict the behavior of strangers, so they always with doubts. Later on, Park, who  
91 extented the concept of stranger into immigrants and marginal man, which refers to

92 those who live in the the cultural margins. They are strange to two culture, they are  
93 "cultural hybrids". Sociologists Merton derived the concept of "world citizen" from  
94 the concept of stranger,said individuals and their social and cultural exchanges  
95 reached a very high degree of outside of system. In 1950, Hall published the book  
96 named "silent language", combinded culture with communication, marked the  
97 creation in the field of cross-cultural research. Hybrids from "stranger" to "culture" to  
98 "world citizen", in order to achieve this transformation, we must depend on cross-  
99 cultural adaptation, cross-cultural adaptation is one of the most important aspect in the  
100 field of cross-cultural research

#### 101 1.2.1.2 Culture shock

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

### 113 **1.2.2 Summarization about the cross-cultural adaptation research abroad**

#### 114 1.2.2.1 Single dimension cultural adaptation model

115 Parks and Miller (1921) proposed the single dimension models of cross-cultural  
116 adaptation, they thought that cross cultural adaption is a single dimension and single  
117 direction course that sojourners consistantly adapt to a mainstream culture, finally  
118 depart from the original culture, and fully integrated into the mainstream culture. That  
119 is to say, when sojourners came to a new culture environment, at the same time,they  
120 influenced by the local mainstream culture and their mother culture, the more the  
121 local culture influence, the less the mother culture influence. In the end,they were

122 assimilated by mainstream culture. Early American society is a typical representative  
123 of "bath furnace" nature, people think that the United States is a large national bath  
124 furnace, national immigration here integrated into a new kind of American, different  
125 ethnic groups also gradually merged into a new nation.

#### 126 1.2.2.2 Double dimensions of cultural adaptation model

127 Berry (1970) thinks, cross-cultural adaptation includes two dimensions, one is to keep  
128 the traditional culture and identity, another is the communication with other cultural  
129 groups. In the process of cross-cultural adaptation, individuals show different  
130 characteristics in these two dimensions, they were combined into four kinds of cross-  
131 cultural adaptation strategy: integration, assimilation, separation and marginalization.  
132 When sojourners think that to keep their own culture, identity are of same significant  
133 with to keep the communication with the local community and integrate into the  
134 local society, that belongs to the integration of strategy; Emphasize only to keep their  
135 own culture, and don't want to blend in the local social groups to communicate with  
136 them, that belongs to the separation of strategy; If they would rather give up their own  
137 culture, only pay attention to the communication and relationship with the local  
138 community, that belongs to the assimilation strategy; Those who cannot neither keep  
139 their culture nor willing to contact with the local community, is the edge of the policy  
140 strategy. Many studies have shown that in the four intercultural adaptation strategies,  
141 integrate is the most effective one, then is the assimilation, marginalized is the most  
142 difficult.

#### 143 1.2.2.3 Multi-dimensional cultural adaptation model

144 With the deepening of the research on cross-cultural adaptation, some psychologists  
145 put forward three or more dimensions of intercultural adaptation model. Berry (1997)  
146 considering the immigration can not be free to choose their intercultural adaptation  
147 strategy, he put forward the third dimension: the mainstream group's cultural adaptations

148 expectations and interactions for the non-mainstream groups. As the reality of the  
149 middle 20th century, the mainstream groups saw American society as a "bath furnace",  
150 used a variety of tough means to prompt immigrants assimilate into the mainstream  
151 American culture; If mainstream groups adopt segregation strategy, immigrants had to  
152 take separate intercultural adaptation strategies; If mainstream group "reject" the  
153 foreign groups, immigrants can only use marginal intercultural adaptation strategies;  
154 Finally, when the mainstream groups admit the equality and diversity of other cultures,  
155 they adopt a "multicultural" doctrine, immigrants usually adopt the strategy of  
156 integration of cross-cultural adaptation.

