



Jun NI

L'apprentissage du chinois chez les étudiants irlandais et leur adaptation interculturelle en Chine

NI Jun. *L'apprentissage du chinois chez les étudiants irlandais et leur adaptation interculturelle en Chine*, sous la direction de Gregory Lee. - Lyon : Université Jean Moulin (Lyon 3), 2018.

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N°d'ordre NNT : 2018LYSE3035

THESE de DOCTORAT DE L'UNIVERSITE DE LYON

opérée au sein de
L'Université Jean Moulin Lyon 3

École Doctorale N° 484
Lettres, Langues, Linguistique, Arts

DOCTORAT EN ÉTUDES TRANSCULTURELLES

Soutenue publiquement le 05/07/2018, par :

Jun NI

**L'apprentissage du chinois chez les
étudiants irlandais et leur
adaptation interculturelle en Chine**

MEMBRES DU JURY :

WANG Liming, Professor, University College Dublin, Rapporteur

SHI Lu, Professeur des universités, Université de Lille, Rapporteur

LIANG Hongling, Lecturer, University of Glasgow

LEE Gregory, Professeur des universités, Université Jean Moulin Lyon 3, Directeur de thèse

NERI Corrado, Maître de conférences (HDR), Université Jean Moulin Lyon 3

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第一章：论文介绍

1.1.本章简介

本论文的开篇包括两个部分。第一部分介绍本论文的研究主题，研究目的和研究问题，并且描述了推动本项研究的动机。第二部分通过简要介绍本论文每个章节的内容，揭示本论文的结构。

1.2.研究主题和研究目的

本研究关注的是在中国留学学习汉语的爱尔兰大学生的跨文化调整适应情况。本研究借鉴并补充了现有的在高等教育范畴内关于跨文化适应的研究。鉴于近十年来在爱尔兰高等教育机构学习汉语的学生数量大幅增加，因此有必要对在中国留学的爱尔兰大学生的跨文化调整适应情况进行调查和研究，以帮助学生更好地适应在中国的学习和生活。

关于国际学生的跨文化调整适应的研究一直是跨文化交际研究领域中的一个备受关注的热门课题。根据联合国教育，科学及文化组织（教科文组织）在2009年世界高等教育会议的报告，全球有超过二百五十万学生在海外学习。联合国教科文组织还预测，到2020年全球海外留学的学生人数将增加到约七百万。随着越来越多的国际学生到海外接受高等教育，有关探索这些国际学生如何调整与适应新的文化的研究已成为跨文化交际领域的一个关键问题。在众多的与跨文化适应研究相关的理论中，Kim (2001) 的跨文化适应综合理论被认为是主导理论。跨文化学习经验被视为一种过渡性的体验，有助于提高个人的文化意识和自我意识 (Adler, 1987)。尽管有关海外留学学习目标语言的研究存在着悠久的学术交流历史 (Kinginger, 2003, 2009; Shively, 2013)，但是有关在中国留学的爱尔兰学生如何跨越文化鸿沟困难的研究却鲜有记载，皮尔森-埃文斯 (Pearson-Evans) 于2000年调查研究了到日本留学的爱尔兰大学生的跨文化适应过程。有关国际学生海外留学学习中文的研究也特别稀少。例如，黄 (Huang) 2011年报道了在台湾学习中文的国际学生的主导语言与跨文化适应之间的关系。

汉语是世界上使用人数最多的语言，是联合国的六种工作语言之一。汉语又是世界上现存的最古老的语言，它是有着五千年文明史的中国文化的结晶和载体。长期以来，

汉语一直以其丰富的文化底蕴和独特的语言魅力，吸引着世界各国的学习者。随着中国经济的飞速发展以及对外文化和教育交流的开放，对中文学习感兴趣的国际学生的数量呈指数增长。据新华社报道，2005年，有十一万七千六百多名汉语非母语人士参加了汉语水平考试。2010年，大约七十五万人（海外考生六十七万人）参加了汉语水平考试，比2005年增加近五倍。随着中国和爱尔兰两国之间关系的发展，越来越多的爱尔兰大学生选择学习中文。2006年，爱尔兰都柏林理工学院建立了中文与国际商务本科双学位课程。2008年，爱尔兰都柏林城市大学建立了中文翻译本科课程。这两所大学参加本科学位课程学习的大学生必须在本科学习的第三年到中国的合作大学学习一年中文。因此位于北京的两所大学（中央民族大学和北京语言文化大学）和位于台湾的两所大学（台湾政治大学和台湾静宜大学）已经与都柏林理工学院达成协议，成为其合作伙伴大学。厦门大学和香港浸会大学与柏林城市大学达成协议，成为其合作伙伴大学。本研究考察了爱尔兰大学生在这七所合作大学留学期间的跨文化适应的经验以及汉语学习的体会，探索他们所经历的文化冲击和有关中爱两国文化差异的个人认识。

本研究有两个主要目的。首先，参与研究调查的都柏林理工学院和都柏林城市大学的中文本科学位课程的爱尔兰学生留学学习中文的经验将被用于推进关于国际学生的跨文化适应的稀缺研究。国际学生面临许多复杂的挑战，特别是当他们的本土文化与东道国文化截然不同。这并不奇怪，国际学生的身体和心理健康以及他们的学业成绩必然受到跨文化调整挑战的影响（Ward，Bochner & Furnham，2001）。国际学生来到陌生的国度，面临新的文化，很可能经历“文化冲击”（奥伯格 Oberg，1960：177）：由于到达一个举目无亲的陌生环境，突然失去日常生活中所有熟悉的迹象，随之而来的心理压力和使用策略来应对遇到的困难。爱尔兰学生在中国学习和生活必将面临巨大的挑战，因为他们跨越两个不同的世界和文化：爱尔兰与东道国 - 中国，东西方文化有很大的不同。例如，中国和爱尔兰文化之间的集体主义和个人主义倾向的差异可能影响爱尔兰学生在中国的跨文化调整过程。因此，爱尔兰学生的跨文化适应过程可能是非常复杂的和充满挑战的。人们对于爱尔兰大学生在中国的跨文化适应经验知之甚少，因为这些国际交流项目设立不久。迄今为止，在爱尔兰没有发表过有关在中国留学的爱尔兰大学生的跨文化适应调整方面的实证研究报告。本研究也侧重探讨爱尔兰学生在中国留学学习中文期间遇到的困难和挑战以及他们如何制定策略克服困难提高汉语水平。通过密切关注爱尔兰学生在中国留学的跨文化适应历程，本研究旨在为

去中国学习的国际学生提供具体建议以尽量减少跨文化方面的困难，帮助和促进国际学生的跨文化适应进程，更好地适应在中国的学习和生活。

本研究的第二个目的是弥补目前关于爱尔兰学生的海外汉语学习经验的研究的空缺。

影响跨文化适应的关键因素是语言和跨文化能力 (Furnham & Erdmann , 1995)。语言学习和文化学习相互支持。在语言学习的前提下，学习不同文化的目的是增加学生对于不同文化的理解，减少任何潜在的跨文化冲突。由于有关国际学生跨文化适应和汉语水平能力方面之间的关系的研究非常稀少，本研究还将调查汉语水平能力与爱尔兰学生的跨文化调整适应之间的关系。本研究旨在探讨爱尔兰学生的跨文化适应和汉语水平之间的关系，并在研究成果的基础上提供实用的战略和方法，以帮助在中国留学的国际学生更有效地提高汉语的水平。

本项研究的总体目标是进一步了解在中国学习汉语的爱尔兰学生的跨文化调整适应的过程，专注于他们的汉语学习和跨文化调整适应的体验。为了实现这一目标，提出了以下研究问题：

- 1 . 爱尔兰大学生在中国留学期间经历了哪些文化冲击？遇到了什么样的困难和挑战？他们采用什么策略来克服这些困难？
- 2 . 爱尔兰大学生在中国留学后发展了什么样的文化归属和跨文化能力？
- 3 . 爱尔兰大学生在中国留学学习汉语有什么收获？
- 4 . 有关爱尔兰大学生在中国留学期间的跨文化适应过程的促进因素和障碍因素是什么？

采用定性研究方法，本研究旨在描述和解释爱尔兰大学生在中国学习汉语的跨文化调整适应经验。在回答这些问题时，本研究旨在为跨文化研究领域的现有知识做出有价值的贡献，特别是在海外留学的大学生的跨文化调整适应与目标语语言学习方面。通过确定跨文化适应的障碍因素和促进因素，本研究希望确定改善国际学生的跨文化适应的战略。此外，通过关注爱尔兰大学生在中国的语言学习经验，研究跨文化适应和汉语水平之间的关系。本项研究对于爱尔兰学生群体在中国留学学习中文的跨文化调整体验有独到的见解。本人作为一名来自中国的国际学生留学爱尔兰，拥有适应西方文化的亲身体会，我的个人经历有助于我更深刻地理解在中国留学经历跨文化适应的爱尔兰学生。本人对于跨文化研究和国际教育领域有着浓厚的兴趣。作为现居住在爱

爱尔兰的中国移民，我对于探索爱尔兰大学生在中国的跨文化经验很感兴趣。探寻这些学生跨文化适应的心路历程和分析他们的跨文化调整体验和文化归属是令人着迷的。本项研究将提供一个洞察爱尔兰大学生在中国学习中文的真实生活的机会。此外，分析参与调查的爱尔兰大学生学习中文的动机倾向也是重要的，以便帮助我们更好地了解这些学生如何适应中国文化和进行语言学习的。

1.3. 论文结构

本论文分为三个部分。

论文的第一部分包括第 1 章至第 4 章。第 1 章讨论本论文的研究主题和研究目的，提出研究问题。第 2 章重点围绕“文化”这个复杂的概念，讨论其定义和特性。介绍了文化冲击与文化距离的关系。本章节还通过讨论霍夫斯泰德的文化维度模型来理解中国和爱尔兰社会的文化差异。本章节还将分析语言，文化和文化归属之间的关系。讨论文化归属与民族自豪感之间的关系，并介绍第二语言习得与文化适应研究中文化定型的概念以及跨文化交际悖论。最后谈到发展跨文化意识与跨文化归属的重要性。第 3 章详细回顾有关跨文化适应的相关文献以及现有的有关国际学生跨文化适应的实证研究。本章借鉴跨文化研究领域的理论，首先从宏观层面探讨有关国际学生跨文化适应

的问题，介绍贝瑞（Berry）的文化适应策略理论和金（Kim）的跨文化适应交流理论并展示有关国际学生跨文化适应调整的模式，其中包括康复模式和文化学习模式。然后从微观层面上探讨有关国际学生的跨文化适应的问题。通过讨论国际留学生在跨文化调整的过程中遇到的困难和挑战，调查研究影响跨文化调整的各种因素，包括以前的跨文化经历，出国留学前的准备，学习动机和得到的支持和帮助。本章节还讨论现有的关于海外留学和语言习得的相关文献。探讨涉及影响语言学习的主要因素，包括个人差异，初始语言能力，生活状况，社会互动的数量和质量，学习时间的长短。对于目标语学习与语言学习成果之间的关系进行实证研究，主要集中在听，说，读，写和交际能力（语法，交际策略和社会语言学）等五个方面进行实证研究。第4章解释本研究的整体研究方法。首先，根据本人作为在爱尔兰的中国留学生的经历，介绍研究者个人与本研究主题的联系。其次讨论定性研究与定量研究的区别。其后介绍本研究的研究设计包括选择被调查者，数据收集和数据分析。最后讨论与方法论研究有关的一些问题，包括研究者对本研究的反思，本研究的有效性和可靠性。

论文的第二部分包括第5章至第8章，主要介绍本研究的研究成果。第5章研究结果介绍爱尔兰学生在中国所经历的“文化冲击”。第6章研究结果介绍爱尔兰学生在留学中国之后发展的跨文化归属和跨文化能力。本章提供的数据表明，出国留学为个人成长

创造了一个空间，发展了跨文化归属并且培养了跨文化能力。第 7 章介绍爱尔兰学生沉浸于目标语言和目标文化环境中学习汉语的相关研究成果。主要探讨爱尔兰学生学习汉语的动机，留学期间在课堂内外学习汉语时遇到的困难以及所采取的策略。第 8 章着重介绍本研究有关爱尔兰学生的跨文化适应过程的促进因素和障碍因素。通过对数据进行主题分析，确定了六个促进因素：学习动机；以往的跨文化经历；出国留学前的良好准备；所得到的支持与帮助；融合的态度和跨文化人格特征。通过探索爱尔兰学生所经历的跨文化适应的压力和困难，本研究确定了阻碍他们的语言习得和跨文化适应的两个因素：官僚主义以及所受到的歧视。本研究还表明，文化距离；汉语水平和使用现代技术交流可以同时是跨文化适应的促进因素和障碍因素。

论文的第三部分由第 9 章和第 10 章组成，从较为抽象的理论角度讨论本论文的研究成果，反思整个研究项目。第 9 章首先分析和讨论与第 5 章至第 8 章中论述的研究结果相关的理论概念并且说明他们之间的关系，然后为去中国留学的国际学生提出跨文化适应的策略。第 10 章回顾本研究，评估研究结果。介绍本研究对现有知识的贡献，并讨论本研究的局限性，对于未来进一步的研究给出建议。在本章结尾处，得出了本研究的最终结论。

第二章：文化的定义与特性

2.1.本章简介

文化的概念是复杂的。任何涉及“文化”的研究，包括跨文化方面的研究，都要求对“文化”的概念进行界定，以便对其进行研究。本研究关注的是爱尔兰学生在中国留学的跨文化适应，因此有必要讨论“文化”的定义。这样的讨论应该集中在如何研究文化并为决策提供合理辩护的决定上。接下来将介绍文化距离与文化冲击之间的联系。本节试图通过展示霍夫斯泰德 (Hofstede, 2001) 的文化维度模型来理解中国和爱尔兰社会在跨文化背景下的文化差异。本章节还将分析语言，文化和文化归属之间的关系，讨论文化归属与民族自豪感之间的关系以及相关的实证研究。接下来讨论有关第二语言习得与文化适应的研究并介绍有关“文化定型”的概念与跨文化交际悖论。本章节的最后一部分讨论在跨文化适应进程中培养和发展跨文化意识与跨文化归属的重要性。

2.2.文化的定义

“文化”是在中国汉语言系统中自古以来就存在的词汇。“文”这个汉字的本义，指各色交错的纹理。《易·系辞下》记载：“物相杂，故曰文。”在此基础上，“文”又有若干层引申义。其一，为包括语言文字内的各种象征符号，进而具体化为文物典籍，礼乐制度。《论语·子罕》所载孔子说：“文王既没，文不在兹乎。”其二，由伦理之说导出彩画，装饰，人为修养之义。《论语·雍也》称：“质胜文则野，文胜质则史，文质彬彬，然后君子”。其三，在前两层意义之上，更导出美，善，德行之义。《礼记·乐记》所谓“礼减而进，以进为文”。“化”，这个汉字本义为改易，生成，造化。如：《庄子·逍遥游》“化而为鸟，其名曰鹏”。“化”指事物形态或性质的改变，并由此引申为教行迁善之义。“文”与“化”并联使用，较早见之于战国末年儒生编辑的《易·夬卦·彖传》：

（刚柔交错），天文也。文明以止，人文也。观乎天文，以察时变；观乎人文，以化成天下。

这段话里的“文”，即从纹理之义演化而来。日月往来交错文饰于天，即“天文”，亦即天道自然规律。“人文”，指人伦社会规律，即社会生活中人与人之间纵横交织的关系，

如君臣，父子，夫妇。兄弟，朋友，构成复杂网络，具有纹理表象。这段话的意思是，治国者必须观察天文，以明了时序之变化，又须观察人文，使天下之人均能遵从文明礼仪，行为止其所当止。在这里，“人文”与“化成天下”紧密联系，“以文教化”的思想已经十分明确。西汉以后，“文”与“化”合成一词，如“文化不改，然后加诛”（《说苑·指武》）。这里的“文化”与无教化的“质朴”，“野蛮”对举。

西方各民族语文系统中，也有与“文化”对应的词汇，不过他们之间还是有细微的差别。

拉丁文 culture，原形为动词，含有耕种，居住，练习，注意等多重意义。与拉丁语同属印欧语系的英文，法文，也用 culture 来表示栽培，种植之意，并由此引申为对人的性情的陶冶，品德的教养，这就与中国古代“文化”一词的“文治教化”内涵比较接近。

所不同的是，中国的“文化”一开始就专注于精神领域，而 culture 却是从人类的物质生产活动生发，继而才引申到精神活动领域的。从这层意义上分析，culture 的内蕴比“文化”更为宽广，而与中国汉语言系统中的另一词汇“文明”更加接近。“文明”是从人类的物质创造（尤其是对火的利用）扩展到精神的光明普照大地。张岱年和方克立（2004：2）认为“文明”兼容物质创造和精神创造的双重意义，接近于今天人们通常理解的广义文化。张岱年，方克立（2004：3）指出凡是超越本能的，人类有意识地

作用于自然界和社会的一切活动及其结果，属于文化，或者说，“自然的人化”即是文化。张岱年和方克立（2010：3）论述到：长期以来，人们在使用“文化”这一概念时，其内涵，外延差异很大，所以有广义的“文化”与狭义的“文化”之分。广义的“文化”，从人之所以为人的意义上立论，认为正是文化的出现“将动物的人变为创造的人，组织的人，思想的人，说话的人以及计划的人”（多维视野中的文化理论，107页），因而将人类社会与历史生活的全部内容纳入“文化”的定义域。狭义的“文化”排除人类社会和历史生活中关于物质创造活动及其结果的部分，专注于精神创造活动及其结果，所以又被称为“小文化”。1871年英国文化学家泰勒提出了狭义“文化”早期的经典界说：文化“乃是包括知识，信仰，艺术，道德，法律，习俗和任何人作为一名社会成员而获得的能力和习惯在内的复杂整体。”这个解释涵义极为广泛，但是后人还是又对此定义做了数百次修正。关于文化的定义一直是20世纪各门社会科学争论的一个问题。人类学，社会学，心理学等各门学科就文化这个科学术语的解释争论不休。1961年，英国传播学家威廉姆斯（R. Williams）把文化的定义概括为三种类别：

第一种是理想的。在这种类别的定义之中，文化被解释为一种具有绝对和世界性价值的人类完美状态与过程。第二种是记录性的，文化被解释为人类智慧与创作的主体，详尽地记录了人类过去的思想与经验。第三种是社会性的，文化被描述为一种特别的生活方式，这种方式代表了在习俗与日常行为中特定的意义和价值观。

(Williams, 1961: 41-43, 引自陈申, 2001: 3)

Jandt (2001 : 499) 关于文化的定义是：文化是生活方式的总和，包括行为规范，语言学表达，交流方式，思维方式，信仰和价值观，足以在世代中自我传承。Kitayama 和 Cohen (2007 : 616) 将文化定义为由广泛共享的社会“规范” (包括“规则”，“理论”，“文法”，“规范”，“系统”，“模型”，“世界观”等) 组成。Van Oudenhoven, Ward 和 Masgoret (2006 : 647) 强调说：“文化是一个复杂的结构，可以被看作包括文物，社会制度，语言，习俗，传统的共同的概念。”根据管理心理学家霍夫斯泰德 (Hofstede , 2001) 的观点，文化是不同社会群体在国家或地理层面上展示的信仰体系。它显示了“将一个群体的成员区分开来的心智的集体规划”。霍夫斯泰德 (Hofstede , 2001) 把文化称为“心灵的程序”或“心灵的软件”。他认为文化之于人犹如程序之于计算机。计算机的运行依靠软件程序怎样写的，计算机就怎样运行。文化就像事先写好的程序一样，决定人的行动。但是霍夫斯泰德 (Hofstede , 2001) 指出与任何计算机不同的一面是：“人的行动只是部分地被他的心灵程序所决定，它具有偏离心灵程序的基本能力，具有按新的，创造性的，破坏性的或出其不意的方式行动的能力。”霍夫斯泰德 (Hofstede , 2001: 21) 又将文化区分为第一种文化和第二种文化，他指出：“在大多数西方语言中 Culture 通常的意思是‘文明’‘教养’，特别是指像教育，文学，艺术这类的教养。这是狭义的文化，有时称为‘第一种文化’。作为心灵软件的文化是这个词的广义用法，社

会人类学家通常这样用，这是‘第二种文化’。“第一种文化”又被称为大写字母 C 的文化，“第二种文化”被称为小写字母 c 的文化。

近代中国学术界的先驱对于文化这个概念也作了不同的界定，他们的观点和西方学者的看法大同小异，一脉相承。梁漱溟先生对文化范围的界定比较宽泛，他认为“文化是生活的样法。”(梁漱溟，1987)“文化，就是吾人生活所依靠的一切。”“文化之义，应在经济，政治，乃至一切无所不包。”(梁漱溟，1987)；陈独秀先生对于文化的诠释定义比较狭窄，文化的内容“是文学，美术，音乐，哲学，科学这一类的事”(陈独秀，1984)。毛泽东在论及新民主主义文化时说：“一定的文化是一定社会的政治和经济在观念形态上的反映。”这句话所指的“文化”，也属狭义文化。于靖(1987: 7)主张文化是人所创造的物质财富和精神财富的总和。文化分为三个层次：第一个层次是物质文化，它是经过人的主观意志加工改造过的。第二个层次是制度文化，主要包括政治及经济制度，法律，艺术作品，人际关系，习惯行为等。第三个层次是心理层次，或称观念文化，包括人的价值观念，思维方式，审美情趣，道德情操，宗教感情和民族心理等。中国对外汉语教学界学者张占一(1983)将文化分为“知识文化”和“交际文化”：

所谓知识文化,指的是那种两个文化背景不同的人进行交际时,不直接影响准确传递信息的语言和非语言的文化因素。所谓交际文化,指的是那种两个文化背景不同的人进行交际时,直接影响信息准确传递(即引起偏差或误解)的语言和非语言的文化因素。

(载于胡文仲 1994: 193)

张占一 (1983: 189) 认为文化交际的重要性甚于知识文化, 在语言教学中应该突出“交际文化”的重要性。因为作为教学对象的外国留学生需要在尽可能短的时间内学会将汉语应用于身边的各种交际环境, 以便尽快地进入专业学习或工作。从外语教学这一特定角度出发, 胡, 高 (1997: 8) 倾向于采用文化人类学家通常使用的定义, 将“文化”看做特定人群的整体生活方式。这是因为, 这一界定的范围比较宽泛, 既涉及日常生活和习俗, 也涉及隐藏在习俗之后的价值观念。文化人类学家及注意具体行为细节的描写, 也注重建构理论模式以解释行为。本研究的研究对象是到中国留学学习汉语的爱尔兰学生, 本研究参照文化人类学的视角, 将文化定义为特定人群的整体生活方式, 即特定人群的行为模式以及支配行为的价值观念系统。由于语言教学的基本目的是培养学生的交际能力, 本研究关注的“文化”首先是与生活密切相关的, 特别是与语言交际直接相关的方面, 例如, 语言, 非语言交际手段, 饮食起居, 风俗习惯等, 还有研究支配人们行动的文化价值观念, 因为它们提供交际行为所发生的背景, 系统地

解释人们的交际行为。对于目的语文化整体的了解也将有助于学生思想的开拓和人格的完善。

2.3.文化的特性

胡文仲和高一虹 (1995: 11) 将文化的特性归纳为五个重要的方面：第一，文化是人类所独有的；文化是社会遗产。由于文化是代代相传的，任何一个社会的文化都包含了以往文化的沉淀。今日中国的文化包括了儒，道，佛等哲学思想的影响，其中尤以孔子的思想对后代影响最深。匡亚明 (1990: 218) 指出：“孔子的伦理思想学说，深刻地影响了他身后两千多年的中国封建社会，对于民族心理，民族风俗习惯的形成，具有极其重大的意义。”费孝通 (1996) 对于文化的传承是这样解释的：

人靠了他的抽象能力和象征体系，不但积累了自己的经验，而且可以积累别人的经验。文化是依赖象征体系和个人的记忆而维持着的社会共同经验。这样说来，每个人的“当前”，不但包括他个人“过去”的投影，而且是整个民族的“过去”的投影。历史对于个人并不是点缀的饰物，而是实用的，不可或缺的生活基础。

费孝通 (1996: 16-17)

文化的第二个特性是文化是可以通过学习获得的。一个人具有什么文化并不取决于他的种族,而是取决于他生活的文化环境。Roger Keesing (1986: 24) 指出:“通过文化学习,一个婴儿可以变成部落民,或印第安农夫,或纽约曼哈顿公寓里的居民。饥,渴,性等生物性驱力,都永无止境地收到文化习尚的再塑造和重整。”母语文化是后天习得的,同样道理,其他文化也可习得。成人学生在学习不同于母语的**第二外语**时,在学习语言的同时也在潜移默化地学习所学语言国家的文化。例如,外国留学生在**中国学习汉语**时学习了不少中国的习俗。各文化之间也常常相互学习和渗透。例如,汉民族文化的形成过程是不断吸收,融合其他民族文化的过程。汉唐时期是中国文化昌盛的时期,这一盛况的出现就是由于大规模的文化输入,使中国文化处于“坐集千古之智”的佳境,正如张岱年(1987)所论述:“中国今日,已经广泛地接受了西方的影响。就衣食住行等物质生活来说,除了食还保留了中国烹调以外,衣着,住房,交通工具都已不同程度地西化了。这正是东西文化融合的表现。就艺术和科学等精神生活来说,‘声光电化’等自然科学已经在中国生根了。医学则中西医学各具特色,共同为人民的健康做出贡献。中国绘画,音乐与西方的绘画,音乐是同时并存。这呈现了丰富多彩的情况。”

第三，“世界观”是文化的核心。胡文仲和高一虹(1995: 15)认为文化中的观念或“世界观”部分是最深层也是最稳定的因素。这里的所说的“世界观”并非仅指政治观点和信仰，而是泛指一个民族观察事物的角度，思维方式和价值观念。例如，中国人注重“人伦”的传统从孔夫子时就有了，当今中国社会比起西方社会来仍然更重视亲情和“关系”，不过程度和表现方式有所变化而已。观念文化往往隐藏在人们的行为之后，支配着人们的行为。

第四，语言是文化的重要组成部分。语言与文化的关系错综复杂，他们既相互重叠，紧密相关又不完全等同。Kramersch 将语言和文化的关系归纳为三条：

第一，语言表达文化现实。人们在使用语言时，用词造句都是为了表达一种共同的经验。他们用语言表达的各种事实，主义和各种事件之所以能够通过交际传递，正是因为他们对世界所具备的知识是与其他人共享的。交际者使用的语言言辞同时也表达了他们的和别人的态度，思想，信仰和观点。第二，语言体现文化现实。一个文化社团的成员不仅仅用语言来表达共同经验，同时他们也通过语言来创造经验。他们在交际中选择不同的媒介，赋予语言各种意义。例如，他们可以采用电话交谈或面对面交谈，书信来往或传递电子邮件，阅读报纸或解释图表。他们通过口头，书面，形象等媒介创造各种各样的意义，这些意义能为属于同一文化社团的成员所理解。例如说话者的语调，口音，传统文体，体态和面部表情等。第三，语言象征文化现实。语言作为一种信号系统，具有特别的文化价值。说话人通过使用他们的语言来区分非属他们同一社团的人。他们将语言视为鉴别一个人社会身份的标志。如果对一种语言的使用加以禁止，那么，说这种语言的人将被视为对该社团和该文化的歧视与排斥。

(Kramersch , 1998 : 3 , 载自陈申 , 2010 , 9-10)

在语言和文化关系的诸多论说中，最具争议的是“语言相对论”（linguistic relativity）。

美国人类语言学家萨皮尔（Sapir）说：“人类并不住在一个客观世界里，而是很大程度上生活在某种特定语言所决定的社会，这种语言是表达他们社会的媒介。”（Sapir, 1929: 209）换言之他认为语言和文化之间存在着一种强有力的关系，即我们对现实的认知，我们通向自己文化的渠道，是完全由我们所用的语言决定的，语言既是人们认识世界的钥匙，同时也是囚禁人们的桎梏。Whorf（1956）声称某种语言，特别是其语法，提供给说话者一种表达思想的特殊习惯模式，使说话者用一种既定的模式来看世界，从而造就不同的文化。这个假说引起了很大的争论。虽然人们否定了语言决定思维的极端主张，但是并不否定语言对思维的方法是有影响的。Kramsch（1998: 4）指出：“语言作为一种信号，反映出文化成见和约束了人们的思考方式。”

胡文仲和高一虹（1995: 18-19）认为“语言是文化的重要组成部分”这一命题主要可以从两个层面来认识。第一，作为传播媒介或“交际工具”，它能横向沟通文化的众多成员，也能纵向沟通处于不同时代的人。因此，它是文化传播和传承最重要的手段。这是语言的使用价值。在这一层面上，我们主要看到的是“可沟通性”或“可传播性”，是人类思维的共性以及相互沟通的必要。第二，作为一种“世界观”，语言也制约和建构着人们的

思维和文化。它是认识并进而改造，完善周围世界及自身的必由之路。这是语言的精神文化价值。在这一层面上，我们主要看到的是“不可通约性”，是各民族思维的特性以及相互理解的障碍。前一层面是跨文化交际的基础，后一层面是跨文化交际研究致力解决的问题。由于本研究主要探讨爱尔兰学生在中国留学的中文语言习得和跨文化适应，在本论文的下一部份（2.8 章节），还将进一步具体讨论语言和文化之间的关系。

第五，文化是多元的，变化的，相互渗透的。胡文仲和高一虹 (1995: 19-21) 认为文化是多元的而非一元的。如果文化是“群体”的整个生活方式，那么理论上讲这个“群体”可大可小，大到一个或几个大洲，小到两个人。“群体”范围的灵活性与“文化”的多元性密切相关，因为统一大群体的文化往往包括了数个小群体的不同文化或“亚文化”。人们一般谈论的“文化”经常与“国家”，“民族”或更广义上的“地区”相联系，比如“汉族文化”，“中国文化”“爱尔兰文化”，“东方文化”，“西方文化”等。然而此种意义上的“文化”内部并非铁板一块。比如，同是中国人，南方与北方，城市与农村，受过中，高等教育和未受过中，高等教育的人，男性与女性之间的生活习惯以及价值观念等存在相当程度的差异。这些“亚文化”差异往往给更高层面的“文化”概括带来困难。例如，如果把“您”和“你”分别作为中国文化中表示“权势关系”和“同等关系”的称谓，便忽略了

地域文化的差异，因为“您”的使用主要限于北方特别是北京地区。由于这种多元性，在跨文化交际中，人们在“文化”比较文献中读到的往往是“主流文化”而不是“非主流文化”。所谓主流文化，是指在整个社会中占主导地位的文化。例如，我们今天在文献中读到的关于“美国文化”，多意味着以白人，中产阶级，新教，男性为主的文化。所谓“非主流文化”，是指主流文化之外的，在社会中不占统治地位的文化。胡文仲和高一虹(1995) 建议我们在了解主流文化的同时，应对文化的多元性，对亚文化之间可能有的区别有着清醒的意识。

文化是动态的而非静态的。胡文仲和高一虹(1995) 把文化比喻成“源远流长的河流”。

虽然“远”和“长”对于每个文化来说并非同样适用，文化的历史有长有短，但“源”和“流”却对每个文化都同样准确，因为每个文化都有自己的起源，而且都是不断变化发展的。

胡，高(1995) 建议要用历史的，动态的，发展的眼光对待文化。昨天存在的文化现象可能今天已不复存。如果哪位当代西方人认为中国男人仍留着长辫子，中国女人仍裹着小脚，大家一定觉得他对中国的认识幼稚可笑。文化是相互影响，相互渗透的。在不同文化的接触之中，一个文化的某些因素被另一文化所接受，并渐渐被消化吸收或摒弃。例如，佛教是从印度发源的，经过数个朝代，它慢慢传入中国并被本土文化所

吸收, 与儒, 道形成互补局面, 成为中国文化有机体的一部分。后来, 佛教文化 (包括思想, 艺术, 建筑, 服饰等多个方面) 又经由中国传到日本等国家, 在本土文化中生根并同
时被本土化。佛教文化因而成为“东方文化”的重要组成部分。今天, 人们已经不再狭
隘地把佛教看做仅属于印度的, 而更习惯把它看成是“东方的”。文化的多元性, 变化
性和渗透性告诉我们, 文化是复杂的, 而“文化”的概念是相对的。有了这种意识, 我
们就能够比较公正, 科学, 现实地处理所接触的各种文化信息。文化差异是文化冲击
的主要原因。文化冲击, 文化差异, 跨文化交际都是对跨文化适应有影响的重要因
素。下面章节将讨论文化冲击与文化距离之间的关系。

2.4.文化冲击与文化距离

理查德·布里斯林 (Richard Brislin , 2000) 提供了一个在跨文化交互的背景下文化的
定义: 文化通过“善意的冲突”而成为证据。因为大多数人从来没有真正地思考过自己
的文化, 所以只有当他们遇到来自其他国家的人在社会上不合适的行为时才会注意到
文化偏离了自己的文化规范。在这种“善意的冲突”中, 所涉及的人们都试图有礼貌和
尊重他人, 但是他们的不同的文化背景导致他们表现出不同的行为。这种文化冲突对

参与者和观察者产生持久的影响，往往使他们审视自己的行为和文化背景。布莱尔和麦科柯马克（Blair & McCormack, 2006：1）在讨论二十一世纪全球化时写道：“在本世纪之前，没有多少人接触到与自己熟悉的生活方式不同的人，现代人的流动越来越大，包括自愿的和被迫的原因。人们的工作，休闲，甚至饮食习惯都改变了”。布莱尔和麦科柯马克（Blair & McCormack, 2006：1）并没有消极地看待这些变化，而是为人们提出一个潜在的挑战性建议：“人们可以做些什么来帮助应对这个变化多变的世界 - 研究文化差异，以便更好地了解如何利用这些新的条件，而不仅仅是承受后果。”

正是从此目的出发，本研究旨在帮助在中国学习的国际学生探索和发现有效的跨文化调整适应的策略。本研究的一个核心问题是关于国际学生如何避免或减少文化冲击的影响。贝内特（Burnett，1998：216）把文化冲击描述为一种过渡冲击“需要调整由于人们离开所熟悉的环境而产生的变化所导致的一种迷失”。贝内特描述了文化冲击带来的“认知不一致性”，这种认识性的退缩是通过认识到“我们所持有的神圣的东西反映在一个扭曲的镜子中，而这个闪回的背影使我们失去了平衡，以往的经验对目前的生存没有什么价值。旧的参照系毫无帮助，但这是我们所拥有的，所以我们要疯狂地保护它”（Burnett，1998：218-19）。

中国代表了一个特别有趣的跨文化适应的个案研究，因为它构成了对在中国留学的爱尔兰学生的两种文化冲击：第一个是爱德华赛义德 (Edward Said , 2003) 定义为“东方主义”的刻板印象所产生的虚构的，意识形态上的产物；其次是学生的亲身经历和感受到的这个国家的文化，与以前获得的有关这个国家的刻板印象相距甚远。首先，第一种文化冲击来自西方小说家，电影导演等宣传的有关“东方文化”的刻板印象的结果，大多数爱尔兰学生对中国的主要印象来自于此。赛义德强调了西方人完全不能理解东方世界。因此，作为“东方”一部分的中国，自古就被称为“浪漫的地方，异国风情，难忘的回忆和景观，非凡的经历”。最重要的是，赛义德 (Said) 强调这种刻板印象所支持的文化二元性，构成了“以东方在欧洲西方经验中的特殊地位为基础的与东方接触的一种方式”因此作为“(欧洲) 对于东方最深刻和最常见的其他形象之一”(Said , 2003 : 1)。赛义德 (Said , 2003) 描述了这个过程的深远意义，暗示了考虑东方主义这个刻板印象对国际学生观点的潜在影响的重要性：

东方学是一种基于“东方”和 (大部分时间) “西方”之间的本体论和认识论区分的思维方式。因此，诗人，小说家，哲学家，政治理论家，经济学家，帝国管理者等众多作家都接受了东西方之间的基本区分，作为阐述理论，史诗，小说，社会描述，以及关于东方，人民，习俗，“思想”，命运等的政治报道。

Said (2003 : 2-3)

我个人认为，国际学生对这些刻板印象的体验本身就是一种文化冲击。珍妮特·伯内特（Janet M. Burnett）谨慎地建议学者们不要把文化冲击视为“源远流长的异域疾病”。事实上，文化冲击就与我们所面临的生活发生变化时而产生紧张和焦虑非常相似。“（Janet M. Burnett，1998：215）。这种紧张关系可能是由于文化差异以及有关不同文化的刻板印象引起的。有关东方主义的刻板印象的最令人震惊的影响是其可能对爱尔兰学生对中国的期望产生影响，特别是在审美，学术，经济，社会学，历史和文学方面，因为有关东方主义的刻板印象将世界视为“东西方两个不平等的一半”。布莱尔和麦科柯马克（Blair & McCormack, 2006）认为，这种观点鼓励并且潜在地加剧了西方人民有关中国的现代化的误解。正如布莱尔和麦科柯马克（Blair & McCormack, 2006）所阐明的那样：

在文艺复兴时期和欧洲早期时期，现代性开始于西方，中世纪的僵化思想和制度开始受到质疑。挑战传统和继承权的过程一直持续到今天。作为这种过程的现代性直到18世纪末才在中国开始，对清朝也有挑战。

布莱尔和麦科柯马克（Blair & McCormack, 2006：8-9）

由于国际学生在去中国留学之前对于中国文化的了解可能局限于有关“东方”的刻板印象，对于中国文化没有一个清晰的概念。去中国留学的西方学生中，他们所了解的有关中国的文化和知识大多数只是来自有关东方文化的文化漫画。国际学生如何克服第

二种文化冲击是本研究的核心关注点。伯内特 (Burnett , 1998) 的研究有价值地提出一个具挑战性的问题 - 爱尔兰学生如何接受中国文化并培养对中国文化的欣赏 , 这主要是如何处理文化调整遇到的问题。文化调整可以激发“失去所有我们熟悉的社会交往的标志和符号而引起的焦虑” (Bennett , 1998 : 215) 。在极端的情况下 , 这种焦虑可能会发展成为文化冲击 , 这是由于突然接触到一个非常陌生的文化而引发的。文化冲击这个概念是由奥伯格 (Oberg) 1958 年提出的。Oberg (1960 : 177) 指出当一个人进入一个陌生的文化 , 离开了熟悉的环境 , 失去了所有熟悉的社会交往的标志和符号容易引起焦虑和感到沮丧。奥伯格 (Oberg , 1960) 从六个方面进一步解释了文化冲击产生的原因和表现的症状 : (1) 由于接触到陌生的文化需要进行必要的心理调整而造成的压力; (2) 对朋友 , 地位 , 职业和财产有失落感和被剥夺感; (3) 被新文化的成员拒绝; (4) 角色 , 角色期望 , 价值观 , 感受和自我认同的混淆; (5) 意识到文化差异后的惊讶 , 焦虑 , 甚至厌恶和愤慨; (6) 由于不能适应新的环境而导致无能的感觉。Bennett (1998) 认为 , 文化冲击的可能症状包括“过度关注清洁和健康 ; 无奈和退缩的感觉 ; 易怒 ; 担心被骗 , 被抢或受伤 ; 被别人盯着看 ; 渴望回家和老朋友团聚 ; 以及其它的生理压力反应。我们本质上处于一种由我们所处的陌生环境引发的挫折 , 焦虑和偏执的状态” (Bennett , 1998 : 217) 。从事跨文化研究的研究人员将文化冲击视为文化压力调整的正常过程 , 其中包括焦虑 , 无助 , 烦躁等症状以及渴望

更加稳定的和安逸的环境。焦虑可能会导致过度专注于食物，轻微的痛苦，害怕被欺骗或被抢劫，对当地人的愤怒和回避，以及渴望与本国人在一起的愿望（Furnham & Bochner 1986; Furnham, 1993; Anderson, 1994）。

尽管文化冲击与消极的经历相关联，但也有其积极的一面。例如，阿德勒（Adler, 1987）将文化冲击视为跨文化学习和成长的经验。阿德勒（Adler, 1987: 30）认为文化冲击是一种深刻的学习体验，提高了自我意识和文化意识。Rothwell（2000）指出应对文化冲击最有效的策略之一是发展国际学生的沟通技巧，包括进一步对东道国文化的了解，培养设身处地从他人的角度看待东道国环境的能力，以便更好地理解他人的思想感情。

以往的研究表明，文化冲击一般经历三个阶段：第一个阶段是对新文化的迷恋；第二个阶段是敌意和挫折；第三个阶段是接受和适应新的文化（Smalley 1963; Adler 1987; Furnham & Bochner 1982; Ting-Toomey & Chung 2005）。帕特科娃（Petkova: 2007: 18-19）曾对来自十七个不同国家的二十三名国际学生进行了面对面的访谈，和他们讨论如何接触外国文化以及面临的经验和困难。通过对收集到的数据进行分析，

她发现文化冲击的感知分为三个阶段：在初始阶段，国际学生通常观察和分析东道国的房屋，商店，地理距离，种族等自然环境和环境种族，人的身体特征和东道国人民所说的语言。在这个阶段，国际学生通常不会意识到文化冲击。在第二阶段，国际学生注意到与东道国有关的价值观，生活方式和文化。他们将东道国和本国的习俗和传统进行比较。在第三阶段，国际学生充分认识到他们经历了文化冲击。通常他们已经了解了东道国的社会规范，态度和行为规范。对东道国文化的移情和评价是这个阶段已经达到的标志。

巴比科 (Babiker , 1980) 等研究人员认为“文化距离”是造成跨文化适应过程的困难的原因。根据葛国瑞和普拉纳斯 (Gorgorio & Planas , 2005) 的观点，文化距离是本土文化与东道国文化之间的差异。葛国瑞和普拉纳斯 (Gorgorio & Planas) 认为不同的个人从不同文化的角度来看待同一事实，情况，人，事件或规范。根据 Mumford & Babiker (1997) 的观点，以下因素可以用来衡量文化距离：气候，服饰，语言，食物，宗教和社会规范。帕特科娃 (Petkova , 2007) 认为，文化冲击的程度直接关系到本土文化与东道主文化之间的“文化距离”。研究人员 (Babiker , Cox , & Miller , 1980; Ward & Searle , 1991) 发现，文化距离与社会心理调整有关。Cigularova

(2005) 解释说 , 东道国文化和本土文化差异较大的国际学生在跨文化适应期间 , 可能经历更多的困难 , 承受更大的心理压力。Furnham 和 Bochner (1982) 通过对收集到的数据的分析表明 , 国际学生感受到的文化差异和跨文化适应之间存在着某种关系。在英国留学的国际学生中 , 来自与英国文化距离较大的国家的留学生在跨文化适应方面遇到的困难比来自与英国文化相似的国家的学生要多。东道国文化与国际学生的本土文化之间的差距越大 , 国际学生往往遇到更大的困难和挑战。正如 Redmond (2000 : 153) 所指出的 , (文化) 差异越大 , 在发展和维系关系 , 满足社会需求 , 有效沟通和文化适应方面可能会遇到的问题就越多。文化距离是指两个文化群体之间差异的水平 , 通常可以通过比较多个因素来评估。在接下来的部分 , 将介绍霍夫斯泰德 (Hofstede) 的文化维度模型作为比较各国文化和文化距离指标的一种方式。

2.5. 霍夫斯泰德 (Hofstede) 文化维度模型

文化维度在跨文化研究领域已被广泛研究和应用 , 特别是有关个人主义和集体主义维度已经被证明特别受欢迎 (Basabe 和 Ros 2005; Kim 2005) 。荷兰管理心理学家霍

夫斯泰德 (Hofstede) 于 80 年代初期在 IBM 公司对从事 50 种不同的职业 , 66 种不同国籍的雇员进行过问卷调查 , 根据对 11.6 万份问卷的分析 , 归纳出文化价值的四个维度 , 个人主义对比集体主义 , 权利差距 , 对不确定性的回避 , 男性占主导地位的社会对比女性占主导地位的社会 , 后来他又补充了第五个维度 : 长期维度对比短期维度。 Hofstede (2001 : 14) 指出 , “维度是一种文化的一个方面 , 可以与其他文化相对衡量比较”。霍夫斯泰德 (Hofstede , 2001) 设计的文化维度模型从五种不同的文化维度和价值观来衡量比较各种文化。

1) 个人主义维度

个人主义和集体主义的区别在于社会关注如何以个人或集体的方式奖励成就和人际关系。霍夫斯泰德 (Hofstede , 2001 : 209) 把个人主义维度描述为“在特定社会中占主导地位的个人与集体的关系”。霍夫斯泰德等人 (1998 : 10) 认为社会凝聚力问题与个人主义和集体主义的关系有关。 Hofstede (2001 : 212) 指出 : 在一个特定的社会中 , 个人主义或集体主义对其成员的期待程度普遍存在 , 这将极大地影响个人与其所属组织的关系的性质。

2) 权力距离维度

这个维度与权力不平等和权威对社会的影响有关。它对家庭和组织单位的等级关系产生影响。霍夫斯泰德 (Hofstede , 2001) 解释说, 这种权力距离维度与人类思想最古老的概念之一 - 人类不平等有关。在一个社会中可以发现在物质方面, 社会地位, 财富和权力之间的不平等。权力距离维度排名高的社会更可能遵循不允许公民向上流动的种姓制度。低权力距离维度排名低的社会强调每个人的平等和机会。

3) 男性主义维度

在一个男性主义占主导地位的社会中, 社会成员的主要价值观倾向于成就和成功, 而在女性主义占主导地位的社会中, 社会成员更重视关心其他成员和生活质量。霍夫斯泰德 (Hofstede , 2001 : 297) 有关男性主义维度的定义如下: “男性主义代表了社会性别角色明显不同的社会: 男性应该是自信的, 坚强的, 关注物质方面的成功; 女性应该更谦虚, 温柔, 关心生活质量。女性主义代表了一个社会性别角色重叠的社会: 男性和女性都应该谦虚, 温柔, 关心生活质量。霍夫斯泰德 (Hofstede , 2001) 发现,

以自我为中心的目标（职业与金钱）吸引了男性；而女性则更注重社交目标（人际关系与帮助他人）。身体和生理方面的差异也被认为是跨性别的社会角色。霍夫斯泰德（Hofstede，2001）指出，这些差异在社会中起着至关重要的作用，男性主义社会强调经济事务；女性主义社会强调照顾小孩子或弱势群体。

4) 避免不确定性维度

避免不确定性的基础是社会表现出的避免不确定性和模糊性。霍夫斯泰德（Hofstede，2001：113）指出，避免不确定性指的是“人们感受到不确定性和模糊性的威胁程度，并试图避免这些情况”。霍夫斯泰德（Hofstede，2001：145）认为，无法准确预测未来是“人类生活的一个基本事实”，每个社会都试图通过技术，法律和宗教来应对这种无能。

5) 长期维度对比短期维度

霍夫斯泰德 (Hofstede , 2001 : 359) 指出 , 长期维度 “代表以未来为导向的美德的培育 , 特别是持之以恒的毅力和节俭”。长期维度的重点是社会是否热衷于传统的 , 前瞻性的思想价值观。这个维度所代表的价值观可以与儒家价值观相媲美 , 因而被称为代表儒家的思想。西方人倾向于认为 , 东亚国家 “比西方国家更倾向于传统和面子 , 但是这个指标衡量的是一方的相对价值” (Hofstede 2001 : 355) 。西方思想被认为是更加注重分析性的 , 强调要素 , 而东方思维往往更注重大局。霍夫斯泰德 (Hofstede , 2001) 认为 , 长期维度文化重视社会和经济平等 , 建立和维护关系。短期维度文化更重视家庭与企业 , 精英管理和个人利益的分离。

2.6.中爱社会的文化差异

霍夫斯泰德 (Hofstede, 2001) 对文化维度的研究对于在跨文化背景下研究中国和爱尔兰社会文化异同提供了非常独特的见解。因为本研究关注的是在中国留学学习汉语的爱尔兰学生的跨文化适应进程 , 所以有必要研究中爱两国的文化异同。霍夫斯泰德 (Hofstede, 1994 , 2001) 对文化维度的研究对本研究分析中爱两国的文化异同很有帮助。下面的图表显示了霍夫斯泰德 (Hofstede) 的文化维度模型的中国和爱尔兰的分数 , 本研究将利用此数据来分析跨文化背景下中爱两国社会的文化异同。

图表 2.1 霍夫斯泰德 (Hofstede) 的文化维度模型的中国和爱尔兰的分数

(数据来源 Hofstede 2001: 501, 502)

| 国家 | 权力距离指数 | 避免不确定性指数 | 个人主义指数 | 男性主义指数 | 长期定位指数 |
|-----|--------|----------|--------|--------|--------|
| 中国 | 80 | 30 | 20 | 66 | 118 |
| 爱尔兰 | 28 | 35 | 70 | 68 | 43 |

首先比较中国和爱尔兰在权力距离维度的得分，中国的权力距离维度的得分为 80 分，大大高于爱尔兰，由此可以看出中国社会是一个等级社会。爱尔兰的权力距离维度得分是 28 分，由此可见爱尔兰是一个权力距离相对较小的国家，阶级层次不是非常分明的社会。爱尔兰在避免不确定性指数方面的得分为 30 分，与中国的得分 35 分相似。中国与爱尔兰这两个社会在男性主义指数上都取得了很高的分数（66 分与 68 分），显示了男性比女性在社会上占据更重要的地位。然而，Greene (1994) 指出，当代爱尔兰社会妇女的传统角色已经发生了变化。

在个人主义维度方面，爱尔兰得分为 70 分，显示爱尔兰重视个人主义，中国在个人主义维度的得分仅为 20 分，表明中国是一个集体主义社会。在研究中国和爱尔兰文化异同方面所强调的一个主要差异是个人主义和集体主义维度的概念（Hofstede，2001）。

个人主义文化的关键特征是推崇个人目标和利益，鼓励创造性的，自力更生的竞争和自信的个性。强调自我促进和自我发展，重视能力和才能（Neuliep，2003：38）。

与此相反，集体主义社会重视集团的目标和利益，并将这些目标和利益作为每个成员的主要关注点。集体主义社会的基本单位是家庭单位等群体（Neuliep，2003）。成员所表现的有价值的特征是对组织的忠诚，谦卑，对他人的宽容和诚意，因为成员认为自己与其他成员相互依存。中国的标准意识形态是集体主义，根植于几千年前的儒家信仰和最近的共产主义政策。集体主义常常是自我牺牲的代名词，深深植根于中国人的思维中。威廉（William，1998）声称，集体主义社会重视对集团的忠诚，并强调维护集团的尊严和完整。个人的行为和这些行为的结果是爱尔兰人类行为观的主要特征。相反，儒家哲学和价值观对于中国文化的影响更为明显。这些影响造成了价值观强调和谐，集体主义，孝顺和确定的等级结构上（Bond & Hwang，1986）。这表明，来自两个社会的个人行为都受到集体主义和个人主义的文化背景的影响。根据马克思（Max，2001）的说法，中国人认为“保全面子”是为了维护自我的完整。这种“面子”的概念影响着交流沟通，不断的回避冲突给家庭带来了一种和谐的感觉。

李岚和王黎明等学者（2016年）所著的《致胜中国：爱尔兰的优势与挑战》一书中展示了中爱两种文化之间的相似之处如何促成了两国人民之间的相互理解和信任。爱尔兰人与中国人都非常注重人际关系。“关系”这一概念源于中爱两种文化，这些文化深深植根于社会组织是家庭或社区的农业社会，人际关系在人们的经济和社会生活中发挥着至关重要的作用。这种社会实践为两国发展起来的乡村哲学奠定了基础，在这两种文化中，人际关系是主导人们生活的核心概念。爱尔兰商人与中国人分享这种类似的社会概念，与其他许多西方国家相比，爱尔兰商人更容易理解中国人的思想并以中国人的方式思考。李岚和王黎明等学者的调查显示，爱尔兰人与中国人对待法律和法规有着相似的社会态度，尽管爱尔兰商人严格地遵守中国的法律和法规，但是他们觉得更容易接受法律的灰色地带。这种社会态度与他们个人交换恩惠的传统方式密切相关。人类的方法对两国人民的思维方式产生了重大影响。例如，儒家思想更倾向于维护社会秩序和政治稳定的道德，而在爱尔兰，天主教会通过关注道德准则来加强当地社区的社会凝聚力。在这两种情况下，法律和法律制度被用作政府工具，以帮助统治阶级维持政治控制和社会稳定，而不是保护公民的人权。这导致了中国人和爱尔兰人对法律的不信任。因此，中爱两国人民都倾向于通过建立相互尊重，信任和诚实来做生意，而不是完全依赖合法的法律。此外，接受调查的爱尔兰商人认为爱尔兰人和中国人都具有类似的务实态度。他们通常对“外来”文化持有更加开放的态度，即使这