157

158 **2、 Through questionnaires of the association of south-east Asian nations**  
159 **(ASEAN) in Jiangxi province, make investigations for the cross-cultural social**  
160 **adaptability of ASEAN overseas students.**

161 **2.1 The designing of questionnaires and basic instruction**

162 2.1.1 The designing of questionnaires

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

174 2.1.2 The basic instruction

175 This questionnaire is based on that of Deism and Junhong Yang used previously, and  
176 did some relevant modifications in order to better work for overseas students from  
177 AESAN in Jiangxi province. Taking regarded that overseas students from ASEAN  
178 were distributed among all universities in Jiangxi, this research only refers to 100

179 students in four universities students (Jiangxi Normal University, Jiangxi University  
180 of Finance, Nanchang University, Jiangxi Agricultural University). I handed out 100  
181 pieces of questionnaires, and handed back 100 in practical. Interviewees are among  
182 20-26 years old, all of them are bachelors. 90% of them pay for themselves, the last  
183 are pay at public expense. In addition to the questionnaire, I also make interviews  
184 with individuals, spares no efforts to understand the experiences and feelings of  
185 overseas students from ASEAN directly and truly. **Finally, the survey results are**  
186 **obtained through a statistical questionnaire.**

187 Brief introductions for the overseas students from AEASN that participate in the  
188 research:

189 **Nations distribution:**

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

192 **Gender:**

193 Male 64, female 36

194 **Age distribution:**

195 20-22 years old: 34

196 22-24 years old: 55

197 24-26 years old: 16

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

199 1-6 months: 10

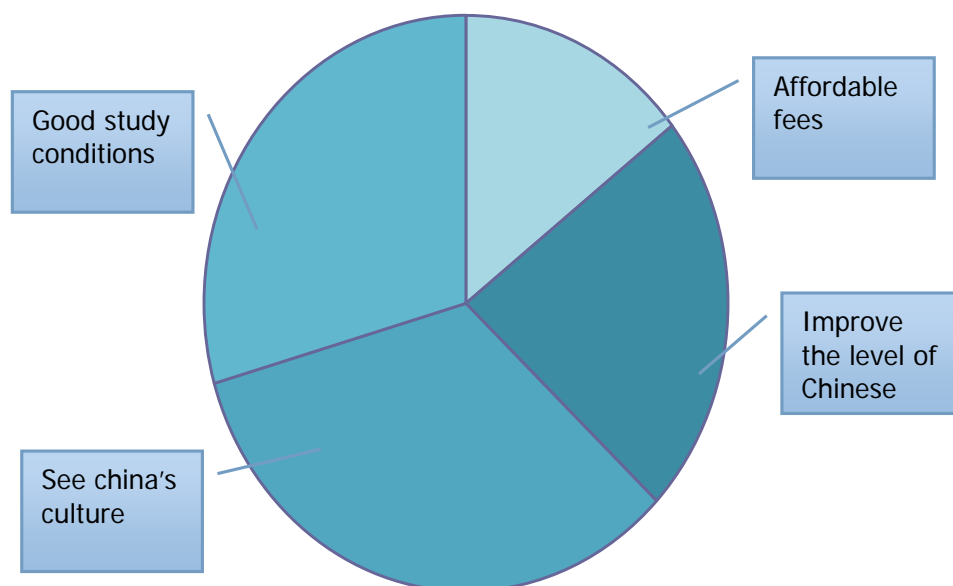
200 6-12 months: 58

201 12-18 months: 22

202 More than 18 months: 10

203 **2.2 The attitude and motivation**

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



206

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

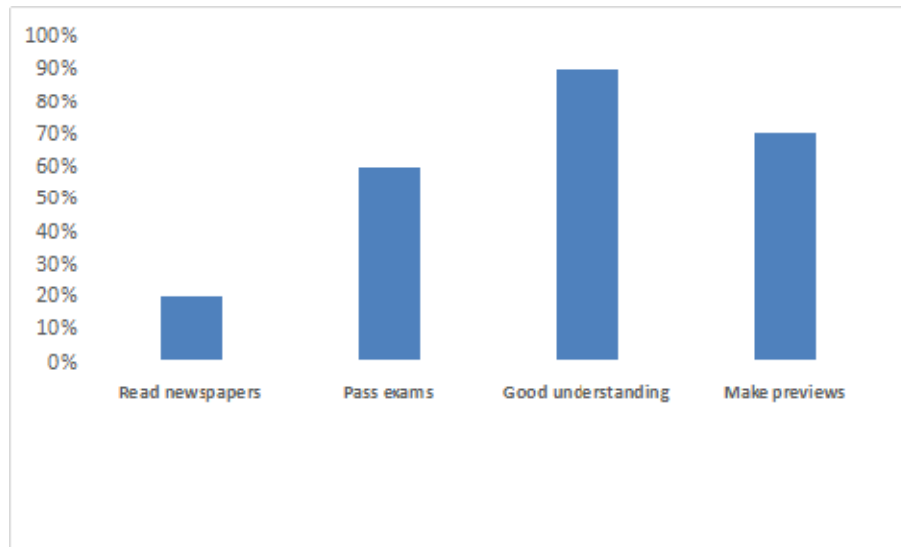
210 **3. make analysis for questionnaires, make conclusions and relevant analysis**