些文化可能与他们自己的社会文化传统不同，甚至相互冲突。这不仅有助于人们在商业交易中保持耐心和理解，而且还创造了彼此之间的亲密感和熟悉感，这使他们的业务流程更加顺畅和富有成效。共同的社会态度是出于不同的历史原因而形成的。在爱尔兰，由于殖民国家统治的悠久历史迫使国家站在两种文化之间，反对文化同化和政治压迫。殖民统治也迫使大量爱尔兰人移民并学习如何在社会文化不同的环境中定居和融入以求生存。在中国，古代相对先进的农业技术和理想的耕作条件将农民紧紧地束缚在农田和农业耕作活动中，并在一定程度上削弱了他们与神的联系，可以保护他们免受困难。这有助于中国人的思想“坦率地宣称以人为中心的宇宙，并认为所有知识的终结都是为了人类的幸福”。这种实用主义的心态被纳入了儒家思想等中国哲学的各种流派，中国在国内外也有大规模的移民，中国移民被迫更加灵活，适应生存。李岚和王黎明等学者在研究中发现，由于不同的历史原因，以及在不同的社会文化背景下，不同国家之间可以培养相似的文化概念和态度。例如，虽然爱尔兰殖民统治下的英国法律的执行不同于在中国实施维护政治统治的法家方法。然而，它们都有助于对遵守法律法规的类似态度的发展。同样，爱尔兰人民具有强烈的灵性感，但对教会当局最近和以前在殖民统治下的牧师使用权力持怀疑态度。这与中国人的经历不同，中国人遵循儒家思想，坚持对维护社会秩序和政治稳定有用的宗教信仰。然而，两者都有助于形成人们的务实态度，并在处理社会文化不同的环境时使其更加现实，灵活和适应

性强。总之，李岚和王黎明等学者认为爱尔兰与中国两国虽然在地理位置上相隔遥远，但是爱尔兰与中国在社会文化传统方面有很多相似之处。这是爱尔兰商人在中国成功地经商，在中国这样充满活力和复杂的经济市场中克服跨文化适应的挑战的关键。本研究致力于探讨研究爱尔兰与中国在社会文化传统方面的相似之处是否有助于爱尔兰学生在中国留学学习汉语期间应对跨文化适应的挑战。语言和文化密不可分，以下部分将进一步探讨语言和文化之间的关系。

2.8.语言和文化之间的关系

语言反映和影响一个人对世界的看法，因为语言和文化是彼此相关的，相互关联和不可分割的（Selmer，2006：352）。爱德华·霍尔（Edward Hall）主张“文化是沟通”（Hall，1973：97），也可以反过来说，“沟通就是文化”。沟通能力是通过与其他人交往来实现文化的发展。语言成为促进文化发展的手段。语言影响和反映文化正如文化影响和反映在语言编码。此外，虽然语音信号往往是交流能力的一部分，但它们只是几个相互关联的交流系统的一个子集。语言成分（声音，符号和语法），旁系语言成分（语调，音调，音量，速度和情感方面），超语言成分（非语言方面，如手势，

动作，鬼脸等），社会语言学维度（适合不同情况的风格曲目）。所有这些都是作为本土文化能力的一部分而被掌握的。对这些方面的理解以及它们是如何相互关联的，解释了在第二种文化/语言环境下发展能力所涉及的内容（Fantini，1995）。欧洲 18 至 19 世纪的思想家洪宝特（Wilhelm von Humboldt）提出了“语言世界观”的概念：

每一种语言都包含着一种独特的世界观。人从自身中造出语言，而在创造语言的同时，他也把自己束缚在语言之中；每一种语言都在它所隶属的民族周围设下一道樊篱。

(转引自姚小平，1995: 135 -136)

关于语言对于思维的影响，Sapir（1921）有过明确的的论述：

当有人问你：你是否可以脱离语言进行思考？多数人会回答：“可以。虽然不太容易，但我知道可以做到。”语言仅仅是一件外套！然而语言也许并不是外套，而是一条现成的轨道，或者渠道。的确，语言很可能是原本用于概念层面之下的工具，思维则是其内容的精细阐释。也就是说，产品是随着工具而产生的，无论从起源还是从日常实践来看，思维都难以离开语言而独立存在，正像离开了相应数学符号的杠杆，数学推理就难以进行。工具使产品成为可能，产品使工具更加精致。一个新概念的诞生，总是基于旧的语言材料的变形使用；直到有了确切的语言归宿，概念才获得独立的生命。在多数情况下，新的符号不过是从现有的语言材料中提炼出来的，无法逃脱现有语言材料的专制。可是一旦掌握了新词，我们立刻欣慰地发现，我们已经抓住了新的概念。直到掌握了语言符号，我们才感觉掌握了理解概念的钥匙。设想，如果“自由”“理想”这些词不在耳边回响，我们是否会时刻准备为自由献身，为理想斗争？可是我们也懂得，语言不仅是钥匙，而且可能是枷锁。

(Sapir ， 1921:11)

以上论述可归结为两点：第一，语言不同的人有着相应的不同的思维。第二，语言决定和制约思维；思维不可能脱离语言而存在。前者被称为“语言相对论”（linguistic relativity），后者被称为“语言决定论”（linguistic determinism）。以上两点统称为“萨皮尔-沃尔夫假设”（Sapir-Whorfian Hypothesis）。在萨皮尔-沃尔夫假设中，语言和文化不可分割的现象已经到了极端。它可以被描述为由两个相关的原则组成。语言决定论假设我们的思想是由语言决定的。语言相对论认为，说不同语言的人对世界的看法和思考方式完全不同。因此，萨皮尔 - 沃尔夫（Sapir-Whorf）假设认为，思想和行为是由语言决定的。决定我们语言的是我们的文化，这反过来决定了我们对世界的思考和我们的经验的分类方式。因此，萨皮尔 - 沃尔夫（Sapir-Whorf）假说强调文化和语言是如何交织在一起的，以及社会文化价值观和信仰如何塑造我们思考和说话的方式。这强化了理解目标语言的社会文化价值以成为有效的沟通者的重要性。掌握语言模式本身并不能保证有效的跨文化交流。另一方面，文化见解可能是由于学习另一种语言的过程而产生的。Yang 和 Bond（1980）认为，当学习一种新的语言时，个体可能会经历一个文化适应的过程。语言学习者可能潜意识地被学习语言的文化所影响，采用与该语言相关的一些文化态度和价值观。Liu（1995）指出，了解社会文化规则并不意味着人们可以将其应用于思考和沟通。说话者的本土社会文化价值可能仍然会影响目标语言的使用，从而阻碍另一种语言的学习者以目标语言有效地进行交流。随

着国际学生到国外留学生活，他们的文化归属被认为是文化适应过程的最初变化之一。

以下章节讨论文化归属与民族自豪感之间的关系。

2.9.文化归属与民族自豪感之间的关系

属于一个特定文化的人群通常保持着同样的价值体系，这被视为文化的重要组成部分。

这些内在的价值观以个人的身份认同为中心，任何对这些价值观的挑战都有深远的影响。

调查一个社会团体的文化是很重要的，这样才能深入了解一个团体的成员如何回

应他们的环境。在不同的文化会面的基础上提出了一些跨文化适应理论。Hall (1996 ,

引自 Braziel & Mannur , 2003) 主张如下 :

一个文化认同，一个共同的文化，一种集体的“一个真正的自我”，隐藏在许多其他的，肤浅的或人为的“自我”之中，这些共同的历史和血统的人们是共同的。在这个定义的范围之内，我们的文化身份反映了共同的历史经验和共同的文化规范，它们为我们提供了稳定，不变，连续的参照和意义框架，是“一个人”在变化的分裂和变迁之下的实际历史。

Hall (1996 , 引自 Braziel & Mannur , 2003 : 236)

自我的各种特征是由文化塑造的：人们如何看待自己，他们渴望成为什么样的人，什么时候对自己有正面（或消极）的看法。Markus 和 Kitayama（1991）认为，文化影响着人们对自己的看法 - 不管他们是自主的，独立于他人的，还是觉得自己过分依赖他人并与之相联系。根据 Markus 和 Kitayama（1991）的研究，一个人所报告的民族自豪感受到个体自我概念文化差异的影响。研究人员（Heine，Lehman，Markus 和 Kitayama，1999；Yik，Bond，Paulhus，1998）认为，东亚成员（如中国人，日本人）的文化和西方文化是不同的，西方文化重视和鼓励积极的民族自豪感，鼓励成员利用自我激励策略来提高自己的独立性，因为自我被看作是与他人分离的（即自我表现为优于他人）。中日两国的文化将自我视为与他人联系在一起，重视建立和维护人际关系，即采取自我剥夺的策略（即自我表现不如别人）。因此，西方人通常对自己有积极的看法，而中国人和日本人往往以负面的态度看待和表现自己。Heine（1999）等研究人员报道，中国人和日本人的民族自豪感往往低于北美。蔡英和李（2001）对 174 位美籍华裔男性和 179 位美籍华裔女大学生进行了一项调查，以考察影响文化归属（语言，社会归属和文化自豪感）的民族自豪感的因素。学者们发现，相对于年龄，性别和社会经济地位等衡量标准，民族归属感可以相当准确地预测民族自豪感。研究发现中英文语言熟练程度以及强烈的民族归属感有利于发展民族自豪感。美国华裔男性和女性的文化特征可以用来预测民族自豪感。华裔美国女性为自己的中国文化

归属感到骄傲被认为是产生民族自豪感的主要影响因素。中英文语言水平低下被认为是影响华裔男性民族自豪感的主要因素。

2.10.第二语言习得与文化适应研究

迪亚斯 - 里科 (Díaz-Rico) 和韦德 (Weed , 2006 : 232) 将文化定义为“生命的显式和隐式模式，普遍认同的符号和意义，知识，信仰，艺术，道德，法律，习俗，行为，传统，和共享的习惯，并构成一个人的整个生活方式，正如个人在构建个人身份的过程中进行谈判一样。”Díaz-Rico 和 Weed (2006) 的定义的一个优点是，文化作为一个过程，而不是一个被记住的事实的静态列表，也不是一组情景编码行为。同样，Robinson-Stuart 和 Nocon (1996) 强调文化是一个积极的，持续的过程，由构成文化的人所生活的事实的重要性。文化冲击可以通过表面现象，如食品，服装来感知。学习第二语言需要学习目标文化的语言方面。第二语言习得是第二次文化习得 (Spackman , 2012 : 2) 。舒曼 (1978) 认为第二语言的学习过程是从文化与语言的关系角度逐渐适应目标语言的文化。舒曼 (Schumann , 1986 : 379) 将文化适应定义为“语言学习者与目标语言群体的社会和心理整合”。舒曼 (1986) 强调了语言学

习者跨文化适应能力的重要性。较低的跨文化适应能力会导致第二语言习得的减少。

舒曼 (Schumann , 1986 : 385) 认为 , “学习者将获得的语言只有他所认同的程度。

学习者对目标语言群体的认同程度将控制他获得第二语言的程度”。根据舒曼

(Schumann , 1986) 的观点 , 整个第二语言的学习是跨文化适应的一部分 , 并认为

第二语言学习者对目标语言文化的适应程度可以决定对目标语言的层次理解。丘吉尔

(Church , 1982) 指出 , 跨文化适应的发展是由陌生环境 , 不同语言 , 行为 , 规则 ,

饮食习惯和教育体系所引起的个体的异同感所引发的。叶 (Yeh , 1999) 提到 , 跨文

化适应是学习者和目标语言之间的社会和心理结合。因此 , 学习者与目标语言文化之

间的社会心理距离成为影响第二语言完整学习的主要因素。社交距离是指第二语言学

习者和目标语言成员所共有的等同社会地位。另外 , 第二语言学习者和目标语言成员

都希望第二语言能够被同化到目标语言的社会中。心理距离是指影响第二语言学习的

因素对学习者的情绪状态的影响 , 包括语言障碍导致的恐惧 , 紧张 , 焦虑和文化冲击。

巨大的社会和心理距离阻碍了初学阶段的语言学习 , 即使学习者停留在目标语言的自

然环境中 , 也未必能够学习目标语言。康斯坦丁 (Constantine , 2004) 认为 , 跨文化

适应是一个调整过程 , 个人打算从其原始的文化背景开始理解和整合另一种新的文化。

当个人面对不同文化标准的冲突时 , 他们将开始了解他们的文化取向。总的来说 , 人

们将现有的行为和习惯扩大到包括两种以上的文化取向，开放的范围越大，对不同文化思维的理解度就越高。

2.11. “文化定型”与跨文化交际悖论

政治评论家沃尔特·里普曼 (Walter Lippmann) 1922 年在《公众舆论》一书中首次使用了“定型” (stereotype, 又译“刻板印象”) 这个术语用于指人们对另一民族或国家成员所持有的简单化的看法，例如“保守的英国人”；“浪漫的意大利人”，等等。里普曼 (Lippmann, 1922) 最初是把定型作为消极概念使用的，他认为定性是错误的，非理性的。但后来的社会心理学家则更多将定型作为一个中性概念，因为他们发现，定型是一种普遍的，不可避免的人类认知方式。例如，管理学家霍夫斯泰德 (Hofstede) 提出的“个人主义 - 集体主义”文化区分，用这把直尺来衡量人类文化的各个群落，可以大致分出“西方的个人主义”与“东方的集体主义”两大阵营。胡文仲和高一虹 (1995) 指出这样的概括对宏观层面的认识有一定作用，但不免过于简单。文化定型虽然存在合理性，但其弊端是夸大群体差异，忽略个体差异。定型思维模式容易使人以群体的概括取代对个体的具体观察，分析和判断，只看到千人一面的形象：凡是中国人一律内向，

保守；凡是美国人一律认钱不认人；凡是意大利人一律浪漫而且歌喉嘹亮等等。文化定型思维方式有可能助长民族中心主义，甚至助长和强化文化之间的对立。珀特 (Porter , 1990:12) 旗帜鲜明地批判了文化定型：文化定型会使我们相信，所有爱尔兰人都是红头发，急脾气；所有日本人都个子矮，呲牙，狡猾；所有犹太人都精明而贪婪，所有黑人都迷信而懒惰。虽然这些概括为人们普遍接受，但他们并不正确！

高一虹 (1995) 对于跨文化交际悖论做了如下的解释如下：从事跨文化交际研究和教学的学者面临着这样一个矛盾：为了帮助不同文化的人们相互了解，就必须概括文化差异，必然要建立某种文化定型；然而这些定型对于文化差异的“标签化”或“过分概括”有可能人为地制造屏障，妨碍文化间的交流和理解。一方面是架设桥梁，沟通文化的使命；另一方面是构筑壁垒，隔绝文化的危险，这一“桥”与“墙”，就是文化定型之打破与建立的矛盾。语言相对论的倡导者萨皮尔 (Sapir , 1921:11) 说过，在人类认识世界的过程中，语言是钥匙，也是桎梏。这一悖论不仅仅适用于孤立的词或概念，而且也适用于更广意义上的概括：一种认识，一个理论，一种思维方式。在这个博大，复杂，混沌的宇宙中，掌握了一种概括的方式，就向把握世界和命运前进了一步，向自由前进了一步。胡文仲和高一虹 (1995) 指出：随着人类各民族文化互相交流的深度和广度的不断拓展，

“地球村”越来越“小”，要参与“地球村”的合作和竞争，就必须真切把握一个民族的文化特征。任何民族，其文化形态尽管纷繁多彩，但都可以寻觅到该民族文化的主色调，主旋律。比如，英国人的绅士风度说，德国人的精确高效率说，美国人的自由开放说，等等。然而同时，这种概括的方式又会淡化，遮蔽或掩盖事物的其他方面，剥夺人的视野开阔度和认识自由，文化定型就是这样一种概括。跨文化交际悖论反映了我们在认识世界与自我以及文化交流过程中面临的的一个深刻的矛盾，及文化定型的打破与建立，民族中心主义的消除与强化，搭“桥”与砌“墙”，铸造钥匙与桎梏的矛盾。有志于文化比较研究或文化教学的学者们发现，他们精心铸造并传递给他人的，可能同时试一把开启知识大门的钥匙，又是一副束缚思想的桎梏。面对这一跨文化交际悖论，胡文仲和高一虹 (1995: 224) 提出了解决方法：建立定型，进而向定型挑战；指出墙的存在，而后拆墙建桥；打破桎梏，从而获得新的钥匙。

2.12 .跨文化意识与跨文化归属

胡文仲和高一虹 (1995: 68) 指出语言是文化不可分割的一部分, 它不仅是表现和传递文化信息的工具, 而且是文化的一个直接的方面。语言可以影响和约束一个民族看待世界的方式。从社会学, 社会心理学的角度来看, ‘人格’ 有两层意义: 一是一个人的外部行为表现和行为倾向; 二是一个人的内在的, 真实的自我。中外学者对于人格特征有过许多论述和研究。中国的儒学传统强调人与外界的和谐关系, “小我” 与 “大我” 的统一, 在实现社会使命的同时完善自我。西方的理论则侧重自我与外界的独立和互动关系。美国人本主义心理学马斯洛 (Maslow, 1987) 研究了人的不同层次的基本需要, 提出 “自我实现” 是最高层次的需要。他通过对 59 名调查对象的研究, 总结出了自我实现者的 15 个特征: 1) 对现实更有效的洞察力; 2) 对于自我, 他人和自然的接受; 3) 行为的自然流露; 4) 以问题为中心; 5) 超然独立的特性; 6) 对于环境的相对独立性; 7) 欣赏的时时常新; 8) 较多的高峰体验; 9) 深沉的社会情感; 10) 精粹的私人关系; 11) 民主的性格结构; 12) 区分手段与目的; 13) 富裕哲理的, 善意的幽默; 14) 创造力; 15) 对于文化适应的抵抗。另一位人本主义心理学家弗洛姆 (Fromm, 1988: 102-111) 指出: 人之存在的矛盾是, 他既要寻求与人结为一体, 同时又要设法维护他的唯一性和特

殊性。弗洛姆(Fromm)认为,解决这一矛盾的唯一方法是培养“创造性人格”(productive character)。具有这种人格的人,能在与对象的交流中强化自身,发挥自己的内在潜能。

例如,在“创造性思维”中,主观性和客观性相统一,思考者关切思考对象并为这种关切所激发。主体与客体的关系越密切,他的思想就越有成效。在“创造性的爱”中,“爱”不是占有,而是为爱的对象出力,以关心,责任,尊重和认识使其成长,同时也使自己成长。中西方关于理想人格的设计虽然侧重点不同,但都强调个人与外界的一种积极的,超越简单二分的关系。现代人应当思想开放,对自我和外界都有深刻的理解和洞察,并能够在积极地与外界环境交流的同时不断发掘和实现自身的价值。胡文仲和高一虹(1995: 70-71)认为语言在人格的形成中起着至关重要的作用。语言以“对话”的形式将人与他的社会存在和心理存在联系起来。美国心理学家 GEORGE MEAD (1962)认为,一个人对于自我的认识和对于世界的认识体现了他的人格。没有语言,人就不可能有对自我的认识。当人获得语言的时候,他也就顿然获得了行为的意义。语言使人社会化,同时也使人获得自我意识。当代学者承认语言在构筑人格的过程中起着不可替代的作用,同时也承认当人们学习了一门不同于母语的语之后,其人格也会发生某种变化。

萨皮尔(SAPIR, 1921: 11)说,语言“不仅是认识世界的钥匙,而且也是桎梏”。当人们最终跨越了母语的藩篱,掌握了另一种用隐喻建构经验的方式时,也就获得了新的认识世界的钥匙,同时在一定程度上从原有的桎梏下解放了出来。新的语言将有助于人

们解释新的经验，重新认识已有的经验，调整现存经验格式塔的结构。掌握另一种语言意味着个体潜能的增长。而伴随外语学习所进行的外国文化的学习，将有助于人们拓宽视野，培养多元的思维方式和积极互动的“创造性人格”。具有多种文化的积极人格特征，会在更高程度上实现自身的价值。1991年，中国学者胡文仲对五十二名外语教师进行了调查，以了解他们对待语言和文化的态度。分析结果表明优秀的“多语人”或“多元文化人”不仅能够自如地驾驭多种语言进行各种交际活动，而且能够用他们的扬弃贯通能力驾驭其语言知识和交际技能，发挥出较大的创造性潜能。他们具有很深的民族感情和民族归属，同时具有用多元的眼光看待事物的能力，对于不同文化的感受和理解能力。“多元文化人”既是民族的财富，又是全人类的财富。他们同时属于民族和世界。在文化归属方面，“多元文化人”还同时表现出不断增强的“民族归属”和“世界归属”。他们有强烈的民族意识，感觉自己是地道的中国人，可是对外国文化也很欣赏。不同的文化在他们身上可以和平相处，因为只有了解外国文化，才会对本民族文化有更深刻的理解；只有懂得了本民族文化，才能更好地掌握外国文化。对于这些调查对象来说，语言和文化学习并不意味着非此即彼的脱胎换骨。对于不同语言文化的理解和认同不是矛盾的，而是协调的，也是必需的因为这个世界需要的是增进了文化之间，人与人之间的相互理解。“多元文化人”在学习外语和外国文化的过程中逐步培养了自己突出的扬弃贯通能力。这种能力不仅有助于他们的语言和交际能力，而且对于整体人格的完善

也有着积极作用。对于母语，母语文化的态度和对于外语，外国文化的掌握是相互促进，相得益彰的。在学习外语的过程中，通过不断比较不同的语言，增强了对语言规律的概括能力和悟性，语言能力得到提高，理解能力也得到提高。“理解能力”不仅是一种认知能力，它还是一种感情的能力，一种‘移情’或与他人“共情”的能力，一种设身处地从他人的角度看待和感觉世界的的能力。社会越发达，具有高水平共情能力的人就越多。

2.13.本章小结

本章围绕着文化这个抽象而又复杂的概念，讨论其定义和特性。根据文化的定义，分析了文化距离与文化冲击之间的关系。现有的跨文化实证研究表明国际学生感受到的文化差异和跨文化适应之间存在着某种关系。国际学生的本土文化与东道国文化之间的差距越大，国际学生就越难适应。来自文化上相距遥远的国家的国际学生往往遇到更大的困难和挑战。本章节将霍夫斯泰德的文化维度模型作为衡量中爱两国民族文化差异水平的工具，特别是权力距离维度和个人主义维度方面分析研究了在跨文化背景下中国和爱尔兰社会文化异同。本章深入探讨了文化，语言和文化归属之间的关系。

本章节首先分析语言和文化彼此之间密切的不可分割的关系。然后谈论了有关文化归属与民族自豪感的相关理论和实证研究。接下来讨论有关第二语言习得与文化适应的研究，介绍了有关“文化定型”的概念与跨文化交际悖论。本章的最后部分讨论了有关在跨文化适应进程中培养发展跨文化意识与跨文化归属的重要性。这些理论都为探讨研究爱尔兰大学生在中国留学期间的文化归属提供了坚实的理论依据。在下一个章节，将重点展示现有的跨文化研究领域中有有关跨文化适应的理论结构和实证研究。

第三章：跨文化适应的理论结构和实证研究

3.1.本章简介

本章着重讨论有关跨文化适应的理论结构和实证研究。首先借鉴跨文化研究领域的理论框架，从宏观层面上探讨了有关国际学生的跨文化适应进程的问题。主要理论方面探讨了跨文化适应，跨文化交际能力和跨文化适应的个体过程。然后从微观层面上探讨了中国留学爱尔兰学生的跨文化适应过程。为国际学生跨文化调整提供一个框架，包括恢复模式和文化学习模式。通过讨论分析国际学生遇到的困难，将会进一步理解国际学生跨文化调整的过程。研究影响跨文化调整的各种因素，如以前的跨文化经验，准备，动机，态度和所感受的支持和帮助。本章还将讨论海外留学与目标语言习得的关系。考察影响语言学习的因素，包括个体差异，初始语言能力，生活状况，社会交往的数量和质量，出国留学的时间长短。提供关于海外留学与语言学习成果关系研究的实证研究，主要集中在听，说，读，写和交际能力（语法，策略，社会语言学）五个方面。

3.2. 跨文化适应的理论框架

在本节中，我们将讨论 Berry 的文化适应理论，以及 Kim 关于跨文化适应的交流理论，因为这些理论与本论文关于爱尔兰学生跨文化适应的研究密切相关。

3.2.1 贝瑞 (Berry) 的跨文化适应策略

接触到一种陌生的文化，一个人可能会经历一个文化变迁的过程 (Berry , 1980) 。

这个过程被称为跨文化适应。雷德菲尔德，林顿和赫斯科维茨 (Redfield , Linton , Herskovits , 1936) 认为，两个具有不同文化背景的人群随着相互接触，对其原始文化模式和群体的行为进行修改，这是文化适应的过程。这些变化是个人适应新文化，努力降低跨文化冲突的风险的机制。在跨文化适应的研究文献中已经确定了影响调整过程和结果的关键文化变量 (Berry , 1997) 。 Berry (2005 : 698) 认为文化适应是文化和心理变化的双重过程，是由于两个或两个以上的文化团体和个人成员之间的接触而发生的。Moyerman 和 Forman (1992) 认为文化适应是在接触了新的文化之后，改变个人行为特征和态度的过程。贝瑞 (Berry , 1980) 的文化适应理论显示，有两个独立的模式同时运作。第一种模式涉及文化维护 (保存原有文化) ，第二种模式则

涉及与东道国社会的接触。Berry (1990) 提出了文化适应的三个阶段：(1) 接触 - 两种文化的会面；(2) 冲突 - 选择属于主人文化还是遗产文化的价值观的斗争；(3) 适应 - 冲突并保持两种文化的平衡。贝瑞 (Berry, 1990, 引自 Phinney 等人, 2001: 495) 的研究集中于回答以下两个问题：是否认为维护自己的文化遗产是有价值的？与东道国社会发展关系是否被认为是值得的？他相信这些问题的答案将加深我们对国际学生使用的文化适应策略的理解，以促进文化适应的过程。贝瑞 (Berry, 1997) 进一步列举了跨文化适应的四种策略：(1) 同化 - 用东道国文化取代一个人的民族认同和原始文化的价值；(2) 融合 - 保持原有本土文化价值与东道国文化的功能平衡，保持文化归属，接触与参与东道国的文化；(3) 分离 - 与东道国文化很少或者根本没有互动，并且渴望保持自己的文化归属；(4) 边缘化 - 与本土文化和东道国文化都不接触，经历异化，失去文化归属感和觉得有压力。Phinney (1990) 指出，贝瑞 (Berry, 1990) 的文化适应模型可以有效地用于理解各种形式的文化归属。具有双重文化归属的个人保持强烈的本土文化归属，同时又能够认同新的文化。但是，分离指保持强烈的本土文化归属认同但不认同新文化。同化指放弃自己的文化归属，取而代之的是新文化归属。最后，如果同时摒弃两种文化，那么他就具有边缘化的身份。Ward 和 Kennedy (1994) 发现，四种文化适应策略显示了不同程度的社会文化和心理调整困难。融合是本土文化与东道国文化的有效平衡，表明社会文化和心理调整领

域的困难风险较小；边缘化突显了本土文化与东道主文化的不可预测性，阻碍了适当的社会文化和心理调整；而同化过程中可能会遇到本土文化与东道文化之间的差异而产生的心理困难；采用分离的策略，拒绝接受东道主文化，可能会增加社会文化调整的困难。因此，Ward 和 Kennedy (1994) 建议国际学生采取融合策略，接触和融入东道国文化。

图表 3.1 贝瑞 (Berry) 的跨文化适应策略 (数据来源: Berry 1997: 10)

| | | | |
|----------------|---|---------------|-----|
| 文化适应态度 | | 是否保持本民族的文化特征? | |
| | | 是 | 否 |
| 是否和东道国的人们保持联系? | 是 | 整合 | 同化 |
| | 否 | 分离 | 边缘化 |

3.2.2 金 (Kim) 的跨文化适应交际综合理论

金 (Kim) 的跨文化适应交际综合理论被认为是与跨文化适应有关的理论中的主导理论。金 (Kim , 2005 : 31) 认为跨文化适应是个人在迁移到新的 , 不熟悉的或改变的文化环境时 , 建立 (或重建) 并保持与这些环境相对稳定 , 相互和功能的关系的动态过程。金 (Kim) 的跨文化适应交际理论是一个基于开放系统视角的广泛的理论。利用交流沟通 , 心理和社会学研究等广泛的因素 , 这个理论的目的是提高对跨文化适应过程的理解。Kim (1988) 确定了五个框架结构 , 它们可以被视为跨文化适应的重要因素 : 个人交流; 主持社交沟通; 民族社会交往; 主机环境; 和倾向。金 (Kim , 2001) 认为 , 这些因素对于跨文化适应的进程的影响很大。这是一个可以发展跨文化能力和跨文化归属 , 保持心理健康的过程。

1) 个人交流沟通能力

对于希望成功适应新环境的人来说 , 个人交流沟通能力是至关重要的。包括三个类别 : 认知 , 情感和操作能力。认知方面是指个体的能力 , 如有关交流能力的培养 , 理解东道国的文化和了解人际交往的规则。通过增进对东道国文化的情感和自身交际方面的技能并积极参与 , 激励国际学生克服在东道国生活的各种挑战。

2) 与东道国社会的交往

与东道国社会的交往可以分为人际交往和大众传播两大类。人际交往包括与东道国社会的交往的频繁度和交流深度。根据金 (Kim) 的跨文化适应交际理论，国际学生必须参与东道国的人际交往和大众传播交流才能成功地实现跨文化适应。参与东道国的人际交往不但使国际学生了解东道国文化，又能了解当地人的思维和行为，从而改变自己的思维和行为。通过听广播，看电视等利用大众传播媒体有利于国际学生融入东道国文化，这也是提供有关文化和语言信息的重要来源。

3) 与本土文化的社会交往

与本土文化的社会交往也分为人际交往和大众传播两大类。人际交往包括与来自本土文化的人们的交往，以及这些交往的规模，数量和强度。大众传播交往是由本土文化传媒的数量和媒体的信息组成的。Kim (2001) 指出，在融合过程的初始阶段，国际学生不一定熟悉东道国的文化，东道国社会为国际学生提供仍能保持与本土文化的联系，能够让他们体验他们本土文化，从而完成跨文化适应的过渡。

4) 环境因素

环境因素包括东道国接受能力，东道国融合能力和族群力量。东道国接受能力是指对国际学生的包容性以及对其的交往沟通有积极的态度。东道国融合能力是同化倾向和同质民族构成的平衡。族群力量是通过民族声望，身份认同政策和机构完整性来衡量的。

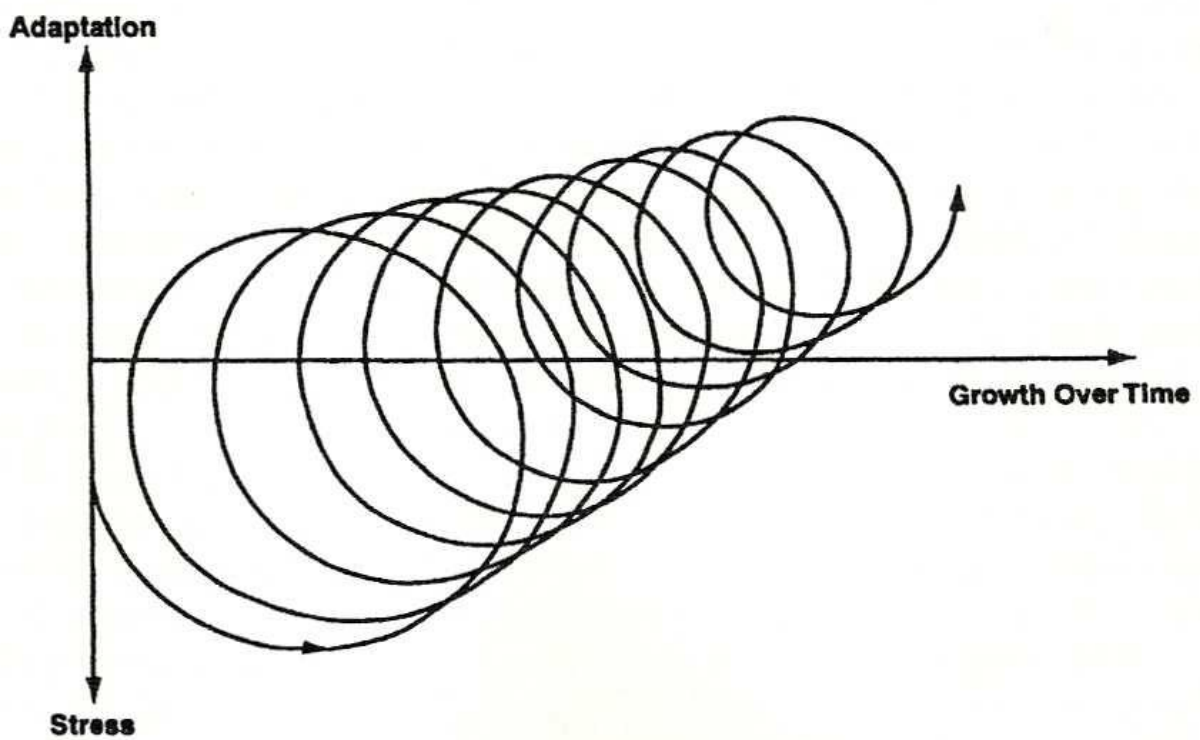
5) 倾向性

倾向性包括国际学生的心态，文化背景和以前的跨文化适应的经历。这些因素作为一个整体是衡量国际学生适应潜力的一个指标。倾向性包括出国留学前的准备，文化相似度以及适应性的人格。出国留学前的准备工作包括教育和培训，以前的跨文化经验。文化相似度是对比东道国的文化的相似性和相容性。适应性人格是指国际学生的开放性，力量性和积极性。Kim (2001) 表示，如果国际学生在出国留学之前采取行动做好准备，将会对他们的跨文化适应进程产生积极的影响。这是了解有关新环境的信息，留学动机以及对目标语言和文化的认识。保持开放的心态可以缓解文化冲击的压力。Kim (1988) 开发了一种跨文化适应综合交流理论。该理论将跨文化适应视为一个“压力 - 适应 - 增长”动态的过程，逐渐为国际学生提供一个与东道国文化环境相关的功能适应和心理健康的更有效的水平。Kim (1988) 指出，压力，适应和成长三个要素可以使我们能够标记出国际学生的心理变化，使他们能够在东道国环境中成功

运作。Kim (1988 : 56) 描述道 : 压力 - 适应 - 成长动力不是以一种平滑的 , 箭头状的线性进展 , 而是以一种类似于车轮运动的循环和持续的“回退式飞跃”的方式发展。每一次压力的体验都会以“退缩” (暂时解体 and 脱离) 作为回应 , 然后激活适应能量帮助国际学生重新组织自我和“跳跃”成长。

图表 3.2 金 (Kim) 的跨文化适应转化压力 - 适应 - 增长的动态图表

(数据来源: Kim 2001: 59)



金 (Kim , 2001) 创立的跨文化适应转化模型包含三个不同的跨文化适应阶段：压力，适应和增长。 Kim (2001) 强调，与东道国社会的人们交流沟通和建立社交网络可以帮助国际学生适应东道国文化，能说流利的目标语言可以帮助国际学生深入了解东道国文化。金 (Kim , 1988) 认为，沟通技巧水平低会导致国际学生跨文化适应进程中产生压力，这是国际学生适应的动机，反过来又会影响国际学生的适应程度，再次导致压力。这个循环往往以螺旋方式重演。这个循环导致了跨文化适应的三个特征：功能适应，心理健康和跨文化归属。功能适应能力被理解为能够满足国际学生在社会中的需求，通过与个体成员接触而形成的有效和适当的沟通技巧，而不是群体的代表或群体间的互动。心理健康试图消除内外现实之间的鸿沟，与无法满足个人需求与心理障碍有关。为了保持心理健康和内心凝聚力，应该发展跨文化技能并消除敌意，减轻压力。 Kim (2001) 指出，跨文化转型的过程沿着三个过程进行：随着国际学生克服孤独感，疏离感和边缘感，增强了心理健康，国际学生有能力完成日常活动，从而提高了跨文化适应能力，拥有跨文化人格特征。跨文化归属指的是个体超越自身文化，体验和接受新文化，从而形成两种文化相结合的新的文化归属，这样可以帮助国际学生成功地融入东道国文化的环境。 Kim (1996) 认为个人和社会层面的因素都促成了跨文化归属的形成。个性，动机和教育背景是个人因素；环境的包容度和接受度是社会因素。霍奇 (Hodge , 2000) 认为，对东道主文化的理解不一定会受到以往的经验

和留学时间长短的影响。成功的跨文化适应取决于对文化差异的开放性和积极的态度。

下一章节将着重讨论跨文化交际能力及其在积极的跨文化交际中所起的作用。

3.3.跨文化交际能力

斯图尔特和贝内特 (Stewart & Benett , 1991) 论述道：在当今世界急剧变化的条件下每个国家的人们都与其他文化有关联，在多元文化中成功地工作和生活必须具有跨文化的特性。Lakey (2003 : 104) 指出，沟通能力是文化适应的必要条件。交流是一种让国际学生在东道国文化中满足个人和社会需求的工具。在东道国社会必须建立和运用工作关系和文化模式，以适应新的文化。这种文化意识的过程和适应是通过沟通成为可能的。国际学生的文化程度取决于他们在东道国文化中交流的能力。Gudykunst 和 Kim (1984 : 220) 总结了沟通与文化适应之间的关系如下：跨文化适应过程的核心在于将国际学生与东道国文化环境联系起来的沟通过程。国际学生获得交往能力不仅有利于跨文化适应的各个方面，而且也是国际学生完成文化适应的标志。换句话说，国际学生适应东道主文化的程度取决于他们的个人社交能力的培养。Gudykunst 和 Kim (1984 : 8) 指出，来自不同文化背景的人们 (如本研究中的爱尔兰留学生和当地中国人之间的互动) 可以被归类为跨文化交际。诸如性格，技能和知识等有助于跨文

化交流的特征构成了跨文化交际能力的基础 (Giles , 1999 : 14) 。 研究人员 (Hammer , Bennett & Wiseman , 2003) 将 “跨文化敏感性” 描述为利用经验来识别相关的文化差异 , 并将 “跨文化交际能力” 定义为具有跨文化适当行为和思考的能力。更高层次的跨文化敏感性将为国际学生提供更大的潜力 , 以跨文化的方式行事。冯 (Feng , 1994) 也指出 , 个人交际能力的发展可以是跨文化交际能力的结果 , 国际学生通过这种交流能够提高他们的跨文化意识水平。学者们对于有效跨文化交流和互动的指标已经研究了数十年。国际学生的个性和行为或社会技能的特点 , 适应东道国文化一直是这项研究的重点。一些研究表明 , 对当地文化的兴趣 , 尊重 , 灵活性 , 宽容 , 开放性 , 社交性 , 积极的自我形象和主动性等都是关键因素 (Bhawuk & Brislin , 1992; Cui & Awa , 1992) 。 研究人员 (Van der Zee & Van Oudenhoven , 2000, 2001) 从许多跨文化人格特征总结了五种有效的跨文化因素 , 包括文化移情 , 思想开放 , 情绪稳定 , 社会主动性和灵活性 :

(1) 文化移情 : 国际学生在感情 , 思想和行为方面对东道国文化的成员进行换位思考。

(2) 思想开放 : 以公开和无偏见的方式处理其他文化规范 , 价值观和群体。

(3) 情绪稳定性 : 在压力情境下保持冷静 , 思维清晰 , 没有强烈的情绪反应。这与心理强度有关。

(4) 社会主动性：积极主动地进行社会交往。

(5) 灵活性：调整自己的行为以适应新形势和国外形势的要求，并将其视为挑战。

3.4. 跨文化调整的理论框架

一般而言，可以通过如下两个理论框架分析国际学生的跨文化调整经验：

3.4.1 修复模式

修复模式通常以 U 型曲线表示，其重点是从“文化冲击”中恢复过来。利斯伽德

(Lysgaard, 1955) 通过对在美国留学的 200 名挪威学生的研究，提出了一个跨文化

调整的三阶段 U 型假设。第一阶段是跨文化调整的积极阶段。在这一阶段国际学生对

新文化的体验感到着迷，对于东道国文化的体验积极因素很多。在第二阶段的调整过

程中，国际学生经历了孤独和其他跨文化调整症状的影响。在第三阶段的调整中，国

际学生积极参与社会生活，对于生活在东道国文化中感到幸福。奥伯格 (Oberg,

1960) 相应地描绘了跨文化适应的四个阶段：蜜月，危机，复苏和调整。他定义的跨

文化调整的四阶段为修复模式提供了进一步细节：初到东道国的高点；随之而来的失

望导致“文化冲击”；恢复和最终在新文化中充分调整适应并且成功运作。 Gullahorn 和

Gullahorn (1963) 提出了 W 曲线假设，通过在曲线上增加第二个“U”来扩展 U 曲线。

他们指出，国际学生回国后可能会经历类似的跨文化调整过程。

3.4.2 文化学习模式

文化学习模式将跨文化适应视为学习过程。其中心论点是要适应新的社会文化体系的规范和规则。文化学习有两种解释，侧重于沟通 (Church , 1982; Scollon and Scollon , 1997) 和行为学习 (Atherton , 2003) 。在通过交流进行文化学习的情况下，与东道国文化成员的有效互动被视为调整的关键，通过与当地人交流学习新文化。行为学习模式表明，有效的调整在于实施适当的社会行为。社会行为导致“强化”或“厌恶”的刺激因素。为了学习适当而有效地参与新文化，个人需要了解这些刺激因素，以便通过反复试验来发生文化学习 (Paige , 1993) 。

3.5.跨文化调整

跨文化调整被视为跨文化交际的最重要的过程和后果之一。松本 (Matsumoto , 2001) 等研究人员将跨文化调整定义为国际学生由尝试跨文化适应形成的独特体验 , 这也有助于进一步的跨文化适应。 Brislin (1993) 确定的三个跨文化调整因素包括 : (1) 与来自东道国文化的人们保持密切的关系 ; (2) 感觉到与东道国文化的接触是温暖的 , 亲切的 , 尊重的 , 合作的 ; (3) 及时有效地完成任务。 Gudykunst , Hammer 和 Wiseman (1977) 认为应该包括有能力管理心理压力。 Gudykunst (1998) 提出了焦虑/不确定性理论 , 该理论的重点在于使国际学生能够在新文化中轻松有效地交流 , 同时也使国际学生适应不同习俗国家的海外生活。松本 (Matsumoto) (2001) 的研究显示 , 跨文化适应的结果既有积极的方面 , 也有消极的一面。积极的成果包括语言能力的提高 ; 民族自豪感 , 跨文化意识和心理健康方面的提高和改善 (Barbiker , Cox and Miller 1980 , Kamal and Maruyama 1990) ; 自信 , 积极情绪 , 人际关系和压力减) 。随着积极的跨文化体验的感受 , 国际学生报告说 , 他们的个人得到发展 , 认同多元文化并且以不同的视角看待世界。负面的结果包括心理问题 (Shin & Abell , 1999) ; 早日返回本国 (Montagiani & Giacalone , 1998 年) ; 功能失调的交流 (Gao & Gudykunst , 1991) ; 文化冲击 (Pederson , 1995) ; 焦虑 ; 学习和工作表现差 ;

以及人际关系差 (Matsumoto et al , 2001) 。 Tseng (2002) 指出 , 国际学生面临四个方面的跨文化调整问题 : 生活方面 , 学业方面 , 社会文化方面和个人心理调整方面。

生活方面的调整包括适应东道国的食物 , 生活环境 , 交通 , 气候以及金融和医疗保健系统。东道国语言能力低下是国际学生在学业方面所面对的一个主要障碍。第三类调整问题是社会文化方面的调整 , 包括受到文化冲击 , 受到歧视。第四类是个人的心理调节 (如思乡 , 孤独 , 抑郁 , 丧失文化归属) (Cigularova , 2010 : 3) 。松本 (Matsumoto , 2001) 等学者将知识 , 语言能力 , 态度和过去的经验 , 社会支持 , 文化相似性和自我形象确定为影响跨文化调整的一些因素。东道国和本土文化的知识 , 以及语言能力是看起来不断成为主要贡献者的两个因素。这导致如果国际学生能够流利地说东道国的语言并且学习一些关于该国的一般信息 , 他们可以更好地适应东道国的生活。学者们 (Pak , Dion & Dion , 1985) 的研究发现 , 提高母语的流畅性可以增强人际交往和减少沟通困难。 Schuck (1998) 将年龄确定为一个重要因素 , 因为适应新文化的挑战更适合年轻的国际学生。性别在跨文化调整适应中的作用被学者们相对忽视。 Tang 和 Dion (1999) 研究了 106 名中国大学生的对传统主义的看法以及性别与文化适应的关系 , 结果发现男性显著地更加倾向于传统化 , 并且通常在融合方面遇到更多的困难和挑战。 Tang 和 Dion (1999) 认为 , 传统的性别角色和女性的文化价值之间存在较大的对比。 Chia , Moore , Lam , Chuang 和 Cheng (1994) 对中美

学生在性别角色态度上的文化差异进行了研究，发现亚洲女性在对外交际方面比亚洲男性更倾向于开放的态度。

3.6.影响国际学生跨文化调整的因素

Brein 和 David (1971) 使用“暂住客 (sojourner)”这个词来表示许多类型的短期旅行者，包括学生，学员，外籍工人，游客，商人，军事人员，传教士，外交官和教授。

Church (1982 : 540) 将“短期旅行者”描述为“相对短期访问新文化，永久定居不是居住的目的”。另一方面，Furnham (1988) 认为游客，难民和移民不属于短期旅行者

群体，因为游客的动机是以休闲为主的；难民的旅行是非自愿的，是为了逃避战乱或者政治迫害；移民的动机是为了经济和社会地位的改善。国际学生群体与其他短期旅行者

群体有所区别，Eide (1970) 指出，国际学生由于其动机的性质（教育，文化学习和个人发展）应该与其他旅游者进一步区分。因为大多数国际学生是为了实现教育目标，

处于转型期。Furnham 和 Bochner (1986 年) 认为国际学生非常积极主动，因为他们的目的是通过留学期间的学习或者专业培训获得资格和经验，以便在回国以后获得更

多的工作机会。影响国际学生对东道国文化调整的因素包括背景变量，例如本土文化与东道国文化的差异，语言能力，性别，年龄，受教育程度，地位，民族自豪感以及之前曾有的跨文化经验。此外，还有一些情境变量，例如停留时间，提供的信息和支持，与东道国的社会互动，学术或专业表现以及身体健康的联系。停留时间是留学生调整过程中的一个重要维度，随着国际学生对于新文化变得越来越熟悉，不适应的情况通常会减少（Adler，1975；Ward，Okura，Kennedy & Kojima，1998；Ward & Rana-Dueba，1999）。另一个对调整过程特别重要的变量是本土文化与东道国文化之间的文化距离（Ward et al.，2001），文化距离越大意味着调整的难度越高。现有的跨文化适应研究领域已经提出了几种文化分类系统，其中组成部分是基于文化价值，信仰和行为的基本特征。其中最为人所知的是 Hofstede（1997）所描述的文化维度。Ward（1997；Ward & Rana-Deuba，1999）发现，文化距离，语言能力，新文化的停留时间以及与东道国社会的交往量通常会影响社会文化适应。

国际学生与东道国的社会交往程度也被认为是调整的一个重要变量，大量的的社会交往被认为有利于跨文化适应过程（Church，1982）。与东道国的社会交往无疑是一个具有挑战性的过程，它确实为国际学生提供了发展对新文化的理解和适应的机会（Li

& Gasser , 2005) 。学者们 (Church , 1982; James & Devlin , 2001; Daroesman , Looi , & Butler , 2005; Rosenthal , Russell 和 Thomson , 2006) 研究发现 , 国际学生和东道国国家之间的社会交往很少 , 他们希望与当地居民有更多的互动。 Berry (1997) 认为 , 采用融合的跨文化适应策略 , 既重视本土文化 , 又重视新文化 , 保持与两个群体的关系 , 将会经历一个较低水平的调整压力。另一方面 , 那些只与自己的文化保持关系的人 - 不重视新文化或与新文化脱离关系的人 , 将会经历高度的文化适应压力。有关国际学生融入东道国的一个特殊因素是需要适应东道国教育机构的学术要求。他们必须适应不同的学术惯例和期望 , 特别是要适应外语要求 , 才能在不同的教育背景下有效学习。上原 (1988) 对日本留学生的跨文化适应进行了调查。调查以社会文化为重点 , 涵盖“学习研究” , “身心健康” , “人际关系” , “生活环境的文化与经济”等方面。Sezrle 和 Ward (1990) 指出 , 跨文化适应包括“心理调节”和“社会文化调节”两大维度。心理调整指的是快乐和满意度的感知水平。然而 , “压力” , “来自社会的帮助与支持” , “同一国家的伙伴” , “当地朋友” , “生活变化” , “与当地朋友交往的态度” , 等因素都会影响心理调整。此外 , 影响社会文化调整的因素还包括“跨文化交流” , “文化距离” , “跨文化培训” , “以前的跨文化体验”和“居住时间长短”。

3.7.国际学生遇到的困难和挑战

国际学生在留学期间适应新的社会和文化环境时经常遇到困难和挑战，这些困难和挑战可能给他们的跨文化适应和学业成绩带来巨大的障碍。研究人员（Tseng & Newton, 2002）总结了国际学生遇到的四个主要调整困难：总体生活调整；社会文化调整；个人心理调适和学术调整。一般的生活调整包括适应食物；生活环境；交通工具和气候。社会文化调整包括文化冲击；新的社会或文化习俗。个人的心理调整包括思乡；孤独；文化归属的丧失。学术调整包括适应新的教育体系，获取新的学习策略和缺乏语言能力等方面的困难。研究人员（Ardrade, 2006）建议，国际学生应该更多地从事学术活动，但与国内学生相比，他们面临更多跨文化调整方面的挑战。英语能力已被评定为来自非英语口语国家的学生最常见的困难之一。Lin & Yi（1997）发现国际学生可能难以适应讲师的各种口音和理解课堂讲授，而且由于其词汇量有限，往往无法表达自己的知识。菲茨杰拉德（Fitzgerald, 1998）报道说，国际学生把英语语言列为他们的第一大关注点，指出他们在发音方面需要更多的帮助。安德拉德（2006年）指出，“国际学生的学术调整问题往往侧重于语言问题”。Zhai（2004）报道说，“达到学术要求是国际学生调整阶段最困难的问题”。许多来自亚洲的国际学生经历如下压力：学术需求压力，语言障碍，财务担忧，表现焦虑，抑郁，孤独，思乡情感，关系问题，不

自信，个人主义和双重文化冲突，成见，偏见，歧视和偏执。他们经常担心本国的社会和政治局势，而且他们担心毕业后的就业情况。如果他们打算回国，他们可能会担心回国后的文化调整问题。海外留学生在跨文化适应方面比国内学生更加焦虑，有更大的压力，思乡，孤独，较少得到来自社会的支持与帮助。卢 (Lu , 2001) 研究发现，亚洲学生初到美国面临的主要困难的依次是：1) 沟通/语言 2) 社会/文化 3) 心理/个人 4) 财务 5) 住宿 6) 食物和健康。在美国居住六个月之后，同样的被访者列举了以下主要调整问题：1) 健康 2) 财务 3) 社会/文化 4) 住宿和食物 5) 沟通/语言领域

3.8. 社交网络与国际学生的友谊模式

社交网络被认为在确定一个人如何解释和回应他们的环境方面扮演着重要的角色，而且在跨文化背景下尤为重要 (Kim , 1988)。海外学生特别脆弱，他们特别依赖来自社交网络的支持：国际学生不仅要应对暂时丧失其熟悉的家庭网络，还必须同时平衡与家庭保持联系的冲突压力，在所在国建立新的社交网络。安德森 (Anderson , 1994) 和金 (Kim , 1988) 发现来自社交网络的的支持有利于早期阶段的跨文化调整，但是在后期阶段阻碍了跨文化调整。克林伯格和赫尔 (Klineberg & Hull , 1979) 指出，国际学生往往在情感方面依赖相同国籍的留学生，他们经常和相同国籍的留学生以及外

国朋友交往，而且主要是功利主义的文化交往。Bochner 和 McLeod (1977) 研究了海外学生的友谊模式，发现国际学生倾向于属于三个不同的社交网络，每个社交网络具有不同的心理功能。Bochner 等研究人员设定的 (1977) 海外学生友谊模式的功能模型如下。

图表 3.2 : Bochner 等研究人员 1997 年设定的海外学生友谊模式的功能模型

| 社交网络 | 成员 | 功能 |
|---------|-------------------------|-----------------------|
| 第一级单一文化 | 来自相同国家的朋友 | 提供亲密的友谊 (兼容文化和民族价值) |
| 第二级双重文化 | 来自东道国的重要的人，如教师，同学，顾问和官员 | 帮助学生在大学取得成功并适应新的文化 |
| 第三级多元文化 | 其他的朋友 | 提供娱乐和非任务导向活动的陪伴 |

Bochner 和 McLeod (1977) 认为 , 国际学生所建立的友谊模式与学术上的特殊情况有关 , 而不是将国际学生描述为“孤立的”。首先 , 学生们拥有来自本土文化的本国朋友的社交网络以得到情感方面的支持。其次 , 国际学生建立了一个来自东道国朋友的社交网络 , 其职能是帮助学生在大学取得成功并适应新的文化。最后 , 学生建立一个主要功能是休闲娱乐的多元文化社交网络。Bochner (1977) 的功能模型显示 , 海外学生以不同的方式使用社交网络。例如 , 他们更喜欢与本国学生一起克服在语言和学术上的困难 , 特别是得到情感方面的支持。另一方面 , Ward 和 Kennedy (1993) 发现 , 与东道国的朋友更多的交往可以减少社会困难 , 提高交际能力 , 促进海外普遍适应生活。此外 , 研究人员也发现 , 和当地朋友交往更容易融入东道国文化 , 出现较少的心理调节问题 (Pruitt , 1978 ; Redmond & Bunyi , 1993 ; Searle & Ward , 1990) 。皮尔森 - 埃文斯 (Pearson-Evans , 2000) 对在日本留学的爱尔兰学生跨文化适应进行了研究 , 揭示了由国内亲朋好友组成的第四种交际网络在跨文化适应调整中起到了重要作用 , 为爱尔兰学生提供了情感方面的支持 , 建议和实际的帮助。来自爱尔兰的家人和朋友的信件和电话在调整的早期阶段对他们的稳定感是至关重要的 , 但是也可能激化而不是减轻乡愁。

3.9.影响语言学习的因素

语言学家克拉森 (Krashen) 曾将掌握一门语言的过程分为两类，一类是在自然环境中依靠耳濡目染的熏陶进行的“习得”；另一类是在人为的教育环境中依靠有意识的努力进行的“学习”。儿童对母语的掌握是典型的“习得”，学生通过在教室里上课学会某种外语是典型的“学习”。到目的语国家学习语言，有潜移默化的语言习得成分，能够增加对目的语和目的语文化的感性认识。出国留学被认为是提高语言学习者外语能力的主要来源。因为出国留学的学生完全沉浸在目标文化中，并有很好的机会与母语人士在现实生活中互动。出国留学在外语学习中起着重要的作用。根据金景格 (Kinginger , 2009) 的研究证明，由于教科书和语言课堂往往不强调社会语言学，语用能力或非正式语言的使用，因此海外留学填补了外语课程的空白，学习海外留学经验是非常适合推广的方面。要了解国际学生在海外留学语言习得经验，需要考虑许多因素：个体差异 (如认知能力，动机，学习策略，性别和性格) ；初始阶段目标语言的熟练程度，生活状况；数量和质量的互动；以及在国外学习语言的时间长短。

大多数研究报告在出国留学的学习成果方面有很大的个体差异（例如，Allen & Herron，2003; Rees & Klapper，2007）。Segalowitz 和 Freed（2004）发现认知处理能力（词汇获取和注意力控制）与口语流利性和动机的增长相关，这影响了学生在国外学习期间寻求的与母语者交流的人数。一些研究显示（Brecht，Davidson 和 Ginsburg，1995; Rees，Klapper，2007）性别因素是语言习得的重要因素。Kinging（2009）报告了学生的学习态度和具体的社会状况，而国外可以影响与目标语言的接触。研究人员发现语言能力，多年的正式指导以及出国前其他语言的研究与更大的语言收益有关（Brecht，Davidson，& Ginsburg，1995; Isabelli & Nishida，2005）。在国外学习期间，寄宿家庭通常被认为是沉浸式和社交互动的最佳解决方案（Magnan & Back，2007; Shevely，2013a）。作为一个量化变量（即花在使用目标语言上的时间）的社会互动已经产生了混合的结果：一些研究表明，课外社交互动与收益相关（如 Freed Segalowitz，& Dewey，2004，Mathews，2001），但其他研究却没有发现这种关系（例如，Ginsburg & Miller，2000; Magnan & Back，2007）。有关社交互动的定性研究表明，学生参与寄宿家庭和目标文化成员的社交互动差异很大（Dufon & Churchill，2006; Kinginger，2008; Knight & Schidt-Rinehart，2010）。寄宿家庭以外的社会互动受个体差异的影响（Churchill，2003; Ife，2000; Kinginger，2004; 2008; Polanyi，1995; Talburt & Stewart，1999; Twomby，1995）。一些学生发展大型社交网络并频

繁使用目标语言)。许多研究证明学习时间的长短也与语言收益有关。卡罗尔 (Carroll, 1967) 基于一个大规模的评估项目, 认为留学时间是最有效的语言能力变量之一。许多研究发现外语水平与在国外学习的时间相关 - 留学时间越长越好 (Bouton, 1994; Coleman, 1996; Sasaki, 2009)。

3.10. 出国留学后的语言学习成果

有关国际学生留学学习语言的研究力求实证研究留学生是否在听, 说, 读, 写和交际能力 (语法, 策略, 社会语言能力) 方面提高了外语水平。许多研究显示在出国留学学习目标语言之后听力理解有所提高。Kinginger (2009) 发现国际学生在海外留学期间制定了成功的听力策略 (如掌握整体意义, 寻求帮助)。即使在一个短期的计划中 (六周), 听力理解也有所改善 (Allen & Herron, 2003)。大多数研究表明国际学生在海外学习后口语水平有所提高 (Allen & Herron, 2003; Lafford, 1995; Roever, 2005; Wood, 2007)。中文, 日文, 法文, 和俄文等多种语言的阅读水平被认为随着时间的推移而提高 (布莱希特, 戴维森, 金斯堡, 1995年; 杜威, 2004年; 海登, 1998年; 胡布纳, 1995年; 岩崎, 2007年; 金杰, 2008; Sasaki, 2004)。根据杜威 (2007) 的观点, 学习亚洲语言的学生在留学之后阅读能力提高很快, 因为如果他们读不懂文

字的话，他们基本上是文盲。金哲格（2009：79）声称：出国留学的学生比单纯在国内学习语言的学生掌握更多的词汇量，并且他们的词汇倾向于更加本土化。Milton & Meara（1995）报告说，留学生的词汇量相比在国内学习者增加了四倍。

学者们（Allen & Herron，2003；Collentine，2004）发现，与其他语言能力领域不同，学生的语法水平在国外留学之后并没有提高。在本国学习和留学的学生之间的语法能力没有差异（DeKeyser，1991；Freed，So，& Lazar，2003）。留学期间参与社交活动为语言学习者提供了观察和练习恰当使用目标语言的机会。除了明确的课堂教学之外，出国留学对于发展社会语言学和语用能力至关重要，包括从母语人士的角度看语言使用的能力（Regan，Howard，& Lemee，2009）。胡，高（1995：92）指出外语学习能力包括微观层面的语言能力，中观层面的交际能力和宏观层面的社会文化能力。语言能力包括语音，词汇，语法，篇章等语言知识和听，说，读，写，译技能。交际能力是包括语言能力和语用能力在内的正确并且适宜地进行交际活动的的能力。社会文化能力的内容除了语言能力和语用能力外，还包括了扬弃贯通能力，即有效地加工社会文化信息，使人格向更加丰富，完整和健康的方向发展的能力。该能力又包括理解能力，评价能力和整合能力三个方面。

3.11.培养学生成为有效的语言学习者的有关建议

语言教育者提供建议以帮助国际学生在留学学习期间成为有效的语言学习者。Allen 和 Dupuy (2013) 建议国际学生在出国留学前把注意力放在语言课的交流上，而不是以教师为中心的“启动 - 反应 - 评估”模式。Magnan (2008) 建议国际学生阅读目标语言的小说，看目标语言的电影，并且进入社区实习。Shively (2010) 鼓励学生在课外与母语人士进行语言交流，以激发学生的兴趣和建立信心。可以充当志愿者，参加俱乐部，参与东道国的文化和体育活动。Shively (2010) 建议学生在国外开展语言文化研究项目，寻求目标语言的互动。Shively (2010) 鼓励学生留学回国后继续学习目标语言和文化。回国后学生应该寻求面对面的机会与母语者练习说目标语言，并通过新技术（如微信，博客，社交网络）与朋友保持联系。

3.12.本章小结

本章首先介绍了国际学生跨文化适应的理论方法。贝瑞 (Berry) 的文化适应策略和金 (Kim) 的跨文化适应交流理论提供了理论研究框架来分析探究爱尔兰学生在出国留学之前和到达东道国之后的跨文化适应情况。现有的有关国际学生跨文化适应的研究

表明，发展跨文化交际能力有助于促进跨文化适应进程。本章还介绍了修复模式和文
化学习模式有关国际学生跨文化调整研究提供了另一个理论框架。本章的最后部分探
讨了有关国际学生跨文化适应的现有实证研究。考察了影响国际学生跨文化适应进程
的主要因素，包括本土文化与东道国文化之间的差异，语言能力，性别，年龄，文化
程度，地位，自尊，文化体验。此外，还有一些情境变量，例如在东道国学习时间的
长短，得到的信息和支持，与东道国的社会交往，学术以及专业表现。总结了国际学
生在跨文化适应调整过程遇到的困难和挑战。总体生活调整；社会文化调整；个人心
理调适和学术调整。一般的生活调整包括适应食物；生活环境；运输；和气候。社会文
化调整包括文化冲击；适应新的社会或文化习俗（规范）。个人的心理调整包括思乡；
孤独；和文化归属的丧失。学术调整包括适应新的教育体系，采取新的学习策略和缺
乏语言能力等方面的困难。这些困难可能给他们的社会适应和学业成绩带来巨大的障
碍。最后，对海外留学生的友谊模式进行了探讨。研究发现，国际学生在语言和学业
方面得到来自东道国朋友的社交网络的帮助，学生们拥有来自本土文化的朋友的社交
网络以得到情感方面的支持。本章还重点研究语言学习和跨文化适应的关系，论述了
讨论海外留学与目标语言习得的关系，强调了海外留学作为提高语言学习者外语能力
的重要途径。本章考察了影响语言学习的因素，包括个体差异，初始语言能力，生活
状况，社会交往的数量和质量，出国留学的时间长短。接下来提供了一个关于海外留

学与语言学习成果关系研究的实证研究，主要集中在听，说，读，写和交际能力（语法，策略，社会语言学）五个方面。对海外留学与目标语言习得的关系的了解使我能够对本研究的爱尔兰学生在中国留学学习目标语言方面进行分析和研究，也使我能够发现以往研究中的一些不足。本研究力求填补关于爱尔兰学生在中国学习汉语的实证研究的空白并且对于汉语研究领域做出贡献。本研究的目的在于探索促进和阻碍爱尔兰学生跨文化适应过程的重要因素以及探索爱尔兰学生在中国留学学习汉语的经验，追寻本研究提出的研究问题，有必要为本研究找到适当的研究方法，这将成为下一章讨论的重点。

第四章：研究方法论

4.1.本章简介

本章以本研究的研究问题为核心，阐述本研究的总体方法论。首先，介绍本研究的研究背景，即研究者的个人经历与研究主题之间的联系。接下来是分析定性研究与定量研究的区别。在此之后，提供研究设计的说明，包括：选择被调查者，数据收集和数据分析。在本章最后，讨论对本研究的反思和本研究的局限性。

4.2.研究背景

研究视角主要来自本人在爱尔兰理工学院负责中文本科专业的爱尔兰大学生去中国留学的语言和文化培训的设计和协调项目的专业经验。我负责安排爱尔兰大学生到中国的大学留学学习汉语，监测他们的进展和进行跟进评估。每年都有一批爱尔兰学生到中国学习汉语，希望能够提高汉语水平。这些学生在适应不同的社会文化和校园文化时，不可避免地会遇到很多困难和挑战。因此，我觉得有必要研究爱尔兰学生在中国留学期间的跨文化适应经历，目的是预测和减少跨文化适应方面的困难，以帮助学生

有更好的准备去中国留学。我个人在爱尔兰留学的跨文化适应体验为研究西方学生去中国留学的跨文化适应进程提供了一个独特的视角。我于2002年离开我出生，成长和受过教育的中国来到爱尔兰攻读研究生学位，我曾经在中国教过十二年的英语和日语。来爱尔兰是我第一次走出国门，在此之前，我以前没有到国外旅游或留学的跨文化经历。我来到一个新的国家，一个完全陌生的环境。现在我依然可以栩栩如生地回想起我刚到爱尔兰时所经历的文化冲击。但是，我在爱尔兰的文化融合非常成功，我非常享受在爱尔兰的十六年的生活。我决定把研究的重点放在爱尔兰学生的跨文化适应和跨文化文化归属的体验上，以便更加客观地理解他们如何应对文化差异。我想从爱尔兰大学生的角度了解他们在中国留学学习汉语的语言学习经历以及他们跨文化适应调整所经历的文化冲击和遇到的困难，分析他们的跨文化经验和文化认同。这些学生如何适应中国新的社会文化环境？为此，本文需要一种研究方法论来解决我的四个核心研究问题：第一是爱尔兰大学生在中国留学期间所感受到的什么样的文化冲击？其次，爱尔兰学生在中国留学之后发展了什么样的文化归属？第三，从这些学生的角度来看，哪些是促进和阻碍跨文化适应进程的重要因素？第四，他们在中国留学学习汉语时在课堂内外遇到什么困难？他们采取了什么应对策略？

在这里陈述本研究的总体研究方法框架是很重要的。首先，重点是研究产生理论的归纳方法。这种方法可以与 Glaser & Strauss 的“基础理论概念”（1967：11）相媲美。我们要考察一下爱尔兰学生在中国的跨文化适应经历，并用它来形成一个简洁实用的理论。其次，我们要考察学生自己如何看待和理解在中国留学的跨文化适应进程，赋予他们的个人经验以社会意义。第三，跨文化适应的过程是学生与社会互动的结果。这涉及他们留学前的准备，他们的期望和他们的参与。这意味着使用定性的研究方法引出数据，建立理论。

Clough (2002) 认为，我们可以通过讲故事，听故事或读故事来了解我们的生活，他人的生活以及我们生活的环境。Connelly 和 Clandinin (2000：4) 指出可以通过叙述来理解经验，从我们自己和别人的经历中学习，我们获得了“作为研究的现象和学习的方法”的叙事意识。Connelly 和 Clandinin (2006：477) 指出：人们通过描述自己的生活经历来塑造他们的日常生活，并从这些故事中解读他们的过去。通过描述和讲故事这个窗口，他们对世界的个人的体验被解释并赋予其意义。因此，让爱尔兰学生“讲述他们在中国留学的故事”，可以提供详实的数据来解答本研究的研究问题，同时也提出更广泛和更深入的问题。参与访谈的学生打开心扉，描述自己在中国留学学习汉语

期间的跨文化适应进程。这些内容丰富详实的描述，便于收集数据和分析数据并且将其发展到理论的高度。由于去中国留学学习汉语的爱尔兰大学生数量不多，因此通过定性研究方法进行本项研究是必须的。

4.3.定性研究方法

Shank (2002 : 5) 将定性研究定义为“对意义进行系统化经验研究的一种形式”。克雷
斯韦尔 (Creswell , 1998 : 15) 将定性研究视为探索社会或人类问题的独特方法。研
究人员构建了一个复杂的，整体的图像，分析文字，报告受访者的详细观点，并在自
然环境中进行研究。克雷斯韦尔 (Creswell , 2007 : 39-40) 指出，进行定性研究有
三个原因。第一个原因是定性研究便于调查问题。这项调查对于研究特定群体，倾听
人们的心声是必要的。第二个原因是对所研究的问题有一个基本的详细的了解。只有
通过与人们的直接接触才能了解细节，并允许被调查者在不受我们的期望或以前的研
究影响的情况下讲述他们的故事。第三个原因是定性研究为个人提供机会讲述他们自
己的故事，研究者倾听他们的故事，并尽量减少研究者和被调查者之间经常存在的权
力关系。克雷斯韦尔 (Creswell , 2007 : 42-43) 也详细介绍了设计定性研究的过程：
定性研究中的问题与社会科学和人文科学有关，有利于进行有关性别，文化和边缘化

的研究。研究的主题是感性的，实际的。在研究这些课题的过程中，要求用开放式的研究问题，让我们倾听被调查者的心声。Riche（2003：82）指出，在使用定性研究时，研究人员希望能够理解现象的本质和形式，突出意义，解释思想，观念和理论。

Philips Morrow（2000：590）认为定性研究已经成为检验知之甚少的现象的极好方法，特别是当研究重点是有关文化和少数民族问题时。本研究符合他们提到的标准：学术界对于在中国留学的爱尔兰学生跨文化适应情况的研究甚少。本研究的目的是深入了解爱尔兰留学生在在中国留学期间的跨文化适应进程，这符合定性研究的目的。

4.4.定性研究与定量研究的区别

Denzin 和 Lincoln（2005）认为定性研究人员重视理解而不是计算或控制；定量研究人员常常采用实验方法和量化措施。Denzin 和 Lincoln（2005）指出，定量和定性方法的不同之处主要在于其灵活性。一般来说，定量方法通常是不灵活的。例如，使用问卷调查等定量方法，按照相同的顺序向参与者询问相同的一组问题。参与者可以选择回答的类别是“封闭的”或固定的。定性方法通常比较灵活，因为定性方法为研究者提供一定程度的自发性和适应性。定性的方法通常可以提出大多数“开放式”的问题。

通过开放式的问题，参与者被邀请以自己的方式作出回应，而这些回答往往包含比“是”或“否”更为独特的回应。另外，与定量方法相比，参与者可以更自由地作出更精细的反应，并具有更高的细节水平。研究人员也可以立即提出与参与者提供的信息相关的问题。

4.5.研究设计

学者们 (Rawal , 2006 ; Denzin , 1989 ; Geertz , 1973) 指出，在研究报告中提供的关于研究方法和背景的详细描述必须是丰富而广泛的。详尽的描述为个人经验的赋予意义。在详细的描述中，可以听到被调查者个人的心声，了解他们的情感，行为和并赋予其理论上的意义。详尽的描述可以比统计学更可靠和可信。Marshall 和 Rossman (1995 : 5-6) 指出，在设计定性研究的过程中，研究者面临三大挑战。首先，必须建立一个“简洁，优雅”的概念框架。其次，研究设计必须“系统化，可管理化和灵活化”。第三，研究设计必须依赖广泛的想法和思考；半结构化访谈和主题分析有助于促进这一进程。本研究的研究设计由三部分组成：选择受调查者，数据收集和数据分析。

4.5.1 受调查者

本研究关注的是爱尔兰大学生在七所合作交换大学（包括北京语言文化大学，中央民族大学，陕西杨凌西北农林科技大学，厦门大学，台湾政治大学，台湾静宜大学和香港浸会大学）留学学习汉语的中文语言习得和跨文化调整适应情况。本研究向爱尔兰都柏林理工学院和都柏林城市大学的六十名学习中文本科学位的爱尔兰大学生发出参加研究的邀请，有三十二位学生自愿参加了本研究（其中二十四位学生参加访谈，七位学生提供了自己的留学日志）。被调查者包括十八位男性和十七位女性。男女性别基本平衡。受调查的学生的年龄大多数在 20 岁至 23 岁。在图表 6.1 是本研究受调查者的档案，包括受访者的名字（为了保护受访者的隐私，所有的受访者都是用的假名），年龄，性别，留学的地点等基本情况。

图表 6.1 本研究受调查者的档案

| 名字 | 年龄 | 性别 | 留学的地点 | 留学时间 | 已有的跨文化经历 |
|---------|------|----|-------|------|-------------|
| 1. 伊萨贝尔 | 21 岁 | 女 | 北京 | 1 年 | 曾经在中国教过一年中文 |

| | | | | | |
|--------|-----|---|------------------------------|----|--------------|
| 2.简 | 21岁 | 女 | 在陕西杨凌学习了 六个月在北京学习 了六个月 | 1年 | 无 |
| 3.西蒙 | 23岁 | 男 | 北京 | 1年 | 曾经在台湾学习过一年中文 |
| 4.罗伯特 | 20岁 | 男 | 台湾 | 1年 | 无 |
| 5.大伟 | 22岁 | 男 | 北京 | 1年 | 无 |
| 6.珍妮 | 21岁 | 女 | 北京 | 1年 | 曾经在西班牙学习过一年 |
| 7.克洛伊 | 21岁 | 女 | 北京 | 1年 | 无 |
| 8.爱丽丝 | 20岁 | 女 | 台湾 | 1年 | 无 |
| 9.保罗 | 39岁 | 男 | 北京 | 1年 | 曾经在西班牙工作过五年 |
| 10.欧文 | 21岁 | 男 | 厦门 | 1年 | 无 |
| 11.吉米 | 20岁 | 男 | 台湾 | 1年 | 无 |
| 12.杰森 | 23岁 | 男 | 厦门 | 1年 | 无 |
| 13.伊娃 | 20岁 | 女 | 台湾 | 1年 | 无 |
| 14.杰克 | 21岁 | 男 | 台湾 | 1年 | 无 |
| 15.罗娜 | 20岁 | 女 | 北京 | 1年 | 曾经在西班牙学习过5周 |
| 16.卡翠娜 | 20 | 女 | 香港 | 1年 | 无 |
| 17.杰姆斯 | 21 | 男 | 台湾 | 1年 | 无 |
| 18.菲利普 | 29 | 男 | 北京 | 1年 | 曾经在中国教过一年中文 |
| 19.艾德华 | 20 | 男 | 台湾 | 1年 | 无 |
| 20.狄龙 | 21 | 男 | 台湾 | 1年 | 无 |
| 21.凯特 | 20 | 女 | 台湾 | 1年 | 无 |
| 22.洁西卡 | 20 | 女 | 台湾 | 1年 | 无 |
| 23.安迪 | 20 | 男 | 台湾 | 1年 | 无 |
| 24.露丝 | 21 | 女 | 北京 | 1年 | 无 |

4.5.2 数据收集

本研究数据收集的两种主要方法包括：与爱尔兰学生的访谈记录以及爱尔兰学生在中国留学时的写下的个人日记。为了获得爱尔兰学生在中国的跨文化适应个人体验的叙述，本研究进行了深入的，半结构化的访谈。学者们（Siverman，2000：19；Dalington & Scott，2002；Gubrium & Holstein，2002；Seidman，1998）指出，我们生活于一个“访谈社会”，访谈渗透了我们当代的生活，反映真实的个人，自我的文化经验和知识。访谈是当代社会科学与其关注的问题的中心资源。进行访谈为数据收集过程提供了一定程度的灵活性，有助于研究者了解被调查者的心声，因此访谈是定性研究中最常用的数据收集方法。本研究的访谈是非正式的和对话性的；探索性的，访谈中提出的问题是灵活的，开放式的。对爱尔兰学生的访谈全部都用录音磁带录音，然后转录为文本形式。本研究用英语进行访谈，因为英语是爱尔兰学生的母语，使用母语能够更清楚地表达自己的看法和见解。本研究的访谈采用包含了开放式的问题的访谈问卷，以了解在中国留学的爱尔兰学生的跨文化适应经历。访谈问卷还包括了受调查者的基本信息（年龄，性别，家庭背景，以前的跨文化适应经历）。在访谈之前，本人首先向受调查者解释了大学伦理委员会所要求的协议，其中包括概述调查性质的信息表，匿名和保密问题以及撤回访谈的权利。所有受访的爱尔兰学生都是自愿参加

访谈的。访谈地点是在爱尔兰都柏林理工学院的一个教室里，以便于爱尔兰学生谈论

自己的留学经历时感到放松，学生可以自由分享他们在中国留学的个人经历。

Fontana 和 Frey (2000 : 646) 指出：“越来越多的研究人员意识到访谈不是数据收集

的中立工具，而是两个或更多的人之间的积极互动的结果”。 Charmaz (2006) 也指

出了采访者面临的各种挑战，必须和受访者建立一种信任感和融洽感，以促进受访者的

自我披露。为此，麦克拉肯 (McCracken , 1988 : 38) 建议采访者本人是“善良的，

心态开放的，具有好奇心，渴望听取所有的证词”。因此，在访谈过程中，我有意识地

让受访的学生感到轻松，以便我们相互之间可以自由交谈。我仔细聆听了受访学生的

讲述，并根据他们的个性和风格与他们进行交流。我采用了以开放式的问题提问作为

数据收集方法，从每个受访者那里获得完整的个人叙述，以获得详实的调查数据。以

开放式的问题提问让受访的学生有机会用自己的话来回应，而不是强迫他们选择固定

的回答。这种非结构化的格式使得学生们可以自由地交流自己的生活经验以及在留学

期间生活和学习中遇到的挑战。事后体验访谈反映了一定程度的合理化，也许还有一些

事后自我辩解。这种选择性回忆的动机可以是非常明显的，可以引发深刻的感受，

有时潜意识地隐藏文化适应的情绪和困难。情感层面可能会导致不情愿地提出和充分

阐明潜在的问题。我对这些领域保持敏感，并通过我已经存档的同时期的学生的留学

学习日志来注入一个可信的维度。我要求学生在中国留学期间保留个人学习日志并且

在留学结束后交给我。我把学生的留学日志用作数据的一部分来分析他们的跨文化适应和语言学习经验。书面记录可以用来探讨敏感问题，并在一定程度上证实了口头叙述，这种验证为采访过程增加了可信度。

4.5.3 数据分析

本研究运用主题分析的方法分析访谈数据。布朗和克拉克 (Braun & Clarke , 2006)

描述了主题分析的主要阶段如下：

图表 4.2 主题分析的主要阶段 (资料来源：布朗和克拉克 Braun & Clarke , 2006 : 87)

| |
|---|
| 1.熟悉数据：转录数据（如有必要），阅读和重读数据，记下最初的想法。 |
| 2.生成初始编码：整理每个编码下的数据。 |
| 3.搜索主题：将编码整理成潜在主题，收集每个潜在主题下的所有数据。 |
| 4.检查主题：检查主题是否与初始编码提取（第1级）和整个数据集（第2级）相关，生成分析的专题。 |
| 5.定义和命名主题：定义和命名主题，为每个主题生成清晰的定义和名称。 |
| 6.制作报告：最后的分析机会。选择生动，引人注目的实例，对选定主题进行最终分析，分析研究和文献的关系，编制分析的学术报告。 |

主题分析经常被研究者使用来组织各种学科的访谈情境的原始数据 (Rawal , 2006) 。

本研究使用主题分析进行数据分析，因为主题分析便于清晰地组织，适合于回答研究

问题。本研究详细引用了爱尔兰学生关于跨文化适应个人经历和体会的叙述，让这些

学生发表自己的看法和见解，在掌握了详细的数据的基础上进行深度的主题分析以获

取回答研究问题的可靠的答案。为了便于数据分析和项目管理，本研究使用了计算机

辅助定性数据分析软件 (CAQDAS) 软件包 NVivo7。在定性研究中使用这种软件越

来越常见。Coffey & Atkinson (1996 : 172) 建议进行持续定性研究的人员都应该认

真考虑计算机辅助存储和检索的潜在价值。Creswell (1998) 推荐使用 CAQDAS 分析

软件因为它提供一个有效的系统，便于轻松存储，定位和访问大量的研究数据。本研

究主题分析的第一个步骤是将面谈等口头数据转录为书面形式。本研究的访谈数据已

被录音并且被详细转录 (请参阅附录 1) 。主题分析的第二个步骤是生成初始编码。

研究者反复阅读书面形式的访谈数据以确定初始编码。请参阅图表 4.3 举例说明初始

编码形成过程。

图表 4.3 举例说明初始编码形成过程 (Example of Initial Coding Process)

| 访谈记录原文 | 初始编码以及编码的引用数量 |
|--|---|
| <p>到中国留学之前，我认为中国是一个“陌生”的地方，因为中爱两国文化差异很大。在去中国留学之前，我并不认识很多中国人。而且，我对中国几乎一无所知，我对中国的看法肯定是受到西方媒体对中国不断负面报道的影响。值得一提的是，这种看法在抵达中国后发生了巨大的变化。(欧文)</p> <p>在我到中国留学之前，我对中国有相互矛盾的看法。一方面，我的中国朋友给我介绍了一个完全陌生的文化，中国文化完全与我以前经历过的文化有很大的差异，我无法理解人们的生活方式。此外，爱尔兰的媒体把中国描绘成一个极权主义国家，生活在那里的人们无法获得基本的娱乐设施，政府经常压制当地的民众。然而，中国国家媒体定期发表文章宣扬中国是一个拥有 56 个民族的和谐社会以及拥有丰富的文化遗产的国家。(西蒙)</p> | <p>由于受到西方媒体对中国不断负面报道的影响，爱尔兰学生对于中国存在刻板印象 (2)</p> |
| <p>我参加了校园里的禅修会，帮助我放松，排解压力。无论我提出什么问题，老师们总是愿意帮助我解决问题。他们总是对你所说的话感兴趣。当然，这是他们的工作，但他们工作很负责。校园办公室随时准备接待学生，并有能力处理任何问题，并给我提出指导建议。总而言之，我得到了很好的照顾。(罗伯特)</p> | <p>在台湾留学的爱尔兰学生得到了所在大学的老师的大力支持和帮助 (1)</p> |
| <p>当我遇到困难需要帮助的时候，我通常会向我认识的中国朋友求助，因为我认为他们可以比任何人都更好地帮助我。(伊萨贝尔)</p> <p>我很幸运有一个非常好的导师。她的名字是凯利。她不仅帮我解决学业有关的问题，还帮我解决了我的个人问题。她给我介绍中国文化，提供给我有关接人待物的建议以及帮助我处理问题。我有任何问题，就去咨询她。她是中国人。她是如此真诚友善的朋友。(珍妮)</p> | <p>爱尔兰学生遇到困难时通向当地的中国朋友求助得到了他们的帮助和支持 (2)</p> |

| | |
|--|--|
| <p>我觉得没有得到来自中国大学的帮助和支持。在大学里，没有人给我们提供有关上课，签证等方面的信息，我们真的需要自己寻找有关信息。我们到达中国的三周后才接受介绍性研讨会。我们没有能够加入任何学生组织或俱乐部，所以很难交朋友。（克洛伊）</p> | <p>在北京留学的爱尔兰学生没有得到大学提供有关上课，签证，住宿，课程等方面的信息（1）</p> |
| <p>到中国留学学习中文是对自己的一个挑战，我应对挑战的策略是，我总是告诉自己我是多么幸运，在遇到困难的时候我鼓励自己珍惜宝贵的留学机会。（欧文）</p> <p>学习中文很有意思，也是一个挑战。我可以到中国旅行，了解中国人民和中国文化。（大伟）</p> <p>我觉得经过在中国一年的留学学习，我变得成熟了。我现在可以洗自己的衣服，我知道我可以自己走遍世界，自己订飞机票，安排旅程。我更加了解不同的文化和人类的行为。在中国留学学习汉语既是一个挑战，也是一个有价值的经验。（杰克）</p> <p>我觉得在留学的初期，适应当地的食物对于我来说是一个挑战。（安迪）</p> | <p>留学对于爱尔兰学生来说是一个挑战，自我激励，克服困难（4）</p> |

主题分析的第三个步骤是搜索主题，本研究搜索的主题是有关爱尔兰学生的跨文化适应进程，本研究的分析侧重于被调查学生对跨文化适应体验的表达，通过反复阅读书面形式的访谈记录以提取主题。主题分析的第四个步骤是检查主题：检查主题是否与初始编码提取（第1级）和整个数据集（第2级）相关，生成分析的专题。本研究聚焦初始编码和数据集的过程产生20个专题。图表4.4提供了本研究数据分析的20个专题及数据编码系统的说明。

图表 4.4 数据分析的专题及数据编码系统

| 数据分析的专题 | 数据编码系统 | 数据编码的引用数量 |
|-----------------|--|-----------|
| 刻板印象 | 由于受到西方媒体对中国不断负面报道的影响，爱尔兰学生对于中国经济，基础设施和建筑存在刻板印象 | 5 |
| 文化冲击 | 天气，不同的饮食文化，不同生活方式和思维方式，中西不同的审美观；不同地区的经济贫富悬殊现象；厕所的卫生；环境污染；人口众多，非常拥挤 | 17 |
| 来自校园文化的文化冲击 | 教学方式的不同；老师与学生之间的关系的不同；感觉中国学生的学习压力很大 | 13 |
| 感受到的中爱文化的差异 | 宗教和语言的差异；个人主义与集体主义的差异；中国的独生子女政策；性观念不同 | 9 |
| 感受到的中爱文化的相似之处 | 相似的被压迫和被殖民的历史时期；中国人的心态与爱尔兰人的心态相似- 开放，热情，友好；注重家庭文化；饮酒文化 | 8 |
| 跨文化调整时遇到的困难 | 乡愁；孤独；不适当地的食品；语言障碍；环境污染；食品卫生问题；遇到出租车司机危险的驾驶和诈骗 | 15 |
| 跨文化调整时采取的应对策略 | 与在爱尔兰的亲朋好友通电话或者上网聊天；结交新朋友；光顾在北京的爱尔兰酒吧，体会爱尔兰文化以纾解乡愁；光顾麦当劳，肯德基等西式快餐店；买了炊具自己在家做饭；乘坐地铁，公共汽车等公共交通工具以避免被出租汽车司机敲诈 | 16 |
| 在中国留学学习汉语时遇到的困难 | 在中国的汉语课堂：教师往往只会在课堂上讲中文，而在爱 | 13 |

| | | |
|---------------------------|---|----|
| | 爱尔兰的中文教师倾向于使用两种语言的结合；在课堂外遇到的语言学习困难：中国各地有不同的方言；人们说话的口音不同，说话速度快和发音不清楚 | |
| 在中国留学学习汉语时采取的应对策略 | 在课堂上积极参与各项教学活动；积极参加大学内外的活动，比如大学校园辩论比赛；每天在图书馆花几个小时练习书写汉字和阅读中文书刊；在日常生活中练习说中文；比如乘坐出租车时；在商店购物时；在中餐馆吃饭时；定期与中国朋友或者语伴见面聊天；看中文电影和中文电视节目 | 19 |
| 文化归属 | 爱尔兰学生为自己的民族归属感到自豪并且担任文化大使，向中国朋友介绍爱尔兰的历史，地理，爱尔兰语，教唱爱尔兰国歌。 | 24 |
| 留学的动机 | 提高中文水平；结识新朋友，提高社交技能；变得更独立 | 9 |
| 留学之后发展的跨文化归属和跨文化能力 | 学会了独立生活，照顾自己；思想也变得更成熟和更加包容 | 7 |
| 已有的跨文化体验 | 以往的跨文化经历的利于学生适应在中国留学生活，很少甚至没有经历文化冲击 | 3 |
| 留学前的准备 | 留学前很多学生非常焦虑；利用个人社交网络比如有国外生活经验的亲友为其提供相关的信息；上互联网搜索信息；提高中文水平和了解中国文化以适应在新的国家生存 | 24 |
| 得到的帮助和支持 | 得到了在爱尔兰的家人和朋友的帮助和支持；在台湾留学的学生得到了来自大学的老师的帮助；在北京留学的学生没有得到大学提供有关上课，签 | 9 |

| | | |
|---------------------------------|--|----|
| | 证，住宿，课程等方面的信息；爱尔兰学生得到了中国朋友的帮助和支持 | |
| 跨文化人格特征 | 自我激励，克服困难；设身处地从他人的角度看问题 | 24 |
| 爱尔兰学生留学期间感受到的官僚主义 | 学生认为在办理签证方面和更换语言学习班级方面遇到的困难是由于官僚主义造成的 | 9 |
| 爱尔兰学生留学期间所受到的歧视 | 购物时被街头商贩索要高价；在搭乘出租车时被出租车司机坑骗；在租房的时候被房产经纪人坑骗 | 3 |
| 爱尔兰学生使用现代技术交流的利弊 | 使用微信和脸书等社交软件交友聊天是提高中文水平的有效方法；使用现代通信技术与在爱尔兰的亲朋好友交流可以帮助学生在跨文化调整的初级阶段克服思想情绪；有的学生沉迷于在互联网上与家人朋友聊天 | 13 |
| 爱尔兰学生的中文语言能力对于跨文化适应进程的影响 | 由于语言能力薄弱，在生活和学习遇到很多困难；学生只能与中国人进行肤浅的沟通无法交知心朋友；汉语水平的提高可以促进学生与东道国社会成员的人际交流以及使用大众媒体；汉语水平提高之后增加了自信心 | 12 |

主题分析的第五个步骤是定义主题。本研究数据分析的 20 个专题在四个核心主题下进行主题分析：

- 爱尔兰学生在中国留学期间所经历的文化冲击
- 爱尔兰学生在中国留学之后发展的跨文化归属和跨文化能力
- 爱尔兰学生在中国留学学习中文语言方面的收获
- 促进和阻碍爱尔兰学生跨文化适应的重要因素

主题分析最后一个步骤是制作报告。本研究选择生动，引人注目的实例，在选定的四个核心主题之下进行主题分析并将在本论文第二部分（第五章至第八章）作出详细说明。

4.6.对本研究的反思

学者们（Denscombe，2007；Bryman，2001）强调对于研究反思性的重要性并建议研究人员反思他们的研究方法，价值观，偏见和他们的世界观。研究者有必要反思自己的个人经历，信仰和价值观是如何塑造他们对事件的解释的。作为一名研究者，我

试图从两个方面反思本研究。Reinharz 和 Chase (2002 : 233 , 在 Seale 等人 2004 : 19 中引用) 指出 , “研究者应该考虑到他或她自己 and 受调查者的社交地点以及他们如何影响研究关系是至关重要的”。考虑到这一点 , 本研究 “涉及研究者对受访者交互的影响” (Byrne 2004 : 184) 。在访谈中 , 本人作为受调查学生的中文讲师 , 听取了学生们关于在中国留学期间跨文化适应的经历。我相信 , 教师与受调查的学生更容易建立融洽关系 , 学生们在获悉这项研究后都表示对这项研究的产生了强烈的兴趣。他们敞开心扉 , 谈论自己的留学经历并提供真实的信息 , 帮助我深入了解他们的跨文化适应的经验。Bochner (1994 : 33) 谈到研究的人际沟通 , 并指出 : “作为研究数据的一部分 , 我们不应该忽视自己的经验 , 我们自己的感受和价值观 , 我们不应该隐藏自己”。

作为一名曾经在爱尔兰学习的国际学生 , 我个人的跨文化适应的经历 , 促使了本研究的开发并提出研究问题。我个人的有关跨文化适应的体验不可避免地影响了有关研究数据的解读和分析。例如 , 我有一个中文名字 , 也有一个英文名字。我在大学读书时我的美国老师给我起了一个英文名字。我刚到爱尔兰的时候就用过这个英文名字 , 因为我担心爱尔兰人不能正确发音我的中文名字 , 同时我也希望融入爱尔兰文化。在对爱尔兰学生进行访谈时 , 我要求受访者将有关他们的中文名字的故事告诉我 , 看他们是否有和我类似的经历和想法。

4.7.本研究的有效性和可靠性

进行定性研究项目一定要求研究的可靠性。本研究项目避免了研究者与受访者之间的权力地位差异可能造成的潜在问题，因为我与受访者有共同的跨文化适应经历，他们感到很自在。事实上，学生们非常渴望参与这个研究项目，因为他们以前从未参与过这种类型的研究，而且学生们对这个研究项目非常感兴趣。出于这个原因，我认为访谈是对没有必要说谎的非常个人经历的坦率报道。研究人员（LeCompte 和 Goetz，1982）将这一调查特征称为研究者地位的认可。讲师和学生的权力差别不再是一个问题，我的社会角色，不仅作为讲师，而且作为一个经历了跨文化适应的生活在爱尔兰的中国移民，促成了研究者与受访者之间的信任。访谈地点是位于爱尔兰都柏林理工学院的一间教室。研究人员（LeCompte & Goetz，1982）将数据的可靠性这一特征称为社会状况和条件。这个标准是影响定性数据内容的一个重要因素，强调收集数据的社会背景。访谈过程录音是本研究的收集研究数据的主要方法，对定性研究设计越来越重要，因为录音提供了一个高度可靠的记录，可以重新审查发展额外的假设或新发现。波格丹和比克伦（Bogdan and Biklen，1992）建议定性研究人员关注数据的准确性和全面性。他们将可靠性视为他们记录的数据与所讨论的环境中的现实之间的一个契合点。研究内容的有效性也很重要（LeCompte & Goetz，1982; Morse & Richards，

2002; Nunan , 1992; Silverman , 1993)。数据分析必须重视诚信度和可信度。诚信意味着提供可信度的真实价值; 通过使用丰富的描述性数据将研究结果与其他研究相比较; 提供一致性的研究的可靠性 , 以便独立的调查者可以在类似的情况下获得类似的结果; 并通过严格的数据收集和记录方法实现可证实性。本人的中国文化背景 , 长期在爱尔兰生活的跨文化生活体验和爱尔兰学生跨文化适应的类似经历 , 以及作为大学中文讲师和爱尔兰学生的联系都有助于本研究的可信度。通过采用有针对性的抽样和从访谈中丰富的数据库中提供详细的描述 , 可以增强可信度 , 因此独立调查人员在重新分析数据时可能会得出相同的结论。应用严格和准确的文件记录遵循有效性和可靠性的基本原则的步骤提供了可靠性和可证实性。本研究的数据分析是有效和可靠的 , 因为所调查对象是可信和真实的。受调查的学生的诚信是在他们自愿参与研究项目的基础上而建立的。他们没有被迫讨论任何他们觉得侵犯隐私的事情 , 他们自愿提供任何信息。许多研究人员提出了在这个基础研究领域如何避免主观意见和个人偏见的建议 (Charles 和 Mertler , 2002)。根据他们的建议 , 我非常谨慎地确保避免个人偏见和先入为主的观念渗透到分析提供的解释上。在采纳最终观点之前 , 对数据必须进行仔细的检查和选择。通过“逻辑归纳分析”的过程将口头数据应用于研究问题 , 并检查数据在回答相关问题时的说服力。我的研究方法是坚持原则 , 客观地研究被调查学生的

主观状态。本研究通过记录详细的现场笔记，将面谈录音并且将口头数据转录为书面形式，力求避免在数据分析中出现个人的偏见。

4.8.本章小结

本章深入地讨论了用于本研究的研究方法。首先结合本人作为一名曾经在爱尔兰学习并拥有跨文化适应的亲身经历的国际学生，讨论了研究者本人对本项研究兴趣的发展。研究者本人拥有跨文化适应的经验对于开展本研究是一个积极因素，因为有助于研究者与受调查者建立相互理解和信任的关系，并在访谈过程中提供了积极帮助。随后讨论定性研究与定量研究的区别。然后，提供了本研究设计的说明，包括：选择被调查者，数据收集和数据分析。着重介绍了选择主题分析作为本研究的数据分析的主要原因。本章最后讨论了与方法论相关的一些问题，包括对本研究的反思以及探讨本研究的有效性和可靠性。基于与二十四位在中国留学学习中文的爱尔兰大学生面对面的访谈，以及收集的爱尔兰学生在中国留学期间写的六篇日志的详实的数据进行详细分析而得出的令人信服的研究结果。下面的章节中将详细介绍这些研究结果。

第二部分研究结果

第五章：研究结果之一 - 爱尔兰学生在中国留学期间经历的文化冲击

5.1. 本章简介

本章介绍了有关爱尔兰学生在中国留学期间所经历的文化冲击。首先，大多数爱尔兰学生由于受到对于中国的消极的刻板印象的影响，经历了一定程度的文化冲击。其次，分析讨论爱尔兰学生在中国留学期间所感受的文化冲击。第三，介绍了爱尔兰学生感受的本土文化与东道主文化的异同。第四，介绍爱尔兰学生在跨文化适应方面遇到的困难和挑战以及他们为了减少文化冲击的影响而采取的应对策略。

5.2. 爱尔兰学生在中国留学期间经历的文化冲击

去中国留学之前，由于爱尔兰学生不熟悉中国的社会及文化，他们先从朋友或互联网上收集和了解有关东道国社会的基本信息。许多爱尔兰学生对中国的前期知识来自媒体，这些媒体经常给这些学生在中国带来负面的刻板印象。

欧文：到中国留学之前，我认为中国是一个“陌生”的地方，因为中爱两国文化差异很大。在去中国留学之前，我并不认识很多中国人。而且，我对中国几乎一无所知，我对中国的看法肯定是受到西方媒体对中国不断负面报道的影响。值得一提的是，这种看法在抵达中国后发生了巨大的变化。

西蒙：去中国留学之前，我对中国有相互矛盾的看法。一方面，我的中国朋友给我介绍了一个完全陌生的文化，中国文化完全与我以前经历过的文化有很大的差异，我无法理解人们的生活方式。此外，爱尔兰的媒体把中国描绘成一个极权主义国家，生活在那里的人们无法获得基本的娱乐设施，政府经常压制当地的民众。然而，中国国家媒体定期发表文章宣扬中国是一个拥有 56 个民族的和谐社会以及拥有丰富的文化遗产的国家。

菲利普：在抵达中国之前，我期待着中国是有着很多传统建筑的非常美丽的东方国家。到了石家庄，我感到非常失望。我对石家庄的印象是，到处都是瓦砾，仿佛那里才被炸弹炸过，土地非常贫瘠，建筑也很单调。但是在中国比我预期的要繁忙得多。

本研究中的大多数爱尔兰学生报告说，他们经历了一定程度的文化冲击。中国幅员广阔，各个地区的经济发展不均衡。被调查的爱尔兰大学生到位于中国各地不同的大学留学学习其中包括台湾，香港，中国首都北京，陕西杨陵和福建厦门。珍妮到达中国之前对中国的刻板印象是一个拥挤不堪的国家。然而，到了北京之后，她切身体会到了北京经济的繁荣，北京的现代化水平让她感到震惊，但是简经历的文化冲击来自感受到北京与陕西杨凌的两个地区的贫富悬殊。

珍妮：在我到达中国之前，我认为中国会非常拥挤，我以为中国经济很落后，中国的基础设施也很落后。但我完全错了。北京的现代化水平不仅可以与纽约相比，也是我

所到过的现代化水平最高的地方之一。北京是世界一流的地方。但是北京确实是非常拥挤的，而且环境污染问题是非常严重的。

简：我受到的主要的文化冲击是感受到北京与陕西杨凌两个地区经济发展的巨大差异。在北京，有很多富人，而在杨凌人们很穷，而且经济不发达。在杨陵，我们经常被人们盯着看，因为他们很少看到西方人，而在北京有很多西方人，所以我们没有引起人们太多的注意。还有一个文化冲击是天气，我发现很难应付中国夏天的高温与冬天的严寒，冬天的时候我的手上还长了冻疮。我也震惊于陕西杨凌和火车上的厕所的肮脏，很让人恶心，很难习惯。我也看到很多人随地吐痰，这在爱尔兰并不常见。

由于爱尔兰和中国之间的巨大文化差异，本研究中的爱尔兰学生在中国留学期间受到了文化冲击。他们从礼仪，幽默，饮食偏好，生活方式和思想观察中国和爱尔兰的文化差异。从学生的角度来看，他们经历的文化冲击主要来自天气，食物，厕所卫生和基本的社会行为比如随地吐痰，被当地中国人盯着看。

菲欧娜：与爱尔兰相比，中国天气非常极端；有非常炎热的夏季（高达摄氏45度）和非常寒冷的冬季（低至摄氏零下15度）。秋天和春天都很短，每个季节只有几个星期。温差大。公厕很脏，有时甚至没有门，在使用厕所的时候没有隐私。在公共厕所里经常有一个很臭的（非常满的）垃圾桶。如果你在阳光明媚的下午进入公园，你可以真正感受到家庭纽带的重要性以及对后代的尊重。人们在露天伴着中国传统歌曲，功夫训练和排练中，我也非常感动，每个人都很享受。它带来了一种罕见的平静，这种平静往往被恶心的随地吐痰所淹没，不幸的是，中国人做得太多了。每天到处你都可以被这种（并非如此）迷人的噪音“祝福”。令人惊讶的是，它也来自可敬的优雅女性。我听说这是净化他们灵魂的一种方式。但我还是觉得恶心。

珍妮：我经历的文化冲击主要是两个方面：第一是在人们在街上乱吐痰。中国人认为，如果身体不适，最好把痰“吐出去”，。但是我从小就被教导不要随地吐痰吐，因为

这是粗鲁的举止。所以我非常看不惯别人随地吐痰。第二个文化冲击就是中国的人口数量巨大。我不习惯到处都有人。这是我的个人习惯，我特别需要个人空间。

杰克：在公共汽车，火车，街上每个人都会盯着我看，好像我是外星人。食物也很不一样，夜市臭豆腐的味道需要很长一段时间才能习惯。

欧文：我感觉爱尔兰和中国文化之间的文化差异是如此巨大。我无法理解人们的某些行为，以及语言障碍和吃很多奇怪的食物，使得简单的生活变得非常困难。

罗娜：中国人与爱尔兰人非常不同。有些中国人可爱善良，有些中国人则粗鲁无礼，我不明白为什么人们上公共汽车和火车的时候互相推挤。我认为有些行为是粗鲁的，但后来我意识到中国和爱尔兰的文化差别很大，所以可能我认为是粗鲁的，对于中国人来说不是。

在简的看来，中国人很直率。克洛伊发现中国人的幽默感相当苛刻。“幽默”是跨文化

交际中的一个问题。一方面，幽默可以被用作“社交润滑剂”（Fitzgerald 2003：20）

来建立友谊和克服障碍。正如史密斯和邦德（Smith & Bond 1998：255）所言：“共同

的幽默感是解决跨文化交流的焦虑，紧张和刺激的潜在解决方案”。另一方面，因为微

妙的文化背景知识以及语境和情境等原因，幽默可能难以有助于跨文化交流沟通，甚

至是一个危险的策略，必须小心使用（引用 Dunne，2008：Trompenaars 和

Hampden-Turner，2002）。Spencer-Oatey 和 Xiong（2006）的调查研究发现，中

国留学生在英国面临的主要问题是难以理解英语中的笑话和幽默。Cox（1999：47）

解释说：“不同的文化有不同的幽默感，在一种文化中被认为有趣的可能会被另一种文化视为冒犯。”从爱尔兰学生的角度来看，中国人不懂幽默感。因此，他们发现很难与中国人结交朋友。

伊莎贝尔：我思念爱尔兰，我想和爱尔兰人交谈。因为我觉得中国人并不理解我们的交流方式和幽默感。

简：我觉得中国人很生硬，比如说我的中国朋友直率地告诉她的朋友，她体重增加了很多，爱尔兰人永远不会这样说！如果没有必要，爱尔兰人根本就不会说出来！

克洛伊：我发现中国人和爱尔兰人的文化差异很大。例如在礼节，幽默感，食物喜好，生活方式和意识形态等方面，我发现有惊人的不同。我发现中国人缺乏幽默感，他们直率地表达的真实想法。当我在中国留学的时候，我发现很难结交真正的朋友，这是因为我们的生活方式选择如此不同。

爱尔兰学生不理解中国姑娘甚至小伙子晴天还撑着遮阳伞，害怕把皮肤晒黑。而日光浴在西方是一种年轻人，特别是中产阶级白种青年普遍喜爱的活动。中国人认为白皙的皮肤是漂亮的。胡文仲和高一虹（1995）指出造成中西审美观念和习惯有差异的原因是，“美”往往与经济地位和社会地位分不开。在中国，肤色黑一般与体力劳动有密切的关系，比如种田的农民与建筑工人，而城市的有闲阶层才有条件用白来美化皮肤。相反，对于西方发达国家的白种人来说，只有中产阶级以上的人才可能有条件经常去旅行和进行

户外的体育活动，比如在沙滩上做日光浴。棕红的肤色是健康，有活力的象征，在某种程度上也是经济地位的标志。因此年轻人总是自觉不自觉地将棕红色的肤色作为一种审美追求。

菲欧娜：在中国有很多人会盯着我们看。我第一次假装不在意，虽然这让我紧张，我相信这不是无礼的意思，我知道中国人可能很好奇。但是，我发现中国的好奇心和种族主义之间有一个明显的界限。还有，很多人不止一次地要求我和他们一起照相。他们大部分都被我的皮肤的（白色）颜色所吸引，这个颜色在我的祖国，通常被认为是健康状况不佳的标志，而不是特别有吸引力的。

本研究中的很多学生抱怨中国食品卫生问题和环境污染问题。这种看法使他们对中国文化形成了消极的态度，反过来又阻碍了他们的跨文化适应进程。

保罗：我最喜欢中国人的多样性和文化。我最不喜欢这样一个事实：人们不注重食品卫生。但说实话，我真的很喜欢在中国的留学经历。不幸的是，北京的污染状况非常糟糕，由于我是一个狂热的马拉松跑者，这使我的个人生活受到影响，我无法在中国长跑。说实话，我在外国很容易适应，所以尽管有巨大的语言障碍，我也能接受中国文化。中国人是很友好，但我发现他们并不像我想象的那样遵纪守法。中国是一个广袤的国家，我到过不同的地方旅行，我发现中国人并不完全一样 - 他们自己也有很多的文化差异。例如：北京人似乎总是从你那里得到一些东西，而大连人民似乎更加友善和好客。

欧文：我不喜欢中国的方面主要是卫生方面，特别是在食品卫生方面，尽管人们越来越认识到应该提高卫生水平。

菲欧娜：在中国污染是一个主要问题。空气污染使我们呼吸困难，影响我们的视力，是眼睛痒和流泪的原因。中国人通常出门都戴着口罩，有时候口罩的颜色很鲜艳。如

果他们生病，他们也戴上口罩，以避免传染。因此，政府提出了一些减少污染的法规。例如，只能在七天中的六天内驾驶汽车。

珍妮：我最不喜欢中国的方面是人太多，到处都是人潮。我真的很想拥有我自己的空间，但即使在公园里，我也永远找不到一个地方独处。而且污染问题太严重了，有时候我的能见度还不到几米。

5.3. 爱尔兰学生感受到的中爱文化的异同

在这项研究中，爱尔兰学生注意到他们的本土文化和东道国文化之间更多的价值差异。

尽管存在文化距离，但在对爱尔兰文化与中国文化进行比较时，杰森和欧文指出，爱

尔兰历史的某些部分与中国历史相似，这使得他们的跨文化适应变得更加容易：

杰森：我认为中爱两种文化有很多相似之处。我们两个国家在历史时期都曾经经历过被殖民和被压迫。我认为这也以同样的方式塑造了中国人和爱尔兰人的人生观。拥有非常亲密的家庭关系也是两种文化的中心。有一些明显的文化差异，如宗教和语言的差异，但我认为，中国人和爱尔兰人从根本上比他们更为相似。