211 **3.1 Learning adaptability**

212 3.1.1 Problems in learning adaptability

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





219

220

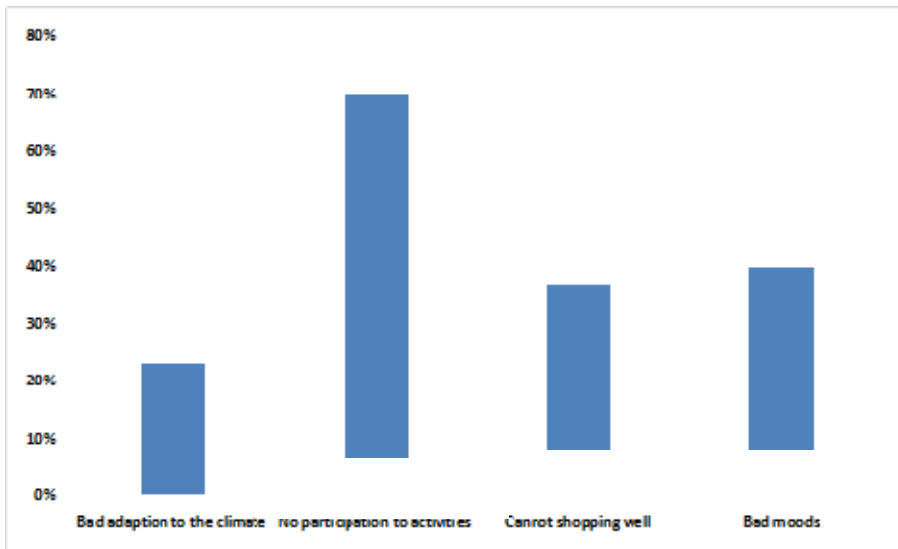
### 221 3.1.2 Analysis for problems in learning adaptability

222 The language barrier is one of the biggest problems that students had, at the beginning  
 223 of each students came to China,the first dilemma they meet is the language barrier.  
 224 According to the different contexts, a Chinese characters can have a variety of  
 225 meaning and usage, it has brought great difficulties for foreign students study Chinese.  
 226 Combined with the vast territory and long history , different language customs,  
 227 dialects of our country, they not only affect the students in the daily life of normal  
 228 communication, but also affect their learning interest and attitude, it is very difficult  
 229 for some part of the students to understand teaching contents and theoretical concepts.  
 230 All these lead to their not fully participation in class discussions, unable to solve their  
 231 own things, unable to participate in the school held a variety of academic activities.

## 232 3.2 Living adaptability

### 233 3.2.1 Problems in living adaptability

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



240

### 241 3.2.2 Analysis for problems in living adaptability

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

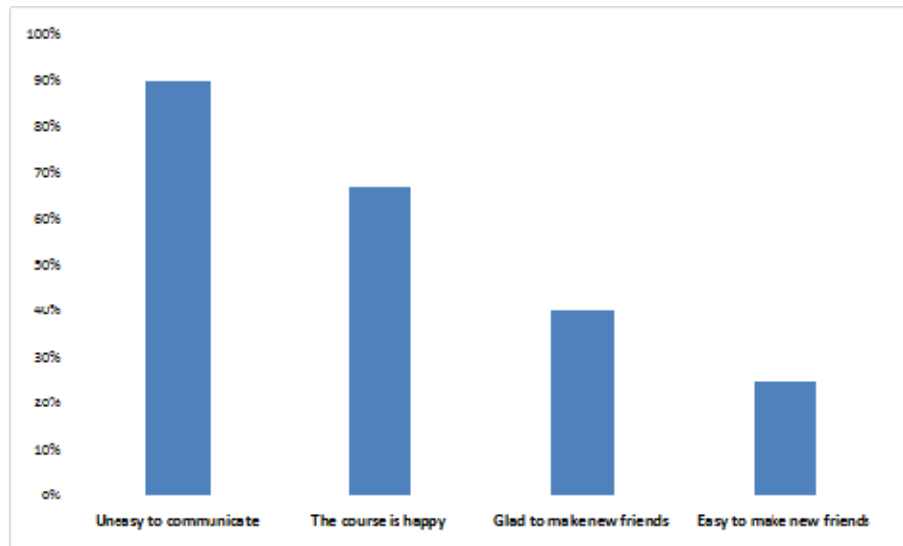
249

### 250 3.3 Interpersonal adaptability

#### 251 3.3.1 Problems in interpersonal adaptability

252 Interpersonal communication is the necessary mean of human existence.  
 253 communication can satisfy the demand of people to exchange ideas and promote  
 254 feelings. In addition to strengthening the study of knowledge and skills, students are  
 255 eager to make friends with Chinese people, experience the Chinese life as well. For a  
 256 number of foreign students, it not only relates to the improvement of foreign students  
 257 education quality, but also affect the internationalization of higher education in our  
 258 country to let them overcome interpersonal communication obstacle and blend in  
 259 university as soon as possible. But, only 25% of interviewees think that it is a easy  
 260 thing to make friends with Chinese people, 90% of them hold the idea that it is hard to