欧文：中爱两种文化之间实际上有很多相似之处。例如，爱尔兰人和中国人都为自己的民族和文化而感到自豪，并且在来自邻国压迫的历史上有共同点。我也认为爱尔兰人和中国人在生活方式上相当相似，人们重视家庭文化。

珍妮：我认为爱尔兰文化与中国文化的相似之处在于饮酒的文化，我们都爱喝酒，两种文化都非常重视家庭。这两个因素非常相似。工作文化是不一样的。爱尔兰的工作

文化非常轻松。我们享受我们的公共假期，工作和生活远没有中国那么有竞争力。这个因素在中爱文化中有很大的差异。

罗伯特：台湾人分享爱尔兰人的友谊。台湾经历了好几个世纪的殖民统治，主要是在欧洲和亚洲国家之间徘徊。其政治形态与爱尔兰相似。在一切之后，他们可能比我们更为温和，犯罪率也是如此之低。与我们的酒吧文化相比，他们的社交场所主要是茶楼和饼屋，但这是我个人的观点。如上所述，他们对于学习的态度很认真，相比之下，比我们爱尔兰学生太悠闲了。换句话说：台湾是米老鼠，爱尔兰是兔八哥。两者都非常可爱，友善和彻底的好人物，当然都不是很完美。爱尔兰人肯定比台湾人有喜欢搞恶作剧的一面。

西蒙：中爱两种文化都强调吃喝，享受彼此的陪伴。我们倾向于特别有说服力地讲话，颂扬我们的历史和过去的战斗，尤其是战胜更强大的国家。

欧文和珍妮报告说，他们对中国人的第一印象是他们非常友好，非常勤劳。本研究的

学生对“中国人的心态”有一个清晰的认识，认为这是开放的，热情的，类似于爱尔兰

人的心态，这对于他们适应新文化比较容易。

珍妮：我对中国人的第一印象是，他们非常友好，非常勤奋。来到中国，即使我的中文不是很好，他们也给了我很多帮助。我也观察到，每个人都起得很早。孩子们也一直在做功课或者课外活动。我很少在操场上看到孩子们玩耍。他们总是在上课学习。
伊莎贝尔：中国人口众多。特别是北京。那里非常活跃，而且一直都很忙碌，特别是在火车上的高峰时间真的是让我这个爱尔兰人大开眼界。每个人都互相推挤，如此拥挤，这是我所经历的最大的文化冲击。但总的来说，我爱中国，我去各地旅行，我觉得不同的地方的人待人接物的态度也不同。上海人和北京人不一样。我喜欢北京人。我觉得他们很像爱尔兰人 - 非常热情，他们非常重视家庭。当我在上海的时候，我觉得他们的世界只是围绕金钱转，生活节奏非常快，没有时间和别人聊天。而在北京，我发现与爱尔兰有更多的共同点！我感到非常喜欢北京的社区。从我第一次访问北京的时候，我就爱上了这个地方，虽然我第一次访问的时间很短，尽管我不能正确理解在中国生活是什么样子。我认为，根据你的去向，中国人可能会有很大的不同，比如

我不喜欢上海，因为我觉得那里的生活成本比中国其他任何地方都高。我觉得北京人更适合爱尔兰人。他们非常以人为本。

欧文：我对于中国和中国人民有着深刻的印象，我对这两者都有深刻的思考。这个国家如此广阔，有美丽的风景。中国人民是非常友好和好客的，消除了我前往该国之前的紧张感和焦虑。

本研究中的爱尔兰学生对于自己在中国留学期间亲身经历的不同的文化现象有自己的独立思考和见解，特别是对中国的独生子女政策和性观念等问题做出自己的分析和看法。

菲欧娜：走在街上，我们很少遇到戴尿布的婴儿（除非是非常寒冷的气温）。他们通常穿着两条腿之间有一条大缝的裤子，让他们随时随地轻松自如。这看起来很奇怪，特别是当他们坐在地上，没有任何卫生保护，这相当令人震惊。中国父母通常会为他们珍贵的孩子放弃很多东西，因为抚养孩子需要很多牺牲和投资，特别是由于独生子女政策人们只有一个孩子。但是人们不太注意孩子的卫生。我每天都会看到祖父母走在他们的孙子后面，照顾和娱乐他们。父母出去工作，祖父母一般与孩子一起生活，照顾他们的孙子。三代人共用同一栋房子或公寓是很常见的。有必要指出，独生子女政策也是中国众多社会问题的根源。比如，男女比例失调。但是人们更想要一个男孩，这导致无数次不必要的堕胎。虽然最近法律已经改变，禁止告知未出生的孩子的性别。需要补充一下，现在中国不再严格控制独生子女政策，更多的中国家庭有不止一个孩子。

保罗：中国人和爱尔兰人在政治和控制方面的背景完全不同。爱尔兰是一个自由开放的社会，我们所知的中国是由共产党控制的，但共产党并不是真正意义上的共产党，尤其是现在很多年轻人获得了巨大的财富 - 由于创业精神，越来越多的中国人成了百万富翁。显然中国有不同的家庭单位，我觉得这是一个心理定时炸弹，因为中国的独生子女政策，这意味着他们没有兄弟姐妹，他们的家庭人口很少。这与爱尔兰不同，爱尔兰的家庭人口很多，在遇到困难的时候，有一大圈家人可以帮助。我对独生子女政策的心理影响研究非常感兴趣（我知道现在中国开始实施二孩政策了）。中爱文化的另一个区别是关于性和友谊。在爱尔兰乃至西方，有关性的谈话更为广泛，年轻人对于性观念和性行为思想比较开放。中国似乎对这一点有更多的控制，对于性以及性

伙伴的观念比较保守，但是随着西方的影响越来越盛行，在这方面我也可以看到发生了变化。

菲利普：在中国的留学生活让我改变了很多看法。我意识到我不想带着一个家庭住在中国了。我更喜欢爱尔兰的生活空间，特别是为儿童提供的特有的自由。中国人特别重视教育和补课，我觉得中国儿童的学习压力太大。在我看来，独生子女的政策造成了这样的压力，父母和祖父母在下一代的身上投入了大量的时间和金钱，我认为这不是一个健康的状况。

5.4. 爱尔兰学生感受到的来自校园文化文化冲击

根据 Cortazzi 和 Jin (1997) 的研究，学术文化是学术表现的信仰，期望和文化实践的结构。文化交流与学习互动的基本特征是国际学生将学术文化和理论带入外国课堂，同时也利用这些文化视角来解读和评价他人的世界，行为和学业成绩。中爱两国独特的学术文化所带来的问题构成了对爱尔兰学生的文化冲击。爱尔兰学生指出中国老师把学生看成幼稚的孩子，没有把他们当作成人对待。

菲欧娜：我认为中国的高等教育非常接近我在欧洲的中学的经历。也就是说，教师就是权威，教学基本上是自上而下，非常幼稚的。例如，我们在中国每堂课都要听写词语，缺勤是不能容忍的。在中国教师不是给我们一个一百分的评分，而是在我们的考卷上画一个“笑脸”，或者如果我们准时上课的话，老师会给我们甜食作为奖励。刚开始我感到震惊和恼怒，但很快就意识到我是用西方人的眼光看待中国大学，我觉得中国校园里包括学生，老师，工作人员的心态都很幼稚，我推测很多中国年轻人思想不成熟。走在校园里，我们不止一次地注意到，女孩（年龄在 18 至 25 岁之间）发脾气或歇斯底里地哭泣，带着泰迪熊，穿着很幼稚衣服。我还参加了一个中文商务课的总体介绍，我发现中国学生都很乖巧，甚至享受被老师宠溺。

简：在杨凌学习的时候，我觉得老师们更喜欢与学生建立非常密切的关系，老师和学生在课后互相打电话或发邮件是很正常的。女老师经常拥抱或抚摸年轻女学生的头发，这种现象在爱尔兰的大学教育中几乎闻所未闻。我觉得所有这些都与老师们把我们看成是年幼的孩子有关。老师经常在我们的家庭作业本上画一个笑脸或写一条小信息。老师在课堂上假装打一些顽皮的男生；我发现这种情况都是不太现实的，因为我的同学们大多数都已经二十多岁了不是小孩子了。

本研究的爱尔兰学生观察到爱尔兰和中国学习和教学方式的差异。中爱学术文化之间的差异使这些学生经历了文化冲击，因为他们发现很难从一个学术体系转换到另一个学术体系，这种文化差异给爱尔兰学生带来了压力。根据曼（2005）的观点，在中国的教学是纵向关系。从儒家的角度来看，师生关系应该像父子关系一样，这个关系在古老但仍然流行的中国话语中得到了体现：“一度为师，终身为父”。中国人的思维比西方思想更具有感性，务实，注重具体的东西。把具体的观察结果放在一个通用的框架（归纳）中，从中得出具体的结论（推导）相对较弱。正如 Boyle（2000）所观察到的，中国教师具有传统的教学观，倾向于强调知识，内容，教师为中心的教室和考试成绩。Boyle（2000）指出，中国教师倾向于严格遵守教科书。根据 Wang（2007）的观点，中国的教学专注于传授正统的学科知识，不认可灵活性，解决问题，批判性思维和独立学习等概念。Wang（2007）指出，中国比在其他任何教育或文化环境更为重视记忆学习。

伊莎贝尔：中国老师非常专制，更重视学习课本。课堂讨论和实际工作少。如果你不擅长那些老师认为你只是没有尝试，而只是需要更多的学习的东西，我就会有这样的印象。我个人在阅读和中文写作方面水平较差，但是当我向老师请教时，他只是让我读课本。在爱尔兰的大学则不同，老师对学生更有帮助，并且意识到有些学生比别人更擅长某些事情，如果你向老师提问，他们也会尽力帮助你。

爱丽丝：台湾老师喜欢当着全班同学的面指出错误。我记得我的一位老师当着大家的面纠正了一个同学的考试，并且没有成功。下课后，那个学生告诉我们，这让他很尴尬，在他自己的国家也不会发生这样的事情。

珍妮：我对于中国教师的教学风格不适应。我觉得他们批评我们的任何错误，并强调学习教科书而不是解释教材。

简：我发现，在中国所有的课程都是通过中文讲授的，这和我在爱尔兰学习中文的经历不同。我觉得中国的分班学习制度有助于提高学生的水平。在爱尔兰，不是每个学生的水平在第二年级时都是一样的，有些学生只是比较慢的学习者，他们可能学得慢，可能会落后很多。我想在中国，我们也有一对一的辅导的机会。我觉得中国的老师有时候会鼓励学生，比如老师会在家庭作业中写点小笔记一样，或者如果他们搞乱了，老师会摸你的头发，或者假装打男孩。在在中的汉语课堂，我们每天都进行听写汉字测试，所以老师更注重的是关于学生如何记住汉字。我们上课只是听老师讲课。我们没有和同学讨论，而在爱尔兰大学的汉语课堂，我们有很多的口语练习，但我们也有演讲，我们互相讨论问题。在爱尔兰，我们还讲一些故事，我们必须用批判性思维独立思考问题，我们必须分小组讨论这个故事，这对我们来说是非常有帮助的。在中国和在爱尔兰侧重点不同：那就是关于学习的东西，在中国侧重于你能记住多少汉字，但是在爱尔兰侧重于能够有效地沟通，能够说出你想说的话。

本研究中被调查的爱尔兰学生对中国学生的勤奋学习印象深刻。中国学生的繁忙生活和在中国的激烈竞争有关，这与爱尔兰学生的悠闲的学习态度形成对比。爱尔兰学生认为中国学生承受来自家庭的压力很大。

珍妮：让我感到困惑的是中国学生学习的难度。他们早上5点上学，放学后直接上补习课。之后，他们做功课，他们半夜十二点才睡觉，睡了5个小时，重新开始。我发现这很难理解。

罗伯特：值得注意的是台湾学生是多么勤奋。我和台湾人交谈，他们的学习动机是因为父母对他们的期待很高，推动他们努力学习，有志向或有奋斗目标，但是你经常会看到每天教室和图书馆挤满了学生。看到高中生晚上去补习班，深夜十点，十一点才回家。这与爱尔兰学生悠闲的学习态度形成鲜明对比。

简：我认为爱尔兰学生在学习方面放松得多。和中国学生相比，我们的学习压力很小，例如我在陕西杨凌学习时听说有一个中国学生因为成绩差而死于自杀。不过，我认为中国人和爱尔兰人都重视家庭，但相比之下中国人更重视家庭。中国学生因为家庭原因感到压力很大。

5.5. 爱尔兰学生在中国留学期间遇到的困难

乡愁是影响国际学生跨文化适应调整的一个常见问题。费舍尔 (Fisher , 1989) 指出从家庭到新环境的过渡时期，突然失去朋友和家人是国际学生在跨文化适应时感到压力的主要原因。乡愁对学生有潜在的干扰作用，其中至少包括抑郁和焦虑 (Smalley , 1963) 。国际学生特别是在节假日比平常更加想家，最需要来自家庭文化的社会支持的时刻，罗伯特强调在农历新年期间他觉得特别想家，因为他独自一人在异乡。克洛伊，罗娜和菲利普在留学期间也很想家，感到孤独。爱尔兰学生的经历呼应了西美尔

(Simmel , 1950) 定义的“陌生人”的悖论：与情感相近的亲朋好友相距甚远；与周围的人们距离很近但是情感却很远。爱尔兰学生在海外的经历会经常涉及情感因素。

对家的强烈的依恋减少了发展东道主文化关系的动机，往往是因为害怕返回的调整困难。愿意调整并接受自己和家庭关系的变化对于适应外国文化是必不可少的

(Anderson , 1994; Kim , 1988) 。

克洛伊：我想家了。我一年没回家，主要是我没有经济能力。我感到非常孤独，在第二学期更是如此，因为我觉得遇到有相同兴趣的人很难，中爱文化差异太大了。

罗娜：我真的很想家。我非常想念我的家人。这是我第一次出国留学离开家人这么久。时差让人难以沟通，因为你必须等待 8 个小时直到家人醒来才能和他们打电话聊天。

罗伯特：我可以举出让我非常难过的三个例子，因为我的家人在几千里以外的地方，而且不能随时看到他们。我在台北的公寓里没有个人电脑，所以很少使用 Skype。我在台湾非常享受自己的生活，但有几次我在每天空闲的时间会想家会觉得抑郁。每隔几个星期打电话给我的家人，总是给我留下一种渴望的感觉，自从我被我每天结交的朋友包围之后，我很少感到孤独。只有过年才成为一个问题。因为我的很多好朋友还有交换学生都已经回家了，很多台湾学生和家人一起去度假。我自己没有钱去度假，所以只有和少数几个学生留下来住在学生宿舍，直到几个星期后新的交换学生出现。说实话，这没有让我太难过。我知道情况是暂时的，这是一个很好的机会反思我自己，特别难熬的日子加起来大概是 5 个月。

菲利普：我很想家。我想念我的自行车赛车。我想念爱尔兰新鲜空气，干净的食物，干净的水，我想念我的妻子和家人因为她们没有和我一起住在北京。看到我的孩子每天都在学校呆上这么久让我感觉很难受，他们问我什么时候回家也让我觉得难过。

社会学家和人类学家广泛把研究食物做为研究跨文化适应的一种手段，因为食物被描述为“最佳的象征媒介”（Morse，1994）。学者们（Douglas，1996; Levi-Strauss，1968）指出，食物揭示潜在的文化价值观和信仰。人类理论上的“杂食”性质表明我们的食物选择和实践是受文化限制的（Fischler，1988）。食物已被证明在创造和维持社会关系中是至关重要的，不论是在文化之内还是在文化之间，食物偏好与个人，群体和国家的认同密切相关（Bourdieu，1986; Fischler，1988）。因此，食物是跨文化调整过程中的一个重要研究领域，在这个过程中，社会关系和身份受到不同习俗和价值观的影响而受到质疑。在中国留学的爱尔兰学生必须适应中国菜的口味和质地，掌握用筷子的吃法，对于学生们来说都是挑战。由于食物是生存的必需品，学生们无法避免的日常生活的一部分，而且这也是东道国文化的一部分。本研究显示，食物成为跨文化适应的压力的来源和挑战。尝试吃中国食物是参与中国文化的重要途径，拒绝吃中国食物感觉就等同于拒绝中国文化。Babiker 等（1980）的文化距离理论表明，中国和爱尔兰的食物之间的极端差异会加剧爱尔兰学生在中国的跨文化调整问题。被调查的爱尔兰学生认为吃异国情调的中国食物是探索中国的新奇之一。

狄龙：台湾的食物真的很奇怪，比如臭豆腐。

维吉尼亚：我对中国人吃的食物感到震惊。我看到中国人在小吃街或餐馆里，吃各种各样奇怪的昆虫和动物，比如蜘蛛，蟋蟀，羊脑，狗等等，我感到非常厌恶。大多数中国人会吃动物的任何部分，包括皮肤，内脏和骨头，如鸡爪或脖子，猪肝。

爱尔兰学生报告由于食品卫生问题他们遭受了严重的食物中毒，他们必须请病假。这就影响了他们正常的的学习和生活。

菲奥娜：我遭受了严重的食物中毒，整个星期都无法上课，也无法进行正常的学习。

菲利普：在中国餐馆吃饭，我多次生病，所以我开始为自己做饭。当我去医院看病时必须填写大量表格，这很困难。

5.6.爱尔兰学生针对困难和挑战使用的应对策略

爱尔兰学生针对困难和挑战采取了很多应对策略以减少跨文化冲突。伊莎贝尔在北京经常光顾爱尔兰酒吧，体验一下家乡文化以纾解乡愁。爱尔兰的酒吧是爱尔兰学生放松的地方，因为他们交际的主要语言是母语 - 英语，可以和爱尔兰人聚集在一起聊天或者观看电视转播的爱尔兰橄榄球比赛。爱德华和他的爱尔兰同学们刚到台湾的两个星期不习惯台湾的食物，所以他们经常光顾西式快餐厅，肯德基和麦当劳是爱尔兰学

生吃饭常去的场所。学生们觉得西餐代表了“家乡”的味道，所以他们选择了西式快餐厅。肯德基，麦当劳等西式快餐连锁店有着爱尔兰学生们熟悉的口味和氛围，特别是跨文化适应的初期为爱尔兰学生适应中国的饮食文化提供了避难所。光顾西式快餐厅和爱尔兰酒吧成为分享爱尔兰家乡文化的一种手段，有助于他们克服跨文化适应的困难，这印证了金（Kim，2001）跨文化适应交际理论中这一论点：体验家乡文化在国际学生跨文化适应的初期阶段起着过渡和缓冲的作用。尝试吃中国食物是参与中国文化的重要途径（Douglas，1966; Fischler，1988）。由于拒绝吃中国食物感觉就像拒绝了中国文化，爱德华和他的爱尔兰同学最终克服了恐惧，尝试了中国菜，他们甚至开始喜欢吃当地夜市的中国菜，每个星期去吃好几次。

伊莎贝尔：为了排解乡愁，我给在爱尔兰的男朋友和家人打了很多电话。我还和来自其他国家的班上的同学交朋友，和以前在爱尔兰留学后回到中国的朋友交往很多。还有，当我想家的时候，我去了北京的一家爱尔兰酒吧，那里有很多爱尔兰人。

爱德华：在留学初期食物是个大问题。刚到台湾的前两个星期，我们四个人（在台湾同一所大学学习的爱尔兰学生）只吃西餐，所以我们几乎住在麦当劳和肯德基。因为我们不敢尝试当地的食物，所以花了很长一段时间习惯台湾的食物。最终我们克服了恐惧，每周在当地的夜市吃晚饭。

艾丽斯：我开始结交很多朋友，包括当地人和国际的朋友。当地的台湾朋友，当然可以帮助我参观景点，学习文化和语言技能。国际友人可以共同分担我们的困难。我们一起经历了同样的事情，一起克服了很多问题。

保罗：我开始在家做饭，买了高质量的炊具。语言是我发现很难掌握的东西，但我仍然在努力。我试图交朋友，但是我发现很难，所以我依靠看中国的电影和电视节目以提高中文水平。

欧文：我的应对困难的策略是，我总是告诉自己能到中国留学我是多么幸运，在遇到困难的时候我鼓励自己迎接挑战，珍惜宝贵的留学机会。

图表 5.1 列举了爱尔兰学生在华留学期间跨文化调整时遇到的困难以及针对这些挑战所采取的应对策略以减少跨文化冲突。

图表 5.1 爱尔兰学生跨文化调整时遇到的困难和采取的应对策略

| 爱尔兰学生跨文化调整时遇到的困难 | 采取的应对策略 |
|------------------|------------------------------|
| 乡愁 | 光顾在北京的爱尔兰酒吧，体会爱尔兰文化以纾解乡愁 |
| 孤独 | 与在爱尔兰的亲朋好友通电话或者上网聊天；结交新朋友 |
| 不适当地的食品 | 光顾麦当劳，肯德基等西式快餐厅 |
| 食品卫生问题 | 买了炊具自己在家做饭 |
| 语言障碍 | 看中国的电影和电视节目以提高中文水平 |
| 遇到出租车司机危险的驾驶和诈骗 | 乘坐地铁，公共汽车等公共交通工具以避免被出租汽车司机敲诈 |

5.7.本章小结

本章主要讨论和分析了爱尔兰学生在不同的中国社会文化和学术背景下所经历的文化冲击。去中国留学之前，由于爱尔兰学生不熟悉中国的社会及文化，他们先从朋友或互联网上收集和了解有关东道国社会的基本信息。许多爱尔兰学生对中国的前期知识来自媒体，这些媒体经常给这些学生在中国带来负面的定型印由于爱尔兰和中国之间的巨大文化差异，本研究中的爱尔兰学生受到了文化冲击。他们从礼仪，幽默，饮食偏好，生活方式等方面观察中国和爱尔兰的文化差异。从学生的角度来看，他们经历的文化冲击主要来自天气，食物，厕所卫生和基本的社会行为比如随地吐痰，被当地中国人盯着看。爱尔兰学生注意到他们的本土文化和东道国文化之间更多的价值差异，他们对于自己在中国留学期间亲身经历的不同的文化现象有自己的独立思考和见解，特别是对中国的独生子女政策和性观念等问题做出自己的分析和看法。学生们报告说，由于他们自己的本土文化和东道国文化的差异而引起的各种挫折和误解。这些学生在学术背景下的文化冲击，构成了最有压力的一个方面，因为这对他们的学习成绩和心理健康有潜在的负面影响。爱尔兰学生针对困难和挑战采取了很多应对策略以减少跨文化冲突，包括经常光顾爱尔兰酒吧和西式快餐厅以体验家乡文化纾解乡愁；由于担心食品卫生问题买了炊具自己在家做饭；与语伴一起练习中文和看中文电视节目和电影以提高中文水平；乘坐地铁，公共汽车等公共交通工具以避免被出租汽车司机敲诈。

第六章：研究结果之二 - 爱尔兰学生在中国留学之后发展的跨文化归属和

跨文化能力

6.1.本章简介

本章着重讨论和分析有关爱尔兰学生的文化归属。数据分析旨在证明这些爱尔兰学生在东道国成功适应并发展了跨文化归属和跨文化能力。本研究数据表明，留学创造了一个帮助个人成熟的空间，从而导致更大的跨文化归属的发展。爱尔兰学生在中国留学成功地发展了跨文化特征和能力。

6.2. 爱尔兰学生的文化归属

当个人认识，分类和自我认同为一个特定群体的成员时，就会形成文化归属（Ward，2006）。通过塔耶费尔（Tajefel，1981）关于社会比较的概念作为群体认同的机制，人们开始明白，文化是相对的而不是绝对的。通过跨文化的接触，与其他文化的比较有意无意地通过重新修改文化归属来解决文化冲突。由于到中国留学爱尔兰学生接触

到中国文化，通过两种不同的文化之间的对比，使爱尔兰学生强烈意识到爱尔兰文化的归属感。本研究的爱尔兰学生都非常爱国，很欣赏爱尔兰的文化和历史，有强烈的民族自豪感。

凯特：爱尔兰对我来说意味着整个世界。我不愿意加入别的国籍，因为我们爱尔兰人在很多方面都是独一无二的。每次我把我的国家描述给一个来自不同国家和文化的人，我都感到很自豪。我总是把爱尔兰描述成一个充满乐趣，自由奔放的地方，有很多来自不同文化的人，当然，我特别喜欢描述爱尔兰独特的美丽和风景。爱尔兰人在国外深受喜爱。我们的民族有遍布全球各地的旅行者，在我们漫游的每个地方都留下了自己的印记。

吉米：作为爱尔兰人对我来说意义重大，我很自豪能成为一名爱尔兰公民，并以自豪感来传承我的文化传统。我在台湾遇到很多爱尔兰人，他们也是一样的。我向我的中国朋友介绍爱尔兰是一个美丽的，风景秀丽的岛屿，有着美好而有趣的爱心和无忧无虑的人们，爱尔兰在这个世界上是独一无二的，这是一个非常独特的地方。

通过跨文化的接触，在中国留学为爱尔兰学生提供一个机会去反思自己的文化价值观

和生活方式，以及自己的祖国在世界上的地位。本研究印证了理查德·布里斯林

(Richard Brislin , 2000) 提供的一个在跨文化交互的背景下文化的定义：文化通过

“善意的冲突”而成为证据。正如杰西卡和伊娃所描述如下：

洁西卡：作为爱尔兰人对我来说非常重要。在台湾，我真的很震惊地看到，所有不同国籍的人对爱尔兰的了解相当多，虽然我们是一个如此小的国家，人口也不多。这真

的很好，让我感到作为一个爱尔兰人非常自豪。我一直把爱尔兰描绘成一个西欧的小岛，拥有伟大的人民和气氛。

伊娃：我为自己是爱尔兰人而自豪，实际上留学让我意识到爱尔兰是多么的棒，我自己还没有到过爱尔兰的很多地方旅行，但是当我回国的时候，我会去这些地方旅行。我向中国人描述爱尔兰是一个非常绿色的岛国，有可爱的人民。

本研究中的爱尔兰学生经历了被中国人误认为英国公民的错误。纠正错误的国家认同

是爱尔兰人在海外的共同经历，但并不是独一无二的。Jackson (2008) 和 Craig

(2010) 在法国和加勒比地区的学生中发现了同样的情况。本研究中的爱尔兰学生作

为“文化大使”试图将他们自己的文化介绍给中国人和来自非洲和巴基斯坦的同学，正

如简和克洛伊所报告的：

简：我认为爱尔兰是一个非常小的国家但是人们自豪于自己所拥有的文化。我觉得在过去的几年里，我们是一个能够在经济不景气中找到幽默感的民族，是一个友善和关心的民族，虽然经济情况并不是很好，但我认为我们仍然在试图搞笑。我想我有机会在中国思考这个问题，因为很多中国人问我来自哪里，他们认为爱尔兰是英国的一部分，我认为这让我和我的爱尔兰同学们非常生气，因为我们并不是英国的一部分，但是我们意识到爱尔兰是一个非常小的国家，他们对此并不了解。所以我们告诉中国朋友，我们喜欢喝酒，是个有趣的民族，我认为来自非洲和巴基斯坦的其他外国学生对爱尔兰的了解也不多，所以我们花了很多时间来向他们介绍爱尔兰文化。

克洛伊：令我吃惊的是，直到我远离爱尔兰的时候，我才知道作为爱尔兰人对我意味着什么。我记得，距离我离开祖国的时间已经将近一年了，除了我的同学之外，我和

其他的爱尔兰人隔离了。我在北京去找都柏林大学和都柏林城市大学的另一个国际学生组织，最让我印象深刻的是爱尔兰式的幽默。我认为这是我们民族独特的地方。我也认为，我们是非常悠闲的民族，最重要的是喜欢玩得开心。我描述爱尔兰有着美丽的乡村景色和独特的文化，爱尔兰人很幽默，爱喝酒。当我告诉中国人实际上我们有自己的国家语言（爱尔兰语），他们都不相信我，因为他们立即把我们归为英国人，我在这个话题上曾遇到过很多的误解。

语言被认为是人类独特认知能力的一部分 (Erard , 2005)。语言是个人文化和国家认同的内在标志 (Hill , 2002; Liddicoat , 2005; Liddicoat et al. , 2003)。Liddicoat (2002) 认为，即使是最简单的语言，文化也是根深蒂固的，我们的生活和使用我们的语言的方式是分不开的。当人们把它看作是社会语言学的语境时，文化的复杂性就显而易见了，也就是说，当我们说话时，从最简单的话语到最有说服力的话时，如何塑造我们所说的话。语言被发现在维护爱尔兰学生的爱尔兰文化归属方面发挥重要作用 (Edwards , 1993)。伊莎贝尔给来自其他国家的同学介绍了爱尔兰的历史，甚至爱尔兰语言。

伊莎贝尔：我认为，大多数爱尔兰人持有的态度：就是“觉得自己很了不起”。我认为爱尔兰人是非常悠闲和轻松的，有一种独特和自我贬低的幽默感。爱尔兰人喜欢玩得开心而且很友善。这是我在中国留学的时候最怀念的。大多数时候，中国人和其他国家的人民对爱尔兰并不了解。他们中的大多数人认为我们是英国人，所以对很多爱尔兰人来说，这可能是非常侮辱的。但是每当我需要体会爱尔兰文化时候，我都去了北京的一个叫做稻田的爱尔兰酒吧，在北京的爱尔兰人都去那儿喝酒，凌晨 4 点看着 GAA 比赛，让我们体验家乡文化的感觉。为了让我的中国朋友了解爱尔兰，我给他们介绍了爱尔兰的历史，地理，教他们说爱尔兰语，我还教他们唱爱尔兰国歌。

保罗：爱尔兰对我来说意味着整个世界。我们的国籍确定了我们的文化归属。我认为作为自己国家的文化大使，我们的行为如何反映了别人如何看待我们的国家。我尊重其他文化，并且努力适应其他文化。我向中国人解释说，爱尔兰有一个非常干净的环境和清新的空气，中国人似乎很羡慕。我展示了爱尔兰体育课的课堂视频，并向他们展示了我们的国家和城市。

正如伊莎贝尔和保罗所指出的，本研究中的爱尔兰学生为扮演文化大使的角色感到自豪。这与 Furnham 和 Bochner (1982) 的研究发现形成鲜明对比。Furnham 和 Bochner (1982) 提出了四个潜在的问题，可能会对国际学生的跨文化适应产生负面影响，其中之一是作为他们自己文化的大使可能会对国际学生的跨文化适应产生负面影响。数据分析表明，爱尔兰学生对本民族文化有强烈的归属感，这体现在他们对本民族文化的态度，他们的行为以及他们对自己祖国文化的认知和理解，他们都为自己作为爱尔兰人而感到骄傲和自豪。

6.3.爱尔兰学生发展的跨文化归属

在中国学习的跨文化体验有助于弥合文化之间的差距，同时肯定了爱尔兰学生的文化归属和认同。许多爱尔兰学生实际上已经成为具有跨文化人格特征的文化大使，能够在自己的文化和语言上有效地在文化和语言上有所运作。这些学生在本研究中记录的

加性身份反应也与其他研究结果一致，这些结果表明学生保持与原籍文化的强烈认同以及接触文化较弱的认同（Mendoza，1989; Ward & Kennedy，1993c）。这是通过谈判一个“第三空间”，让旅客在跨文化交往中舒适，而不损害他们的文化身份。我的发现证实了“第三位”的理论，与 Liddicat 等人有关。（1999）的混合概念。大部分参与者被认为在外国拥有“第三名”的概念。对杰森和西蒙来说，海外留学的经验让他们发现和实现了一种象征和心理上不同的自我意识：

杰森：作为一名爱尔兰人对我来说非常重要，但我不以任何方式过分关注我的民族主义。现在我认为自己是世界公民比什么都重要。但是，在中国留学期间，我对爱尔兰文化认同感形成了更加敏锐的感觉。我把爱尔兰描述成欧洲边缘的一个小而美丽的岛屿，有着丰富的文化和悠久的历史，但是我认为爱尔兰存在着严重的经济问题，因为我们在2010年到2011年期间经历了严重的经济衰退。

西蒙：自从在中国学习和生活之后，我发生了一些变化，对于在中国生活需要什么，以及如何与外国人打交道的问题，我有了新的认识。此外，我在中国建立的新的社交网络让我有机会到中国的很多地方旅行，跟上中国社会的发展步伐。就个人的变化而言，我对中国的看法已经成熟。对于中国，我有了自己的坚定的看法，不会再受到负面新闻或者负面消息的影响。我仍然记得让我受益匪浅的我和中国人的奇妙对话。这促使我下决心以后要到一个人口众多的中国大城市工作和生活，因为这样对我自己的发展空间有利。这表明我的心智成熟度有所提高，因为之前我可能只是回避不同的文化和人民。

正如以上的例子所显示的那样，尽管家乡文化与东道主文化之间存在文化差异，但本研究中的一些学生已经成功地发展了可以被描述为跨文化认同的文化，融合了中国和爱尔兰文化的各个方面。在目前的研究中，爱尔兰学生的经验表明，留学创造了一个有助于个人成熟的空间，成功的跨文化适应有助于跨文化归属的发展。研究表明，如果爱尔兰学生的现有文化归属是坚定的，那么增加更多的文化归属并不会造成他们之间的冲突，因为两者并不相互排斥（Byram，1999）。

6.4. 爱尔兰学生发展的跨文化能力

Van der Zee 和 Van Oudenhoven (2000, 2001) 从许多跨文化人格特征中总结了五种重要因素。这些包括文化移情，开放，情绪稳定，社会主动性和灵活性。正是由于在中国的留学经历，使爱尔兰学生培养了这些跨文化人格特征。大多数爱尔兰学生是第一次远离家人去遥远的中国留学。他们学会了独立生活，照顾自己。思想也变得更成熟。

杰克： 经过长达一年的留学生活之后，我变得成熟了。我现在可以洗自己的衣服，我知道我可以自己走遍世界，自己订飞机票，安排旅程。我更加理解不同的文化和人类的行为。

吉米：经过长达一年的留学生活，我已经变得更加成熟和独立了。我第一次自己独立生活在外国，我以前没有经历过，这意味着我必须快速成长。

伊娃：去台湾留学是我第一次离开家生活，我已变得成熟了很多，我觉得自己就像一个家庭妇女，每天不断地洗衣服，扫地，清洁，清空干燥机...不胜枚举！这些以前住在家里的时候都是我妈妈做的家务事。

简：在中国的留学经历让我变得更加独立。我更愿意尝试新的东西，更容易接受来自不同文化背景的人，因为我理解生活在不同于自己文化的地方有多难。这在我读硕士学位期间帮了我很大的忙，因为我所在读的班上有很多外国学生，我明白他们可能只是以不同的方式来考虑问题和处理事情，正如我所经历过的中国人重视不同的事情，所以我必须保持记住当我和他人打交道的时候。所以我觉得我在国外的这一年真的让我变得更加成熟了，能够轻松地和来自不同文化背景的人一起学习和工作。

杰森：我更加开放地学习新的经验，并且对中国人，中国语言和文化产生了持久的迷恋和热爱。我非常珍惜我在中国留学学习的经历。

艾丽斯：我认为自己改变了很多。我绝对变得更独立。我以前一直以为我需要我的家人为我做一切事情。我现在性格变得更外向，我喜欢和别人见面，分享我的经历。我曾经讨厌旅行。我认为这是最有压力的事情。但留学一年之后，我打算环游世界并且拜访我在台湾的朋友。

卡翠娜：留学之后我变得更加自信，以开放的心态面对挑战 and 新的经验。我学会了如何处理乡愁，成为了旅行的爱好者。

6.5. 本章小结

本章分析了爱尔兰大学生如何看待他们的文化归属，以及他们在中国留学以后接触了不同的文化之后如何发展了跨文化归属和跨文化能力。本章着重介绍了在中国留学的爱尔兰学生的跨文化适应经历对其文化归属产生了深刻的影响。由于到中国留学爱尔兰学生接触到中国文化，通过两种不同的文化之间的对比，使爱尔兰使学生具有了强烈的文化归属感和民族自豪感，同时跨文化适应经历使爱尔兰学生变得更加宽容和开放，拥有了跨文化的个人特征。数据揭示了一个重要的观点，即出国留学经历不仅为爱尔兰学生提供了解世界的机会，也提供了一个了解自己特别是了解自己的文化归属的机会。在中国的留学经历，使爱尔兰学生培养了跨文化人格特征：文化移情，开放，情绪稳定，社会主动性和灵活性。大多数爱尔兰学生是第一次远离家人去遥远的中国留学。他们学会了独立生活，照顾自己。思想也变得更成熟。

第七章：研究结果之三 - 爱尔兰学生在中国留学学习汉语语言方面的收获

7.1. 本章简介

本章介绍爱尔兰学生在中国留学学习汉语沉浸在目标语言及目标文化环境下学习语言的收获。本章主要讨论包括爱尔兰学生留学学习中文的动机，在课堂内外在学习中文时遇到的困难以及他们为了提高汉语能力而采取的策略。本章最后还讨论了中文熟练水平与跨文化适应的关系。

7.2. 爱尔兰学生学习中文的动机

本研究所提到的中文语言指的是现代汉语，中国有五十六个民族，各有不同的文化，又有很多语言和方言。甚至汉语也因地域而有所不同。因此本研究把对汉语语言的研究范围限于以北京方言为基础的普通话（包括语言和文字）。学习动机已被确定为成功学习目标语言的重要因素之一（Crookes & Schmidt, 1991）。加德纳（Gardiner, 2001）认为，一个积极主动的学生通常会抱有强烈的学习欲望，努力学习并享受学习

过程。一般来说，本研究中的爱尔兰学生学习汉语的动机非常强。例如伊莎贝尔十七岁那年愉快的中国之行使她爱上了中国，回到爱尔兰之后她立即申请了中文本科学习课程。

伊索贝尔：我十七岁时选择学习中文的主要动机是这样的：我的父亲是一位商人，他通常每年去中国出差一两次。他决定带我和我的姐妹一起到北京出差。那是我第一次去中国，我爱上了中国。他们很棒，真的很热情。我在那里玩得很开心。我受到了当地北京人的热烈欢迎。我感觉北京的生活节奏比爱尔兰快得多，我对北京与都柏林的生活差异感到兴奋。中国人重视家庭。我去中国的时候恰逢中国农历新年，在中国主要是家庭团聚的时间，所以我们被邀请到每个朋友的家里，我们的中国朋友的妈妈给大家做饺子，我们吃了很多饺子，这真的很棒，我大呼过瘾。我爱这个国家！北京的生活节奏对我来说如此之快，当时我才十七岁，北京看起来如此陌生，又新奇又混乱。让我感到兴奋，而且遇到的那些中国人如此热情好客让我觉得有一种强烈的家庭感。回到爱尔兰之后，我立即申请了汉语本科学习课程。

珍妮：我选择学习中文，是因为我受到一位中国老板的启发，我当时在西班牙巴塞罗那一家中国超市工作。我的中国老板告诉我中文很容易学习，而且学了中文以后将来找工作很方便，她告诉我，亚洲人是多么惊人的聪明。这促使我渴望学习中文。

克洛伊：我选择学习汉语是因为都柏林大学的一个团队来我所在读的中学推广他们的课程，这是我第一次意识到这是我很想做的事情。我认为这将是独一无二的语言和文化学习体验，我想体验一个“外星人”的文化。

罗伯特：我相信每个人都应该离开自己的国家一段时间，以扩大自己的视野。在相同的国家停留时间可能相当长。但是我觉得去任何说英语的国家都会太容易。为了充分体验一种新的文化，我觉得我需要学会另一种语言，我觉得学习中文对我最具有挑战性。此外，我认为学习另一种语言对我的未来有利同时也充满乐趣。

很多爱尔兰学生的父母鼓励他们学习中文，伊莎贝尔受到来自她经商的父亲潜移默化的影响，她的父亲带她到北京旅行，引起她对中国文化的强烈兴趣所以她选择学习中文和国际商业。克洛伊坚持选择学习中文作为她的专业，即使她的父母起初反对她的想法，但是他们最后也接受了她的想法。

伊莎贝尔：我的父母非常鼓励我选择学习中文。我父亲在中国工作已经十二年了，他一直认为中国人会做生意，他也希望我为他工作，我的母亲是一个人类学家，她鼓励我学习新的文化，非常希望我去中国学习新东西，我父亲由于自己做生意和中国人很多接触，他相信这会有利于我未来的事业，他鼓励我学习汉语和国际商业。我遇到的唯一问题是我第一次去中国的时候父亲非常担心。他太担心自己的女儿，所以当时他有点过度保护，让他的朋友每天都在我身边“监视”我。我感觉中国文化太棒了，我喜欢中国文化，我也认为学习中文对于我未来的商业生涯是很好的，我想我这么爱中国我应该选择学习中文和国际商业。

克洛伊：最初我的父母反对我想学汉语的想法，就像大多数人一样，他们不明白我为什么要学中文，因为我没有家庭关系或者其他类似的东西。我向他们解释说，中国经济正在以极快的速度增长，学习中文是一个明智之举。之后，他们慢慢地接受了我的这个想法。

珍妮：我的父母鼓励我学中文。他们理解我对语言的热爱。我选择学习中文与国际商务双微微课程。我的父母认为这是对我的未来有利的一个难得的学习机会。

7.3. 爱尔兰学生在中国留学学习汉语时遇到的困难

本论文第七章节讨论过爱尔兰学生经历的校园文化冲击。被调查的爱尔兰学生报告说他们在汉语课堂遇到困难。爱尔兰学生也报告说，他们在汉语课堂以外有各种语言障碍，主要是由于中国各地口音不同，说话速度快和发音不清楚。罗伯特报告说，在台湾有很多年轻人试图与他们练习英语，这使爱尔兰学生很难有机会练习说中文。

杰森：我发现在中国的汉语课堂教师往往只会在课堂上讲中文，而在爱尔兰的中国教师倾向于使用两种语言的组合。

简：在课堂上，我认为听懂老师的讲课比较容易，因为你知道发生了什么事情，而且知道上下文的语境。在现实生活中，你可能不了解上下文的语境，所以可能会非常困难。我觉得所有的方言都很难理解，我觉得大部分的中文老师都说很清楚的普通话，而在校园外的時候，当地人发音不是很清楚。我想北方方言比较容易理解，比如在北京，他们儿化音很多，所以我们在第二学期去北京后很快习惯了，然而在杨凌这里很混乱，这是完全的不同所以花了一段时间去习惯。我也觉得，在出租车司机和商店里的老百姓说话的时候，不如老师讲得慢和讲得清楚，所以很难适应。

珍妮：住在北京我必须习惯北京口音。在中国各地有很多不同的方言和口音。儿化音在城市里比较流行，但是来自农村的人的口音却非常浓重。我发现他们说的中文很难理解。

杰森：有时候在课堂以外遇到中国朋友，他们可能没有完全意识到我的中文水平的高低，所以可能会使用我难以理解的中文词汇。

罗伯特：台北作为一个国际化的都市，到处都有英文翻译的路标，门牌或地图说明。如果你在街上问路，大部分台湾人，特别是年轻人，都可以用很好的英语回答你。如果一个年轻的台湾人发现你会说流利的英语，他会尽力与你一起练习英语，这使我们很难有机会练习说中文。

7.4. 爱尔兰学生在中国留学学习汉语期间采取的语言学习策略

为了提高中文水平，爱尔兰学生在中国留学学习汉语期间采取了很多有效地语言学习策略。西蒙报告说，为了提高中文水平，他在课堂上积极参与教学活动，课后定期与中国朋友见面聊天，积极参加大学校内外的各项活动，比如参加大学的辩论比赛。保罗和伊莎贝尔都表示，他们提高汉语能力的主要途径是来自日常生活经验。包括定期与中国朋友或者语伴见面聊天；乘坐出租车时用中文和出租车司机交谈；在商店购物时和商店服务员用中文交谈；在中餐馆吃饭时用中文点餐。图表 7.1 列举了爱尔兰学生在中国留学学习汉语时遇到的困难及采取的应对策略。

图表 7.1 爱尔兰学生在中国留学学习汉语时遇到的困难及采取的应对策略

| 爱尔兰学生在留学学习中文时遇到的困难 | 应对策略 |
|---|--|
| 在中国的汉语课堂：教师往往只会在课堂上讲中文，而在爱尔兰的中文教师倾向于使用两种语言的结合 | <ul style="list-style-type: none"> • 在课堂上积极参与各项教学活动 • 积极参加大学内外的活动，比如大学校园辩论比赛 • 每天在图书馆花几个小时练习书写汉字和阅读中文书刊 |
| 在课堂外：中国各地有不同的方言；人们说话的口音不同，说话速度快和发音不清楚 | <ul style="list-style-type: none"> • 在日常生活中练习说中文；比如乘坐出租车时用中文和出租车司机交谈；在商店购物时和商店服务员用中文交谈；在中餐馆吃饭时用中文点餐； • 定期与中国朋友或者语伴见面聊天 • 看中文电视节目和中文电影 |

西蒙：我通过在课堂上积极参与教学活动来提高自己的语言水平，定期与中国朋友见面聊天，避免对非母语人士讲中文，参加大学内外的活动，比如辩论比赛。

保罗：我主要通过日常生活经验提高了我的汉语水平。去商店购物，看中文电影等是关键。

伊莎贝尔：我的汉语水平的提高来自于和朋友一起练习说中文，在日常生活中练习口语和听力。我发现，当我在城市的日常生活中需要知道的词汇，我会记得更快更多。一旦我了解了我所需要的基础知识，其余的部分就开始变得更加容易学习，这就将语言融入了语境。

罗伯特: 为了提高我的中文水平,我经常与中文水平相近的留学生交流,比如日本和韩国留学生的英语水平不高但是他们的中文比我说得好,这样迫使我只和他们说中文,这样提高了我的中文口语水平。我的写作水平类似于过山车。有高有低。经过一年的留学学习,我的写作水平也提高得很快。我喜欢我的班级,但是我认为我很年轻,我要抓紧机会学习,我应该尽情享受学习。学习中文是我留学经验的重要部分。这是我在那里所做的一切,我不愿意浪费宝贵的学习机会。语伴帮助弥合了这一差距。我们互相学习,最后成为了好朋友。一个这样的语言伙伴成为我的密友,直到今天。通过语言搭档,我更好地了解了更多在台北讲中文的本地化方言,听到了讲话中的细微差别,让我更好地了解台湾学生的态度,兴趣和激情。

艾丽斯: 周末我经常看台湾喜剧表演。我回到爱尔兰以后继续观看这些节目。因为这有助于提高我的听力技巧。一些喜剧演出与台湾的最新消息有关,让我可以跟随最新的潮流。

欧文: 在课堂内外,我非常努力地提高语言技能。我会每天在图书馆花几个小时练习书写汉字和阅读中文书刊,并有意识地定期与我的中国朋友见面,以提高我的口语能力。

7.5. 中文水平与跨文化适应之间的关系

Kim (2001) 声称良好的语言能力可以促进与东道国的交流和使用大众传媒。中文水平低下被认为是本研究生融入东道国社会的障碍。这些学生在日常生活中主要说英语,阻碍了他们汉语水平的发展,因为使用母语会减慢他们汉语水平的提高,阻碍了跨文化适应的进程。简报告说,她只和其他爱尔兰同学住在一起,很自然地跟他们说了自己的母语。

简：第一学期我们没有机会和中国人住在一起。我们被安置在外国学生的宿舍里，校外的住宿很少。我们第二个学期和我最好的朋友菲奥娜住在一起，转到北京。我本来可以和中国学生住在校外，但是在第一学期的事件之后，我和菲奥纳觉得住在一起很安全。如果再有会，我肯定会和中国人一起生活，以提高自己的中文语言水平。

由于许多爱尔兰学生面临着巨大的文化差异和语言障碍，他们倾向于与来自同一国家的同学生活和社交，正如杰克所说：

杰克：留学期间我没和中国人住在一起，我是和一个爱尔兰同学住在一起。但是我知道其他同学跟中国人住在一起，他们的中文语言水平提高很快，所以我觉得和中国人住在一起应该对语言学习非常有益。

爱尔兰学生认为有限的语言技能是他们的跨文化调整适应困难的主要原因。特别是在他们刚到中国的时候，爱尔兰学生因为中文流利程度低在日常生活中遇到了很多困难，如下面的例子所示：

珍妮：因为我的中文语言能力不够好而无法正常交流。我不得不依赖于中文水平比我的其他人。我也不喜欢在某些情况下不知道如何行事的感觉，因为我不了解中国的习俗或社会上可以接受的东西。所以举个例子，有一个家庭在派出所打架，警察正在和家人说话，有一个小女孩在哭，但是我不知道是否应该走过去安慰小女孩。

缺乏汉语能力是与东道国社会成员交往的语言障碍。如下面两个例子所示，本研究中的爱尔兰学生因为语言障碍而在与中国人沟通时遇到了困难，因而无法完全适应中国的新生活。社会化又与友谊的发展联系在一起。欧文和菲利普报告说，由于语言的障碍和文化的差异与中国人建立密切的友谊是很困难的：

欧文：由于中国人相当保守，还有中文语言的障碍和文化的差异，我觉得融入中国社会与中国人建立良好的友谊是相当困难的。因此，我发现自己花更多的时间和我的欧美同学在一起。所以从这个意义上讲，每天说中文的机会就比较少。而且，中国人总是把你看作是陪他们练习英语的机会。

菲利普：其中最困难的一个方面就是语言障碍，还有一个困难就是我发现与中国人特别是中国男性很难有共通之处，在中国很难交到知心朋友。

有的爱尔兰学生完全用英语交友进行社交，而且由于汉语水平差，他们与东道主文化保持着距离。因此，很少与东道国社会成员的进行互动，跨文化适应的进程受到阻碍。爱尔兰学生由于缺乏汉语能力而无法理解中国人，可能会产生挫折感。面对不熟悉中文的环境，他们会感到筋疲力尽。这些语言困难可能导致分离（Berry，2005）。一些爱尔兰学生只和他们的同胞交流，因为他们更习惯用母语。这可能会限制个人只能

参与其现有的社交网络，并减少花在目标语言和文化上的沉浸时间。另一方面，英语语言技能也可能是促进爱尔兰学生跨文化适应的一个因素，因为语言越流利，与东道国社会成员的人际交往就越多 (Kim , 2001) 。两名爱尔兰学生报告说，他们逐渐适应了东道国的语言，并在东道国用相对较好的英语交流。这使得更多地参与东道国社会和增加自信心：

欧文：一旦我的汉语水平提高了，我的信心就增长了，如果我能更好地与当地人沟通，生活就变得更加容易了。

目标语语言越流利，杂志，广播等新闻媒体的使用就越多 (Kim , 2001) 。中文能力的提高使学生能够享受丰富多彩的文化活动，如使用 Facebook 与中国朋友交流，阅读报纸或观看中文电影，杰克表示：

杰克：我利用 Facebook 交中国朋友，但是我希望做的更多以提高我的中文水平。我观看了大约十五部中国电影，我在理发店排队等待的时候阅读中文报纸，我觉得这样学习语言很有趣。

本研究中的爱尔兰学生报告说，随着中文语言能力的提高，他们能够与东道国社区的成员进行深入交流，可以更好地融入东道国的文化：

简：我很肯定，随着中文水平的提高，我更适应了中国的生活。例如，当我到达杨凌的时候，我的语言水平很差，所以我发现如果我需要帮助的话，我很害怕问中国人问题，因为我们无法正确交流。但是在北京，我的语言水平提高了，所以如果我需要帮助，我不介意向他人寻求帮助。例如，在学校办公室里，如果我不明白什么东西，或者我需要寄送包裹回家，我可以用中文向邮局工作人员提问，因为我的中文水平提高了，我也觉得和中国朋友交往比较以前容易多了，因为我们可以交流得更好，所以我们可以聊很多话题。

杰克：随着我的汉语水平的提高，我更好地适应了中国的生活。我能够在餐馆点菜，并与店员交谈，并能防止人们试图欺骗我。我可以和我的房东聊天，自己买车票。

当爱尔兰学生没有机会或很少有动力与东道国社会成员交流时，跨文化适应的过程就会受到严重阻碍。这经常被归咎于中文能力较差，由于缺乏参与东道国社区的社交活动，阻碍了跨文化适应调整。上述例子表明，语言成为爱尔兰学生与东道国社会成员互动的主要障碍，因为缺乏汉语能力导致沟通困难；而良好的语言能力可以更好地融入东道国的文化，并促进爱尔兰学生跨文化适应的进程。

7.6. 爱尔兰学生在中国留学的收益

经历了在中国一年的留学生活，爱尔兰学生的态度发生了转变：在中国留学的早期，许多学生很容易沮丧或者被激怒，不断地把他们周围的一切和爱尔兰相提并论，怀念家乡熟悉的生活。当他们适应了新环境以后，他们中的大多数人开始以更积极的态度看待周围的世界。学生们也评论说，国际学生必须有一个积极的态度去克服跨文化适应障碍是很重要的，因为克服这些障碍是适应不熟悉的文化的一个正常的部分。大多数学生都认为自己在经历了一年的留学以后变得更加独立和自信，他们也为自己的自立，自信和成熟而感到自豪。大部分学生对周围的世界变得更加好奇，思想更加开放，更能包容不同文化之间的差异。用他们自己的话说，出国留学的经历帮助“转化”了他们，开启了新的生活方式。

爱尔兰学生在中国沉浸式汉语学习的成果也受益颇丰。学生们普遍认为在中国留学期间自己的中文水平有所提高。他们能够与当地人交流。用中文与母语者流利地对话，让他们变得更加自信，在非正式场合使用中文更加轻松。本研究的学生报告说，他们喜欢沉浸在他们学习的语言和文化中：

欧文：我最喜欢住在中国的主要事情是了解中国人，中国文化和学习语言。单挑我最喜欢的一个方面是不可能的。我所在大学的中文语言班是首屈一指的，非常愉快的语言学习经历。

西蒙：我认为，在目的语国家学习语言对于短时间内建立起来的知识的速度和深度方面是有好处的，但是我也觉得文化冲击会削弱并可能是一种威慑。如果没有事先学好基本的语言或文化知识，就会遇到很多困难。这在不同层次的学生中是显而易见的：那些中文水平较高的人几乎可以马上沉浸其中，而那些中文水平低的人更有可能生活在外来的泡沫之中，避免使用和练习目标语言。

数据显示，本研究的学生沉浸在目标语言和目标文化的学习环境中，提高了他们的汉语水平（听，说，读，写）和交际能力（语法，策略和社会语言学）。本研究中的爱尔兰学生留学学习中文的体验证实了杜威（Dewey，2007）的观点：留学学习亚洲语言的国际学生可能特别有动力提高他们的阅读技能。特别需要强调的是，爱尔兰学生的阅读技巧和水平的提高不仅增强了他们的跨文化适应能力，而且加深了他们对中国社会和文化的理解。

杰克：我的汉语语言能力大大提高了。在中国留学之后我能更好地理解中文的广播节目，电视节目以及阅读中文文章。

伊娃：我在中文阅读，写作和口语，听力方面都有了显著的提高。口语对我来说总是一个挑战。我的阅读没有问题，我觉得很有意思。但是，我无法把握口语的音调。口语和听力，潜意识地把口语放在前面，这是强调口语的重要性。

西蒙：我已经提高了中文沟通的各个方面，包括口语和书面语。我举一个例子证明我的汉语水平：我能够用中文组织和参与大学的研讨会议。我还有一个中国朋友是商人，他帮助我了解商人在中国社会和商业领域中的行为规则，他告诉我如何与身份地位不同的人沟通。

伊莎贝尔：我的口语技能由于不断的练习而有了明显的提高，即使是非本国人，我们经常与来自其他国家的留学生练习说中文，因为那是我们唯一的共同语言。我发现如果阅读能力差去中国的其他的城市旅行就很困难，我的阅读水平在一段时间之后也得到了改善。

杰森：我有信心说我在中国留学一年的时间里学到的汉语比我在大学三年中学到的还要多。我参加了 HSK 考试，并通过了五级考试。

艾丽斯：我提高了中文阅读水平，写作水平和口头表达能力。我想我主要是在口语和听力方面有所提高。刚到台湾时，我几乎无法理解别人说的中文。我记得第一个星期，我必须自己找住宿的地方，有一次我不得不写一张纸条，把我的信息传达给房东。在留学的后期阶段，我可以和我的台湾朋友进行良好的交流，甚至可以听懂他们讲的当地的笑话。

简：我认为我在海外留学期间的中文水平绝对有所提高，特别是我的阅读能力。我觉得自己是一个性格内向害羞的人，我认为我的口语能力不如其他性格外向的同学，但我的口语能力最终也改善和提高了。

以上数据表明，爱尔兰学生沉浸在目标语言和文化中，提高了他们的汉语水平（听，说，读，写）和交际能力（语法，策略和社会语言）。在沉浸环境中学习中文的学生，特别是在口头技巧，词汇和社会语言意识方面，获得了相当大的收益。

7.7.本章小结

本章介绍了爱尔兰学生在海外学习汉语的语言习得经历。本研究中的爱尔兰学生留学学习中文受益匪浅。学生们报告说虽然他们在课堂内外学习汉语时遇到困难，但他们制定了提高汉语水平的独特策略。数据显示，爱尔兰学生沉浸在目标语言和文化中，提高了他们的汉语水平（听，说，读，写）和交际能力（语法，策略和社会语言学）。在沉浸环境中学习中文的学生，特别是在口头技巧，词汇和社会语言意识方面，学生将获得相当大的收益。汉语水平考试的结果证明，大部分学生的汉语水平显著提高。用来确定语言能力的措施是学术成功的一个很好的预测因素，因为这个测试评估了用中文完成一个中文语言所必需的素质。本章还探讨了汉语水平与跨文化适应的关系。通过数据分析，本研究发现中国语言能力可以作为爱尔兰学生在与东道国社会成员交往时的跨文化适应过程的辅助和障碍。语言成为爱尔兰学生与当地中国人交往的主要障碍，因为有限的汉语能力导致沟通困难；而良好的语言能力可以更好地了解东道国的

文化，并促进爱尔兰学生跨文化适应的个体化进程。根据深入的分析和研究，本研究的研究结果还确定了影响学生跨文化适应的重要因素，包括促进因素和障碍因素。下一章节将对此进行具体介绍。

第八章 研究结果之四 - 促进和阻碍爱尔兰学生跨文化适应的重要因素

8.1. 本章简介

本章重点探讨促进和阻碍爱尔兰大学生跨文化适应过程的重要因素。这些研究结果是基于通过与 20 位爱尔兰大学生面对面访谈收集的丰富数据。这些采访是用英语进行的，因为英语是他们的母语，他们可以用英语更好地表达自己的意见和看法。在介绍研究成果时，我详细描述了他们的叙述，目的是倾听这些爱尔兰学生的心声。我相信这是发现爱尔兰学生跨文化体验意义的最好方法。首先，通过对研究数据进行主题分析确定了六个促进跨文化适应的有利因素：强烈的学习动机；已有的跨文化经历；出国留学前的准备；受到的帮助与支持；融合的态度；和跨文化人格特征。通过探索爱尔兰学生所体验到的压力，本研究确定了跨文化适应的两个阻碍因素：官僚主义和所受到的歧视。这项研究还表明，文化距离，汉语水平和使用现代技术可以同时成为跨文化适应的促进因素和障碍因素。

图表 8.1 根据数据分析的中心主题，列出了跨文化适应的促进因素和阻碍因素。

| 图表 8.1 本研究确定的跨文化适应和汉语语言习得的促进因素和阻碍因素 | |
|--|--|
| 促进因素 | 阻碍因素 |
| <ul style="list-style-type: none"> • 学习动机 • 已有的跨文化经历 • 出国留学之前良好的准备 • 得到的支持与帮助 • 融合的态度 • 跨文化人格特征: 积极开放的态度 | <ul style="list-style-type: none"> • 官僚主义 • 所受到的歧视 |
| 促进因素/阻碍因素 | |
| 文化距离，汉语水平的高低和使用现代技术的交流可以同时成为跨文化适应和汉语语言习得的促进因素和阻碍因素 | |

8.2.促进跨文化适应的因素

通过对研究数据进行分析，本研究确定了六个促进跨文化适应的有利因素：强烈的学习动机；已有的跨文化经历；出国留学前的准备；受到的帮助与支持；融合的态度；和跨文化人格特征。

8.2.1 学习动机

Kim (2001) 将动机确定为促进跨文化适应的重要因素。本研究中受调查的爱尔兰学生显然非常期待去中国留学学习中文，因为他们设定了自己在在中国留学的目标。他们大多把提高自己的汉语水平作为重点。爱尔兰学生的期望还包括提高他们的社交能力和跨文化能力。

罗伯特：我想提高我的中文水平，结识新朋友。也从一个新的角度来看待一切。离开我的家，远离我的家人，远离我的老朋友，远离我习以为常的习惯。我想把自己连根拔起，看看我如何适应一个新的地方，如何对陌生的人们和文化做出反应。并且扩大自己的视野。

伊索贝尔：出国之前，我预期留学生活会更艰难，因为我以前在中国教过英文，所以我意识到长时间的学习和压力。我也预料到，由于我以前去过中国，并期望在那里有一个很好的社会生活，所以不会觉得这么难。大学的生活和我想象的一样艰难。我不

希望花费那么多时间在中国重新适应生活。在第一学期，我发现很难定居在大学，很可能因为我的迟到而结交朋友，也因为在我的班上没有爱尔兰人或说英语的学生。我也觉得自己在课堂上落后了，并且在跟班上遇到困难。在第二学期，虽然情况好多了，但我在课堂上做得更好，在班内外结交了很多朋友。

西蒙：我希望能结交更多的朋友，从中我可以对中国大陆人如何看待世界以及来自其他国家的人如何看待中国有新的认识。这也有助于我提高汉语水平。

大卫：我希望提高自己的中文水平，结识新朋友，变得更加独立。

珍妮：我希望我的中文有很大的进步。我也期待着我想改变的方式。而且都发生了。我现在的中文水平非常高。我沉浸在中国的环境中：在课堂和工作中。所以这帮助了我很多。我所经历的经历也帮助我在思维中成长，真正帮助我打开思路。了解了中国人的文化，传统和生活方式与爱尔兰的方式有很大的不同。我对成长的期望得到了满足。

艾丽斯：毫无疑问，我的期望是提高语言技能。也了解台湾文化对我来说很重要。我以前的香港旅行并不满意，因为生活方式繁忙，到处都挤满了人，我一直以为我不想在亚洲工作和生活。但这次交流改变了我对亚洲的看法。

保罗：我期待并希望我会变得更加精通中文。那是我的目标。我应该在中国做更多的努力。

8.2.2 已有的跨文化经历

很多研究将跨文化体验作为跨文化适应过程中的关键因素 (Berry 等 , 1987; Kim , 2001; Matsumoto 等 , 2001)。然而 , 福斯特 (Foster , 1965) 认为 , 尽管第二次经受的文化冲击可能不如第一次所经历的冲击那么严重 , 调整期相对较短 , 以往的文化冲击经历不会使国际学生免受未来的冲击。本研究中具有跨文化经历的爱尔兰学生强调 , 他们之前的跨文化经历有助于他们适应在中国的生活。这四名爱尔兰学生只花了很短的时间在中国进行跨文化适应调整 , 有些学生甚至觉得没有受到文化冲击 , 正是因为他们以前参加过文化交流 , 或者在其他国家有工作经验。例如 , 保罗曾在西班牙工作了 5 年 , 他认为自己在中国没有经历文化冲击。因为珍妮和西蒙有过一年的在国外学习和生活的经验 , 他们声称自己很容易适应不同的文化。这些国际学生的跨文化学习经历非常成功 , 所以他们比较容易适应东道国的文化和社会。

保罗： 我在中国留学期间没有经历任何文化冲击。我非常适应并且完全接受中国文化。我认为自己是我的祖国的文化大使 , 必须尊重其他文化 , 适应其他信仰体系。

珍妮：我并没有受到文化冲击。我想是因为我在非洲的一所寄宿学校长大，而且我以前在西班牙留学过一年 - 这给了我有一些跨文化适应的经验，知道如何在一个新的国家冷静地应对困难和适应新环境。

西蒙：因为我习惯长期居住在国外，而且由于我与父母很少沟通，所以我在中国留学时并不特别想家。

8.2.3 留学前的准备

本研究中受调查的爱尔兰学生报告说在去中国留学之前他们特别焦虑，因为他们对于未来去中国留学的前景不确定，这些来自不确定性的负面期望构成了一个早期阶段跨文化适应进程的障碍。

简：我去中国留学之前觉得很焦虑和恐慌，因为我不能想象自己在中国生活和学习。我从来没有想到自己会离开家去那么遥远的地方留学。需要做很多准备工作：疫苗接种，健康检查，欧元兑换人民币.....一切！这是一个非常紧张的一周！我也花了很多时间和我最好的朋友菲奥娜交谈，她去中国另一个不同地区的大学留学，我们谈论到我们是多么的紧张，但是我们无法想象在中国的生活会是怎样的。最终，我花了整整一段时间做准备去中国，试图不想去中国留学这件事。

金 (Kim , 2001) 指出跨文化适应的成功与否在很大程度上取决于国际学生在出国留学之前的准备和精心策划。本研究中的爱尔兰学生在中国学习之前做了充分的准备，他们利用个人社交网络比如有国外生活经验的亲友为其提供有关银行，旅游保险和交通方面的信息。例如，西蒙在去中国留学之前除了努力提高中文水平之外，还试图从中国驻都柏林大使馆收集有关在中国生活的信息，帮助他了解和熟悉东道国的生活环境以便能够在新的国家生存。

罗伯特：我得到了我姐姐的帮助。她有在国外生活的经验，她教我如何解决在银行开个人账户，买旅游保险，还有如何注意交通安全等方面的经验。一到台湾，我就能独立处理这些问题。

西蒙：我觉得最重要的是，尽可能地了解有关中国的文化知识，以减轻可能由于文化冲击而引起的任何压力。最好的办法是确保你了解你周围发生的事情。除了学习语言之外，我还试着看中国的电影和电视节目，这让我深刻了解了我这个年龄段的现代中国人的行为方式，以及中国学生的想法。我与中国大使馆还有我的私人医生进行了磋商，他们提供了有关交通，旅行和法律技术方面的实用建议，以及有关健康问题的建议。最后，我咨询了我的兄弟和父亲，他们在中国和其他国家生活过，拥有丰富的跨文化适应方面的经验。

珍妮：在去中国留学之前我做了一些准备工作，我咨询在中国生活过的朋友们，我要他们给我介绍有关在中国生活的经验和提供有关建议。我还努力提高我的中文水平。

欧文：我所在的都柏林城市大学编写了一本有关出国留学的知识手册，为即将去中国留学的学生组织了一些课外活动，帮助我们准备去中国留学。

克洛伊：我在互联网上搜索了很多信息，比如我想要在中国参观的地标性建筑，我可能需要的日常生活短语等等。

杰克：我经常看中文电视节目以提高我的中文水平。我也上网研究过有关合租公寓，对比食品价格，查询公共交通设施等信息。我也咨询过在台湾生活过的朋友有关台湾的信息。

正如上面的引文所显示的，本研究受调查的爱尔兰学生再去中国留学之前做了充分的准备工作以适应东道国陌生的环境。他们的准备工作包括从中国和互联网的朋友或家人那里收集有关在中国生活的信息；提高汉语水平以适应在新的国家生存；通过阅读有关中国的书籍，看中国电影了解中国的文化。出国留学前的信息收集有助于国际学生适应东道国文化，因为提前充分了解东道国文化和有关信息为个人创造了合理的期望，并有助于减少不确定性和焦虑（Gudykunst，2005），从而促进跨文化适应。

8.2.4 得到的帮助和支持

Bochner（1982）的研究表明，在跨文化适应的早期阶段，得到帮助和支持是至关重要的。在这项研究中受访的爱尔兰学生得到了两个来源的社会支持：爱尔兰现有的社交网络以及在东道国建立的新的社交网络。在这项研究中，爱尔兰学生从爱尔兰现有

的家庭网络获得了一定的支持。首先，家庭的支持对国际学生来说非常重要。爱尔兰

的家庭文化是一些学生依靠家庭支持的一个关键原因。

伊莎贝尔：为了排解我的乡愁，我给我的男朋友还有我的家人打了很多电话。我和班上来自其他国家的同学交朋友，也经常和我去中国之前在爱尔兰认识的中国朋友见面聊天。还有当我怀念家乡文化的时候，我去北京的一家爱尔兰酒吧，在北京的很多爱尔兰人都去那里聚会，聊天，看爱尔兰橄榄球比赛。

人际关系提供的支持已被证明在确定一个人的适应和幸福感方面起着非常重要的作用

(Furham , 2005)。爱尔兰学生在本次研究报告说，他们得到了在祖国的家人和

曾经在爱尔兰学习和工作过的回国的中国朋友的帮助和支持。他们认为这些支持和帮

助在东道国至关重要，下面的摘录显示：

伊莎贝尔：当我需要帮助的时候，我通常会向我认识的中国朋友求助，因为我认为他们可以比任何人都更好地帮助我。对于个人问题，我还和一位在爱尔兰生活了几年，最近又回到中国的中国朋友请教，所以我觉得她比别人更了解我的问题。我发现很难跟我所在大学的老师谈话，因为不仅有语言障碍，而且我觉得有很多文化上的差异，当然也由于他们的专制的教学风格，这使得我很不习惯。因为在我留学之前的的教育经历中，感受到更轻松的气氛。

由于海外留学的性质，其中涉及到熟悉的社会和文化体征的变化和丧失，三分之一的学生报告有孤独感。上面的引文显示，学生和东道主国民之间没有大量的亲密互动或知心朋友。这些学生的大部分朋友也是同一个国籍的同学。不过，有些学生确实与东道国有社交互动，并在中国建立了新的社交网络。这项研究中的爱尔兰学生表示，他们得到了来自中国东道社会成员的新建网络的支持。例如，罗伯特和西蒙提到他们从东道主大学的老师那里得到了一些帮助：

罗伯特：我在台湾有很多朋友。有些朋友可以和我谈论非常私人的问题。虽然我们经常互相开玩笑，总是偶尔嘲笑和取笑对方，但如果遇到事情情况严重，他们就会认真倾听并帮助我。我参加了校园里的禅修会，帮助我放松，排解压力。无论我提出什么问题，老师们总是愿意帮助我解决问题。他们总是对你所说的话感兴趣。当然，这是他们的工作，但他们工作很负责。校园办公室随时准备接待学生，并有能力处理任何问题，并给我提出指导建议。总而言之，我得到了很好的照顾。

西蒙：我有两位特别的老师，我信任他们，并且有信心与他们讨论包括有关个人，教育或健康相关的问题。此外，如果我遇到任何严重的问题，我可以与我的女朋友和她的家人进行咨询。如果我需要关于在国外生活的建议，或是经济问题，我可以和我的家人谈论。

本研究中的许多爱尔兰学生表示，他们与中国人，如他们的语言伙伴交朋友。他们在中国建立了新的社交网络，并得到了他们的支持和帮助。

珍妮：我很幸运有一个非常好的导师。她的名字是凯利。她不仅帮我解决学业有关的问题，还帮我解决了我的个人问题。她给我介绍中国文化，提供给我有关接人待物的建议，以及帮助我处理问题。我有任何问题，就去咨询她。她是中国人。她是如此真诚友善的朋友。

克洛伊和罗娜报告说，他们觉得没有得到来自主办大学帮助和支持。学生们缺乏来自大学的帮助和支持会带来潜在的破坏性后果，可能会阻碍他们学习目标语言和沉浸于东道国社会。

克洛伊：我觉得没有得到来自我所在的留学大学的帮助和支持。我觉得非常孤独，中国的环境相当恶劣，我觉得中国人对我很苛刻，我自己是一个白种人，首次经历了种族歧视。很难用 Skype 与家人保持联系，因为 Skype 几乎是不可能的。我曾在一家英语教学机构工作，我也觉得他们利用我的时间进行免费课程。如果我可以选择再做一次，我会离开那个机构，在其他地方找工作。

罗娜：我没有得到任何来自我所在的大学的帮助和支持。我觉得我们没有支持就被抛到了中国。我们需要自己找到住宿的地方。我的朋友所在的大学为他们安排了住宿。他们似乎得到了更多的帮助与支持。

克洛伊：我发现，在大学里，没有人会给你提供有关上课，签证等方面的信息，我们真的需要自己寻找有关信息。我们到达中国的三周后才接受介绍性研讨会。我们没有能够加入的学生组织或俱乐部，所以找朋友有时可能很难。

简：我遇到的大部分困难都发生在第一学期，当时提供的语言课程都是初学者水平。在学校办公室很难处理。有很多繁文缛节，花了很长时间才能改变。老师觉得我们要求换到更高一级的中文班级学习要求是对一些老师的侮辱，其实我们根本不是那个意

思！然后，老师安排我们进行一个文化之旅，要求我们翻译导游说的话，我们做不到因为我们的中文水平还没有那么高的水平。于是他们认定我们的水平只是初级水平，让我们继续留在初级班学习。

在跨文化适应的早期阶段获得支持是至关重要的（Kim，2001），在本研究中受访的

学生表示，他们所得到的帮助和支持促进了跨文化适应进程。显然，教育机构本身在

促进学生的跨文化交流方面起着至关重要的作用。Volet 和 Ang（1998：6）指出：

“多元文化的学生校园是促进文化理解的理想社会论坛；促进对文化多样性的容忍；鼓励

不同思维方式；并发展跨文化技能。然而，只有在教职员工和学生都致力于实现这一目

标并且干预计划基于对影响文化混合群体的形成和社会动态的心理和外部变量的正确

理解的基础上才能实现”。目前的调查结果表明，这方面缺乏来自教育机构的支持。因

此，需要来自高校最高领导层的有意义的承诺和投资以促进学生的跨文化交流和适

应。

8.2.5 融合的态度

Berry（2005）认为寄宿者在遇到寄宿社会时倾向于使用多种文化适应策略。从寄宿

文化对文化维护和接触的态度来看，有四种文化适应策略。正如第2章（2.3节）所讨

论的，Berry (2005) 确定了四种不同的文化适应策略：边缘化，分离，同化和融合。

这项研究中的爱尔兰学生没有显示出边缘化的迹象。根据他们的文化适应策略，本研

究中的爱尔兰学生采取的文化适应策略包括：同化，分离和融合。本研究中的大多数

爱尔兰学生都在中国留学期间使用中文名字，显示他们试图与东道国文化同化，中国

人更容易发音和记住他们的中文名字：

简：我有一个中文名字：白珍珍。我在中国留学期间经常使用。我觉得如果你有一个中文名字，中国人觉得跟你说话比较容易，因为这表明你懂中文，懂中国文化。当我告诉人们我的中文名字时，对我有一些奇怪的反应。我不知道为什么，可能是我的发音不正确。

欧文：我觉得有一个中文名字是对我融入中国文化有帮助的。因为我的爱尔兰名字对于中国人来说很难发音，所以在这方面肯定有帮助。

菲利普：我在中国留学期间使用了我的中文名字。有一个中文名字是有用的，当地人可以认同它，并且看到你已经做出了一些努力来适应这种文化。

有的爱尔兰学生在跨文化适应过程中采取分离的策略，他们意图保持原有文化，从而避免与东道国文化互动（Berry，2005）。由于菲利普性格内向，他生活在自己生活圈子，与东道国社会分离：

菲利普：我没有什么的中国朋友，总的来说我不是很外向，所以我经常在下课后回到我的房间，只是学习，吃饭和睡觉。

本研究的大多数学生都表示，他们到中国各地旅游参观了名胜古迹和景点。他们游览中国，意在探索中国文化。他们在探索中国期间所经历的享受可能有助于他们跨文化适应的进程。

珍妮：我喜欢吃中国食物，我不仅仅是和中国人交往，我也和来自不同文化背景的人们交流。我发现我从中外朋友那里学到了很多。我学会了对人的开放态度。我也喜欢有机会环游中国，我去了杭州，苏州，广州，香港，西安和上海。

本研究中的大多数学生想要保持他们的爱尔兰文化特征和传统，但同时他们致力于发展与中国主流社会的关系。他们一般倾向于和中国人交朋友。

8.2.6 跨文化人格特征

正如第 2 章 (2.6 节) 所讨论的那样 , 跨文化人格特征如移情和开放性是成功进行跨文化交流 and 互动的关键 (Bhawuk & Brislin , 1992; Cui & Awa , 1992 ; Kim2001) 。跨文化人格特征有助于国际学生跨文化适应的进程。本研究中的爱尔兰学生一致认为 , 拥有开放的人格使得在中国跨文化适应生活变得更加容易。班杜拉 (Bandura , 1997) 指出 , 自我激励是一个概念 , 涉及个人相信他或她的能力完成任务。研究表明 , 自我激励是影响思想和行动的重要决定因素。例如 , 欧文把在中国留学时跨文化适应进程中遇到的困难当作是一个对自己的挑战。爱尔兰学生自主学习 , 不得不学会照顾自己。杰克认为这既是一个挑战 , 也是一个有价值的经验 :

欧文: 到中国留学学习中文是一个对自己的挑战, 我应对挑战的策略是, 我总是告诉自己我是多么幸运, 在遇到困难的时候我鼓励自己珍惜宝贵的留学机会。

杰克: 我觉得经过在中国一年的留学学习, 我变得成熟了。我现在可以洗自己的衣服, 我知道我可以自己走遍世界, 自己订飞机票, 安排旅程。我更加了解不同的文化和人类的行为。在中国留学学习汉语既是一个挑战, 也是一个有价值的经验。

本研究中的大多数爱尔兰学生对爱尔兰文化表示自豪，民族自豪感帮助爱尔兰学生感受到东道国人民的接受，从而很容易适应中国的生活。

卡翠娜：作为爱尔兰人对我来说非常重要。如果人们误以为我是英国人，我很快就纠正他们。当被问及爱尔兰时，我会告诉他们这是一个非常美丽，绿色的岛屿，天气寒冷，雨水很多！很多了解爱尔兰的人都是因为吉尼斯啤酒的原因。

艾德华：作为爱尔兰人，我感到非常自豪。我们是一个很小的国家，但我们在世界各地都有我们的标志。我描述爱尔兰是一个有丰富的文化和悠久的历史的国家。与大多数现代国家不同的是，爱尔兰一直保留其物质和文化遗产，没有摩天高楼和高层建筑。它充满了小镇和社区，他们都相互认识。

爱尔兰留学生享受中国多元文化的环境。他们与来自不同国家的人交朋友，分享他们的文化。

卡翠娜：我和来自美国，加拿大，巴基斯坦和英国的同学交了朋友。我们经常一起去远足，逛市场，出去吃饭，出去喝几杯。

8.3.妨碍跨文化适应的因素

通过分析爱尔兰学生在中国的跨文化适应进程中遇到的压力和困难，本研究确定了阻

碍爱尔兰学生跨文化适应的两个因素：官僚主义和所受到的歧视。

8.3.1 官僚主义

爱尔兰学生报告在中国留学期间跨文化适应遇到的主要困难是由于官僚主义造成。学

生反映在办理签证和更换中文语言班级方面面临了很多困难。

伊莎贝尔：我遇到的主要困难是由于官僚主义造成的。比如所有需要在国内生活和学习的文件和测试。在 3 周的时间里，由于大学和地方当局没有准备好签证所要求的文件，我没有得到有效的签证。我觉得大学办公室不是很有帮助，坚持要我们自己照顾一切。我不懂办理签证的程序，我觉得我的中文水平也不足以解决问题。最后，我不得不让我的中国朋友在大学之外帮助我，结果花费了很多财力物力和时间。

简：我认为中国存在严重的官僚主义。比如，我们希望更换班级学习中文，陕西杨凌的大学办公室不同意。最后我们所在的爱尔兰大学的课程协调员介入了，大学才同意给我们换班级。

8.3.2 所受到的歧视

很多学者的研究发现，国际学生感知到的歧视会对心理健康产生负面影响（Neto，2002; Jasinskaja-Lahti，Liebkind & Perhoniemi，2006）。王英云（Wang & King-O'Riain，2006）的研究显示，在爱尔兰留学的很多中国学生受到了爱尔兰人的歧视，许多学生列举了受到种族歧视的事例包括在街头被辱骂；在兼职的工作场所受到不公平待遇。本研究中的一些爱尔兰学生反映在中国留学期间感觉受到了歧视：克洛伊购物时被街头商贩索要高价，西蒙在搭乘出租车时被出租车司机坑骗，菲利普在租房的时候被房产经纪人坑骗。爱尔兰学生感受到的歧视所产生的相关的负面情绪影响了他们的个体跨文化适应的进程。

克洛伊：我觉得非常孤独，中国的生存环境相当恶劣，我觉得中国人对我很苛刻，我自己是一个白种人，首次经历了种族歧视。中国人看到我金发碧眼的相貌就认出我是一个外国人，他们认定我很有钱。街头小贩卖东西给外国人总是比卖给中国人的价钱高得多。我认为在爱尔兰就不会这样。这是我经历的歧视。

菲利普：我在三月份试图在北京与妻子和孩子租一间公寓，但经纪人骗了我们，我们损失了大约 2000 元人民币。我们要把他带上法庭才能拿回钱。我只好住在学校宿舍里。我发现很难相信中国人，我觉得他们总想以某种方式利用我。

8.4.既是促进跨文化适应的因素同时也是阻碍跨文化适应的因素

虽然前面的章节已经讨论了明确的有关跨文化进程的促进因素或阻碍因素，但研究结果还表明，某些因素可能同时成为跨文化适应过程的促进因素和阻碍因素。例如，本研究结果表明，文化距离，中文语言熟练程度以及现代技术的使用，既可能成为跨文化适应的积极因素也可以成为跨文化适应的阻碍因素。在下面的章节中，将会进一步详细讨论这些因素。

8.4.1 文化距离

有关跨文化适应方面的研究已经确定文化距离是跨文化适应过程中的关键障碍 (Brislin , 1981; Furnham , 1988; Adler , 1987; Mumford & Babiker , 1997)。爱尔兰学生注意到他们的本土文化和东道国文化之间的巨大文化差异。例如，菲利普抱怨说，东道主文化的集体主义缺乏个人选择，必须遵守“孝顺”。菲利普的跨文化适应的个人经历显示，与文化价值差异有关的问题依然存在。菲利普在去中国留学之前在中国教过一年英文，他的妻子是中国人。作为一个有着跨文化经历的成人学生，围绕结交知心朋友和处理家庭关系方面，他遇到了比其他学生更多的困难。这导致了一个悖论，即国际学生的跨文化适应中国的程度越高，他们越倾向于被排除在中国社会之外

(Gudykunst , 1983)。这些发现证实了有关 Babiker 等人 (1980) 的文化距离假设的理解，虽然表面的文化差异如天气，建筑和食物可以预测跨文化距离，但更关键的是文化底蕴 - 文化的核心价值观的差异才是阻碍学生跨文化适应的重要因素。

菲利普：我不太喜欢中国人的运作方式。有的地方中国人还是很友好的。中国的污染非常严重。我很难适应吸烟等文化习惯。我很难知道我正在吃的食物或喝的水是否安全。其中最困难的一个方面就是语言障碍，而且我发现很难与中国人做知心朋友，特别是与中国男性没有共通之处。中国的成年人非常霸道。我的岳父和岳母对待我像一个两岁的孩子，这让我非常沮丧，但我想这是文化差异造成的。我在中国遇到的文化差异让我感到不知所措，很难处理与岳父岳母的关系。简单的事情，如饮食习惯可能会导致我感觉受到很大的挫折。我个人很讨厌别人当着孩子的面吸烟。也许我只是没有能力适当地表达我对这些事情的不满。而且，我从小在与城市文化不同的爱尔兰乡村长大。我只是不习惯中国文化，特别是孝道（我被迫做岳父岳母要求我做的一切事情）。我习惯于和我的妻子和孩子一起住在一起，不喜欢和别人住在一起，被告知要做什么。我发现真的很难。在中国留学之后，我的汉语水平有所提高，但我越来越不喜欢中国。有两个主要原因：我讨厌北京的污染。我永远不会习惯它，它影响了我的心情。阳光灿烂的日子很棒，让我心情开朗，但是这些日子很少。和家人分开这么久，对我的心态也有影响。由于教学风格不同，上中文课让我感到非常疲惫。在探亲时受到挫折因为我没有在该地区登记注册我的孩子，被警方罚款，还受到警方的威胁。

虽然有一些爱尔兰学生注意到他们的本土文化和东道国文化之间存在很多的差异，但在对爱尔兰文化与中国文化进行比较时，另外有一部分学生指出，爱中两国文化存在相似之处，这有助于爱尔兰学生在中国留学期间的跨文化适应进程。本研究表明文化距离既可能成为跨文化适应的阻碍因素同时也是跨文化适应的积极因素。这个研究结果与李岚和王黎明等学者的研究相呼应，李岚和王黎明 (2016) 的研究显示爱尔兰与中国两国虽然在地理位置上相隔遥远，但是爱尔兰与中国在社会文化传统方面有很多

相似之处，这使得两国人民之间的理解和交流更加容易，这也是爱尔兰商人在中国成

功地经商和克服跨文化适应的挑战的关键。

杰森：我认为中爱两种文化有很多相似之处。两个国家都被压迫在我们的历史时期。我认为这也以同样的方式塑造了中国人和爱尔兰人的人生观。拥有非常亲密的家庭关系也是两种文化的中心。有一些明显的文化差异，如宗教和语言的差异，但我认为，中国文化和爱尔兰文化从根本上比较相似。

欧文：中爱两种文化之间实际上有很多相似之处。例如，爱尔兰人和中国人都为自己的民族和文化而感到自豪，并且在来自邻国压迫的历史上有共同点。我也认为爱尔兰人和中国人在生活方式方面相似，两国人民都重视家庭文化。

珍妮：我认为爱尔兰文化与中国文化的相似之处在于饮酒的文化，我们都爱喝酒，两种文化都非常重视家庭。这两个因素非常相似。工作文化是不一样的。爱尔兰的工作文化非常轻松。我们享受我们的公共假期，工作和生活远没有中国那么有竞争力。这个因素在中爱文化中有很大的差异。

罗伯特：台湾人分享爱尔兰人的友谊。台湾经历了几个世纪的殖民统治，主要是在欧洲和亚洲国家之间徘徊。其政治形态与爱尔兰相似。在一切之后，他们可能比我们更为温和，犯罪率也是如此之低。与我们的酒吧文化相比，他们的社交场所主要是茶楼和饼屋，但这是我个人的观点。如上所述，他们对于学习的态度很认真，相比之下，比我们爱尔兰学生太悠闲了。换句话说：台湾是米老鼠，爱尔兰是兔八哥。两者都非常可爱，友善和彻底的好人物，当然都不是很完美。虽然两个角色分享特质，爱尔兰人肯定比台湾人有喜欢搞恶作剧的一面。

8.4.2 中文语言能力

考虑到语言对于人类交流活动的重要性，语言能力被认为是文化学习成功的最重要的决定因素之一。因此，有关跨文化适应的研究都强调语言在跨文化调整过程中有着举足轻重的地位 (Kim , 1988)。布迪厄 (Bourdieu , 1991) 认为语言能力是“文化资本”，而语言能力则为国际学生提供了地位和权力 (Kim , 1988)。对语言相对性的研究表明，语言，感知，思想和文化之间存在着复杂的关系 (Whorf , 1998)：学习外语已经等同于潜在地开启新的世界观或者发展第二种甚至是多元文化的人格。Kim (1988) 将语言定义为包含三个层次：言语，副语言特征，基本的交流规则。皮尔森 - 埃文斯 (Pearson-Evans , 2000,2001) 将“语言文化”与“文化冰山”的比喻结合起来，从“语言文化冰山一角”层面探讨了对个人文化归属的挑战。

语言和文化的学习被认为是一个复杂的过程，既自觉又不自觉地发生，语言学习者受到社会语境的影响，并影响到不同层次的学习者的文化归属。爱尔兰学生的访谈报告提供了丰富的数据证实了上述理论。爱尔兰学生把爱尔兰语介绍给他们认识的中国人和他们的同学，反映他们对家乡文化的依恋感。这些数据支持双语和多语言社会对语言使用的研究结果，因为爱尔兰学生将他们在中国的语言代码选择为“身份行为” (Le Page & Tabouret-Keller , 1985) 和权力 (Bourdieu , 1991)。虽然英语是爱尔兰学生的母语，但他们用爱尔兰语介绍给中国朋友以强调他们的爱尔兰特色。爱尔兰学生

相互之间或与其他外国人用英语交流是放松的，对想要练习英语的中国人来说也是一个很好的机会。但是，如学者们 (Giles & Smith , 1979) 所提出的言语行为理论，局限于说母语的社交网络中可能会对跨文化调整产生负面影响：因为用母语沟通要求比使用目标语言交流互动要求低，而且使用目标语言交流更有机会理解目标文化的思维模式及其潜在的文化价值。本研究所调查的爱尔兰学生在开启中国留学之旅时学习动机明确，希望能够流利地使用中文，将其视为到中国留学一年的主要目标。他们期望用目标语言提高实用交际能力，而不仅仅是在大学考试中取得成功。与母语者说中文的机会增加了学习动力，帮助他们感受到中国文化的一部分。高水平的汉语语言技能有助于跨文化调整和适应；较低的语言技能成为与东道国成员进行更深层次交流的一个障碍，因为语言能力薄弱，爱尔兰学生只能与当地的中国人进行肤浅的沟通，因此他们无法深入了解中国文化，无法与中国人结交知心朋友。本研究的研究表明中文语言熟练程度既可能成为跨文化适应的积极因素也可以成为跨文化适应的阻碍因素。

8.4.3 使用现代技术交流

学者们 (Shively , 2001 ; Mitchell , 2012) 的研究发现 Facebook 的使用提供了真实的语言使用环境以及丰富的目标语言的输入和输出，可以帮助目标语言的学习。学者

们鼓励国际学生使用目标语言在网上社交以提高目标语言能力。本研究受调查的爱尔兰学生报告说在中国留学期间他们使用微信和脸书等社交软件交友以提高中文水平并且发现使用方法对提高中文水平非常有效。

狄龙：我一直使用微信和 Line 这两个社交软件与我在台湾的朋友交流，结交新朋友。这是练习中文的好方法！

杰西卡：我们主要使用 Line 和脸书这两个社交软件交友和练习中文。我有时看中国的新闻以提高自己的中文水平。

凯特：我同时使用微信和 Line 这两个社交软件与我在台湾和中国的朋友交流。不过，我并不是用它来提高我的中文水平，因为我只是用中文和英文聊天。对我来说，这只是另一种像用 WhatsApp 与家人沟通的方法。

本研究中的许多学生报告说，远离家乡，他们思念在爱尔兰的家人，朋友和熟悉的生活方式。他们表示，娱乐的缺乏造成生活无聊和孤独。然而，本研究的学生发现了利用现代技术和亲朋好友交流：上网和打电话给在爱尔兰的亲朋好友。许多学生提到，他们在网上或打电话与家人和朋友聊天，以减少他们的思乡情绪。使用互联网聊天和社交网络等现代技术与亲朋好友联系可以有助于减少思乡情绪；但有可能使国际学生远离东道国的社会和文化。研究学者们担心国际学生花费太多的时间利用新技术与家人朋友交流，可能没有时间沉浸在目标语言和文化中（Citron，2003；Kinging，

2008; Magnan & Lafford , 2012) 。 Kinginger (2008) 报告说 , 一名海外留学生平均每天花 3 个小时与在美国的朋友和家人交谈。 参加本研究的爱尔兰学生的报告也反映了花费很长的时间打电话或者上网与家人朋友交流 :

伊莎贝尔: 我经常打电话给我的男朋友, 实际上在中国留学的头两个月, 我收到了一个非常昂贵的电话账单。后来我了解到 Skype 更好, 并帮助我与我的朋友和家人保持联系。我每周给父母打电话一次, 让他们知道我一切都好。

珍妮: 我经常上网聊天, 我经常通过 Facebook 与我的朋友保持联系。我得到了一个 VPN, 突破了中国网络的防火墙, 所以我能够上网, 并保持与我的朋友保持联系。

西蒙: 我经常使用 VPN 通过 Facebook 与我的父亲, 我的兄弟, 以及和我的朋友们聊天。

虽然使用现代技术与在爱尔兰的家人和朋友交流可以帮助国际学生在跨文化调整的初期阶段克服思乡情绪, 但也有可能将他们限制在其现有的社交网络中, 使他们与东道国文化和社会分离, 特别是当一些学生沉迷于在互联网上或通过电话与朋友聊天。这些现代通讯手段因此成为跨文化适应过程的障碍因素。本研究结果显示使用现代通信技术, 既可能成为跨文化适应的积极因素也可以成为跨文化适应的阻碍因素。

8.5.本章小结

本章在分析爱尔兰学生在中国语言习得和跨文化适应经验的基础上，确定了爱尔兰学生跨文化适应的促进因素和障碍。首先，确定了六个促进跨文化适应的有利因素：强烈的学习动机；以有的跨文化经历；充分的准备工作；得到的帮助与支持；综合态度；和心理因素。还确定了两个障碍因素：官僚主义和所受到的歧视。数据分析还表明，文化距离；汉语水平和现代技术的使用既可以成为促进跨文化适应的有利因素，也可能成为跨文化适应的障碍。本章通过分析爱尔兰学生的跨文化适应进程和目标语言学习的体会获得了丰富详实的数据，展示了研究成果。研究结果彰显了爱尔兰学生跨文化适应过程和语言学习的复杂性和挑战性。为了对爱尔兰学生对于在中国留学的跨文化经历以及学习语言的心得提供具体的理论解释，有必要进一步讨论与研究结果相关的理论概念。接下来的章节将提供这样一个讨论，将研究结果与相关理论联系起来，并为国际学生提出跨文化适应的策略。然后将介绍这项研究对现有知识的贡献，并确定未来进一步的研究的研究课题。

第九章：讨论审查与研究结果相关的理论

9.1. 本章简介

第 7 章至第 10 章这四个章节中提出的研究成果是在所收集的研究数据的基础上深入分析而确定的，即与二十四位在中国留学的爱尔兰大学生有关语言习得和跨文化适应经验的访谈以及爱尔兰学生在中国留学期间的六篇日志。研究结果表明，从爱尔兰学生的角度来看，跨文化适应是一个受到相互关联的多方面的因素影响的复杂的过程。有鉴于此，本章回顾研究结果，在参考指导本研究的相关理论概念的基础上对本研究的研究结果进行分析和讨论。确定与第 7 章至第 10 章中概述的研究结果相关的理论，并

进一步阐述他们之间的关系。本章最后一部分是推荐给去中国留学的国际学生的跨文化适应的建议和策略。

9.2. 参考现有理论对研究结果的讨论

邓恩 (Dunne , 2008 年) 提出 , 研究人员必须了解和利用现有的理论概念; 这样可以丰富研究的有效性 , 有助于解释研究结果 , 并将其提升华到更高的理论化的水平。与本研究结果相关的跨文化适应研究领域的理论概念如下 :

- 社交网络理论 (Massey et al. 1993; Castles and Miller 2003)
- 文化冲击与文化距离 (Oberg , 1958; Babiker 等 , 1980; Mumford & Babiker , 1997; Gudykunst , 1998; Hofstede , 1994 , 2001)
- 与不确定性和焦虑有关的理论概念 (Gudykunst , 1998)

•跨文化适应交流综合理论 (Kim 1995 , 2005)

•文化归属理论 (Tajfel 1981; Tajfel 和 Turner 1986; Phinney 1992; 2001)

在接下来的部分中，将结合相关的理论概念对本研究的研究结果中进行讨论。

9.2.1 社交网络理论

正如第四章所探讨的那样，获得帮助和支持对跨文化适应过程的早期阶段至关重要，因为这种支持为国际学生提供了实际的帮助。皮尔斯-埃文斯 (Pearson-Evans , 2000) 发现在日本留学的爱尔兰学生得到了来自爱尔兰的现有社交网络的大力的帮助和支持。同样，本研究受调查的爱尔兰学生也得到了来自在中国和爱尔兰的现有社交网络中的帮助与支持。来自家人的支持对爱尔兰学生的跨文化适应至关重要。爱尔兰的家庭文化是一些学生依赖在爱尔兰的父母和家人寻求建议和支持的关键原因。他们通过现代技术 (如电话，网络，社交软件) 与家人交流沟通寻求家人的心理支持和鼓励。例如，他们可以用手机打电话给他们的家人，或者在互联网上聊天。一般来说，本研究中受

调查的爱尔兰学生表示，他们同时得到了来自爱尔兰的社交网络和东道国新建的社交网络的帮助和支持。调查结果显示，来自社会的各种帮助和支持有利于促进跨文化适应进程。另一个现有的社交网络即一起到中国留学的爱尔兰同学也提供了团结和情感方面的支持：他们一起分享在中国的留学经验，一起探索新的文化；当想家时和自己的爱尔兰同学同病相怜，惺惺相惜。经历文化冲击的时候，他们在一起重新创造了一种熟悉的社会生活，而不需要去面对真实的中国社会和文化。这个社交网络的危险是强化了爱尔兰的价值观，很难融入中国文化。

爱尔兰学生通过结交中国朋友对中国的文化和语言有了更深入的了解，增加了融入东道主文化的动力。这些社交圈建立起来要困难得多，并不是所有的学生都有动机去建立这个社交圈。只有对语言和文化进行了一定程度的全面调整，学生们才积极寻求与中国人进行更密切的接触，超越了初次接触的功利性。东道国文化关系的发展受到东道国环境“互动潜力”和“整合压力”的强烈影响（Kim，1988）。有一些爱尔兰学生与东道国人民成为了亲密的朋友：西蒙和他的中国女友保持着最亲密的友谊；伊莎贝尔有密切的中国朋友。这些关系涉及到的深层次的情感介入比在国际学生的早期研究中发现的纯粹的功利水平（Klineberg & Hall，1979）。在遇到跨文化困难时，西蒙和伊索贝尔的中国朋友提供了重要的情感支持，并有助于他们适应东道主文化。对于这

些学生来说，东道国文化的朋友有时比来自本土文化的朋友更重要，本研究的研究结果印证了研究者（Klineberg，1982）设立的文化接触假设理论，即跨文化关系要成功，理想状态应该是平等的，涉及到更高的目标，满足个人的需要，不受歧视和傲慢的影响。爱尔兰学生一直在关系中寻求这样的特征，只有满足这些标准的友谊发展超越了最初的表面接触。与此相反，当交往肤浅时，他们对中国人的态度越来越消极，认为自己被利用作“免费练习英语”。

9.2.2 文化冲击与文化距离

正如第 2 章（第 2.4 节）所讨论的那样，文化冲击会影响国际学生的在跨文化适应进程。国际学生在适应新的社会环境时经常遇到问题。这些问题会对跨文化适应形成巨大的障碍。帕特科娃（Petkova，2007）提出了一个三阶段的跨文化适应模型，这对于理解在本研究中的爱尔兰学生的跨文化适应经验十分重要。帕特科娃（Petkova，2007）对来自十七个不同国家的二十三个国际学生进行了面对面的访谈，讨论他们在跨文化适应进程中面临的困难和挑战。通过分析收集到的资料，她发现文化冲击的感知经历了三个阶段的成熟过程：在初始阶段，留学生通常观察和分析东道国的房屋，

商店，地理距离等物理环境和环境，种族，民族，人的身体特征和东道国人民的语言。在这个时候国际学生通常不会意识到文化冲击。在第二阶段，国际学生注意与东道国有关的价值观，生活方式和文化。他们将东道国的态度，习俗和传统与本国的态度，习俗和传统相比较。在第三阶段，国际学生充分认识到他们经历了文化冲击。通常他们已经了解了东道国的社会规范，态度和行为。移情和对文化的评估是这个阶段已经到来的迹象 (Petkova , 2007 : 19)。有趣的是，在本项研究中，爱尔兰学生的文化冲击和适应经验反映了与帕特科娃 (Petkova) 提出的跨文化适应阶段相似的三个阶段。

在本论文的第二章中介绍过，巴比科 (Babiker) 等研究人员把“文化距离”归为解释在跨文化适应过程中所造成的困境的原因。根据 Mumford & Babiker (1997) 的观点，以下因素可以用来衡量文化距离：气候，服饰，语言，食物，宗教和社会规范。但是，用来确定文化距离的因素是变量，根据不同的情况可能会有所不同。本研究中的爱尔兰学生提到了天气，食物，服装等文化距离的某些组成部分。正如第二章所解释的那样，在跨文化背景中，两种文化距离越大，人们越难以适应和应对 (Furnham & Bochner , 1986)。本研究受调查的爱尔兰学生体会到中国文化与爱尔兰文化在核心

价值观方面有所不同，特别是在个人主义与集体主义方面，这是爱尔兰学生在跨文化适应进程中遇到的最大挑战之一。

9.2.3 与不确定性和焦虑有关的理论概念

在第八章的分析中，爱尔兰学生认为“焦虑”是阻碍跨文化适应进程主要的因素，特别是在出国留学前以及出国留学的初期阶段。现在通过参考关于不确定性和焦虑的理论概念来更详细地讨论这一点。Gudykunst (1998 : 272) 强调了焦虑与不确定性之间的密切联系：焦虑是由于不确定性而产生。它来源于对可能发生的事情感到不安，紧张，担心或担心，并且基于对潜在负面后果的恐惧。与未知个体的跨文化接触有一定程度的不确定性和焦虑。研究人员 (Dumont, 2005 : 552) 解释说：“与陌生人沟通是一种可能充满新奇，陌生，焦虑和不确定性的情境”。Gudykunst 和 Shapiro (1996) 发现，群际焦虑倾向于高于人际交往情境。史密斯和邦德 (Smith 和 Bond) 提供了进一步的解释：

如果陌生人来自同一个文化系统，那么他们预测对方回应的能力就会大大提高。当互动者来自不同的文化背景时，会使陌生人的不确定性加剧（Gudykunst 和 Shaprio，1996）。因为双方不再分享关系发展的文化社会化指导方针。

（史密斯和邦德 Smith & Bond，1998：234）

古蒂康斯特（Gudykunst，1988）提出了焦虑/不确定性管理理论，并将其应用于研究跨文化背景下的人际交往。古蒂康斯特（Gudykunst，1988：288）指出：“不确定性与焦虑对于积极期望，沟通满意度和沟通质量有负面影响”。焦虑/不确定性管理理论是跨文化研究领域讨论最广泛的理论之一。本研究结果强调了不确定性和焦虑可能成为国际学生的跨文化调整一个主要问题，并且会严重影响他们的跨文化适应。必须关注不确定性和焦虑问题，以改善国际学生的跨文化的适应进程。

9.2.4 金（Kim）的跨文化适应交际理论

金（Kim）的跨文化适应交际理论被认为是与跨文化适应有关的理论中的主导理论。

本研究主要参考金（Kim）的跨文化适应交际综合理论研究分析爱尔兰学生在出国留

学前前和抵达东道国后跨文化适应的进程。根据金 (Kim , 2001) 的研究 , 到达目的国的前阶段往往影响寄宿者的倾向性 , 并决定他们未来的经历。尽管本研究中的大多数爱尔兰学生之前没有跨文化适应的经历 , 但其中几位之前具有跨文化适应经验的学生强调 , 已有的跨文化经历增强了他们适应在中国的生活能力 , 使他们避免跨文化冲突。之前的跨文化经验缓解了他们的思乡情绪 , 并有助于减少受到文化冲击 , 从而促进了跨文化适应 , 特别是在跨文化适应的早期阶段。

根据金 Kim (2001) 的跨文化交际理论 , 跨文化适应的过程在很大程度上取决于对目的地国家生活的准备和精心策划。如果国际学生采取行动为进入新环境做好准备 , 这将会对他们的跨文化适应产生积极的影响。本研究中的爱尔兰学生在去中国留学之前 , 做了大量的充分的准备工作 , 以适应东道国陌生的环境。他们的准备工作包括从朋友那里收集有关中国人生活的信息 , 提高他们的汉语水平 , 以便能够更好地在新的国家生存。数据分析表明 , 出国留学前的信息收集有利于个人在抵达时适应东道国文化 , 为个人创造了合理的期望 , 有助于减少不确定性和焦虑 (Gudykunst , 2005) , 从而促进跨文化适应。

目标语言能力通常被认为是发展外来文化交际能力所需的最重要的技能之一，因此，目标语言能力被纳入许多关于跨文化调整的研究中（Pak，Dion 和 Dion，1985; Kim，2001）。在目前的研究中显示，目标语言的熟练程度可以帮助爱尔兰学生在与东道国社会成员交往时进行跨文化适应的过程。然而，汉语水平低下被认为是爱尔兰学生在东道国社会中跨文化适应的障碍因素。金（Kim，2001）指出，目标语言越流利，与东道国社会成员的人际交往就越多；目标语言越流利，就能使用越多的大众媒体，比如看当地的报纸，看当地的电视节目可以更深入地了解东道国的文化。相应地，爱尔兰学生报告说，汉语水平的提高可以促进他们与东道国社会的交流和使用大众媒体。金（Kim，2001）提出的跨文化能力的特征包括：获得较高的外语水平和自我表达能力，以及更高的社交能力，这与本研究有关爱尔兰学生跨文化适应经历直接相关。本研究清楚地表明，许多爱尔兰学生有强烈的民族自豪感和文化归属，在中国留学之后发展了跨文化归属以及跨文化能力。

9.2.5 文化归属理论

正如本论文第二章所讨论的，文化归属是自我概念的一个组成部分，个人从某个社会群体吸引了一定的价值和情感意义（Phinney，2001）。在本研究中，爱尔兰学生表达了强烈的民族自豪感，为自己的祖国和文化感到自豪。Lewin（1948）首先强调了社会认同的重要性，他主张个人需要一个坚定的群体认同感才能保持幸福感。根据社会认同理论，作为一个群体的成员，为个人提供一种积极的文化归属感。Verkuyten（2003：268）认为群体归属感与族群成员的心理健康息息相关，因为人们从文化归属感中获得民族自豪感。本研究中所调查的爱尔兰学生报告说，他们对自己祖国的文化和价值观感到自豪，导致他们的自尊心得到提高。在文化归属方面，爱尔兰学生还同时表现出不断增强的“世界归属”。他们有强烈的民族意识，感觉自己是地道的爱尔兰人，可是对中国文化也很欣赏，对两种文化都很喜爱。不同的文化在他们身上可以和平相处，因为接触了中国文化，他们对本民族文化有了更深刻的理解；只有懂得了本民族文化，才能更好地掌握外国文化。正如胡文仲和高一虹（1995）所论述的：语言和文化学习并不意味着非此即彼的脱胎换骨。对于不同语言文化的理解和认同不是矛盾的，而是协调的，也是必需的，因为这个世界需要的是增进了文化之间，人与人之间的相互理解。本研究的研究结果发现：爱尔兰大学生在中国留学学习汉语和中国文化的过程中逐步培养了自己扬弃贯通的能力。这种能力不仅有助于他们的语言和交际能力，而且对于学生的整体人格的完善也有着积极作用。对于母语，母语文化的态度和