261 communicate with local citizens. 40% of them are glad to make new friends, all of  
262 them believe that it makes a big difference for their study and living.67% of them feel  
263 happy when they are making new friends.



264

### 265 3.3.2 Analysis for problems in living adaptability

266 Interpersonal problems caused loss of social skills. Many colleges and universities  
267 have established the foreign student community, but most of these clubs is given  
268 priority to Chinese students, only a small number of foreign students want to  
269 participate in. Due to a lack of mechanism and channels of communication with  
270 Chinese students in colleges and universities, foreign students even became friends  
271 with Chinese students, different living experiences result in the lack of common topic,  
272 which in turn affects the interpersonal adaptation of overseas students.

## 273 **3.4 Interpersonal adaptability**

### 274 3.4.1 Problems in interpersonal adaptability

275 87% of students regard that it is not so easy to make a understanding of Chinese  
276 traditional culture, 78% of them are very hard to comprehend Chinese people's  
277 cultural values, 60% of them think their local culture always make conflicts with  
278 Chinese culture, 57% of students can overcome the bias in cultural value. A large  
279 number-92% of them think cultural values will affect their daily lives in Jiangxi.

### 280 3.4.2 Analysis for problems in cultural values adaptability

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

288  
 289 **4、 Make deep interview with overseas students form ASEAN for the impacts**  
 290 **they bring into Jiangxi and ASEAN**

291 **4.1Content**

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

298 **4.2 Purpose**

299 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%

301 **4.3Conclusions**

302 4.3.1 Economic impacts

303 Most of students form ASEAN will introduce their friends to study in Jiangxi  
304 province, no doubts, that will promote the development of education and economy in  
305 Jiangxi to some degree. But few people would still stay in Jiangxi, that is to say, their  
306 economic influences are limited.

307 4.3.2 Social impacts

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

312 **5、 Suggestions for promoting the cross-cultural adaption of overseas students**  
313 **from ASEAN in Jiangxi province**

314 **5.1 Suggestions for universities in Jiangxi**

315 Universities in Jiangxi province exist lots of problems, such as an old international  
316 education concept, old-fashioned management mode; all these restrict the rapid  
317 development of the international education in Jiangxi. Universities in Jiangxi should  
318 not only afford a comfortable living and studying condition, but also transfer their  
319 concept about education. They should strengthen their assistance for the adaptation of  
320 cross-culture of overseas students, establish various kinds of supplementary project,  
321 and create a tolerant, friendly, harmonious school environment. They can distribute  
322 booklets that introduce the relevant information with the overseas students daily lives,  
323 for example, the place of restaurant, bank, supermarket and hospital; how to transact  
324 procedures, how to dredge network, how to make use of transportation system; to  
325 arrange guides for overseas students, the guides can be students from abroad or  
326 students that are good at English, so that they can learn living and study experiences  
327 from them, and adapt to the lives here as soon as possible, that can also do a favor to  
328 minimize their anxiousness and terrify.

329 **5.2 Suggestions for overseas students from ASEAN**

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

### 343 **5.3 Suggestions for the local citizens**

344 Cultural adaptation need coordination and communication of both side, when  
345 overseas students from ASEAN adjust their way of communication, if students and  
346 citizens in Jiangxi province cannot make aware of their culture difference,  
347 misunderstanding and unhappiness would occur. We should be more active, take part  
348 in the cross-culture training, have a mind to comprehend cultural diversity among  
349 different countries, increase our cultural sensitiveness, treat diverse culture with a  
350 mind of understanding and appreciate, make relevant adjustment in communication,  
351 never discriminate overseas students from ASEAN, increase our ability of cross-  
352 culture communication, establish a good relationship with them.