对于中文, 中国文化的掌握是相互促进, 相得益彰的。在学习中文的过程中, 通过不断比较不同的语言, 增强了对语言规律的概括能力和悟性, 语言能力得到提高, 理解能力也得到提高。“理解能力”不仅是一种认知能力, 还是一种与他人“共情”(empathy) 的能力, 即设身处地从他人的角度看待和感觉世界的的能力。上述理论框架与本研究相关而且这些理论框架为本研究的数据分析提供了是非常有用的理论依据, 因为这些理论是跨文化适应研究领域的重要方面。当然更重要的是要认识到使用的理论的局限性。关于爱尔兰学生的跨文化适应体验的研究使我注意到为本研究分析开发更多细微框架的重要性。

9.3. 推荐给到中国留学的国际学生的跨文化适应策略

学者们 (Kinginger , 2009 : 129) 指出 : 国际学生的跨文化能力可以培养的 , 如果他们被教导预期在教学风格上有微妙的差异 , 或者提供给他们应该注意到的文化差异的信息。在对爱尔兰大学生跨文化适应过程的反思的基础上 , 本研究提出以下建议和策略 , 以提高国际学生在中国的跨文化适应能力和语言学习能力。

(一) 在出国留学之前，国际学生应该尽可能多地获取有关中国的信息；在这项研究中准备充分的学生在初始阶段报告了一个更容易的跨文化适应经验。

(二) 留学生可以在东道国担当“文化大使”，介绍自己的祖国的经济，政治，历史，社会，语言和文化。

(三) 对于国际学生来说，另一个非常重要的策略是在出国留学之前尽量提高中文水平和个人社交能力。正如本研究结果所显示的，高水平的汉语能力和社交能力对于促进跨文化融合具有重要意义。

(四) 建议国际学生积极融入目标文化。本研究结果显示，与东道国社会交往较少的学生在适应中国文化方面不太成功，汉语水平提高的幅度不大。

由于文化如此重要，中爱双方的大学机构应该协助学生个人尽可能多地理解新文化至关重要，尤其是了解东方文化与西方文化的差异。对新文化的深入研究可以成为跨文化适应成功的基础。建议在爱尔兰的大学为去中国留学的爱尔兰大学生开展留学前的培训，提供更多有关中国的文化知识和提供相关的生活信息。中国的大学可以设立一个机构，协助留学生前往中国，提供生活安排等信息以促进他们融入新的文化。

9.4.本章小结

本章参考回顾了指导本研究的跨文化适应研究的主要理论框架，分析讨论了与本研究结果相关的理论概念。参照这些理论概念已经在理论背景下将研究结果框架化，将其提升华到了一个更加抽象的理论层面，并且为爱尔兰学生的经历，个人感受和经验的提供了具体的理论解释。这反过来为解决当前研究中阻碍跨文化适应的一些重要问题提供了理论指导。尽管从各种学科中吸取教训，但已经表明，这些理论概念中的许多概念是相互关联的。考虑到这一点，最后一章的注意力转向反映在整体研究上。

第十章：结论

10.1.本章简介

本论文最后一章对本研究进行了整体概括。首先回顾了前面的章节，接着讨论本研究对现有知识的贡献和本研究的局限性。然后对未来进一步的研究提出了具体的建议，最后得出最终的结论。

10.2. 章节的回顾

本论文是对中国留学学习汉语的爱尔兰大学生的跨文化适应进行的原创性的研究。特别关注这些学生跨文化适应经历和目标语言学习体验。定性访谈被用来收集数据，整个研究过程已经通过使用基础的理论研究框架进行了深入的分析研究。

第 1 章介绍了本研究，概述了论文的总体结构。

第 2 章重点讨论了有关文化的定义与特性的问题，介绍了文化冲击与文化距离的关系，通过霍夫斯泰德的文化维度模型分析了中爱社会的文化差异。本章节还分析了语言，文化以及文化归属的关系，介绍了有关文化归属与自尊的理论和实证研究。接下来讨论有关第二语言习得与文化适应的研究并介绍有关“文化定型”的概念与跨文化交际悖论。最后讨论了跨文化意识与文化归属的发展。

第 3 章通过对有关跨文化适应的文献进行详细的回顾在宏观（文化和制度模式）和微观（个人背景和心理特征）两个层面讨论与跨文化适应过程有关的理论框架和实证研

究，为本研究提供了跨文化理论研究背景。主要理论框架包括贝瑞 (Berry) 的文化适应框架和金 (Kim) 的跨文化适应传播理论。并且探讨了跨文化交际能力和跨文化适应的个体化过程。在此之后，介绍了一个研究国际学生跨文化适应调整的框架模型，其中包括恢复模型和文化学习模型。最后还详细回顾了现有的有关国际学生跨文化调整的实证研究。从微观层面上对跨文化研究领域的理论进行了探讨，探讨了国际学生在跨文化适应过程中遇到的困难并且考察了影响跨文化调整适应的各种因素，如以前的跨文化经历，准备，动机，态度和感知的支持。本章节还讨论了迄今在留学和语言习得方面存在的文献，探讨了影响海外留学语言学习的因素，包括个人差异，初始语言能力，生活情况，社会交往的数量和质量，出国留学的时间长短。接下来对海外语言学习和语言学习成果之间的关系进行实证研究，主要集中在听，说，读，写和交际能力 (语法，策略，社会语言学) 等五个方面。

第 4 章解释了这项研究的整体方法论方法。首先介绍了研究者本人与研究课题的个人联系。其次是研究的方法。数据收集是通过定性访谈被用来收集数据和收集学生在中国留学期间的个人日记。整个研究过程已经通过使用基础理论研究框架进行了深入的分析研究。在此之后，提供了从访谈到数据表示的研究过程的说明。在本章最后，讨论了与研究方法论有关的一些问题，包括对本研究的反思。

第 5 章介绍了爱尔兰学生在中国所经历的“文化冲击”。数据显示，尽管这些爱尔兰学生在东道国的成功适应，大部分学生都经历了一定程度的文化冲击。其次，介绍了爱尔兰学生对文化冲击响应的中国文化最重要的元素，将按照重要性的顺序呈现。消极的刻板印象对跨文化关系的影响是本节的重要特征和学术问题。第三，介绍了爱尔兰学生感知到的本土文化与东道主文化的异同。第四，介绍了爱尔兰学生在跨文化适应进程中遇到的困难和挑战及其为了减少文化冲击的影响而采取的应对策略。

第 6 章介绍了有关爱尔兰学生在跨文化归属和跨文化能力方面的发展。本章提供的数据表明，在中国的留学经历不仅为个人成长创造了一个空间，这导致了更大的跨文化归属的发展。

第 7 章介绍了爱尔兰学生在目标语国家沉浸式语言学习后中文语言习得的收获。主要介绍了爱尔兰学生的学习动机，在汉语课堂内外学习汉语时遇到的困难，学习汉语的策略。研究结果表明，爱尔兰学生因为沉浸在目标语言和目标文化环境中学习而提高了他们的汉语水平（听，说，读和写）和交际能力（语法，交际策略和社会语言能力）。学生的汉语的能力显著提高，特别是在口语技能，词汇和社会语言能力方面。

大部分学生的汉语水平显著提高，这可以从他们的 HSK (汉语水平) 考试的结果得到证明。

第 8 章集中研究了爱尔兰大学留学生在跨文化适应过程中的促进因素和阻碍因素。这些研究结果是基于通过与 20 位爱尔兰大学生面对面访谈收集的丰富数据。首先，通过对数据进行主题分析确定了六个跨文化适应过程中的促进因素：学习动机；以前的跨文化体验；出国留学前良好的准备；得到的支持和帮助；融合的态度；以及跨文化人格特征。通过探索和分析爱尔兰学生在跨文化适应方面遇到的障碍，本研究确定了三个阻碍他们的语言习得和跨文化适应的因素：文化距离，官僚主义和所受到的歧视。这项研究还表明，汉语水平和现代技术的使用可以成为汉语习得和跨文化调整的促进者和阻碍。

第 9 章回顾本研究，参考相关理论概念和研究问题，对研究结果进行分析和讨论。它首先确定了与第 5 章至第 8 章概述的研究成果特别相关的理论，并说明了它们之间的关系。接下来是为留学中国的国际学生提出跨文化适应的建议和策略。最后，第 10 章对本研究进行了回顾，对研究结果进行了评估，介绍了本研究对现有知识的贡献，并对本研究的局限性进行了讨论，确定了需要进一步研究的领域，并得出了最终结论。

10.3. 本研究对知识的贡献

本研究旨在为国际学生跨文化适应研究领域做出有益的贡献。首先，本研究填补了关于在中国留学学习汉语的爱尔兰学生跨文化适应方面的研究的空白。第二，教育交流正在成为爱尔兰和中国之间文化和经济联系的越来越重要的组成部分因此有必要探索和研究爱尔兰大学生的跨文化适应的个人经历和看法。第三，本研究提出了促进爱尔兰大学生语言习得和跨文化适应的六个有利因素，以及阻碍他们语言习得和跨文化适应的三个因素，以帮助国际学生迎接适应中国文化和社会面临的困难与挑战。本研究是对高等教育海外留学项目这一知识研究体系的有益补充。最后，本研究还确定了有关未来进一步指导跨文化适应研究领域的研究课题。

10.4. 本研究的局限性

本研究存在几个局限性。本研究的第一个局限性是调查学生的人数有限。爱尔兰都柏林理工学院中文和国际商业本科 2010 年第一届毕业学生的人数只有 4 人。爱尔兰都柏

林城市大学中文翻译本科 2012 年第一届毕业学生人数只有 4 人。爱尔兰都柏林理工学院和都柏林城市大学的三十二位学生自愿参加了本研究。有限的参加研究的学生数量也许不能反映留学生的整体的跨文化调整适应进程。本研究的第二个局限性在于对被调查者采用访谈的方式得到研究数据。科菲和阿特金森 (1996 : 19) 评论说 , 访谈“无法让我们了解人们如何进行各种各样的日常活动”。达灵顿和斯科特 (2002) 也指出 , 被调查者在访谈中所谈到的 , 也许没有真正揭示他们实际上做了什么。访谈依赖于被调查者的自我报告行为 , 并且在报告他们的想法 , 经验和行为时的诚实度。虽然本人不认为受访者是故意提供虚假信息 , 但我不能保证他们的自我报告反映了他们的实际行为。本研究的第三个局限性在于本研究的数据分析过程是主观的和解释性的 , 另外一个研究者可能会进行不同的分析 , 并用相同的数据得出不同的结论。本研究的第四个局限性是数据收集过程。数据仅在一个时间点收集 , 因为时间有限。显然 , 如果通过对同一受访者进行长时间的时间序列研究 , 可以更准确地回答理论和研究问题。本研究的第五个局限性是从国际学生的角度研究跨文化适应的过程 , 研究重点只限于到中国留学学习汉语的爱尔兰学生。 Dunne (2008) 指出 , 东道国社会对成功的跨文化适应也是至关重要的。然而 , 本研究对东道国社会的关注不多。未来的研究还可以探索中国大学生和中国教师对爱尔兰学生的态度 , 并重点调查了解学生在校园里跨文化交往的经历。

10.5. 对未来进一步研究的建议

鉴于到中国去学习的爱尔兰学生的数量日益增多，对于爱尔兰学生的跨文化适应情况进行进一步的探索性研究是一个很好的机会。本研究运用定性研究框架，对爱尔兰大学生的自我报告意见和观点进行了报道，可能并不能完全反映其他国际学生群体的经验。因此，可以对其他国际学生的观点和经验进行研究，并与本研究结果进行比较。

另外，由于东道国社区总是影响跨文化适应的过程，因此可以对爱尔兰学生所在的中国大学的学生和教师以及工作人员进行研究调查，以探索他们对待爱尔兰学生的态度和看法。这种研究的结果可以与目前的研究结果进行比较，并将提供一个独特的洞察到爱尔兰学生与东道国社会的跨文化关系。未来的研究将需要更大量的，更随机的样本进一步调查类似的研究课题，得到更广泛的数据以探索国际学生的跨文化适应态度。本研究还表明，利用现代技术交流在语言习得和跨文化适应方面的相关性日益重要，因此将成为未来研究的一个有趣的话题。

10.6. 结论

本研究对在华学习汉语的爱尔兰大学生的跨文化适应过程和汉语习得进行了初步的定性研究。本研究的目的是探讨国际学生（以爱尔兰大学生为案例）对日常生活和校园文化冲击的认知及其跨文化适应的经验，包括分析和研究有关国际学生的语言习得和跨文化适应的促进因素和消极因素。本研究的目标是确定可以促进国际学生跨文化适应的策略。

本研究中的爱尔兰学生去中国留学学习汉语的积极性很高。他们带着不同层次的以往的跨文化经验和对中国文化的“刻板印象”到中国留学。从一些爱尔兰学生的角度来看，中国文化与爱尔兰文化截然不同，其差异与语言，天气，食物和文化价值有关。这给这些爱尔兰学生的跨文化适应带来了巨大的挑战，由于文化冲击，他们经历了很大的困难。但是另外有一部分爱尔兰学生指出，爱中两国文化存在相似之处，这有助于他们在中国留学期间的跨文化适应进程。参加本研究的爱尔兰学生认为来自各方面的帮助和支持促进了他们的跨文化适应。这些帮助和支持来自本国的朋友和家人，也来自东道国的大学。他们还在中国建立了新的社交网络，并得到了来自中国朋友的帮助和支持。本研究的研究结果显示跨文化适应的过程往往是一个不确定的和艰难的过程，要求决心和韧性。适应性人格极大地帮助了国际学生的跨文化适应过程（Kim，

2001)。本研究调查的爱尔兰学生认为，拥有“开放”的个性使其更容易适应中国的生
活。他们还指出，自我激励是与其跨文化适应相关的最强有力的因素，因为即使在东
道国遇到困难和挑战，他们也可以应付这种紧张局势，克服困难，从而顺利地完
成跨文化适应。

语言能力既可以成为爱尔兰学生与东道国社会成员互动过程中跨文化适应的过程中
的障碍因素也可以成为促进因素。由于有限的汉语能力而导致交流沟通困难，语言成
为爱尔兰学生与东道国社会交往互动的主要障碍；而良好的语言能力可以促进交流沟
通，更好地了解东道国的文化，并促进爱尔兰学生的跨文化适应过程。数据显示，本
研究中受调查的爱尔兰学生通过在目标语国家沉浸学习目标语言和文化提高了他们的
汉语水平。在沉浸环境中学习中文的学生获得了相当大的收益，特别是在口语技能，
词汇和社会语言意识方面。语言能力的提高有助于这些学生更好地适应东道国社会
和文化。

本研究结果强调了跨文化适应过程的复杂性和挑战性。爱尔兰学生在中国留学期间面
对全新的环境时，经历了不同程度的文化冲击。本研究分析了爱尔兰学生在七所交换
合作大学留学所体验到文化冲击的程度的差异和受到不同的语言学习环境的影响，这

七所合作大学位于包括台湾，香港，北京，福建厦门，陕西杨凌在内的五个不同的地区，这些地区的经济发展不均衡，语言环境也各不相同。参加本研究调查的爱尔兰学生表示，台湾的文化环境和语言学习环境相对而言是最好的。第一个原因是因为台湾受西方文化影响比较大，经济也相对发达，爱尔兰学生在台湾留学期间感受到的文化冲击较小。第二个原因是在台湾留学学习汉语的语言学习环境也很好。虽然在台湾也有人说台语，闽南话等方言，但是生活中大家基本上说国语。第三个原因是台湾的对外汉语教学领先于其他地区，教师的对外汉语教学经验比较丰富。例如，黄 (Huang) 2011 年报道了在台湾学习中文的国际学生的主导语言与跨文化适应之间的关系。在台湾留学的爱尔兰学生反映他们得到了来自所在大学的老师的各方面给予的支持和帮助。香港比较西化，经济也相对发达，爱尔兰学生在香港留学期间感受到的文化冲击较小。但是爱尔兰学生反映在香港留学学习普通话的语言学习环境相对较差，因为在香港人们生活中普遍说粤语（广东话）。北京是中国的首都，近年来经济发展较快，对外汉语教学经验也比较丰富。但是在北京留学的爱尔兰学生反映环境污染问题严重，所在大学没有及时为学生提供有关签证，住宿，课程等方面的信息。陕西杨凌经济相对落后，语言学习环境不佳因为当地人说陕西方言。在西北农林科技大学留学学习汉语的爱尔兰学生反映当地的文化环境和语言学习环境欠佳。主要原因是由于西北农林科技大学 2007 年起才开始招收国际学生，对所接收的国际学生缺乏认识 and 了解，在处理和

适应不同文化方面仍然缺乏经验，对外汉语语言教学也仅仅只设有初级班。陕西杨凌经济相对落后，语言学习环境不佳因为当地人说陕西方言。总而言之，本研究中的爱尔兰学生对于在中国留学学习汉语的经历的态度都是积极肯定的。他们相信，在中国的留学经历不仅使他们提高了汉语语言能力也体验到了不同的文化，学生们变得更加成熟和独立。爱尔兰学生在中国的留学经历显示：沉浸式情境下的目标语言学习效果显著；成功的跨文化适应经历为个人成长和个人发展提供了潜力。

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附录之一：访谈问卷及访谈记录

访谈问题

参与者信息

年龄;家庭背景;已有的跨文化经验。

访谈主题 1：社会文化调整

动机和期望

你为什么选择学中文？

你父母的建议是什么？

你在中国学习之前你对中国的看法是什么？

你如何准备去中国？

文化冲击

你刚到中国时经历了什么文化冲击？

你对中国和中国人的印象如何？

你最喜欢中国的哪些方面？你最不喜欢中国的哪些方面？

遇到的困难和应对策略

你在第一学期遇到什么困难？（按重要性排列）

1) 语言/沟通 2) 财务 3) 食品与健康 4) 住宿 5) 个人问题 6) 文化

你在第二学期遇到什么困难？（按重要性排列）

1) 语言/沟通 2) 财务 3) 食品与健康 4) 住宿 5) 个人问题 6) 文化

你的应对策略是什么？

乡愁和孤独

你想家吗？你有没有想念爱尔兰？

你经常在爱尔兰的家人或朋友打电话或在线聊天吗？

帮助和支持

你得到了什么样的帮助和支持？

当你有个人相关的问题或与研究相关的问题时，你是否咨询过谁？

你和中国人住在一起吗？

你在中国结交了新朋友吗？哪个民族？你对在中国遇到的不同的人做了什么？

文化归属

爱尔兰人对你意味着什么？你如何向你在中国遇到的人介绍你的国家？

你觉得中国文化和爱尔兰文化有什么异同？

你有中文名字吗？你经常用你的英文名字还是中文名字？你觉得有一个中文名字是有帮助的吗？

你住在中国之后，你有过改变吗？什么样的变化？

你觉得在经过长达一年的留学之后你已经成熟了吗？

访谈主题二：学习汉语

爱尔兰和中国的学习和教学风格有什么差异？

在课堂上学习汉语有什么困难？在日常生活中学习汉语有什么困难？

你在海外留学期间是否提高了中文的阅读，写作和口语能力？

你是如何提高你的中文水平的？

Interview Questions

Participant information

Age; family background; previous cross-cultural experience.

Interview theme 1: Socio-cultural adjustment

Motivation and expectations

Why did you choose to learn Chinese?

What are your parents' advices?

What was your prior perception about China before you studied there?

How did you prepare yourself for going to China?

Culture shock

What culture shock did you have when you first arrived in China?

To what extend do you feel overwhelmed by the cultural differences you experience in China?

What's your impression of China and Chinese people?

What do you like most/least about living in China?

Difficulties encountered and coping strategies

What difficulties did you encounter in the first semester? (List in order of importance)

1) Language/ communication 2) Financial 3) Food and Health 4) Accommodation, 5) Personal problems 6) Culture

What difficulties did you encounter in the second semester? (List in order of importance)

1) Language/ communication 2) Financial 3) Food and Health 4) Accommodation, 5) Personal problems 6) Culture

What are your coping strategies?

Homesickness and loneliness

Were you homesick? Did you miss Ireland?

Did you often make phone calls or chat on-line to family members or friends in Ireland?

Help and support

What kind of help and support did you get?

Whom did you consult when you have a personal related or study-related problem?

Were you living with Chinese people?

Did you make new friends in China? Which nationalities? What did you do with the different people you met in China?

Cultural identity

What does being Irish mean to you? How did you describe your country to the people you met in China?

What are the similarities and differences between Chinese culture and Irish culture?

Do you have a Chinese name? Do you often use your English name or Chinese name? Do you feel it was helpful to have a Chinese name?

Outcome of study

Have you changed since you lived in China? What kind of changes?

Do you feel that you became mature after year-broad study?

Interview theme 2: Learning Chinese Language

Are there any differences in learning and teaching styles between Ireland and China?

What were the difficulties learning Chinese in the classroom? What were the difficulties learning Chinese in daily life?

Have you improved your reading, writing and oral-aural skills of Chinese during your study abroad?

How did you improve your Chinese language level?

With your Chinese language level improved, did you find you adapt to life in China better?

本研究受调查者的档案

| 姓名 | 年龄 | 性别 | 留学的地点 | 学习的时间 | 已有的跨文化经历 |
|---------|-----|----|-----------------|-------|--------------|
| 1. 伊莎贝尔 | 21岁 | 女 | 北京 | 1年 | 曾经在中国教过一年中文 |
| 2. 简 | 21岁 | 女 | 在陕西杨凌和北京各学习了六个月 | 1年 | 无 |
| 3. 西蒙 | 23岁 | 男 | 北京 | 1年 | 曾经在台湾学习过一年中文 |
| 4. 罗伯特 | 20岁 | 男 | 台湾 | 1年 | 无 |
| 5. 大伟 | 22岁 | 男 | 北京 | 1年 | 无 |
| 6. 珍妮 | 21岁 | 女 | 北京 | 1年 | 曾经在西班牙学习过一年 |
| 7. 克洛伊 | 21岁 | 女 | 北京 | 1年 | 无 |
| 8. 爱丽丝 | 20岁 | 女 | 台湾 | 1年 | 无 |
| 9. 保罗 | 39岁 | 男 | 北京 | 1年 | 曾经在西班牙工作过五年 |
| 10. 欧文 | 21岁 | 男 | 厦门 | 1年 | 无 |
| 11. 吉米 | 20岁 | 男 | 台湾 | 1年 | 无 |
| 12. 杰森 | 23岁 | 男 | 厦门 | 1年 | 无 |
| 13. 伊娃 | 20岁 | 女 | 台湾 | 1年 | 无 |
| 14. 杰克 | 21岁 | 男 | 台湾 | 1年 | 无 |
| 15. 罗娜 | 20岁 | 女 | 北京 | 1年 | 曾经在西班牙学习过5周 |
| 16. 卡翠娜 | 20 | 女 | 香港 | 1年 | 无 |
| 17. 杰姆斯 | 21 | 男 | 台湾 | 1年 | 无 |
| 18. 菲利普 | 29 | 男 | 北京 | 1年 | 曾经在中国教过一年中文 |
| 19. 艾德华 | 20 | 男 | 台湾 | 1年 | 无 |
| 20. 狄龙 | 21 | 男 | 台湾 | 1年 | 无 |
| 21. 凯特 | 20 | 女 | 台湾 | 1年 | 无 |
| 22. 杰西卡 | 20 | 女 | 台湾 | 1年 | 无 |
| 23. 安迪 | 20 | 男 | 台湾 | 1年 | 无 |
| 24. 露丝 | 21 | 女 | 北京 | 1年 | 无 |

Interview Transcript 1 访谈之一

Personal background 个人背景

Name 姓名: Isobel

Age 年龄: 21 岁

Family Background 家庭背景: Irish father, French mother. Lived in Ireland most of my life.

Previous sojourn: Eight months living in China when I was 18/19 years old, I was teaching English there during a gap year before starting my college education.

Q: Why did you choose to learn Chinese?

A: My main motivation for studying Chinese came when I was seventeen; my father took me and my sisters to Beijing on a business trip. He usually goes there once or twice a year. It was my first time to China. I loved the people. They were wonderful, really welcoming. I had a lot of fun with them there. The life in Beijing was so much more fast paced there. I received such a warm welcome from the local people in Beijing and was excited by the difference between lives in China compared with Dublin. There was a strong sense of family. I went during the Chinese New Year so that's was a particularly family-orientated time in China, so we were invited to everyone's houses and our Chinese friend's mother made everyone dumplings, more dumplings than we could ever eat and it was really wonderful and I got hooked. I loved the country! Life in Beijing seemed so fast paced to me, I was only seventeen at the time and Beijing seemed so foreign, new and random. The chaos that I perceived intrigued me, but also

the people that I met made me feel like there was a strong sense of family and welcoming. After I came home, I immediately applied to courses that taught Chinese language.

Q: What are your parents' advices?

A: My parents were very encouraging in my choice. My father had been working in China for twelve years and he always thought that Chinese would be great for business and I think he also expected me to work for him as well, My mother is an anthropologist and studies cultures and was very eager for me to go to China and study new things at this stage and my father had many contacts and believed it would be beneficial for my future career to study business and Chinese. The only problem I had was when I first went my father was very worried. He worries too much about his daughters so he was a little over-protective at the time and had his friends check-in on me every single day. However he was comforted due to his having friends over in China who he believed could "watch over" me while I was there. But it was fantastic, I loved the culture and I also thought that studying Chinese would be great for my future career in the business world, at this stage I had already decided that I wanted to do business and I thought if I love China so much I should study Chinese and business.

Q: What was your prior perception about China before you went there?

A: My main perception, most of what I knew about China came from history books, I knew a little about the civil war and the Cultural Revolution. The rest came from books and stories from my father, but most of my father's stories involved alcohol and how lovely the people were. So I had a sort of stereotypical view of China before I went: Lots of people, bicycles, underdeveloped and polluted but with good food! When I got there I was shocked by the city, Beijing, was so modern and the buildings and infrastructure was just amazing, but then some aspects were just really underdeveloped. I went outside the city to a little village and was just

shocked because they had no running water anywhere there and the whole community shared one communal toilet. The toilets in some parts of the city as well were just terrible.

Q: How did you prepare yourself for going to China?

A: I bought travel books and tried to study as much Chinese as possible before going.

Q: What's your impression of China and Chinese people?

A: Well, there are a lot of people in China. Beijing in particular, it's so active and it's always busy, rush hour on the trains in particular is really intimidating for Irish people. Everyone is pushing and it's so crowded, it can be really overwhelming. But in general I love China, I did some travelling and everywhere I go everything is different geographically and with people attitude. People in Shanghai are different to people in Beijing. I loved people in Beijing. I thought they were a lot like the Irish - very welcoming, they are very family-orientated. When I was in Shanghai, I felt like their world just evolved around money, it very fast-paced: no time to talk; whereas in Beijing I found had more in common with us Irish! I felt very welcomed into the community in Beijing. From my first visit of China I loved the country and place, although my first visit was very short it didn't allow me to properly understand what it was like to live in China. I think that depending on where you go, Chinese people can be quite different for instance I wasn't very fond of Shanghai as I felt that life there revolved around money and power more so than anywhere else in China. Beijing people I felt were more suited to Irish people. They are very people orientated.

Q: What do you like most/least about living in China?

A: What I liked most about China were the people. I made many good friends and people were always willing to help me within that circle of friends. What I liked least about living there was

the bureaucracy involved with day-to-day living. Also the pollution especially the air pollution was very difficult for me as an Irish person to get used to.

Q: What difficulties did you encountered?

A: The main difficulties I encountered were due to the bureaucracy. For example all the paperwork and tests needed to live and study in the country. For a 3 weeks period, due to the right paperwork not being filled by the college with the local authorities I did not have a valid visa. I felt that the college office were not very helpful and insisted that I take care of everything myself even though I was unaware of any of the procedures and I felt my level of Chinese was not sufficient to deal with the problem. In the end I had to have my Chinese friends outside of the college to help me, which turned out to be very costly and time consuming. I also had problems adjusting to the teaching styles of the Chinese teachers. I felt they were very critical of any mistakes and emphasized learning text books than explaining the material.

The first semester I had problems when I went in 2010 I found that Facebook and emails had been censored so I couldn't communicate with my family back home in Ireland very well. So when I went back for the second semester I had to download software so that I could communicate with my family, I also downloaded Skype. Also being a tourist and living there requires two different levels of Chinese so I had to study a lot to improve my Chinese because I knew I would need it to live there.

Q: What are your coping strategies?

A: I called home to my boyfriend and family a lot in order to vent my frustrations. I also made friends with other non-nationals in my class from other countries and socialized a lot with my Chinese friends with whom I had known before going to China. Whenever I needed to be a

bit of Irish, I went to an Irish pub in Beijing called Paddy Field and there were all the Irish expats went to drink, watch GAA matches at 4am to remind us of home.

Q: What difficulties did you have at first three months?

A: My main difficulties were the language barrier and my frustrations with the bureaucracy and rules. Also I found it hard to adjust to the teaching style and the long hours and early mornings in class. Classes there start much earlier than in Ireland and end much later.

Q: Were you homesick? Did you miss Ireland?

A: For the 1st semester I was homesick, I arrived much later than my classmates and it made it much harder for me to make friends in my class, I relied on my friends outside of college for socializing. I felt isolated due to my late arrival and due to the fact I was living outside of the campus, so I was not part of the on campus support among foreign students. I didn't really miss Ireland but I missed Irish people, and having conversations with them, as I felt Chinese people didn't always understand how we communicated or my sense of humor.

Q: Did you often make phone calls or chat on-line to family members or friends in Ireland?

A: I often made phone calls home to my boyfriend, in fact in the first 2months I raked up a very expensive phone bill. I later learned that Skype is much better and helped me keep in contact with my friends and family. I called my parents about once a week to let them know I was OK.

Q: Whom did you consult when you have a personal related or study-related problem?

A: When I needed help I generally asked my Chinese friends whom I had known for several years as I thought they could help me better than anyone else. For personal issues I also

talked to one particular Chinese friend whom had lived in Ireland for several years and had recently moved back to China so I felt that she understood my problems better than anyone else. I found it hard to talk to my teachers and my college as there was not only a language barrier so I felt a lot was lost in translation and cultural differences but also due to their autocratic style it made them not very approachable for me who was used to a more relaxed atmosphere in my previous education experiences.

Q: Were you living with Chinese people?

A: No, I lived alone in China.

Q: Did you make new friends in China? Which nationalities? What did you do when you are with different group of friends?

A: Yes, I had three main groups of friends in China, my Chinese friends, the non-nationals from my class and my Chinese friends who had lived in Ireland. If I had any difficulties with staff like visas, etc, my friends would help me out. They also helped show me Beijing and make me feel more at home. My non-national friends form my class, which included students from the Philippines, Canada, Japan, South Korea, France, Kazakhstan and several others. We helped each other cope with the culture shock because we were all going through the same thing so we leaned on each other a lot for support. The third group was a couple of Chinese women who had lived in Ireland before and I had for many years. So I felt that they had unique perspectives on how difficult it was to adjust to Chinese society.

Q: What does being Irish mean to you? How did you describe your country to the people you met in China?

A: For me being Irish is a certain attitude that most Irish people have. It's the "ah sure it's grand" approach. The Irish in my opinion are very laid back and relaxed and have a unique and self-deprecating sense of humor. The Irish like to have fun and are open and friendly. It was this that I missed the most in China. Most of the time, Chinese and the other non-nationals didn't really know about Ireland. Most of them thought we were English, so for a lot of Irish people that can be very insulting. In an effort to finally get my class to stop calling me English, I gave them a history, geography and Irish language lesson in one of Chinese classes. I even tried to teach them the Irish national anthem.

Q: What are the similarities and differences between Chinese culture and Irish culture?

A: The Chinese in my opinion are also a very welcoming people. They also like to have fun with their guests and are very generous much like the Irish. However I felt that the Chinese were more reserved than the Irish and less inclined to openly complain than the Irish.

Q: Have you changed since you lived in China? What kind of changes?

A: I am more independent and I feel that exposure to the Chinese education system made me a better student.

Q: Do you have a Chinese name? Did you find it was useful to have a Chinese name in China?

A: Yes, I have a Chinese name, I use it in class and when I'm with my Chinese friends, they all call me by my Chinese name.

Q: What did you expect from life in China? Do you feel that you became mature after year-broad study?

A: I expected a much harder academic life, I was aware of the long hours and stress put on students due to my time teaching there. I was also expecting not to find it so difficult settling in due to the fact I had been there before and expected to have a very good social life there. Life in college was as hard as I thought. I was not expecting to take so much time re-adjusting to life in China. For the 1st semester I found it hard to settle in the college and make friends probably due to my late arrival and also because there were no Irish people or English speaking students in my own class. I also felt that I had fallen behind in class and was having difficulties keeping up with the class. In the 2nd semester though it was much better and I did much better in class and made many friends both inside and outside of my class.

Q: Are there any differences in learning and teaching styles between Ireland and China?

A: Chinese teachers are more autocratic and there is more emphasis on learning off texts and list from text books. There is less in class discussions and practical work. I got the impression if you weren't good at something that the teachers assumed that you just weren't trying and that you just needed to study more. I personally struggled with my reading and written Chinese however when I asked my teacher for help, he just told me to read the texts books. In Ireland, teachers are more helpful and realize that some students are better at some things than others and try to help you if you ask.

Q: Have you improved your reading, writing and oral-aural skills of Chinese during your study abroad?

A: My oral skills definitely improved due to constant practice, even among the non-nationals we always tried to speak Chinese to each other as that was our only common language. My reading also improved after a while out of necessity as I found it hard to get around the city without being able to read more fluently.

Q: How did you improve your Chinese language level?

A: My main improve came from practicing with my friends, and from everyday life. I found that I remembered more when it was something that I needed to know for everyday life in the city. Once I had learned the basics that I needed the rest started to become easier to learn, it put the language into context.

Transcript 2 访谈之二

Personal background 个人背景

Name 姓名: Jane

Age 年龄: 21 岁

Family Background: I am the eldest of three girls with a younger sister currently attending primary school. I grew up in south Dublin in Leopardstown. I live with my Father while my two younger siblings live with my mother.

Previous Sojourn: Before my trip to China I had never really been away from my family for an extended period of time and had only been out of Ireland a handful of times, I went to France and America.

Q: Why did you choose to learn Chinese?

A: Okay, honestly, at the time I filled out my CAO application I had no idea what I wanted to do with my life, I had heard a classmate talking about the course here in DIT and thought it sounded interesting. I loved business at a secondary school level and have always been interested in different cultures. I was also aware that China was becoming increasingly important.

Q: What are your parents' advices?

A: Both my parents were very supportive of my choice but to be honest they didn't and still don't know much about my course. They were just delighted I went to college in the first place

as neither of them had. I was the first person in my family to go to college. I think my dad was a little apprehensive about me spending a year away, especially in China as he doesn't know much about the culture or what it's like over there.

Q: What was your prior perception about China before you studied there?

A: I learned a lot about China from my classes and watching documentaries. Before I went China I thought of China as a huge country recently modernised with a hot climate year round. I also think I went in a bit blind, I was so worried about going over there I refused to think about it too long. I was so worried I didn't want to think about it .I can say honestly I didn't know what to expect, I couldn't imagine life in China and certainly couldn't imagine myself over there. So in the end I never really thought I would end up going. When I arrived in China it was very different from what I thought. When I got over there I was shocked by the disparity of wealth between Beijing and Yangling it was a lot poorer. So maybe in that regard it was different to what I thought about going over there.

Q: How did you prepare yourself for going to China?

A: I think a lot of panicking was involved, as I said I couldn't see myself over there and as a very visual person because I couldn't see it. I never imagined myself going. As a result I left everything last minute, vaccinations, health checks, money conversion... everything! It was a very stressful week! I also spend a lot of time talking with my best friend Fiona, who was also going over to China however she was going to a different university; we would talk about how nervous we were but never about what we thought life would be like over there. Ultimately, I spend my whole time preparing going to China trying not to think about going to China.

Q: What kind of culture shock have you experienced?

A: I think the main one I was shocked at the difference between Beijing and Yangling. In Beijing they could be very rich while in Yangling they could be very poor and wasn't very developed. We were stared at a lot because they weren't used to seeing western people while in Beijing there were lots of westerners so we weren't stared at as much. I was shocked by the weather and found it hard to cope with heat in summer and got burns from the cold on my hands during the winter. I was also shocked by the toilets in Yangling and on the trains; they were disgusting and very hard to get used to. I also heard a lot of people spitting, something that isn't very common in Ireland.

Q: What's your impression of China and Chinese people?

A: At first I was really overwhelmed! I found China to just be a huge place with so much history and culture. The very first moment I stepped out of the airport I decided I liked it! I know that sounds a bit mad but I just had a feeling! However I did find it hard to adapt to some aspects of Chinese culture, particularly their blunt nature like they'll say things on their minds and won't think about it. They also spit a lot which I wasn't used to and getting on trains was hard because they push you and I'm really claustrophobic so travelling was hard.

Q: To what extent do you feel overwhelmed by the cultural differences you experience in China?

A: I just found it hard living for a long period of time in a place where the majority of people have a completely different mind-set. I found it hard to wrap my head around the fact that Chinese people may look at something completely differently to an Irish person. It's just hard living in a place where everyone is on a different wave length to you. For example their view on college. In Ireland we are much more relaxed when it comes to college. In the first two years here many times people wouldn't come to class they would just take time out or whatever

but when it comes to college in China I think family and college are very important. I think In China family and college are very important and you want to make your family proud by doing well in school.

Q: What did you like least/most about living in China?

A: I loved the food and interacting with people from different cultures not just Chinese! I found that I learned a lot from both my Chinese and foreign friends. I learned to have an open mind about people. I also loved having the opportunity to travel around China; like Hangzhou, Suzhou, Guangzhou, Hong Kong, Xi'an and Shanghai.

I disliked being unable to communicate properly because my language skills weren't good enough. I disliked having to rely on other people whose Chinese level was higher than mine. I also didn't like the feeling of not knowing how to act in certain situations because I didn't know certain customs or what was socially acceptable! So for example there was just a family fighting in the police station once and there was a little girl and the police were talking to the family but I didn't know if you were supposed to go up to the little girl or what was OK and what wasn't.

Q: What difficulties did you encountered in the first semester? (List in order of importance)

1) Language/ communication 2) Financial 3) Food and Health 4) Accommodation, 5) Personal problems 6) Culture

A: Most of the difficulties I encountered occurred in the first semester, when the language courses offered were all at a beginner level! It was hard dealing with the office in the school. There was a lot of red tape or and it took ages for anything to change. I also felt that our request for a higher level of class was insulting to some of the teachers when that was the last

thing we wanted to do! They then embarrassed us on a culture outing by asking us to translate what the tour guide was saying and we just couldn't but we just couldn't because our language level wasn't high enough but they said you're not beginners so you must be able to do this. I felt like they were trying to prove that we belonged in the beginner classes.

In terms of difficulties, language was definitely number one. Accommodation was number two because we were not allowed to leave the dorm after eleven at night which was frustrating as the Chinese students could come and go as they pleased and it led to a lot of friction between the Chinese staff and foreign students as they locked us in at night, which could have been dangerous. Financial I think is no. three Yangling was quite cheap and I worked as an English teacher, however it was odd not having a proper job as I love working. No. 4 food and health the food took about a week to get used to mainly because I couldn't understand the menu properly! So I didn't know what I was ordering but I loved the food in Yangling and no. Number 5: culture- As I said it's just hard to wrap your head around the way Chinese people place importance on different things. For example, Chinese students took college a lot more seriously. We also were the only western students in the town so we got stared at a lot outside college, and no. 6 personal problems, I didn't really have that many personal problems.

Q: What difficulties did you encountered in the second semester? (List in order of importance)

1) Language/ communication 2) Financial 3) Food and Health 4) Accommodation, 5) Personal problems 6) Culture

A: I was studying in Beijing the second semester. 1 language was still number one because I felt compared to some of the students who had been in Beijing our language level was lowered because we didn't have proper classes. 2 financial- Beijing is just more expensive I didn't have a teaching job while I was there and accommodation was a lot more expensive. No. 3 culture-

I suppose it was the same as Yangling it was just very different College is very important for Chinese students. I suppose I had gotten used to the food and health and then personal problems accommodation, we didn't really have a lot of personal problems and the accommodation in Beijing was a lot better.

Q: What are your coping strategies?

A: For example in Yangling I went over with two other Irish students and we just resolved to stick together when dealing with members of the office. This could have been bad because it cut us off somewhat from having a good relationship with them. But we just we kind of stuck together.

Q: Were you homesick? Did you miss Ireland?

A: There were certain days or particular moments where I felt very homesick, but it past quickly. For example when I went out to a star school to teach English during the weekends, It made me think of my little sister! Or there were certain moments when I missed my dad and just wanted to be home watching TV with him instead of the stress of being in China I suppose! But I surprised myself by never feeling homesick for any proper length of time! I did feel lonely for the first semester because I was the only girl well I was the only Irish girl there for a while with two Irish boys and although they are my best friends I felt I needed an Irish girl going through the same experience!

Q: Did you often make phone calls or chat on-line to family members or friends in Ireland?

A: No! I was useless at staying in touch, I chatted to a few friends and my sister a few times but nothing regular, as you can imagine that got me into quite a bit of trouble when I came

home. I know the two boys I was with chatted their girlfriends almost every day! I think phoning home would only have made homesick!

Q: Whom did you consult when you have a personal related or study-related problem?

A: When it came to study problems we got into contact with our course co coordinator in Ireland. I think it was just easier dealing with him than some of the office staff as they seemed to listen to him and not us. It was a bit of a last resort but they wouldn't listen to us so. Personal problems I shared with my friend Fiona, who was spending the year in Beijing, however it turned out our Chinese experience was very different so in the end I just talked to the two boys I was travelling with.

Q: Were you living with Chinese people?

A: No, we weren't given the chance to live with Chinese people in the first semester. We were placed in the foreign student's dormitory and there was very little accommodation off campus. The second semester I lived with my best friend Fiona, as we transferred to Beijing. I could have lived off campus with Chinese students but after an incident in the first semester I felt safer with Fiona! If I had the chance again I would definitely live with Chinese people to improve my language levels.

Q: Did you make new friends in China? Which nationalities?

A: I spend most of my time with Kieran and Kevin (my Irish classmates) because we were going through the same situation and we were from the same background so if I had a problem I would talk to them first. In Yangling I taught a college English class of six students and they quickly became my friends, I also made friends with a Chinese student named heart who became my language exchange partner who helped me with day to day life in China. Living in

the foreign student's dorm I made a lot of friends from all over the world; Africa, Pakistan the Seychelles and Thailand. During the second semester I made more foreign friends from Korea and Japan. During the second semester I spent more time with Irish and foreign students than with Chinese students. In the second semester we went to karaoke and we went out to dinner and at the weekends we went to clubs as well.

Q: What does being Irish mean to you?

A: I think we are a very small and very proud nation, culture! I think we are friendly and caring as a people who can find humour in the bad times for example in the past few years the situation hasn't been great with money but I think we are still trying to be funny about it . I think I had a chance to think about this in China because a lot of Chinese people were asking me where I was from and they assumed that Ireland was a part of Britain and I think that made me and my classmates a bit angry at the start because we are not part of Britain, but we just realised Ireland is very small and they just don't know a lot about it. So we just told them that we like drinking and are funny people and yeah I think that other foreign students: people from Africa and Pakistan didn't know a lot about Ireland so we spent a lot of time talking about Ireland to people about the Irish Culture.

Q: What are the similarities and differences between Chinese culture and Irish culture?

A: I think Chinese people are quite blunt, for example my Chinese language partner told her friend that she had gained a lot of weight, where an Irish person would never say it like that! They wouldn't say it at all if they don't have to! I also think that Chinese people are highly hierarchical and bureaucratic. For example it took ages to change classes in Yangling, It only happened because our course coordinator in Ireland got involved. I think Irish people are a lot more relaxed with regard to school we don't have as much pressure on us in comparison to the Chinese, for example while I was in Yangling a student killed herself because of her grades.

However I think Chinese and Irish people both place importance on family but Chinese people place a lot more! Students then feel a lot more pressure because of their families.

Q: Do you have a Chinese name? Do you often use your English name or Chinese name?

A: I have a Chinese name: Bai Zhen Zhen! I used a lot in China particularly when I was over there I think Chinese people find it easier to talk to you because I think it shows you know a bit of Chinese language if you have a Chinese name and know a bit of Chinese culture. I got a few odd reactions when I told people my name I don't know why maybe I wasn't saying it properly.

Q: Have you changed since you lived in China? What kind of changes? Do you feel that you became mature after year-abroad study?

A: I think I am more independent. I also think I am more open to trying new things and more accepting of people from different cultures because I know how hard it is living somewhere different to your own culture. This has helped me a lot throughout my master's degree, because I have a number of foreign students in the class it made me appreciate that they may just approach things differently as I said Chinese people place importance on different things so I just have to keep that in mind when I'm working with people. So I think that my year-abroad has just really made me a lot more mature which has helped me a lot this year working with different people and throughout my master's degree.

Q: Are there any differences in learning and teaching styles between Ireland and China?

A: Yeah I found in China firstly no matter what your level is even if its beginner the majority if not all of the class is taught through Chinese that was not my experience for my first year in Ireland. I also feel the way the classes are streamed in China helps with student s levels. In

Ireland not everyone's level is the same during second year, some people are just slower learners and they can suffer, they can fall farther behind. I think in China we were also afforded the opportunity of one on one tutoring through the college. I do think Chinese teachers in China they babied the students sometimes like they would write little notes in your homework or they would touch your hair or pretend to slap the boys if they were messing. The main differences I suppose were in China we had spelling tests everyday so it was really more about learning things off by heart we also just listened to the teacher a lot we didn't engage in discussions with our classmates. Whereas in Ireland for the first two years we had a lot of dictations but we also had presentations and we asked each other questions and last year we did stories where we had to think about what was going on and we had to discuss the story in small groups which I think helped a lot. There was different emphasis placed on different things in China it was about learning things off by heart and how many words you knew and in Ireland it's about being able to communicate effectively and being able to say what you want to say.

Q: What were the difficulties learning Chinese in the classroom and in daily life?

A: In the classroom I think it is easier to follow a teacher because you know what going on and you know the situation. In real life you might not know the context so it can be quite hard I think it's harder to understand all the dialects and I think most Chinese teachers have very clear mandarin whereas outside college sometimes it's not very clear. I think first the dialect can be quite to understand for example in Beijing they pronounce their R's a lot more so we found it difficult when we went to Beijing in our second semester to get used to it and then in Yangling, it's completely different so it took a while to get used to. I also feel in the classroom the teachers speak slower and a lot more clearly when taxi drivers and people in shops they speak really fast so it can be hard to adapt.

Q: Have you improved your reading, writing and oral-aural skills of Chinese during your study abroad?

A: I definitely think my skills improved during my study abroad particularly my reading skills. I think as a shy person I think my speaking skills suffered compared to my other classmates who were willing to speak a lot more but I still think they did improve at the end.

Q: How did you improve your Chinese language level?

A: I think just by going to class every day and chatting in Chinese with my classmates who were foreigners as well learning Chinese at my level but I think honestly though I think I improved my Chinese the most by speaking with Chinese students, so the students I taught in Yangling and my language exchange partner.

Q: With your Chinese language level improved, did you find you adapt to life in China better?

A: I would say definitely I adapted to life in China better with my Chinese language level improved. For example when I arrived in Yangling my language level was quite poor so I found it harder to approach Chinese people to ask them questions if I needed help and I couldn't go out shopping with some girls because we couldn't communicate properly but in Beijing my language level was a bit better so if I needed help I didn't mind asking for example in the school office if I didn't understand something or if I needed to send a package home I could just ask because my level was better I also found it easier to make Chinese friends because we could communicate better so we could talk a lot more.

Transcript 3 访谈之三

Personal background 个人背景

Name 姓名: Simon 西蒙

Age 年龄: 23 岁

Family Background:

I am my dad's youngest son, and have a younger half-brother. My dad lives in Qatar, my mother and step-father spend their time between Dublin and Kerry. My eldest brother lived in Hong Kong from 2008-2009 as an associate director of a market research company, and moved to Hong Kong permanently from 2013. Both parents are ethnically Irish.

Previous Sojourn:

Following the completion of my 5th and 6th years of secondary school, I spent both summers living with my brother in London. The first summer was spent as an intern assisting in the rollout of new marketing research IT equipment, and the second summer was spent redecorating his apartment. I went to visit him in Hong Kong in 2009, which inspired me to learn Chinese as a second language. Additionally, following my first year of studies, I was offered a scholarship to spend a year in Taiwan, which cemented my enthusiasm for the course.

Q: Why did you choose to learn Chinese?

A: Language and culture has always been something that fascinates me. Both sides of my family fought in the Irish civil war. My grandparents are native Irish speakers, however my

parents are not. As a result, they enrolled my brothers and I was in an all-Irish school. Additionally, my mother is a secondary-school language teacher, and has encouraged me to explore other cultures. During my secondary school cycle, I excelled at language subjects. However, I became frustrated in that the majority of languages and cultures I encountered were related in some way to my own, and that the English proficiency of people from these cultures was also generally excellent. As a result, I chose a computing course as my initial college course. Having become disillusioned with the teaching and subject matter of this course, I decided to switch to another business subject, and following a memorable trip to Hong Kong, I decided upon studying Chinese language and Culture.

Q: What are your parents' advices?

A: My Dad asked me: "Have you spoken to your mother?" My mother told me: "Do whatever makes you happy, and we'll support whatever you do."

Q: What was your prior perception about China before you studied there?

A: I had conflicting opinions on what China actually meant prior to my arrival. On the one hand, my Chinese friends had presented me with this completely alien picture of a culture that was completely at odds with every culture I had ever experienced before, and that I would never be able to understand both the people and the way of life. Furthermore, media here paints a picture of a totalitarian state where people don't have access to basic amenities and that the government regularly oppresses the local populace. Finally, the Chinese State-media regularly publishes stories covering the social harmony and rich cultural heritage of the 56 ethnicities of China. I don't know which one is true.

Q: How did you prepare yourself for going to China?

A: I feel that most importantly, I immersed myself in the Chinese language to as great an extent as possible. The best way of alleviating any stressful situations which may cause culture shock is to ensure that you know what is going on around you. In addition to language, I tried watching Chinese movies and television programs, which offered me an insight into how modern Chinese people around my own age behave, and what is trending amongst Chinese students whom I would most likely encounter on my exchange year. I consulted with the Chinese embassy and my GP, who offered both practical advice relating to transport, travel and legal technicalities, and advice on health issues. Finally, I consulted with both my brother and my father, who have significant experience of living abroad under a government who censor a number of digital technologies of which I am accustomed to using.

Q: What's your impression of China and Chinese people?

A: Upon arriving in Beijing, I had been in a relationship with a Chinese woman I had met in Ireland for 2 years. However, I discovered that both she, and the Chinese people I had met in Ireland, are not the typical Chinese people I would encounter. Due to the intense competition to study abroad, coupled with the limited number of college places available in Europe, Chinese students in Ireland tend to be of a high caliber, and from an upper-middle class background. Upon arriving in China, I realized that the majority of people in blue collar jobs, ranging from waitresses to security guards, taxi-drivers to street sweepers, were all from less-educated backgrounds, and have not necessarily encountered a non-Chinese person. This point was reinforced regularly when, I would speak in relatively good Chinese to a waitress or similar service person, and they would simply ignore what I said. Furthermore, due to the location of my university in Beijing, if my Chinese was understood as I ordered a meal, I would be refused pork as people assumed I was an ethnic Uighir from Xinjiang.

Q: To what extent do you feel overwhelmed by the cultural differences you experienced in China?

A: Luckily, Ireland has a long tradition of bureaucratic inefficiency, which China also possesses. Moving to China entails mountains of form-filling and stamp-obtaining, which is also manifest here. Arriving in China, I realized that driving standards are not what I am used to, following two traffic collisions and countless near misses. Additionally, I felt that I was being treated on the one hand as a celebrity, as it looks great for local businesses to have a white face patroning their stores, but on the other hand was in constant danger of being ripped off. As I was attempting to rent an apartment, I contact the agency “wo ai wo jia”. They showed me some suitable apartments, at which point the owners were brought into the office. As they saw a white face, they immediately felt uncomfortable, and either upped the price or refused to rent outright. Another difficulty upon moving to China is that food safety and hygiene is not to the same standard that I am used to, and I was reluctant to eat uncooked foods such as fresh fruit and salad. On the one hand, I feel like I am a celebrity living in China, but on the other hand, I do feel like I am being ripped off no matter what I do, and have to constantly be on guard.

Q: How do you construct meaning to understand and cope with this culture shock?

A: There are two key thoughts I regularly told myself to keep me sane. The first is that no matter how unsafe or unhealthy I thought China to be, there are over 1.4 billion of them, so they must be doing something right. Furthermore, speaking to other non-nationals was helpful in that they had witnessed China develop, and what I was witnessing was both a massive improvement on what they experienced ten or more years previous, and that I will have adapted to it 6 months on from my arrival.

Q: What do you like most/least about living in China?

A: I could answer this question with two words: "The People". On the one hand, I met some fantastically intelligent, open-minded and humble people with whom I shared many an enlightening conversation, and with whom I wish to have many more great conversations. On the other hand, I met many people, both Chinese and Foreign, who seem to hold humanity in contempt. In many ways, a lot of Chinese have become disillusioned with their own society, and yet feel there is no way in which they can work to improve it. Similarly, it seems that a number of foreigners in China seem to be there as they had no prospects of love or work anywhere else, and treat it as a last resort. Something that left a lasting impression upon me, is that Chinese people can't tell what a socially unusual foreign person is, and so a lot of these foreign people seem to end up in China in low-paid jobs.

Q: What difficulties did you encountered?

A: My initial difficulties related to my Visa to study in China. As I had been there for the month of July, I hoped to either obtain an extension or else for my college to grant me the necessary paperwork so that I could stay in China for the 2 weeks between when my initial visa expired and when I was due to register in China. However, this was rejected by both the university and the embassy in Ireland, requiring me to fly back to Ireland for 2 weeks to wait for my university acceptance letter. The next difficulty I encountered was dealing with Beijing Taxi drivers, regularly appearing drunk and unruly behind the wheel, trying to rip me off, and crashing on more than one occasion. I do wonder how the system continues to function given the number of crashes I witnessed. Additionally, the collective Chinese culture seems to dismiss these crashes as something that are unavoidable, or that they are to be expected in daily life. Finally, renting an apartment in Beijing was an ordeal in itself, due to constant price changes and landlords unwilling to rent to a foreigner. In addition to this, although I had no language difficulties thanks to my girlfriend interpreting for me, I was unable to guarantee the quality of the apartment or the trustworthiness of the Landlord.

Q: What are your coping strategies?

A: In terms of paperwork, my landlord forged some documents in order to get me a residence permit, as the apartment I was renting was actually illegally built. As far as I can tell, the owner of the building was abroad, she entrusted some relatives to manage the rental of the apartment block, and I was told to pay in cash. However my trust was well placed; I didn't encounter any problems with this. I found that public transport such as buses and the underground were far more reliable and less stressful than actually taking a taxi, which the direct opposite of what I have experienced in every other country I have been to. A positive I have drawn from this is the benefit to the environment from taking public transport, as well as the lower cost to myself.

Q: Were you homesick? Did you miss Ireland?

A: As I am used to living abroad for long periods of time, and due to the sporadic at best communications I have with my parents, I did not feel particularly homesick while I was in China. Similarly, as I was living with my then girlfriend, whom I hadn't lived with for quite some time, I didn't feel lonely either.

Q: Did you often make phone calls or chat on-line to family members or friends in Ireland?

A: I did not regularly make phone calls to my family when I was in China, as I could not get a stable connection when dialing abroad. I did regularly chat to my father, brothers, and friends through Facebook using a VPN, again the stability was dependent on what was happening in China internally.

Q: Whom did you consult when you have a personal related or study-related problem?

A: This is entirely dependent upon the type of issue encountered, and the person I felt best placed to solve the problem. I had two particular teachers whom I trusted and felt confident discussing personal, educational or health-related issues with. Additionally, I was able to consult with my girlfriend and her family if I encountered any serious problems. If I needed advice on living abroad in general, or financial issues, I was able to talk to my family.

Q: Were you living with Chinese people?

A: I was living with my Chinese girlfriend at the time.

Q: Did you make new friends in China? Which nationalities?

A: I made a number of new friends from China, Vietnam, Thailand, Korea and Japan.

Q: What does being Irish mean to you?

A: Being Irish means not being from a colonizing nation, having a rich unique cultural heritage, of which most Irish people aren't entirely aware of.

Q: What are the similarities and differences between Chinese culture and Irish culture?

A: Both cultures place an emphasis on eating and drinking, and enjoying each other's company. We tend to speak in a particularly eloquent way, and glorify our history and past battles, in particular defeating stronger nations in war.

Q: Do you have a Chinese name? Do you often use your English name or Chinese name?

A: I have a Chinese name, and use both English and Chinese names regularly depending on who I am talking to and the language used.

Outcome of study

Q: What did you expect from studying in China?

A: I expected to make more friends, from which I can gain a new insight into both how mainland Chinese view the world, and from how people from other nationalities view china. This had the added benefit of allowing me to improve my Chinese proficiency.

Q: Have you changed since you lived in China? What kind of changes? Do you feel that you became mature after year-broad study?

A: I have changed since living in China, I have gained a new insight into both what it takes to live in China in terms of sacrifices to be made and opportunities to be presented in how foreigners are treated. Additionally, my new networks of friends in China allow me to visit the place and stay abreast of developments in Chinese society.

In terms of personal changes, my opinion of China has matured. I don't feel more or less negatively about the place, as for every negative news story or experience I have about the place, I still remember the fantastic conversations I had with Chinese people far more measured and educated than myself. This has motivated me to try to move to a city or country with a strong Chinese population, without having the limitations of what have stated already placed upon me. This indicates an increased maturity, as before I may have simply shunned the culture and people following these experiences.

Q: Are there any differences in learning and teaching styles between Ireland and China?

A: As far as I am aware, the teaching of Chinese as a foreign language is far more effective than the teaching of English as a foreign language. This may be due to more research having been done, more investment in facilities and materials, or simply the construct of the language. Certainly, I feel there is scope for investigation as to why teaching of Chinese as a foreign language yields more tangible results in a quicker timescale.

Q: Have you improved your reading, writing and oral-aural skills of Chinese during your study abroad?

A: I have improved all aspects of my communication of Chinese, both verbal and non-verbal. As an example of the completeness of my experience, I was able to organize and participate in college meetings, and had a friend who was a businessman who gave fantastic insight into how Chinese business people behave in different social and business standings, such as how to communicate with people of higher and lower status than oneself.

Q: How did you improve your Chinese language level?

A: I improved my language level by attending and participating in classes, regularly meeting Chinese friends for social gatherings, avoiding speaking Chinese to non-native speakers, and participating in events both within and external to the university, such as debating competitions.

Q: Is there an advantage to learning a language in the native country as opposed to one's home country?

A: I do think there are advantages in terms of the speed and depth of knowledge one can build up in a short space of time, however I also feel that culture shock will be crippling and possibly a deterrent to learning that language if one immerses themselves in the native country without prior or basic knowledge of the language or culture. This is apparent in the different levels of students: those who have a higher level departing are able to immerse themselves almost immediately, while those who struggle are more likely to live in an expatriate bubble and avoid using and practicing the language.

Transcript 4 访谈之四

Personal background

Name: Robert 罗伯特

Age: 20 (while studying in Taiwan)

Family Background:

Family ethnicity Background: Irish parents. Born and raised in Ireland.

Previous Sojourn:

Previous studying abroad experience before going to Taiwan: No.

Interview theme 1: Socio-cultural adjustment

Motivation

Q: Why did you choose to learn Chinese?

A: I believe that every person should leave their home country for a time in order to expand their horizons. It can be quite limiting staying in the same country for too long. But I felt that going to any native English speaking countries would have been too easy. In order to fully experience a new culture, I thought I needed to speak another language so I thought that I couldn't get any further than Chinese. Furthermore I thought that learning another language would be both useful in the future and fun to do.

Q: What were your parent's influences with you choosing to learn Chinese?

A: The decision was entirely my own. It was a surprise for my parents since I had no prior history with the language or the culture. Despite their initial surprise and bemusement they supported my decision right away and I am grateful for that.

Q: What was your prior perception about Taiwan before you arrived there?

A: Taiwan was a nation I barely knew much about before taking this course. Once entering college I met some exchange students who helped fill in the blanks on the people, how they act, their differences to mainland Chinese people. Chinese culture and history classes and looking up info myself gave me a fairly clear idea of what to expect but not everything of course. Due to Taiwan being a splinter nation of mainland China, I didn't know what stereotype they would be. The one I guessed correctly would be the constant study the students partake in.

Q: How did you prepare yourself for going to Taiwan?

A: I had a fair bit of help. My older sister who had much more experience going abroad than me helped me with bank issues, travel insurance, transport that I learned a lot from. So much that once I got to Taiwan I was able to handle these issues independently. I changed my bank card to a Visa direct debit to gain better access to Cash in Taiwan. I attempted to go under a health exam in Ireland before leaving but the process turned out to be quite expensive so I went to Taiwan to take the health exam which was cheaper and more efficient. I had to purchase health insurance that would last up to December due to the Taiwanese one not beginning until that time. Flights were convenient to plan. I didn't mind multiple transfer flights, it was the cheaper option. Visa application forms were a hassle. Meticulous details were needed and if there was one mistake, the entire form had to be filled out all over again. Due to Taiwan's relative obscurity compared to China, the Taiwanese embassy in Ireland was less an embassy and more a representative office. The building was small and I initially walked past the building when I was searching for it. The staff was very helpful and I got my visa

without too much trouble. Organizing a hostel was also annoying. I could not get one closer to the campus but since the hostel was only a temporary situation I didn't mind the long bus journeys to and from campus. Finance I had help from my parents along with the grant services providing a big boost for it. It was enough for a comfortable living in Taiwan. Overall the preparation process was slow and made me a little anxious since I never did anything like this before but was a great learning experience for me.

Culture shock

Q: What's your first impression of Taiwan and Taiwanese people?

A: At first I was overwhelmed by the heat, it was like being inside of a baked sock! Coming from a country where our hottest summers are usually only as high 25 degrees Celsius it was stifling to say the least. I was surprised at how busy the place always seemed to be. There were always people on the street shopping, eating, and having fun. The sheer amount of moped owners, the constantly packed buses, the nonstop queues to board the metro train made the place feel quite cluttered. There was never much room to move freely on the street either. I am not saying this partly as a criticism because I actually quite liked this atmosphere. It made Taipei feel like a very exciting city that rarely turned off its lights or its doors. The place was also quite bright and colourful. Brightly lit restaurants, pharmacists, tea houses, bars among others lit up the streets with a plethora of artificial fluorescence with Taipei 101 tower lighting up the night sky like an oversized Christmas tree and a magnificent one at that.

From some of the few Taiwanese people I had met in Ireland. I had a vague idea what to expect. The Taiwanese people I met first were nothing but nice to me. Being courteous to guests I figured but I got the same impression almost everywhere. There was the odd jerk or weirdo around but overall I got a very welcoming and friendly impression of the Taiwanese throughout my whole time there. Even the police were polite to me and other exchange

students although that might have been for political reasons. Taiwanese students were interesting characters. There were two sizeable majorities that I noticed. The first was the students who were somewhat naïve of westerner's culture and ways to having fun. They would be making social calls more in restaurants and cafes than in bars and nightclubs like many westerners do. Despite their initial naiveté, they were some of the nicest people I met there, one becoming a very close friend of mine to this day. The second majority were very taken to western ways of having fun. Frequenting bars and nightclubs and often found *canoodling* (for lack of a better word) with foreign guys. Many of them were lovely people but some were exploitative of foreigners which was off-putting for me and several of my friends.

Q: To what extent do you feel overwhelmed by the cultural differences you experience in Taiwan?

A: Taiwanese people is a political open nation where free speech is mostly not restricted and censorship is not an issue. Besides from some minor surprises such as the aforementioned student majorities and the sheer amount of activity compared to Ireland there was hardly any issue adapting to cultural issues and had very little trouble with my time there.

Q: What culture shock did you have in Taiwan?

A: The only one worth note is how hardworking students are. I talked to Taiwanese people who were mixed in their motivations where some were pushed by their parents to work hard or have ambitions or goals themselves to strive towards but you would often see the sizeable library packed with students every day. Seeing high school students going to cram schools at night and not going home till ten or eleven. It was a noticeable contrast between the more laidback attitudes of Irish students.

Q: What do you like most/least about living in Taiwan?

A: What I liked most about living in Taiwan was the atmosphere. Being on exchange you meet a plethora of new people. You can only get to properly know so many of them in a limited amount of time. It led to being very active every day, for social activities, study reasons, field trips. I rarely had a dull time there. The vibrancy of Taipei was a joy to live in. Many shops stayed open late into the night unlike Dublin which became a ghost town after 6 PM barring pubs, bars and nightclubs. There was always a place to go and always something to do. I love my classes. Chinese classes were a ton of fun for me. The teachers were very passionate about the classes and were very good at both teaching the curriculum effectively but having a laugh about it too.

What I liked the least about Taiwan was the traffic, climate sometimes the food. The abundance of mopeds on the street and drivers disregard for the traffic lights combined with the narrow streets made for a frenetic, gingerly walk across the streets of Taipei. Having several near misses in the space of a few weeks is too many. Traffic was not limited to vehicles too. Buses and the metro would be constantly overcrowded with people. Having to wait for 3 trains worth of people before being allowed to board yourself, having hardly any room to move freely without bumping into people or them you. This complaint is mitigated by how cheap Taiwanese transportation is compared to Europe's but it was still aggravating. The climate could be overwhelming. The first couple of weeks involved several sleepless nights thanks to the humidity of Taiwan. The humidity also had the opposite affect with fatigue and drowsiness coming on far quicker during the day. It could be very annoying with the constant desire for sleep during the day but being denied that at night due to high humidity. The food while good and cheap was mostly being limited to Asian food. While I love that style of cuisine it did eventually get tiring and I gradually started to miss Irish food. Taiwan being a tropical island meant that dairy was a rare commodity. Artificial milk that tasted more like plastic and butter that resembled hair gel did not help in the slightest. I and several friends half-jokingly pined

for a good bowl of cereal. These reasons are mostly superficial. They didn't really affect my overall enjoyment of Taiwan.

Q: What difficulties did you encounter in the first semester? (List in order of importance)

1) Language/ communication 2) Financial 3) Food and Health 4) Accommodation, 5)

Personal problems 6) Culture

A: 1) Language/ communication: When I first arrived there my Chinese standard was decent but my confidence in speaking was very low. I fumbled and stammered for several weeks before I adapted. Accents were a pain indeed. Taipei students spoke quickly but clearly for me to get the gist at first. Outside Taipei I was staring at locals blankly and with a sheepish smile when trying to communicate with them. Their accents were very drawn out. Thankfully my Chinese speaking mostly stuck to Taiwanese students and other foreign exchange students to get me into speaking more the first semester. Although practicing with locals outside of Taipei was a fun experience when my Chinese improved. The accents and Chinese weren't just limited to others. I had problems in English as well. My natural Irish accent while not particularly strong caused some problems when speaking in English with others. Koreans and the Dutch had a real hard time when it came to talking with me. I had to tone the accent down or sometimes outright change it to a completely different one to help others in understanding. Chinese classes took some getting used to since you were only allowed to speak Chinese in class but that made it more challenging and just fun to do.

2) Financial: Money wise I had a reasonable amount for myself to spend. I didn't go on expensive trips to Japan or other exotic places, I wasn't buying expensive clothes and I had a small studio apartment to myself. I mostly bought cheap food on campus or around it. Transportation was cheap along with many social activities so living was reasonable but still really fun and exciting despite the fact I didn't work there.

3) Food and Health: Prior to leaving Ireland for Taiwan. I had several injections for precautionary reasons. I had no major illnesses but I found myself suffering from the common head cold frequently. About four instances I can recall catching it in Taiwan. The heat of the sun was also an issue. One field trip that involved rafting in blistering heat and sunshine caused me to suffer from minor sunstroke for several days afterwards. Overall though I was mostly in fine condition with most illnesses nothing I hadn't experienced before. Food in Taiwan was a bit of revelation. Back home I could be quite picky about what to eat based on appearances alone. Taiwan both introduced me and forced me to a variety of food I had hardly touched with a chopstick before. The cheap campus food had almost none of the traditional food I was used to so unless I wanted to starve I had to eat what was available. Chinese food, especially Sichuan food was delicious ecstasy. Korean barbecue was a savory delight. The first semester was a fantastic introduction to a whole new side to food I had only just scratched the surface of before.

4) Accommodation: I lived in a studio apartment that was more for convenience and function rather than comfort. It was down the street from campus and was very affordable, being around 250-300 euros a month bar electricity costs. I lived on the fifth floor with no elevator and there was the occasional invasion of ants but the walk up the stairs was good exercise and I spent most of my waking hours outside so it served its purpose pretty well. I lived in that apartment for my entire time in Taiwan so there is nothing else to say on the matter.

5) Personal problems: It was my first time living by myself and being my own person so there was a definite sense of freedom I never had before. Almost everyone I knew was half a world away and I had to start anew in this hot, bustling jungle. Was a lot to take in but I was surprisingly not that anxious about it. I was more excited than nervous about the whole situation. Couldn't wait to get started and that was that.

Q: What difficulties did you encounter in the second semester? (List in order of importance)

1) Language/ communication 2) Financial 3) Food and Health 4) Accommodation, 5) Personal problems 6) Culture

A: Similar to previous question but I found I had to keep up my Chinese practice otherwise I would slip a little in standards, especially in writing. At this point I had grown tired of the food and was sorely missing more traditional Irish dining. Nothing I could do about that though for the most part. It could be difficult balancing a social life with school work. Homework being frequently left until the late hours to finish because I was out with friends. This was especially difficult during Christmas time since classes continued as normal but that didn't stop myself or friends from going to bars all the time.

Q: What strategies did you develop to overcome these difficulties?

A: In order to keep my Chinese speaking up I often talked to exchange students whose level of Chinese was similar to my own but English levels were either low or nonexistent such as Japanese or Korean students. It forced me to speak only Chinese to them which increased my level of Chinese. Writing level was akin to a rollercoaster. There were highs and lows to it. My level throughout the whole year was for the most part decent. I loved my classes but I thought that I was young and I might not get another opportunity to do this for years so I should enjoy myself to the fullest. Chinese studying was a part of the experience. A large part but if it was all I was doing there then it would have been a lot of wasted opportunities. Language partners helped to bridge that gap. We learned from each other but became good friends as we went along. One such language partner becoming a close friend of mine to this day. It was through language partners that I got a better look into more localized ways of speaking Chinese in Taipei, hearing the little nuances in speech and gave me a better idea of Taiwanese students' attitudes, hobbies and passions.

Homesickness and loneliness

Q: Were you homesick? Did you feel lonely?

A: I can count three instances where it hit me very hard that my family was thousands of miles away and I couldn't see them anytime I wanted. I didn't have a personal computer in my apartment in Taipei so using skype was rarely an option. I enjoyed myself in Taiwan immensely but the few times I felt homesick it would depress me for the rest of the day. Calling my family on the phone every couple of weeks always left me with a sense of longing but the three instances were the worst of it. I rarely felt lonely since I was surrounded by the friends I had made every day. Only Chinese New Year was when it became an issue. At this point many exchange students who I had become good friends with had gone home for good and many Taiwanese students had gone to celebrate the holidays with their families. I didn't have the money to go on holidays myself so only a handful of us remained until new exchange students showed up a couple of weeks later. To be honest it didn't bother me too much. I knew the situation was temporary and it was a good chance to reflect on my time there so far which added up to about 5 months at that point.

Q: Did you often make phone calls or chat on-line to family members or friends in Ireland?

A: Phone calls were the norm for reason explained above. My mother made sure that I was okay since she worried like many mothers do. I appreciated the concern she had. My younger brother often asked for these since we missed each other a lot. Friends I stuck to social media like Facebook to talk to my friends. Felt strange communicating solely through text chats. Will definitely upgrade to a personal computer or tablet to talk with family or friends the next time I go abroad for an extended period.

Help and support

Q: What kind of help and support did you get?

A: I had plenty of friends over there. Some of who I could talk about very personal issues and them with me. There was always the occasional teasing and making fun of each other but if it was something serious than we would listen and help appropriately. I joined the meditation society on campus which helped with relaxing. Teachers were always willing to help with problems, regardless of student. They always sounded interested in what you had to say. Granted this was their jobs but it came off as genuine. Campus offices were always ready to accept problems and were well equipped to deal with any technical issues and pointed me in the right direction. Generally speaking, I was well looked after.

Q: Whom did you consult when you have a personal related or study-related problem?

A: Close personal friends I had there rather than my family. Not that I didn't speak with them about it I just found myself talking more with friends about it than them. Mostly with other exchange students who had similar problems. Sometimes I would talk to Taiwanese friends about problems but only in a few instances.

Q: Did you make new friends in Taiwan? Which nationalities? What did you do with the different people you met in Taiwan?

A: Name which country I most likely met someone from there at some point. French, Japanese, Swedish, Malaysian. I was amazed at how many students chose Taiwan, a country that stayed under the radar from a political standpoint. Many shared the old Irish stereotype of going to bars. With the Taiwanese I did as said above. Going to the movies, trying out new food and places, parties. This was something we all did. I even acted as a tour guide of sorts, halfway through my time in Taiwan, I met the new group of exchange students who were staying here. My friends and I did our best to introduce the college and the places of interest to them which

they greatly appreciated. Meditation was a unique way of getting to know people since my other friends didn't go practice it at all. That group of friends was completely separate from almost everyone else.

Cultural identity

Q: What does being Irish mean to you? How did you describe your country to the people you met in Taiwan?

A: Being Irish for me is that for a race of people who have gone through so much misery, death and abandonment throughout the centuries, we are one of the friendliest and cheerful people out there. We go out of our way to help others when it's at a huge inconvenience to ourselves. We're as free as the ocean wind. Always pining for other shores, hence we popping up everywhere you go, regardless of nation. I describe my country as a place with wide open landscapes. Open, like us. Omnipresent gusts of wind peppering out thoughts and sensations everywhere we go. Fields of green as far as your eyes will take you. Romanticized I know but it's a brief intro into what I think. I'm glad to give all the people I have met over that year such a good impression of Ireland and what just one Irish person can be like because I was quite friendly there.

Q: What are the similarities and differences between Taiwanese culture and Irish culture?

A: Taiwanese people share the friendliness that Irish people radiate. They are a nation that has gone through centuries of subjugation and sheer nonsense, essentially being juggled between European and Asian states. Its political transience is similar to Ireland. After everything they may be even more benign than us, having such an impressively low crime rate. Their social calls involve a lot more tea and crumpets compared to our beer but that's a narrow view. As stated above, they are more serious minded about study than our more

laidback attitudes. To put it one way: Taiwan is Mickey Mouse and Ireland is Bugs Bunny. Both are very likeable, friendly and downright good characters, some flaws aside. While both characters share traits, Ireland definitely has a more mischievous side to it than Taiwan does.

Q: Do you have a Chinese name? Do you often use your Chinese name? Is it helpful to have a Chinese name?

A: I do indeed. It was used mostly in class and rarely else. It resembles my English name which is a common one; so many people had little trouble remembering it or saying it. In class and maybe business meetings it is useful but didn't need it anywhere else.

Outcome of study

Q: What did you expect from studying in Taiwan?

A: To improve my Chinese and meet new people. Also to take a look at everything from a new perspective. Away from my family, away from my room, away from my old friends, away from every norm I had accustomed too. I wanted to uproot myself and see where it would take me and how I'd react to a new place, people and culture. Broaden my horizons as previously said.

Q: Have you changed since you lived in Taiwan? What kind of changes? Do you feel that you became mature after year-broad study?

A: I got to live by myself for an extended period from everything I knew and coming back to live with the family, while great since I really missed them was a bit of a blow to me since I now know that experience. I am more open to others since in Taiwan you meet a new person every day there. I am more patient with others when it comes to language difficulties and culture shocks making befriending foreign students a lot easier.

Interview theme 2: Learning Chinese Language in target language spoken country

Q: Are there any differences in learning and teaching styles between Ireland and Taiwan?

A: Taiwanese class rooms were like a combination of regular classes and group discussions. The tables were mostly round so everyone could see each other and free discussion was actively encouraged. Everyone had their say, it felt very open. Even if you had little to say the teachers could find something to talk about with you since they made sure no one was left out of discussions. The teachers were very active and enthusiastic about teaching. One such teacher I had managed to get through a single lesson in the span of a week and a half, we learned it all effectively remembered in our mind and it was done in an effective and just plain fun manner. We would use new words to create sketches and stories such as fake advertisements or old married coupled and improvisation was constantly encouraged which I loved since I have a bit of a creative streak. This would lead to moments of absolute hilarity since the teachers could have fun and make nonsense up just as well as us students could. Homework was similar, creating stories, themes and characters completely on our own as long as we used the new words of the week. Ireland's was more formal and quite the standard impersonal read out the words, write them out, rinse and repeat. There was little chance for us to think on our feet but that depends on the student.

Q: Have you improved your reading, writing and oral-aural skills of Chinese during your study abroad?

A: As stated before. It's a rollercoaster. It jumps up and down. It is all up to me to keep it on the up.

Q: What were the difficulties learning Chinese in the classroom?

A: Speaking Chinese all the time. Don't get me wrong I loved speaking Chinese but some mornings I was just not up for it. Especially since my classes were at 8am every Mon-Fri. Having to have serious discussions and being descriptive were a challenge. One example was writing and directing a sketch for a PSA about drugs. It was somewhat difficult giving directions to what I wanted my classmates to do and what parts they should be. Fantastic experience though.

Q: What were the difficulties learning Chinese in daily life?

A: Trying to speak it every day outside of the classrooms. I had many friends who I mostly spoke just English to. So it was up to me to find others to practice Chinese with such as language partners and going to restaurants. For example: McDonalds and Subway. The staff there were always willing to speak Chinese to me when I ordered food there that it was honestly kind of weird ordering in English when I first got back to Ireland. Not all Taiwanese were this nice. Due to looking very foreign to them they mostly defaulted to English when dealing with me. It was frustrating and aggravating to persistently ask everything in Chinese and for them to go and say 'Yes, Thank you' in English. Many people were bilingual there so I had to be persistent if I wanted to improve.

Q: With your Chinese language level improved, did you find you adapt to life in Taiwan better?

A: Yeah since that was the whole point of my time there. I felt proud that I was learning and regularly using a foreign language, something I had never done before. It was...fun☺. I could get by in Taiwan for the most part with Chinese, minus a few hiccups. It was a brand new way to communicate and it was a wonderful feeling.

Transcript 5 访谈之五

Personal background

Name: David

Age: 22 (while living in China)

Family Background:

My father and mother are both Irish.

Previous Sojourn:

No sojourn to China prior to starting in DIT.

Q: Why did you choose to learn Chinese?

A: Because it is an interesting language it a challenge and it allowed me to travel to China and find out about the culture and the people as well.

Q: What are your parents' advices?

A: Against it due to the high financial cost. As a matter of fact my father and mother had little influence in my choice. Of course, they understood the fact that it was a business course.

Q: What was your prior perception about China before you studied there?

A: No first-hand experience of the country. Politically and historically I was aware of the famine in the 60's, the Tiananmen square massacre, the later life of Mao ZeDong, the economic effects of Deng's economic policies and some other events surrounding these events and characters.

Q: How did you prepare yourself for going to China?

A: I studied Chinese language and culture.

Q: What's your impression of China and Chinese people?

A: Efficient, hardworking, humorous, opportunists.

Q: What do you like most/least about living in China?

A: Most, the country is beautiful and the people at time reflect this beauty. Least, my language level isolated me from Beijingers daily conversations. For example, chatting was difficult.

A: Culturally I found the language barrier to be the major factor with living in China. My inability to interact with Chinese on general topics made the feeling of isolation be somewhat present.

Q: How do you construct meaning to understand and cope with this culture shock?

A: I didn't. I worked hard to pay my bills and had no time to think about these things.

Q: What difficulties did you encountered?

A: Language, cost of living.

Q: What are your coping strategies?

A: I worked as hard as I could to learn the language.

Q: Were you homesick? Did you feel lonely?

A: I don't feel lonely. At time I did feel homesick usually at family birthdays or celebrations.

Q: Did you often make phone calls or chat on-line to family members or friends in Ireland?

A: I only communicated briefly with friends from Ireland while in China. I regularly chatted with my family emailing and phoning family members throughout my time in China.

Help and support:

Q: Whom did you consult when you have a personal related or study-related problem?

A: Beijing language and culture University European student coordinator Ms. Cui Dongni.

Q: Were you living with Chinese people?

A: No.

Cultural identity

Q: What are the similarities and differences between Chinese culture and Irish culture?

A: Similarities; the emphasis on family is strong in both cultures. The importance bestowed on education is mutual and a college education is a prized.

Differences; the one child policy in China has no comparison in Ireland.

Q: Do you have a Chinese name? Do you often use your English name or Chinese name?

A: Yes, I use it when I am introducing myself in Mandarin.

Outcome of study

Q: What did you expect from studying in China?

A: I expected to improve my level of Chinese, meet new people, and become more independent.

Q: Have you changed since you lived in China? What kind of changes? Do you feel that you became mature after year-broad study?

A: I have matured after my studies finished.

Interview theme 2: Learning Chinese Language

Q: Are there any differences in learning and teaching styles between Ireland and China?

A: Yes, Chinese teachers are more autocratic while Irish teachers are more democratic in their style of teaching.

Q: Have you improved your reading, writing and oral-aural skills of Chinese during your study abroad?

A: Writing and spoken skills improved while character recognition when reading is still difficult

Q: How did you improve your Chinese language level?

A: I met with Asian friends and studied spoken Chinese pronunciation with language partners. Written; I practiced composition.

Transcript 6 访谈之六

Personal background

Name: Jeni

Age: 21 (while studying in China)

Family Background:

I am half Ivory Coast, half Irish.

Previous Sojourn:

I did a degree in International Communications French and Spanish in DCU.

Q: Why did you choose to learn Chinese?

A: I chose to learn Chinese because I was inspired by a boss I worked for in Barcelona, Spain. She explained how it was easy to learn, opened a lot of doors career wise and she told me how amazing Asia was. This fueled my hunger to learn Chinese.

Q: What are your parents' advices?

A: My parents encouraged me to learn Chinese. They understood my love for languages. This course also goes hand in hand with International Business; my parents viewed this as an amazing opportunity for my future.

Q: What was your prior perception about China before you arrived there?

(What was your stereotype of China before you arrived there?)

A: Before I arrived in China I thought China was going to be very crowded, I did not think it would be as modern as it was. I also thought China's infrastructure wouldn't be as good as it was.

But I was completely wrong. Not only was the food amazing, China's level of modernity is one of the highest I have encountered even compared to New York. It is such a cosmopolitan place. It is very crowded though. And the pollution was terrible.

Q: How did you prepare yourself for going to China?

A: To help myself prepare for China, I asked my friends who had lived there a few questions, I asked them advice about life in China and what to expect.

I also tried to get my Chinese to a good enough level in case people did not speak English.

Culture shock

Q: What's your impression of China and Chinese people?

A: My first impression of Chinese people was that they are very friendly and extremely hard working. Coming to China, many helped me by giving me directions even if my Chinese wasn't that good. I also observed that everyone got up extremely early. Also kids were always doing homework or extracurricular activities. I rarely saw kids in the playground playing. They were always having classes after class.

Q: To what extent did you feel overwhelmed by the cultural differences you experience in China?

A: I think what overwhelmed me was just the extent of how hard the children work.

They are up at 5 for work, then after school they go straight to extra classes. After that they do their homework, they go to bed at midnight have 5 hours of sleep and start all over again.

I found this extremely hard to understand.

Q: What culture shock did you have in China?

A: I think I was overwhelmed by two things mainly the spitting in the streets. Chinese think if they are unwell it is better to keep 'sick' phlegm out than keep it in. So people would spit everywhere. As I was taught to never spit as this was rude. So I was overwhelmed by this way of thinking. Another cultural difference that overwhelmed me was just the population. I was not used to everywhere having people. This was something to get used to, especially if I needed some space to get away.

Q: What do you like most/least about living in China?

A: What I liked least about living in China I think was the crowds and the pollution. There were crowds everywhere. I really like my space but even in parks I could never find a place to be just alone. Also the pollution was so bad. Some days my visibility was less than a couple meters. What I loved most about living in China was the food. Chinese food is absolutely divine. Chinese duck, the fish, Sichuan dishes. The list goes on. I ate amazingly in China. I also loved how Chinese women were so beauty focused. You had beauty drinks, make up. It was great. Oh and the shopping. Yashow in San Litun was one of my favorite places.

In China everyone had their own fashion and their own style. Unlike Europe when everyone wore the same clothes.

Q: What difficulties did you encountered in the first semester? (List in order of importance)

1) Language/ communication 2) Financial 3) Food and Health 4) Accommodation, 5) Personal problems 6) Culture

A: Financial – I decided to find a job teaching English as a second language. This helped me out financially. It helped me enjoy life in Beijing a lot more. It gave me more financial freedom. It was extremely easy to find a job teaching Chinese children English.

Accommodation – I was blessed to have friends already in Beijing so it was easy for me to settle in accommodation wise. But what was hard was you had to pay three months' rent in advance. This was tough so you had to make sure you had the money upfront. Three months' worth.

Culture – Working in Beijing, people are very hard working so my bosses expected me to work hard and every day. I frequently had weeks with no days off. And this was acceptable. Also if there were public holidays we were expected to work extra days to compensate them.

Language/communication – Living in Beijing I had to get used to the accents. There were a few different accents. The 'r' sound was more prevalent in the city but the people coming from the countryside had a very thick and strong accent. I found their Chinese much harder to understand.

Personal problems – I did not really have personal problems. The only issue I had was trying to get home. I had to book my holidays at a different time than everyone else and this caused some troubles with my boss as everyone takes their holidays during Chinese New Year. I had to get special permission to take holidays at a different time.

Q: What difficulties did you encounter in the second semester? (List in order of importance)

1) Language/ communication 2) Financial 3) Food and Health 4) Accommodation, 5) Personal problems 6) Culture

The second semester was pretty much the same as the first. But I was financially freer than first semester. I would go to Yashow and get pedicures and manicures. My friends and I would get weekly facials. It was brilliant.

Q: What strategies did you develop to overcome these difficulties?

A: I think because I was brought up in a boarding school in Africa and I had already done a year abroad in Spain- these gave me the experience and know how to cope, be calm and adapt fast in a new country.

Homesickness and loneliness

Q: Were you homesick? Did you feel lonely?

A: I was used to living away from home since I was seven years old so I was not homesick very often. We had WATSAPP, emails and SKYPE so it was fine. I regularly called home. I was so busy studying and working I did not get very home sick.

Q: Did you often make phone calls or chat on-line to family members or friends in Ireland?

A: I would say I chatted; I was constantly in contact with my friends through Facebook. I got a VPN which broke through the Chinese firewall so I was able to be online and stay in contact with my friends.

Help and support

Q: What kind of help and support did you get?

A: I received a lot of help and support, mainly from my friends. We helped each other out financially when needed. Also from Chinese people. They gave us a lot of advice and helped us with our Chinese. I loved my experience in China.

Q: Whom did you consult when you have a personal related or study-related problem?

A: I was blessed to have a very good tutor. Her name was Kelly. She would help me with any study related problem. Also she helped me with personal problems I would have. She would give me advice on the work culture and how I should approach things. Kelly was a person I would go for to consult on any issue I had really. She was Chinese. She was so kind and a true friend.

Q: Did you make new friends in China? Which nationalities? What did you do with the different people you met in China?

A: In China a lot of the friends I had were Irish. My closest friends. But I made friends from all over the world. But my closest friends I made were two Chinese girls Kelly and Amy. They were my Chinese tutors. They were so kind to me. We would do many different things. They

taught me the good food to eat, fun things to do around the city. These two girls really affected my experience in China. They even told me what medicines to take when I got a bad flu.

Cultural identity

Q: What does being Irish mean to you? How did you describe your country to the people you met in China?

A: Being Irish to me means, being open, having a great night out and being friendly.

I told my Chinese friends I come from a country where we drink a lot more than Chinese people do and we are open and always up for a good time. I told my Chinese friends: Irish weather is terrible, always raining. But the people make up for the terrible weather with their friendliness and openness.

Q: What are the similarities and differences between Chinese culture and Irish culture?

A: The similarities I think between Irish and Chinese culture is the culture of drinking, we both drink a lot and also family is very important in both cultures. These two factors are very similar.

What is not similar is the work culture. The Irish work culture is very relaxed. We enjoy our public holidays and work life is nowhere near as competitive as in China. This factor is a big difference in both cultures.

Q: Do you have a Chinese name? Do you often use your Chinese name? Is it helpful to have a Chinese name?

A: I have a Chinese name. Its translation is Summer Lotus flower. I love my Chinese name. I think it helps you integrate into Chinese society. People are impressed and it helps you understand Chinese names etc. It is very helpful having a Chinese name. I definitely would

recommend it to anyone. My teacher gave me my Chinese name. I told her I loved summer and I loved lotus flowers so she gave me the name.

Outcome of study

Q: What did you expect from studying in China?

A: I expected my Chinese to improve greatly. I also expected the way I think to change. And both happened. My level of Chinese grew immensely. I was immersed in a Chinese environment: in class and in work. So this helped me a lot. Also the experiences I experienced helped me to grow in my thinking and really helped open my mind. The culture, traditions and the way in which the Chinese people lived were so vastly different from the Irish ways. My expectations of growing were met.

Q: Have you changed since you lived in China? What kind of changes? Do you feel that you became mature after year-broad study?

A: I really think I matured a lot coming back from China. I have realized that in life I have to work really hard for what I want. Living in China taught me to work harder much harder. That is how you achieve things. I had part time teaching job in China. I would teach kids who would wake up at 5 in the morning to study until 11 at night. I thought to myself, why I am not working half as hard as these kids. These kids taught me a lot. The Chinese work ethic taught me a lot.

Interview theme 2: Learning Chinese Language in target language spoken country

Q: Are there any differences in learning and teaching styles between Ireland and China?

A: I think the teaching styles were very similar. Both are foreigners trying to learn a language.

Sometimes we would learn more Chinese songs and talk about Chinese movies more than in Ireland but all in all the style were very similar.

Q: Have you improved your reading, writing and oral-aural skills of Chinese during your study abroad?

A: I have totally improved my reading and writing and oral skills whilst living in Ireland.

I would see written Chinese everywhere; I had Chinese in my everyday life so my levels grew immensely. We were given homework to do at home and this helped my written a lot too.

Q: What were the difficulties learning Chinese in the classroom?

A: In the classroom some difficulties I found was other foreign would try and be competitive in the classroom instead of just learning. This would be discouraging and disappointing.

Q: What were the difficulties learning Chinese in daily life?

A: Some difficulties would maybe be trying to understand the different accents. But I loved using Chinese in everyday life. I would impress the locals and this would stir me on to get even better Chinese. I loved bartering with the locals. It was great.

Q: How did you improve your Chinese language level?

A: I improved my Chinese language by watching Chinese soaps. Chinese have great soaps. They are so interesting, captivating and help you improve your Chinese very fast.

Q: With your Chinese language level improved, did you find you adapt to life in China better?

A: Very much so. I became very independent. I could go wherever and I was confident to be able to communicate with people, for example: taxi men. I believe once your level of Chinese improves you do find it very easy to adapt to Chinese life most definitely.

Q: Is there an advantage to learning a language in the native country as opposed to one's home country?

A: I believe there is a great advantage in learning the foreign language in the native country. I truly believe that from experience you can never really truly learn the language until you are immersed in that home country. There is a deeper understanding of grammar, culture and the way a language. It is of utmost importance to be immersed in the foreign country better than to learn in our home countries.

Transcript 7 访谈之七

Personal background

Name: Cloe 克洛伊

Age: 21 (while living in China)

Family Background:

My parents are Irish.

Previous Sojourn:

Before going to China, I spent three weeks in Spain.

Motivation

Q: Why did you choose to learn Chinese?

A: The first time I thought about learning Chinese was because a group from UCD had come to promote their course, it was the first time that I realized that this was something I might like to do. I thought it was something different and I wanted to experience an 'alien' culture.

Q: What were your parent's influences with you choosing to learn Chinese?

A: Initially they were against it, like most people at the time they could not understand why I would want to learn Chinese, because I have no family connections or anything like that. I explained to them that the Chinese economy is growing at an extremely fast pace and that it would be a smart move to learn the language. After that they slowly warmed to the idea.

Q: What was your prior perception about China before you arrived there?

(What was your stereotype of China before you arrived there?)

A: I thought it would be a lot more traditional, yet more urban, hard to explain. I wasn't prepared for the harsh reality or the culture differences.

Q: How did you prepare yourself for going to China?

A: I googled a lot on internet, things like landmarks I would like to visit, phrases I might need etc.

Culture shock

Q: What's your impression of China and Chinese people?

A: I found that the culture differences between Chinese and Irish people are extremely different. Things like manners, humor, food preferences, life style, and ideology for example, I found surprisingly different. I found the Chinese quite harsh/blunt in their humor, they have no qualms telling you what they really think of you. While I was in China I found it hard to bond or make real friends, just because our lifestyle choices were so different. However, I found that in China chivalry is still very much alive. Something which perhaps, the Irish could learn from.

Q: To what extent do you feel overwhelmed by the cultural differences you experience in China?

A: When I first arrived, I remember feeling afraid to leave my room, just because I did not know where to go, how to behave etc. I felt extremely overwhelmed, it slowly subsided, but it really did take a few months for me to feel completely comfortable.

Q: What culture shock did you have in China?

A: As previously mentioned, when I first arrived I just felt completely overwhelmed, things like crossing the road seemed impossible, ordering food, using the internet it was like we were completely cut off from people back home. We had a lot of trouble with the banks and the student accommodation in the first few weeks also, we found that customer service was almost non-existent. Everything is 'pay up front' which we just could not wrap our heads around. From the moment we left the airport, we were plagued by illegal taxis, which evidently we were told to avoid but had no idea what they looked like and ended getting extremely ripped off. Also we found that in the university, no one would give you any information in regards to starting class, visas etc. we really had to dig for information. We were only given an introductory seminar three weeks after we had arrived. There was no student organizations or clubs we were able to join, so finding friends could sometimes be hard. Furthermore, I struggled without my western products I had become used to, like skin care and hair care products. I found it impossible to find any that would suit me in China.

Q: What do you like most/least about living in China?

A: What I loved most was that it was always an adventure, you could walk down the road and see something completely bizarre, you could get a bus and visit tombs and temples, tea houses etc. I really enjoyed the traditional art and music. The food was pretty incredible too.

What I liked least, was that I felt there was no support from the university, I felt completely alone, it was quite a harsh environment, and I felt the Chinese were quite harsh towards me, myself being a white person I experienced racism for the first time. It was also hard to keep in contact with my family from home, because Skype was next to impossible. I worked for an English teaching agency, and I also felt that they exploited my time for free classes. If I had the option to do it again, I would have left that agency and looked for work elsewhere.

Q: What difficulties did you encountered in the first semester? (List in order of importance)

1) Language/ communication 2) Financial 3) Food and Health 4) Accommodation, 5) Personal problems 6) Culture

A: 1) Language most of all, was a complete shock. I admit going over thinking it was going to be a lot easier than it was. It took me about two months to finally be able to understand what was going on in class. It was like an 'Ah hah!' moment, when the background noise finally began to make sense. Also I found that the Chinese really had no time for me, they wouldn't even allow me to practice my Chinese just jump straight in with English. I found this quite annoying.

2) Financially, I had no idea what we needed going over to china, something to which I think needs to be addressed in the course. I had to take out a loan to pay for my year abroad, which was still not enough, that then I had to get job to supplement my income. Which was a strain on my social life and studies. I am also bitter, that there is no grant available for students from less well-off backgrounds. We were ripped off from the start, things like clothes, food, taxis, visas, we realized too late that we were being taken advantage of.

3) Food was great, delicious but in fact, not nutritious, I found my health rapidly declining.

5) personal problems for me was that I felt extremely isolated, that everyone was out for themselves, it was extremely hard to make friends, while working and trying to study. Looking back I wish I had been put in a lower level class, so that I would have had more free time.

4) Accommodation. We stayed in the student dorms for the first semester, it was really lovely there. We had heating, TV, internet, cleaners. I really liked the accommodation.

6) Culture, I was slowly coming around to the culture in the first semester, it was still a novelty, so everything was still new and exciting.

Q: What difficulties did you encountered in the second semester? (List in order of importance)

1) Language/ communication - in the second semester, I really went out of my way to improve my Chinese, whereas before I had been a bit lazy in regards to learning foods, places, grammar etc. however I was put into a new class, which was worse than the one I had been put in previously. I felt even more isolated. The teacher would never help nor ask me any questions. I really did not like it there.

3) Food and Health- in the second semester my health rapidly declined, I found that I couldn't eat healthy, because we had no facilities to eat well. I gained a lot of weight. Also my hair was in extremely bad condition from the hard water. My skin also was affected by the pollution. To be honest I was really unwell.

4) Accommodation,- in the second semester, myself and my roommate moved to a new apartment, it was a great deal, our language levels had improved enough to ensure that we didn't get ripped off. But it was a completely mess, they place was incredibly dirty, things were falling off the walls, thankfully we never got cockroaches but it was pretty bad. Looking back, I wish we had stayed in the student accommodation.

2) Financial – I was really struggling financially, to the point that I actually started working for another agency towards the end of the second semester, so I had in fact two jobs. It was really tough.

5) Personal problems- I had problems with my roommate, which made life a lot worse. This really affected my social life, which resulted in me coming home earlier than expected.

6) Culture - at the time I was experiencing full blown home sickness, so at this stage the novelty of the culture had really worn off, I felt beaten down, I really had no time for it and really didn't appreciate the differences.

Q: What strategies did you develop to overcome these difficulties?

A: To be honest, I didn't cope well, my language had improved greatly, but other than that I felt extremely trapped, I just waited for the moment I could leave. Sometimes I would go shopping or sight-seeing, just as a distraction.

Homesickness and loneliness

Q: Were you homesick? Did you feel lonely?

A: I was homesick. I had not been home in a year, mainly because I didn't have the finances available to me. I was extremely lonely too, more so in the second semester because I felt like it was just so hard to meet anyone with similar interests, the culture differences were too great.

Q: Did you often make phone calls or chat on-line to family members or friends in Ireland?

A: I would often email my family members, when skype was not available. I found it hard to skype due to the poor quality internet. With friends, I would normally use VPN to access Facebook, and so I would keep in contact via social networking sites.

Help and support

Q: What kind of help and support did you get?

A: Personally, I really felt like I received no support, from the university or course. I felt like I was left to fend for myself, if I was struggling in class, I found it difficult to ask the teacher for help, mainly because I felt intimidated because compared to my other international classmates my Chinese was quite poor. However, I did find support from my language partner Pamela, who would go out of her way to either bring me to a tourist landmark, or the hospital. She really helped to explain Chinese culture, and to improve my Chinese.

Q: Whom did you consult when you have a personal related or study-related problem?

A: Mainly Pamela, my language partner. If there was a grammatical sentence I did not understand she would help. She also helped with lingo (slang) which is something you can't really learn in a classroom, but only by speaking Chinese on the streets, this is a big thing I thought possible to miss out on, I focused a lot on my oral/slang Chinese in the second semester.

Q: Did you make new friends in China? Which nationalities? What did you do with the different people you met in China?

A: I did make new friends in China, from a lot of nationalities for example, Britain, USA, Malaysia, Iran, the Congo, Turkmenistan, Kazakhstan, France, Italy, Norway, Mongolia, Japanese, and Korean etc. I found that the nationalities would quickly stick together, for example in university the eastern Europeans would form a click, and the westerners would stick together. Most likely because of cultural similarities. For Christmas Eve, we had a dinner with Australians, French, British and Irish. For Christmas day, we were invited to a local pub dinner hosted by the American owner. I found with my eastern European friends, and Asian friends who were more studious, we would often go sight-seeing or more often we would go for dinner to try their national cuisine. Whereas with my western friends we would normally go to the bar or to the nightclub.

Cultural identity

Q: What does being Irish mean to you? How did you describe your country to the people you met in China?

A: To my surprise, I only realized what being Irish meant until I was away from Irish people for an extended amount of time. I remember it was near to a year since I had been away and I

had been isolated from any Irish people other than my immediate classmates. I went to meet the other Erasmus group from UCD and DCU, and what struck me most, is that there is nothing else like Irish humor. I think that's what definitely sets us apart. I also think we are extremely laid back and above all else like to have a good time. I described Ireland and a great place to go have a laugh and get drunk, we have an amazing countryside and an amazing culture. A lot of Chinese people didn't believe me when I told them that in fact we have our own national language (Irish) because immediately they categorized us as British, I found a lot of misunderstanding on this topic.

Q: What are the similarities and differences between Chinese culture and Irish culture?

A: I think differences far outweigh similarities, the list is probably endless, for example, different festivals, manners, behaviors, humor, pastimes, and histories. The Chinese are a big lover of song and dance, and celebrating whenever they can, this is similar to the Irish. The Irish love singing.

Q: Do you have a Chinese name? Do you often use your Chinese name? Is it helpful to have a Chinese name?

A: Yes, I used my Chinese name often in China; it did find it helpful because many Chinese could not pronounce my English name properly.

Interview theme 2: Learning Chinese Language in target language spoken country

Q: Are there any differences in learning and teaching styles between Ireland and China?

A: Yes, in China it is a lot more intensive, no English is spoken at all, it's also a lot more grammar focused. We had modules focused on listening, another just on oral and so on. In Ireland the environment was a lot more relaxed, I wasn't afraid to ask a question or ask for help, I felt a lot more support from my classmates in Ireland, whereas in China I felt there was a lot of competition among my peers.

Q: Have you improved your reading, writing and oral-aural skills of Chinese during your study abroad?

A: Greatly so, I think my reading, writing and oral skills improved tenfold, if not more.

Q: What were the difficulties learning Chinese in the classroom?

A: as I previously mentioned before, I found the Chinese teachers unhelpful, they rule by humiliation, something to which I found extremely intimidating. I also found it hard because all my peers had much higher level of Chinese than myself, I also found them unwilling to help and competitive.

Q: What were the difficulties learning Chinese in daily life?

A: The main difficulty is the sheer time it takes and the work you need to put in. There are so many characters, for each word, and learning one character takes such and such an amount of time.

Q: How did you improve your Chinese language level?

A: I actively improved by finding a language partner, going sight-seeing, asking Chinese friends for advice etc.

Q: With your Chinese language level improved, did you find you adapt to life in China better?

A: Yes, much so. I felt a lot less of an alien with improved Chinese. Chinese people would also treat me with more respect because I was no longer a 'dumb foreigner' in their eyes.

Transcript 8 访谈之八

Personal background

Name: Alice 爱丽丝

Age: 20 (while studying in Taiwan)

Family Background:

My parents are from Hong Kong, and we immigrated to Ireland 13 years ago, in 2001.

Previous Sojourn:

I have been to primary school for 1st and 2nd class in Hong Kong. I started 3rd class in Ireland. Basically I grew up in Ireland.

Interview theme 1: Socio-cultural adjustment

Motivation

Q: Why did you choose to learn Chinese?

A: well, I have to be honest; China was one of the emerging superpowers at that time (2010). I thought if I could speak Mandarin along with my Cantonese and English, it would give me an advantage in the business world.

Q: What were your parent's influences with you choosing to learn Chinese?

A: Well, they are Chinese so they agree that I should know about the history and cultures of China.

Q: What was your prior perception about China before you arrived there?

(What was your stereotype of China before you arrived there?)

A: Environment wise, I thought it would be very dirty. I heard China is one of the most polluted countries in the world. However, I thought Taiwan would be the same. That's the knowledge I have for China.

Q: How did you prepare yourself for going to China?

A: I went on so many websites to read so many reviews, diaries and journals from other people experiences. I booked my hotel which was located at the center of Taipei which is recommended by most people online. I also went on social media like Facebook to connect with the buddy that the University arranged for me. I talked to him for a few days online and got some advices from him.

Culture shock

Q: What's your impression of China and Chinese people?

A: I think Taiwan could be my home in the future. I love it very much. It is so different than other countries in Asia. It is a secured country compared to all other Asian countries. It is clean. People are polite and extremely friendly. They are willing to try their best to help you out when you are in trouble.

Q: To what extend do you feel overwhelmed by the cultural differences you experience in China?

A: I think I wasn't that overwhelmed by the cultural differences compared to my other classmates. However, I think Taiwanese people are extremely different from Hong Kong

people. I think they are equally living in a stressful city and moving at a very fast pace, however, they seem so relax. They are easy going and always have a positive attitude towards difficulties.

Q: What culture shock did you have in China?

A: I think the language might be the biggest cultural shock. They were speaking Taiwanese to me because they thought I am Taiwanese. Once I opened my mouth, they immediately knew I am not a local Taiwanese and changed to Mandarin. That was quite a surprise for me.

Q: What do you like most/least about living in China?

A: I have freedom to do whatever I wanted to. I am living at home with my parents before and after the exchange. In Taiwan, I was able to go out whenever, and go back home whenever. Transportation is also very convenient in Taiwan. I could get public transportation very cheaply.

Q: What difficulties did you encountered in the first semester? (List in order of importance)

1) Language/ communication 2) Financial 3) Food and Health 4) Accommodation, 5) Personal problems 6) Culture

A: The most difficult would be accommodation then Language/ communication, Food and Health, Personal problems, Culture and then lastly Financial

When I first arrived in Taipei, I was staying in a hotel, and my aim was to find accommodation within three days. At the start, I faced many difficulties. Language barrier was the biggest one. I did not know any word to bargain, I did not know the distance between a particular apartment and the university.

Q: What difficulties did you encountered in the second semester? (List in order of importance)

1) Language/ communication 2) Financial 3) Food and Health 4) Accommodation, 5) Personal problems 6) Culture

The most difficult thing would be personal problems. I think I started to have a little homesick in the second semester. Most of the international friends I made in the first semester went home and I felt lonely. However, it was interesting when a new group of international students came and it was my turn to show them around.

Q: What strategies did you develop to overcome these difficulties?