353

### 354 **Reference**

355 [1]Yang Junhong. Study attitude of Chinese students studying in Shanghai: [J].  
356 American and Chinese Educational Review. 2005(4)

357 [2]Ellen. Cultural adaptation of foreign students in China's mai  
358 nstream Universities: Journal of [J]. National Institute of E  
359 ducation Administration .2005(10)

- 360 [3]Zhang Jingyuan. Psychological adaptation problems of foreign students living  
361 in China and Countermeasures [J].1998(5)
- 362 [4]Enron. Cross cultural adaptation model of foreign students in China [J].  
363 China's Higher Education.2009(18)
- 364 [5]Dimes.The adaptability of foreign students in China [D]. Nanjing Normal  
365 University.2004
- 366 [6]Jiang Peng. Cultural differences and cultural shock under  
367 the cultural dimension [D]. Soochow University .2007
- 368 [7]Wan Mei. Cross cultural adaptation of American students in  
369 China [D]. East China Normal University .2009
- 370 [8]Li Jin.Cultural adaptation in the impact of reverse culture: An Empirical  
371 Study of Returned Overseas Chinese students in Shanghai [D]. Fudan  
372 University.2008
- 373 [9]ZhangXiaozhen.An investigation on the school life of Guangxi  
374 ASEAN Students [D]. Guangxi Normal University .2004
- 375 [10]SunLei.Cross cultural adaptation of Indonesian students in  
376 China cross cultural adaptation of short  
377 term Chinese teachers training staff in South China Unive  
378 rsity of Technology [D]. South China University of Technology  
379 .2010
- 380 [11] Shan Bo.Cross cultural communication issues and  
381 possibilities [M]. Wuhan: Wuhan University press.2010
- 382 [12]Luo Kanglong.Cultural adaptation and cultural balance [M]. Beijing: Ethnic  
383 Publishing House.2007
- 384 [13]Louis written,Guan Shijie translated: cultural conflicts and integration  
385 [M]. Beijing: Xinhua press.2002

386

387

388

389

390

391

392

393

394

395

396

397

398

399

400

401

402

403

404 **Appendix**

405

406 **7.1questionnaire**

407

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

409 Nationality:                      Sexuality:

410 Age:                                  Time honored in China :

411 Part 1、 Learning

412 1、 I can understand what the teacher said in class,and answer the teacher's questions.

413                      A often                      B general                      C sometimes                      D never

414 2.I seriously prepare for the university examination.

415                      A often                      B general                      C sometimes                      D never



416 3.I watch Chinese TV, newspapers, magazines and so on .  
417 A often B general C sometimes D never

418 4.I take the initiative to learn extracurricular cultural knowledge.  
419 A often B general C sometimes D never

420 5.It's easy for me to pass college exams.  
421 A often B general C sometimes D never

422 Part 2、 living

423 1. I can adapt to the climate of Jiangxi .  
424 A nothing B general C grater difficulty D very difficulty

425 2. I'm used to the diet in Jiangxi .  
426 A nothing B general C grater difficulty D very difficulty

427 3. I can overcome homesickness .  
428 A nothing B general C grater difficulty D very difficulty

429 4.Deal with shopping, transportation and medical care and other daily life problems.  
430 A nothing B general C grater difficulty D very difficulty

431 5.Participate in various recreational activities .  
432 A nothing B general C grater difficulty D very difficulty

433 Part 3 、 Interpersonal relationship

434 1. I think it's easy to make friends.  
435 A very agree B agree C disagree D disagree completely

436 2. I think the locals are easy to get along with.  
437 A very agree B agree C disagree D disagree completely

438 3. I'd love to meet new people.  
439 A very agree B agree C disagree D disagree completely

440 4. Interpersonal relationship has a great influence on my study life .  
441 A very agree B agree C disagree D disagree completely

442 5. On the whole, I have a pleasant relationship with Chinese friends.  
443 A very agree B agree C disagree D disagree completely

444 Part 4 、 Cultural values

445 1. It's difficult to understand Chinese traditional culture.  
446 A very agree B agree C disagree D disagree completely

- 447 2. It's hard for me to understand the cultural values of China.
- 448 A very agree      B agree      C disagree      D disagree completely
- 449 3. My native culture and Chinese culture often conflict.
- 450 A very agree      B agree      C disagree      D disagree completely
- 451 4. I can easily overcome the deviation of cultural values.
- 452 A very agree      B agree      C disagree      D disagree completely
- 453 5. Cultural values affect my daily life in Jiangxi .
- 454 A very agree      B agree      C disagree      D disagree completely

455 **7.2 interview**

- 456 1、 Do you intend to immigrate after graduation?
- 457 2、 Are you going to work in Jiangxi after graduation?
- 458 3、 Will you introduce your friends to study in Jiangxi?
- 459