A: I started to make so many friends, both locals and international. Local Taiwanese friends, of course, can help me with attractions, cultures and language skills. International friends can share our difficulties together. We were experiencing the same thing together and overcome it together.

Homesickness and loneliness

Q: Were you homesick? Did you feel lonely?

A: I was homesick at the start of the second semester. I think it is because internet connection in the dorm was not stable. A Skype call from home was difficult to complete. I also missed my mum's cooking. I enjoy eating at home and eat homemade meals, but in Taiwan, I always eat in restaurants and unhealthy food.

Q: Did you often make phone calls or chat on-line to family members or friends in Ireland?

A: My family called me every week. The calls were always short but I think it was good to hear some familiar voices. I chat with friends online most of the time. Facebook isn't restricted in

Taiwan, I often uploaded pictures on it and friends often followed my latest news. I also sent postcards to family and friends.

Help and support

Q: What kind of help and support did you get?

A: I think friends helped a lot. Robert, my classmate who went to Taiwan with me from Ireland helped me for the whole year. We spent most of our time together. We went through most of the adventures together. We traveled together. We explained the location of Ireland to Taiwanese people together. My Taiwanese friend Steven also helped me so much. I was having Visa problem when I went back to Taiwan from Singapore. Steven was in the Taiwanese airport explaining to the staffs about my situation. He also showed me around Taiwan and even introduced his family to Robert and myself.

Q: Whom did you consult when you have a personal related or study-related problem?

A: I consult my parents when I have a personal related problem. The accommodation problem I mentioned before, I called my father several times to get advices. He advised me to get help from the university, I did and it worked out at the end with the help of the university staffs.

For study- related problem, I asked my teacher for help. One of the teachers pointed out to me that my biggest problem in speaking Mandarin was my Cantonese accent. I remember she spent 1 hour to teach me how to pronounce the word '走'.

Q: Did you make new friends in China? Which nationalities? What did you do with the different people you met in China?

A: I made so many friends in Taiwan. European, American, South American, Asian. I have to admit we drank so much in that year. Going to a bar, having a drink and chat with friends were the main social activities. However, we did some travelling around Taiwan. It was great fun to explore the country with friends.

Cultural identity

Q: What does being Irish mean to you? How did you describe your country to the people you met in Taiwan?

A: Because of my background, it took a few guesses for most people to know that I am from Ireland. When I told Taiwanese people I am from Ireland, I usually get a confused expression, after I explained my background then they might ask for the location of Ireland. I think Europeans, Americans have a very good idea about Ireland, the color green and the love of Guinness.

Q: What are the similarities and differences between Taiwanese culture and Irish culture?

A: I think Taiwanese education system is very different than the Irish. Taiwanese students are always under pressure. I remember one night after dinner I was on the bus with Steven. We saw some young girls wearing school uniform, and Steven told me they were just finished from cram school. He said that a student typically finished his day at around 9pm. I told him when I was a secondary student, my day finished at around 4pm, then I can go out and have fun with friends. Cram schools don't exist in Ireland. Steven was shocked.

Q: Do you have a Chinese name? Do you often use your Chinese name? Is it helpful to have a Chinese name?

A: I do have a Chinese name. I found it very interesting when people called me by my Mandarin name. Often, my parents call my name in Cantonese. When it changed it to Mandarin, it feels very different, I actually think it sounds better in Mandarin than in Cantonese. I always used my Chinese name in Taiwan. I think my English name was a little difficult for Taiwanese people to pronounce, especially the ones that cannot speak English. I found it very helpful to have a Chinese name.

Outcome of study

Q: What did you expect from studying in Taiwan?

A: Without a doubt, my expectation would be the improvement of the language skill. Also to understand the Taiwanese cultures was important to me. I was not happy with my previous Hong Kong trips because of the busy lifestyles, and overcrowded everywhere, I always thought I don't want to work and live in Asia. But this exchange changed my perspective of Asia.

Q: Have you changed since you lived in Taiwan? What kind of changes? Do you feel that you became mature after year-broad study?

A: I think I changed a lot. I am definitely more independent. I always thought I will need my family to do everything for me. I am more outgoing, I love to meet people and share my experiences. I used to hate travelling. I thought it was the most stressful thing. But after the exchange year, I would love to travel around the world, and visit the friends I made in Taiwan.

Interview theme 2: Learning Chinese Language in target language spoken country

Q: Are there any differences in learning and teaching styles between Ireland and Taiwan?

A: In Taiwan, classes are small, which allowed teachers to be more concentrated. However, class was 3 hours long, with 5 minutes break in between. Sometimes, it is difficult to focus for the entire three hours.

Q: Have you improved your reading, writing and oral-aural skills of Chinese during your study abroad?

A: I have improved my reading, writing and oral-aural skills. I think I improved mostly on oral and aural skill. I can barely understand when I first arrived in Taiwan. I remember for the first week, I had to deal with the accommodation problem, one time I have to write on a piece of paper to get my message across to the landlords. At the end of my exchange experience, I can have good conversations with my Taiwanese friends, and I can even understand their local jokes.

Q: What were the difficulties learning Chinese in the classroom?

A: At first I think doing presentations was a problem. Although I did presentations in class in Ireland before, but it was in front of familiar teachers and classmates. However, in Taiwan, I needed to present myself on my first day in front of the whole class. Also, Taiwanese teachers love to point out mistakes in front of everyone. I remember one of my teachers correct a classmate's exam in front of everyone, and failed him. After class, that student told us it was embarrassed for him and it would never happen in his own country.

Q: What were the difficulties learning Chinese in daily life?

A: Taiwan, as an international country, has English translations everywhere. A road sign, a door sign or instructions on maps have excellent English translation. If you ask for directions on a street, most Taiwanese people, especially the younger ones can answer you in very good English. If a young Taiwanese found out you can speak fluent English, he will try his very best to practice his English with you, which makes it difficult for us to practice Mandarin.

Q: How did you try to improve your Chinese language level?

A: I watched Taiwanese comedian shows at the weekends. I continue to watch them in Ireland. It improves my listening skill. Some comedian shows are related to the latest news in Taiwan which allows me to follow the latest trends.

Q: With your Chinese language level improved, did you find you adapt to life in China better?

A: Yes, much better. Not just in Taiwan, I have more confident living in Asia like Singapore, Malaysia and Hong Kong. I am able to make friends, call for help when I need to, and even get a job in Asia.

Transcript 9 访谈之九

Personal background

Name: Paul 保罗

Age: (while living in China) 41

Family ethnicity Background: Irish Citizen

Previous studying abroad experience before going to China: I never studied abroad prior to China.

Interview theme 1: Socio-cultural adjustment

Motivation

Q: Why did you choose to learn Chinese?

A: I have always had a fascination with Asia. Also, looking at how strong an economy China has, I felt the opportunities for employment were far better in China than in Ireland.

Q: What were your parent's influences with you choosing to learn Chinese?

A: There was no real influence – they have always said to me “if it makes you happy then do it”

Q: What was your prior perception about China before you arrived there?

(What was your stereotype of China before you arrived there?)

A: My prior perception was that the Chinese were very hard working and disciplined whilst being extremely polite and generous. Also, that they held a strong connection to their past and history.

Q: How did you prepare yourself for going to China?

A: In my case I had to simply allow myself to 'go with the flow' I was very conscious that I was going into a totally different environment and that there were going to be a lot of challenges, of which I was looking forward to.

Culture shock

Q: What's your impression of China and Chinese people?

A: Unfortunately the pollution situation in Beijing was a lot to take in. This effected my personal life as I am an avid runner, I could not do this in China. To be honest I adapt very easily in foreign surroundings and so despite the huge language barrier I was able to accept the Chinese for who they were. The Chinese were in-fact very nice but I found that they were not as disciplined as I first thought. China is a vast country and after travelling to different parts, I discovered that the Chinese are not all the same – they have many cultural differences themselves. For example: The people in Beijing seemed to be always about getting something from you while the people in Dalian seemed to far more friendly and hospitable.

Q: To what extend do you feel overwhelmed by the cultural differences you experience in China?

A: I didn't have any culture shock. I am extremely adaptable and fully accept people for who they are. I see ourselves as ambassadors for our country and must respect other cultures and adapt to other believe systems.

Q: What culture shock did you have in China?

A: If I was forced to choose one I guess it would have to be the lack of cleanliness in surrounding food and sanitation. Being very interested in health I can see a major problem in years to come for China.

Q: What do you like most/least about living in China?

A: I like most the diversity of people, culture and size of China. I dislike most the fact that the people seem to be unaware of the danger they are putting themselves under with bad food hygiene and sanitation. But to be honest, I actually loved every part of the experience.

Q: What difficulties did you encountered in the first semester? (List in order of importance)

1) Language/ communication 2) Financial 3) Food and Health 4) Accommodation, 5) Personal problems 6) Culture

1. Food and Health the most difficult.
2. Language / communication.
3. Financial
4. Accommodation.
5. Personal Problems
6. Culture being the least difficult to deal with.

Q: What difficulties did you encounter in the second semester? (List in order of importance)

1) Language/ communication 2) Financial 3) Food and Health 4) Accommodation, 5) Personal problems 6) Culture

1. Food and Health the most difficult.
2. Language / communication.
3. Financial
4. Accommodation.
5. Personal Problems
6. Culture being the least difficult to deal with.

Q: What strategies did you develop to overcome these difficulties?

A: I started to cook at home and only bought high end products. Language wise was something that I found very difficult to grasp but I am still trying. I tried to make friends but I found that difficult so I relied on Chinese TV program and movies.

Homesickness and loneliness

Q: Were you homesick? Did you feel lonely?

A: I didn't really feel that home sick to be honest. I didn't feel that lonely as the other students I was with become very close friends but I did perhaps miss my friends and the different kind of social gatherings one would have back in Ireland.

Noting that I naturally missed my family and mother in particular but as the following question explains.....

Q: Did you often make phone calls or chat on-line to family members or friends in Ireland?

A: I rang home once or twice a week and also being connected through Facebook means that you are in constant touch with family and friends so it does not seem like your that far away or missing much.

Help and support:

Q: What kind of help and support did you get?

A: There was little or no help support from the college while away. I found myself becoming the 'go to man' for students who were feeling very lost and homesick. This was something which I brought up with the college year heads back in Dublin.

Q: Whom did you consult when you have a personal related or study-related problem?

A: I spoke to friends over in China and while I was there I had a girlfriend so she became a great partner for such things.

Q: Did you make new friends in China? Which nationalities? What did you do with the different people you met in China?

A: I met a lot of new friends from all over the world. Indonesia (my girlfriend at the time), France, American, Lithuanian, Kazakhstan, Italian, English, Swedish and many more. We travelled to several different parts of the country and enjoyed day trips together. I also met several Chinese friends, we would mainly hang out around campus coffee shops and eat in restaurants. Noting that my main friends from China were actually the ones I met in Ireland the year previous.

Cultural identity

Q: What does being Irish mean to you? How did you describe your country to the people you met in China?

A: Being Irish means the world to me. Our identity defines who we are and our country plays a role in defining who we are to others. I consider us all ambassadors of our own country; how we behave reflects on how others see our nation. I respect other cultures and adapt to other believe systems. I explained to the Chinese that Ireland had an extremely clean and fresh environment, something which all the Chinese seemed very jealous of. I showed my class videos of our national sports and showed them our country side and cities expressing how fresh even our cities were.

Q: What are the similarities and differences between Chinese culture and Irish culture?

A: Rightly or wrongly – here is the thing with me – I do not see differences between a people, I see only experiences. Experiences help shape who we are. Both the Chinese and the Irish come from completely different backgrounds in regards to politics and control. While Ireland is a free and open society, China as we know is governed by a Communist controlled party but the communist party is not communist in the real sense of the word. Young people in particular are experience wealth which their forefathers could only dream of. There are more and more Chinese millionaires due to entrepreneurship. Obviously there are different family units in China which I feel is a psychological time bomb since the Chinese could only have one child this meant that they have no siblings, plus their wider branch of family is very small. So if both a mother and father pass away the child is left with a very limited number of family to relate to. Unlike Ireland whereby, there tends to be a large circle of family to avail of during times of distress. This is an area in which I am very interested as to the psychological impact of a single child policy (knowing that it is now a 2 child policy)

One difference if I had to choose was in the lines of sex and friendship. In Ireland and indeed the west sex and the talk of sex is far more widespread. Young people in the west would have no problem having meaningless sex with each other and would move from one partner to the other. The Chinese seem to have more control on the this and indeed more respect for the idea of sex and partners but again as the western influence becomes more and more prevalent, I can see this changing also.

Q: Do you have a Chinese name? Do you often use your Chinese name? Is it helpful to have a Chinese name?

A: My Chinese name is 王明阳. Yes I would have used this all the time in China. Plus, the Chinese seemed to feel the name suited me very well. Wang meaning King or leader and Mingyang could symbolise bright, energetic and (somewhat) intelligent. Since I was always seen as the person to talk to or the person you go to if you needed some assistance in anything I think this name became rather appropriate.

Outcome of study

Q: What did you expect from studying in China?

A: I expected and hoped that I would become for more proficient at Chinese. That was my goal but I must admit I have not – this is solely my fault and no one else's. I should have made more of an effort while in China.

Q: Have you changed since you lived in China? What kind of changes? Do you feel that you became mature after year-broad study?

A: To be honest I haven't changed at all – perhaps this is to do with the fact that I am now 42 and somewhat appreciative of the things around and accept that things change and flow. The one thing I did learn or more so confirm is that I can work anywhere and live anywhere in the world and I am sure I will be just fine.

Interview theme 2: Learning Chinese Language in target language spoken country

Q: Are there any differences in learning and teaching styles between Ireland and China?

A: Obviously the fact that you are in the host country of the language means you are hearing Chinese all the time. This is important for obvious reasons. The teachers in China I think are under far more pressure to perform as they can be replaced relatively easily by their college and so there may be more attention given to the classes due to fear of them losing their positions.

Q: Have you improved your reading, writing and oral-aural skills of Chinese during your study abroad?

A: I did of course while I was in China but that seems to have faded very quickly since returning to Ireland. The obvious reason for this is that we have left the Chinese environment and unlike other languages, if you are not surrounded by Chinese then it seems to leave us very fast.

Q: What were the difficulties learning Chinese in the classroom?

A: For me it was the academic book learning – I am a people person and learning from a book is very difficult but I do appreciate it has to be done.

Q: What were the difficulties learning Chinese in daily life?

A: Here it is the frustration on both side trying to get a simple message across like asking price and directions. But as time went by this became more and more natural.

Q: How did you improve your Chinese language level?

A: I improved my Chinese language level mainly through the daily life experiences. Going to the shops, movies etc. this is key.

Q: With your Chinese language level improved, did you find you adapt to life in China better?

A: My Chinese did not improve too much, as I stated but of course the better you are to the native language the more at ease you are to go out on your own and explore the surroundings. And the more friends you will find you can make as you can find commonalities.

Interview Transcript 10 访谈之十

Personal background

Name: Eoin 欧文

Age - 26; family background - Irish; previous cross-cultural experience - none.

Interview theme 1: Socio-cultural adjustment

Motivation and expectations

Q: Why did you choose to learn Chinese?

A: I have always had a profound interest in languages and wanted to do a degree in translation. Once I saw Chinese was a language option to choose from, I didn't think twice. Furthermore, apart from the commonly perceived difficulties in learning such a linguistically foreign language, I also always had an interest in learning more about the Chinese culture.

Q: What was your parents' advice?

A: They were both extremely supportive in my decision to study Chinese.

Q: What was your prior perception of China before you studied there?

A: I thought China was a 'strange' place as the culture was so different. I also did not know many Chinese people prior to visiting China. However, I had little to no knowledge of China and this perception was certainly influenced by the constant negative stories portrayed of

China by the western media. It is worth mentioning that this perception drastically changed upon arrival in China.

Q: How did you prepare yourself for going to China?

A: DCU prepared a self-designed handbook and organized several extra-curricular activities to help prepare us to go to China.

Culture shock

Q: When did you first experience culture shock in China?

A: Culture shock set in after approximately 8-9 weeks of being in China. The realization of being so far from home and having to spend another 10 months in such a foreign culture country started to become very overwhelming.

Q: To what extent did you feel overwhelmed by the cultural differences you experienced in China?

A: It felt extremely overwhelming. The cultural differences between Irish and Chinese culture are so vast. Peoples' unexplainable/foreign behavior, along with the language barrier and unfamiliarity with many different types of foods made it very difficult to do the simple things.

Q: What's your impression of China and Chinese people?

A: China and the Chinese people have had a profound impression on my life, and I have only fond thoughts of both. The country is so vast with unimaginable, beautiful scenery. The people are extremely friendly and hospitable, removing any feeling of nervousness that you may have prior to going to the country.

Q: What do you like most/least about living in China?

A: The main thing I liked about living in China was getting to know its people, culture and language. It would be impossible to single out one aspect that I liked the most. The language classes that were put on in the University were second to none, and extremely enjoyable. The main thing I disliked about China is its lack of concern for hygiene, especially regarding food, although there is admittedly a growing awareness among people to improve hygiene levels.

Difficulties encountered and coping strategies

Q: What difficulties did you encounter in the first semester?

A: 1) Accommodation 2) Culture 3) Language/ communication 4) Food and Health 5) Financial
6) Personal problems

Q: What difficulties did you encounter in the second semester?

A: 1) Personal problems 2) Culture 3) Language/ communication 4) Food and Health 5)
Accommodation 6) financial

Q: What were your coping strategies?

A: I always told myself how lucky I was to be where I was and the opportunity that I had been given whenever I encountered difficulties.

Homesickness and loneliness

Q: Were you homesick? Did you miss Ireland?

A: After the first 8-9 weeks I became homesick and missed my friends and family in Ireland, but never to an extent that I considered leaving China

Q: Did you often make phone calls or chat on-line to family members or friends in Ireland?

A: Yes, at the beginning, phone calls or skype calls were almost daily as it was tough adjusting to such a different culture and lifestyle, but as time went on they became less frequent as I became more familiar with my life in China.

Help and support

Q: What kind of help and support did you get?

A: My friends and family provided great help and support. Both of my parents came over to visit me on separate occasions during my time in China which helped considerably.

Q: Whom did you consult when you have a personal related or study-related problem?

A: I normally contacted the woman who was head of the Chinese language program in DCU if I had any study-related issue. Other than that, I would speak to my parents.

Q: Were you living with Chinese people?

A: No. I was living with two other Irish students.

Q: Did you make new friends in China?

A: Yes.

Q: Which nationalities?

A: Chinese, German, French, Indonesian, Belgian, Welsh, American.

Q: What did you do with the different people you met in China?

A: We socialized daily by eating meals together and enjoyed ourselves.

Cultural identity

Q: What does being Irish mean to you?

A: Being Irish means a lot to me. I am extremely proud of my nation.

Q: How did you describe your country to the people you met in China?

A: Not all Chinese people had heard of Ireland, so I described it as a very small, beautiful country geographically with a long, interesting history.

Q: What are the similarities and differences between Chinese culture and Irish culture?

A: There are in fact a lot of similarities between both cultures. For example, both Irish and Chinese people are very proud of where they come from, and share a commonality in their histories of oppression from neighboring countries. I would also consider Irish and Chinese people to be quite similar in their laid-back approach to life, where peoples' main concern is to treat others with respect and provide as best they can for their families.

Q: Do you have a Chinese name? Do you often use your English name or Chinese name?

A: When I first meet a Chinese person, I will introduce myself as 欧文.

Q: Do you feel it was helpful to have a Chinese name?

A: I feel it was helpful to have a Chinese name. Because my name is quite a difficult name to pronounce for Chinese people so it certainly helped in that regard. It also made me feel more integrated into the Chinese culture.

Outcome of study

Q: Have you changed since you lived in China? What kind of changes?

A: I would say that living in China helped me mature as a person and become more independent in terms of looking after myself. It also gave me a greater perspective on what is important in life and how lucky I am (i.e. family, friends, and being happy).

Q: Do you feel that you became mature after year-broad study?

A: Yes. I feel that every student should be encouraged to live abroad for a certain amount of time to help them mature.

Interview theme 2: Learning Chinese Language

Q: Are there any differences in learning and teaching styles between Ireland and China?

A: Throughout my time studying the Chinese language, I have only ever had Chinese teachers. Their teaching styles were all quite similar, although there was a more systematic structure to the language classes in Xiamen University.

Q: What were the main difficulties encountered learning Chinese in the classroom?

A: Learning the tones and characters provided the most difficulties for me learning Chinese.

Q: What were the main difficulties encountered learning Chinese in your daily life?

A: It was quite difficult to integrate into the Chinese society and form proper friendships with Chinese people as Chinese people are quite reserved and due to the language and cultural barrier. Therefore, you can find yourself spending more time with your European and American classmates. So in that sense, the opportunities to speak Chinese on a daily basis was more difficult. Furthermore, Chinese people always saw you as an opportunity for them to practice their English.

Q: Did your reading, writing and oral-aural skills improve during your study abroad?

A: Yes. My reading, writing and oral-aural skills all developed significantly during my stay in China.

Q: How did you improve your Chinese language level inside and outside the classroom?

A: Inside and outside the classroom I worked extremely hard to improve my language skills. I would spend hours in the library on a daily basis reading and writing Chinese characters and made a conscious effort to meet my Chinese friends regularly to improve my oral-aural skills.

Q: When your Chinese language level improved, did you find you adapted better to life in China? A: Once my Chinese language level improved, my confidence grew and life became much easier when I could communicate better.

Interview Transcript 11 访谈之十一

Personal background

Name: Jamie 吉米

Age: 22

Family Background: Family of 5 from Dublin, Ireland

Previous cross-cultural experience: Before China I had very little as I had only been away to parts of Europe similar to Ireland such as resorts in Spain, Portugal and the UK.

Interview theme 1: Socio-cultural adjustment

Motivation and expectations

Q: Why did you choose to learn Chinese?

A: I always had an ambition to go into business and my guidance counselor in secondary school told me to pick a language too, I seen Taiwan as one of the largest growing markets in the world and decided to study the language.

Q: What are your parents' advices?

A: My mother was actually against me doing the course, but when she heard me explain why, she thought it was a good idea and was happy I was doing it.

Q: What was your prior perception about China before you studied there?

A: I had no idea what to expect, I presumed everything would be a sky rise and there would be people everywhere.

Q: How did you prepare yourself for going to China?

A: Mentally I wasn't prepared at all; I was trying to prepare myself from living alone and away from my family more so, than preparing to go to Taiwan.

Culture shock

Q: What culture shock did you have when you first arrived in China?

A: I expected Taiwan to be huge but not as big as I was expecting, I was unable to eat the food and of course coming from Ireland, I never got used to the weather in Taiwan.

Q: To what extend do you feel overwhelmed by the cultural differences you experience in China?

A: Very overwhelmed, I was very homesick for the first month there but I was helped by friends and families.

Q: What's your impression of China and Chinese people?

A: I thought Taiwanese people were very kind and open and I ended up falling in love with the country.

Q: What do you like most/least about living in China?

A: I liked that Taiwan was a very safe place I never once felt in any danger as the people were always so kind, I most disliked that I was a 24 hour flight away from any family.

Difficulties encountered and coping strategies

Q: What difficulties did you encounter in the first semester? (List in order of importance)

A: 1) Language/ communication 2) Financial 3) Food and Health, 4) Personal problems 5) Culture 6) Accommodation

Q: What difficulties did you encounter in the second semester? (List in order of importance)

A: 1) Financial 2) Food and Health, 3) Personal problems 4) Language/ communication 5) Culture 6) Accommodation

Q: What are your coping strategies?

A: Just staying in touch with my family back home and listening to their support, becoming more independent and more mature in myself also helped.

Homesickness and loneliness

Q: Were you homesick? Did you miss Ireland?

A: Yes, I missed my family members.

Q: Did you often make phone calls or chat on-line to family members or friends in Ireland?

A: Yes, I tried to call my mother once a day.

Help and support

Q: What kind of help and support did you get?

A: My mother would always help or my Taiwanese friends would always help.

Q: Whom did you consult when you have a personal related or study-related problem?

A: My Taiwanese friends.

Q: Were you living with Chinese people?

A: No, I lived with another member of my class from Ireland.

Q: Did you make new friends in China? Which nationalities? What did you do with the different people you met in China?

A: I made many new friends, of all nationalities even other Irish people. I would regularly meet up with these friends for food or just to hang out and take in everything Taiwan had to offer.

Cultural identity

Q: What does being Irish mean to you? How did you describe your country to the people you met in China?

A: Being Irish means a lot to me, I am very proud to be an Irish citizen and wear my heritage with pride. I met many Irish people over in Taiwan and they were much the same. I described Ireland as a beautiful and scenic island with wonderful, fun loving and carefree people, there is nowhere in the world like Ireland, it is a very unique place.

Q: What are the similarities and differences between Chinese culture and Irish culture?

A: Both cultures seem very family orientated which obviously helped me when I was away and they both have a real sense of community in town and villages, the food, rituals and festivals are all strikingly different.

Q: Do you have a Chinese name?

A: I do have a Chinese name. My Chinese teacher gave it to me in first year.

Q: Do you often use your English name or Chinese name?

A: Both, I'm very proud of my Chinese name, and what I achieved in learning the Chinese language.

Q: Do you feel it was helpful to have a Chinese name?

A: Yes, certainly I would have been given one anyway by my Chinese teacher.

Outcome of study

Q: Have you changed since you lived in China? What kind of changes?

A: I have become more mature and more independent in myself after year-broad study. Living by myself for the first time and in a country nothing like I had experienced before meant I had to grow up fast.

Interview theme 2: Learning Chinese Language

Q: Are there any differences in learning and teaching styles between Ireland and China?

A: I actually found they were quite similar, the days in Taiwan were more intense as they were 3 hours straight with no breaks.

Q: What were the difficulties learning Chinese in the classroom? What were the difficulties learning Chinese in daily life?

A: Yes, they used as little English as possible so when I had an issue I sometimes could not explain it very well.

Q: Have you improved your reading, writing and oral-aural skills of Chinese during your study abroad?

A: Yes, absolutely my Chinese has vastly improved since going to Taiwan.

Q: How did you improve your Chinese language level inside and outside the classroom?

A: By practicing as much as I could every day by talking to people inside and outside using only Chinese.

Q: With your Chinese language level improved, did you find you adapt to life in China better?

A: Yes, certainly life became very easy after a couple of months practicing.

Interview Transcript 12 访谈之十二

Personal background

Name: Jason 杰森

Age: 20

Family Background: Dublin, Ireland

Previous cross-cultural experience: Before China I had very little cross-cultural experience

Interview theme 1: Socio-cultural adjustment

Motivation and expectations

Q: Why did you choose to learn Chinese?

A: I had only been interested in languages previously at school so my first criterion for a college course was that it had to be a language course. With regard to Chinese, it looked the most interesting of all of the language options available on the undergrad course, plus in the corner of my mind I had remembered something about the Chinese economy doing really well so it seemed like the right choice for me.

Q: What are your parents' advices?

A: My parents were very supportive of my decision to study Chinese.

Q: What was your prior perception about China before you studied there?

A: I knew very little about China before studying there. The general things I knew was that there were a lot of people and that despite its recent prosperity, some parts were still quite poor

Q: How did you prepare yourself for going to China?

A: I personally didn't do a lot of preparation before going to China outside of the standard preparation like getting vaccinations and visas. I wanted to just go and enjoy the experience so I didn't give it too much thought. In college, we continued with our language classes and we would be show Chinese movies and hear about history, culture etc. so I guess that worked as a form of preparation too

Culture shock

Q: What culture shock did you have when you first arrived in China?

A: I saw some things that I thought were strange on arrival in China. Things like how dangerous it is to cross the road because of the very bad driving habits of some motorists and parents holding small children over the side of the road so that they can go to the toilet directly in the gutter. I found things like this more strange initially than shocking but I got used to these things after a while.

Q: To what extend do you feel overwhelmed by the cultural differences you experience in China?

A: Not very. I had prepared myself mentally beforehand in terms of knowing that the culture would be quite different. I also consider myself to be quite an easygoing person too so I really just accepted the situation as it was.

Q: What's your impression of China and Chinese people?

A: I really like and admire China and Chinese people.

Q: What do you like most/least about living in China?

A: What I liked most was how well I got on with the Chinese people. I found we often had a similar outlook on life so I developed a great affection for the people while over there.

What I liked least was probably the pollution and noise of the larger cities

Difficulties encountered and coping strategies

What difficulties did you encounter in the first semester? (List in order of importance)

- 1) Language/ communication
- 2) Accommodation,
- 3) Culture
- 4) Food and Health
- 5) Personal problems
- 6) Financial

What difficulties did you encounter in the second semester? (List in order of importance)

- 1) Language/ communication
- 2) Financial
- 3) Food and Health
- 4) Culture

- 5) Accommodation
- 6) Personal problems

Homesickness and loneliness

Q: Were you homesick? Did you miss Ireland?

A: Not too much. Occasionally, if I was having a bad day I might miss home a little but generally I was fine.

Q: Did you often make phone calls or chat on-line to family members or friends in Ireland?

A: I probably made one phone call every couple of weeks to my family and the occasional Skype call to friends

Help and support

Q: What kind of help and support did you get?

A: Our University had a contact person for us in the university in China, though he was often difficult to reach. My parents supported me financially from time to time

Q: Whom did you consult when you have a personal related or study-related problem?

A: Usually a classmate who I was close to

Q: Were you living with Chinese people?

A: No. I was living with either non-Chinese or on my own

Q: Did you make new friends in China? Which nationalities? What did you do with the different people you met in China?

A: Yes, I made friends from Germany, Russia, the Philippines and Indonesia mainly. With the German and Russian friends we would go out and drink at the weekends in bars and have dinner or watch movies in our apartments during the week.

Cultural identity

Q: What does being Irish mean to you? How did you describe your country to the people you met in China?

A: Being Irish is very important to me but I'm not over the top about my nationalism in any way. These days I consider myself a citizen of the world more than anything else. I developed a much more keen sense of national identity during my time in China however. I described Ireland as a small but beautiful island on the edge of Ireland with a rich literary culture and history but I also described Ireland as a place with serious problems as we were in a very bad recession at the time: 2010-2011.

Q: What are the similarities and differences between Chinese culture and Irish culture?

A: I think there are many similarities between both cultures. One is that we have both been oppressed for periods in our history. I think this has shaped the outlook of both the Chinese and Irish on life in a similar way. Having a very close family relationship is also central in both cultures. There are some obvious cultural differences like religious and linguistic differences but I actually think that Chinese and Irish are fundamentally more similar than they are different

Q: Do you have a Chinese name? Do you often use your English name or Chinese name? Do you feel it was helpful to have a Chinese name?

A: Yes, I used (and continue to use) a Chinese name. I mainly use my English name but I think having a Chinese name is useful as I find that Chinese people really appreciate that you have made the effort to choose a Chinese name and will be friendlier towards you as a result.

Outcome of study

Q: Have you changed since you lived in China? What kind of changes?

A: I became more open to learning new experiences and I developed an enduring fascination with and love for Chinese people, language and culture. My time spent studying in China is something that I cherish.

Q: Do you feel that you became mature after year-broad study?

A: Yes, I definitely became more mature as a result of my time spent in China.

Interview theme 2: Learning Chinese Language

Q: Are there any differences in learning and teaching styles between Ireland and China?

A: I found that Chinese teachers in China tend to only speak Chinese in class whereas Chinese teachers in Ireland tend to use a combination of both languages.

Q: What were the difficulties learning Chinese in the classroom? What were the difficulties learning Chinese in daily life?

A: Sometimes when meeting Chinese friends outside of the classroom, they may not be fully aware of your level and so may use Chinese that is too difficult to understand.

Q: Have you improved your reading, writing and oral-aural skills of Chinese during your study abroad?

A: Yes. I would be confident in saying that I learned more in one year abroad than I did in three other years of college. I sat HSK exams and passed Level 5.

Q: How did you improve your Chinese language level inside and outside the classroom?

A: I tried to make friends outside of the classroom in China and also among the Chinese community in Ireland to practice my language skills.

Q: With your Chinese language level improved, did you find you adapt to life in China better?

A: Yes, much better. I think having language skills is crucial to adapting. Particularly in a country where the culture is so different to our own.

Interview Transcript 13 访谈之十三

Personal background

Name: Eva 伊娃

Age: 20

Family background: Irish

Previous cross-cultural experience: I am very interested in languages. I had visited Asia before

Interview theme 1: Socio-cultural adjustment

Motivation and expectations

Q: Why did you choose to learn Chinese?

A: Chinese is a very complex language that intrigued me because it is the most widely spoken language in the world. Chinese is the second largest economy in the world so I figured it would be good for my future career. The culture also intrigued me.

Q: What are your parents' advices?

A: My parents thought that it was a great idea to study as it was very different from anything I'd learnt before. They weren't too happy about me leaving them for a year. But they got over that quickly!

Q: What was your prior perception about China before you studied there?

A: To be honest, I didn't know much about Taiwan before I came here, I knew about the history and the relations with China but I didn't know so much about the people. I was originally very nervous before coming here.

Q: How did you prepare yourself for going to China?

A: There was a lot of preparation necessary for going to Taiwan, in terms of Visas, medical certificates, booking flights, part time job - having enough money to fund the year, making sure I had conversational speech - enough to get by etc.

Culture shock

Q: What culture shock did you have when you first arrived in China? (Please give some critical incidents)

A: The original culture shock for me was that wherever I went with friends everyone would stare, it's not necessarily a nice feeling as you feel like the odd one out. Originally I didn't see many other foreigners here, obviously now there are a few within my college district but there is a lot more Asians than foreigners. Obviously I knew that would be the case as we are in Asia but sometimes I feel like I stick out like a sore thumb. Obviously the language barrier was a huge one also, I have learnt Chinese for the past two years in DIT but my Chinese conversational level was nowhere near it needed to be for everyday life in Taiwan.

Q: To what extent do you feel overwhelmed by the cultural differences you experience in China?

A: I've never felt overwhelmed by them as I like change, change is interesting but there are times when I wish I was back home.

Q: What's your impression of China and Chinese people?

A: Upon living in Taiwan I find that the majority of the people are all very polite, friendly and try their best to help you when they can. I am astonished at how organised they are, in terms of queuing and being orderly. It's nothing like the mannerisms in Ireland - I'll tell you that!

Q: What do you like most/least about living in China?

A: What I like the most about living in Taiwan is that it is such a beautiful country, it has so much to offer in terms of sightseeing, hiking, waterfalls, night markets etc. Taipei is such a convenient city to live in because you can get on the MRT (great transport system) from the city centre out to the hot springs or a night market. There's so many places to see.

Difficulties encountered and coping strategies

Q: What difficulties did you encountered in the first semester? (List in order of importance)

- 1) Language/ communication
- 2) Financial
- 3) Food and Health
- 4) Accommodation
- 5) Personal problems
- 6) Culture

Q: What difficulties did you encountered in the second semester? (List in order of importance)

- 1) Language/ communication

- 2) Financial
- 3) Food and Health
- 4) Accommodation
- 5) Personal problems
- 6) Culture

Q: What are your coping strategies to overcome the difficulties?

A: Financial is the major issue, and I think it's ridiculous how there is no mandatory compensation from DIT or a financial institution. I am aware that there is limited funding from DIT but that's only if you meet specific requirements in terms of income etc. No matter what your family income is, it's a very tough year in terms of financing, along with paying our regular tuition to DIT we also have to pay €800+ for our third semester here. Along with food, transport, rent, bills it's quite trying. We are not allowed to work on a resident student visa. So I wish I had known how hard it would be financially as I would have started saving a lot more from 1st year.

Homesickness and loneliness

Q: Were you homesick? Did you miss Ireland?

A: There's only been one particular occasion when I was really homesick and at that time I felt really lonely, obviously there's good days and bad days, but mainly good days. I miss my family and friends but I'm happy being here! I miss Ireland and the craic, there's not that much of a drinking culture here in Taiwan. Taiwanese students in contrast to Irish students seem years behind. In terms of social skills, they are very shy.

Q: Did you often make phone calls or chat on-line to family members or friends in Ireland?

A: Yeah I often make calls on Whatsapp or FaceTime to my family and friends. We keep in touch.

Help and support

Q: What kind of help and support did you get?

A: I got financial help and support from my parents. The Taipei Representative Office in Hatch Street Lower helped me in terms of my Visa... which was a very grooming process. I wish I had of gotten that sorted a lot earlier than I did because they failed to mention one piece of information every time I went to send it.

Q: Whom did you consult when you have a personal related or study-related problem?

A: I haven't really had any personal related problems but if I do I'd probably just talk to mom or dad. A Study related problem I would talk to my lao shi, the teachers out here are incredible. I was lucky to get the same teacher this semester (Semester 2) and she's great.

Q: Were you living with Chinese people? Do you think it is helpful for Chinese language learning?

A: I was not living with Chinese people, I was living with my boyfriend who's here on a working visa, and my classmates/besties from DIT Kate & Jess. To be honest I don't think it would have been better to live with Chinese/Taiwanese people, I feel like it would be lonely and miss home even more. Living with likeminded Irish people is great, we practice enough Chinese daily, it's nice to come home and give it a break.

Q: Did you make new friends in China? Which nationalities? What did you do with the different people you met in China?

A: Yeah we've made friends here, Taiwanese, Canadian, Vietnamese, Brazilian, English etc. We go for dinner, go clubbing, go hiking etc.

Cultural identity

Q: What does being Irish mean to you? How did you describe your country to the people you met in China?

A: I'm proud to be Irish, being away actually makes me realise how awesome Ireland is and how many places I haven't seen in it, but I'll tick them off my list when I get back. I described it as very small, green, with loads of lovely people.

Q: What are the similarities and differences between Chinese culture and Irish culture?

A: To be honest I haven't found many, other than the basics of any culture, they like to eat, sleep.

Q: Do you have a Chinese name? Do you feel it was helpful to have a Chinese name?

A: I have Chinese name. I would say it is useful yeah people are kind of astonished when they think you're just a foreigner and then it's like oh she has Chinese name. Basis for a conversation starter.

Outcome of study

Q: Have you changed since you lived in China? What kind of changes?

A: I wouldn't say I've changed much, I look at things differently obviously in terms of culture, I'm more grateful for my family and friends back home and I'm a lot more money conscious. I still do the routine I do back home though, it's pretty similar for me go to college, exercise, eat, have fun on the weekends, go see stuff etc.

Q: Do you feel that you became mature after year-broad study? Please give some examples.

A: I've probably matured a bit considering it's the first time I've lived out of home, I feel like a house wife, constantly washing clothes, sweeping, cleaning, emptying the dryer... the list goes on! These are the things I wish I had my mom for. Other than her company obviously.

Interview theme 2: Learning Chinese Language

Q: Are there any differences in learning and teaching styles between Ireland and China?

A: Yes! I really love the teaching style here. There's no messing around. For three hours every day it's Chinese start to finish - no English, we play games to wake us up at the start of class if we're sleepy, you get partnered with people for questions and they just make the process of learning Chinese a lot more fun than at home.

Q: What were the difficulties learning Chinese in the classroom? What were the difficulties learning Chinese in daily life?

A: Initially it was the fact that there was no English, but I can honestly say I've learnt more Chinese here in three months than I have at home for two years. You're speaking it constantly every day. If I could give advice to the course at home I would say to not waste valuable teaching hours on History/Culture of China and Taiwan. Obviously it's good to know

but one or two classes a month on that would be fine rather than 3 or 4 hours a week. I would have rather those hours be spent on Speaking.

Q: Have you improved your reading, writing and oral-aural skills of Chinese during your study abroad? Please give some examples. Did you take HSK exam?

A: I have significantly improved in reading, writing and oral-aural skills. Speaking was always a difficulty for me. I understood the writing, I found it interesting. But the tones I just could not grasp the tones. Listening and speaking the language subconsciously places the tones in your head which is handy.

Q: How did you improve your Chinese language level inside and outside the classroom?

A: I listen attentively in class, try my best to speak in shops, doctors, whatever the situation may be.

Q: Do you use Facebook or Wechat to make friends in China and practice Chinese?

A: Yeah, I wouldn't necessarily practice my Chinese via those unless I was speaking to a classmate or something.

Q: Do you use App such as Wechat, Line to make friends and improve your Chinese? Do you watch Chinese movies or read newspaper or books?

A: Yes Line mainly, everyone seems to have line in Taiwan. No I don't really watch Chinese movies or anything. I could but I'd prefer the English ones.

Q: With your Chinese language level improved, did you find you adapt to life in China better? Please give some examples.

A: Definitely, it's so much easier to talk to people than it was 3 months ago. I can actually have conversations. :)

Interview Transcript 14 访谈之十四

Personal background

Name: Jack 杰克

Age: 22

Family background: Irish

Previous cross-cultural experience: none

Interview theme 1: Socio-cultural adjustment

Motivation and expectations

Q: Why did you choose to learn Chinese?

A: I was interested in the Chinese culture, but mostly it came down to the fact that China is experiencing rapid economic growth and is a very large market with many opportunities. I felt that learning Chinese could improve my job prospects.

Q: What are your parents' advices?

A: My parents were supportive, they believed that it was a very unique skill. However, they were hesitant to the fact that I would be living abroad for a long period of time.

Q: What was your prior perception about China before you studied there?

A: It appeared that the government had a lot of control over the citizens, I heard how the internet access was restricted and that there was lots of air pollution in the major cities.

Q: How did you prepare yourself for going to China?

A: I watched Chinese television channels to try and improve my Chinese. I also researched things like apartments, food prices, public transport, etc. I also asked people who have lived in China about their experiences.

Culture shock

Q: What culture shock did you have when you first arrived in China? (Please give some critical incidents)

A: Everyone would stare at me as if I was an alien on the bus, train, in the street. The food was very different as well, the smell of stinky tofu in the night markets took a while to get used to.

Q: To what extent do you feel overwhelmed by the cultural differences you experience in China?

A: I never really felt overwhelmed by the cultural differences, I saw them as a learning opportunity.

Q: What's your impression of China and Chinese people?

A: Overall it's a good impression, Chinese culture is different but interesting.

Q: What do you like most/least about living in China?

A: I liked the low cost of living and the nightlife, although Chinese food is nice, I missed food from home. Also there is so many people, rush hour in the subway was not enjoyable.

Difficulties encountered and coping strategies

Q: What's most difficult thing did you encountered in the first semester? Can you explain the reason please? (Language/ communication, Financial, Food and Health, Accommodation, Personal problems, Culture)

A: Some financial trouble, as my Irish bank limited my withdrawal amount, so it was difficult to pay rent. It was hard to order food and use public transport at first.

Help and support

Q: What kind of help and support did you get? Whom did you consult when you have a personal related or study-related problem?

A: I talked with my roommate or friends/family about any personal problems and with my teacher about any study-related problems.

Q: Were you living with Chinese people? Do you think it is helpful for Chinese language learning?

A: I was not living with Chinese people, I lived with an Irish person. However, I knew other people that lived with Chinese people and their language level was very high, so I think living with Chinese people is very beneficial to language learning as long as they do not want to just improve their English level and not speak Chinese to you.

Q: Did you make new friends in China? Which nationalities? What did you do with the different people you met in China?

A: Yes, I made friends with people from the UK, Germany, South Korea, Honduras, Taiwan, Thailand, and Australia. We usually went to places like restaurants, cinemas and nightclubs.

Cultural identity

Q: What does being Irish mean to you? How did you describe your country to the people you met in China?

A: Being Irish means that we have a unique culture and sense of humor. I would tell people Ireland is an island beside England, we like to drink beer and eat potatoes. I would play to the stereotype of Irish people.

Q: What are the similarities and differences between Chinese culture and Irish culture?

A: Irish and Chinese people both feel it necessary to take care of your parents when they get older. When at a restaurant I noticed Chinese people order many dishes and share amongst everyone, Irish people normally just order their own meal.

Q: Do you have a Chinese name? Do you feel it was helpful to have a Chinese name?

A: Yes, I have a Chinese name. I feel it was good to have because it showed the Chinese people that you were not just a tourist and you could actually speak some Chinese.

Outcome of study

Q: Have you changed since you lived in China? What kind of changes?

A: Yes, my language skills have improved and I have a greater understanding of Chinese culture.

Q: Do you feel that you became mature after year-abroad study? Please give some examples.

A: Yes, I feel that I became mature after year-abroad study. I can wash and iron my own clothes now, I know I can travel the world on my own, book my own tickets and organize journeys. I am more understanding of different cultures and human behavior.

Interview theme 2: Learning Chinese Language

Q: Are there any differences in learning and teaching styles between Ireland and China?

A: I would say that the teaching style in China is more intense and more focus is put into exams than in Ireland.

Q: What were the difficulties learning Chinese in the classroom? What were the difficulties learning Chinese in daily life?

A: In the classroom it is difficult when other students are disruptive and do not want to learn. Outside, it is difficult when everyone speaks English.

Q: Have you improved your reading, writing and oral-aural skills of Chinese during your study abroad? Please give some examples.

A: Yes, my language skills improved greatly. I can understand radio/TV/articles in Chinese much better than I could before I studied abroad.

Q: How did you improve your Chinese language level inside and outside the classroom?

A: I watched Chinese television, read Chinese articles, talked with Chinese people where I worked.

Q: Do you use Facebook or WeChat to make friends in China and practice Chinese? Do you use App such as WeChat, Line to make friends and improve your Chinese? Do you watch Chinese movies or read newspaper or books?

A: I used Facebook to make Chinese friends, however I would have liked to make more than I did. I watched about 10-15 Chinese movies, I tried to read the newspaper while waiting to get my haircut in China and get looked at funny while doing so.

Q: With your Chinese language level improved, did you find you adapt to life in China better? Please give some examples.

A: With my Chinese language level improved, I adapted to life in China better. I was able to order food in a restaurant, and have a conversation with the shop worker, and be able to stop people from trying to cheat me. I could talk to my landlord and buy bus tickets.

Interview Transcript 15 访谈之十五

Personal background

Name: Lorna

Age: 22

Age; family background; previous cross-cultural experience.

22, Irish, limited- I spent 5 weeks in Spain

Interview theme 1: Socio-cultural adjustment

Motivation and expectations

Q: Why did you choose to learn Chinese?

A: I enjoy languages and studied French and Spanish for 6 years in secondary school however I wanted to study a language that was very different so I chose Chinese.

Q: What are your parents' advices?

A: They thought the combination of Chinese and Business was good so they told me to go for it. They think having a language as part of my degree is very beneficial.

Q: What was your prior perception about China before you studied there?

A: I thought it was very complicated and didn't understand how anyone could learn it because of how different it is to English. I also thought it sounded too odd until I understood and learnt the sounds used in Chinese.

Q: How did you prepare yourself for going to China?

A: I didn't really. I spoke to a few people who had been but I didn't really know what it was going to be like.

Culture shock

Q: What culture shock did you have when you first arrived in China? (Critical incidents)

A: There was so many people everywhere. I didn't know where to look. I found the language barrier really difficult as well as the food. I hated the food.

Q: To what extent do you feel overwhelmed by the cultural differences you experience in China?

A: I can't say one thing in particular. It was a combination of many things. I struggled to adapt to everything in china for the first 4 months. I wasn't able to settle in because I missed home.

Q: What's your impression of China and Chinese people?

A: Chinese people are very different to Irish. I can't say they were all a certain way because they are all different. Some people were lovely and kind and others were rude and I didn't understand why everyone pushed each other. I thought some of the mannerisms were rude but then I remembered that China has a very different culture to Irish, so what I may think is rude, to Chinese it isn't.

Q: What do you like most/least about living in China?

A: I loved how cheap things were such as food and things to do i.e. tourist sights. I loved the subway system too. It was so fast and could bring you everywhere. I live in

a small village that only has 2 buses in and out so I liked living in a small city and being able to go anywhere by subway if I wanted to.

Difficulties encountered and coping strategies

What difficulties did you encounter in the first semester? (List in order of importance)

1) Language/ communication 2) Personal problems 3) Food and Health 4) Culture, 5) Accommodation 6) Financial

What difficulties did you encounter in the second semester? (List in order of importance)

1) Language/ communication 2) Personal problems 3) Food and Health 4) Culture, 5) Accommodation 6) Financial

Q: What are your coping strategies to overcome the difficulties?

A: I didn't really have any. I just tried to remember that being in China was only temporary.

Homesickness and loneliness

Q: Were you homesick? Did you miss Ireland?

A: I was really homesick. I missed my family so much. It was the first time I had been away for so long and in such a foreign country. The time difference made it difficult to communicate with people because you had to wait 8 hours till they were awake.

Q: Did you often make phone calls or chat on-line to family members or friends in Ireland?

A: I called my mom every day. I spoke to other family members less frequently and texted my friends a lot.

Help and support

Q: What kind of help and support did you get?

A: In relation to the college, none. I felt like we were thrown into China with no support. Even trying to get accommodation etc, other people I know had their universities organize that for them. They seemed a lot more supported and had regular contact with their college. And in China, I found them very unhelpful when trying to get something sorted.

Q: Whom did you consult when you have a personal related or study-related problem?

A: I didn't have anyone to talk to in relation to a personal problem, however study related, I could have asked my teacher.

Q: Were you living with Chinese people? Do you think it is helpful for Chinese language learning?

A: I lived in an international student dorm so my roommate was Japanese.

Q: Did you make new friends in China? Which nationalities? What did you do with the different people you met in China?

A: I made friends from Australia, Spain and England. I am still close with them. We saw many tourist sights and tried to explore as much of Beijing as possible.

Cultural identity

Q: What does being Irish mean to you? How did you describe your country to the people you met in China?

A: I felt very proud to be Irish when I was in China. I can't explain what it means to me but I loved telling people I was Irish. I think people associate the Irish with being friendly so I hoped that came across. Many people knew what Ireland was like but for those who didn't, I described it as a very small island with lots of greenery and friendly people.

Q: What are the similarities and differences between Chinese culture and Irish culture?

A: I didn't really find any apart from family. I think family is still quite important in Ireland and of course in China, it is one of their biggest values.

Q: Do you have a Chinese name? Do you feel it was helpful to have a Chinese name?

A: Yes I do. I think so yes because the teachers call you by it in class however, everyone found mine hard to remember and some hard to say.

Outcome of study

Q: Have you changed since you lived in China? What kind of changes?

A: I became very independent and if I needed something done I had to do it myself or it wouldn't get done. I became much stronger, I experienced things that made me stand up for myself and be quite upfront.

Q: Do you feel that you became mature after year-broad study? Please give some examples.

A: I think I was quite mature before I went away anyway so I don't think I became more mature.

Interview theme 2: Learning Chinese Language

Q: Are there any differences in learning and teaching styles between Ireland and China?

A: Yes, I think the Chinese system lays it out very clearly in the books and how the teachers teach it. They go through every little detail to make sure you understand.

Q: What were the difficulties learning Chinese in the classroom? What were the difficulties learning Chinese in daily life?

A: I found it difficult to understand at the speed they were talking but that was just first semester, second semester my teacher was a lot easier to understand.

Q: Have you improved your reading, writing and oral-aural skills of Chinese during your study abroad? Please give some examples. Did you take HSK exam?

A: I think so. My Chinese was not good when I went to China so I think I have improved. I really struggled on my year abroad so I'm proud of what I achieved. I could have learnt more but everyone can say that.

Q: How did you improve your Chinese language level inside and outside the classroom?

A: inside we spoke Chinese all the time so you had no choice and outside the classroom you had to talk to the people in the university in Chinese so you had to practice. Going out to the Pearl market and to the tourist sights you also improved your Chinese without realizing.

Q: Do you use Facebook or Wechat to make friends in China and practice Chinese?

A: I used Wechat not facebook because everyone had wechat not necessarily Facebook.

Q: With your Chinese language level improved, did you find you adapt to life in China better? Please give some examples.

A: I think if I went back I would know what I would be going into and know what to say for various things so yes I think I would adapt better. I would know how to ask to go somewhere in a taxi, ask for food and ask questions about various other things. I think I would get by ok.

Interview Transcript 16 访谈之十六

Personal background 个人背景

Name 姓名: Catrina 卡翠娜

Age 年龄: 24 岁

Family background: Irish

Previous cross-cultural experience: None

Interview theme 1: Socio-cultural adjustment

Motivation and expectations

Q: Why did you choose to learn Chinese?

A: I had been told it would be a valuable language to learn. I had to choose two languages for my course in University, and could choose a beginner level. I had a flare for languages and wanted to challenge myself with a language I had never studied before.

Q: What are your parents' advices?

A: My mother encouraged me to do this as she agreed with my thinking (above), and wanted me to get the most out of college.

Q: What was your prior perception about China before you studied there?

A: To be honest, I hadn't thought too much about it. I imagined crowded and fast-paced cities, the face masks (pollution), different food and advanced technology.

Q: How did you prepare yourself for going to China?

A: I met with previous students who had completed the year-abroad program to gain insight on aspects of life in China (food/bank account/classes). On the advice of our lecturers, I focused on the current year and passing my exams.

Culture shock

Q: What culture shock did you have when you first arrived in China?

A: I had expected it to be quite a shock, but I experienced more homesickness than culture shock. Eating habits were quite different, for example eating out for most meals. As well as this, attitudes to classes in the University were quite different. The local students appeared to be studious and focused, and would rarely go out for a drink midweek, whereas we would go out maybe two nights a week. As I said, the homesickness hit me more living so far from home.

Q: To what extent do you feel overwhelmed by the cultural differences you experienced in China?

A: I wasn't overwhelmed as I was expecting the culture to be quite different in every way. In other words, I realized how different the culture was, but I wasn't overwhelmed as I was expecting it. It seemed that everything was different – transport (MTR), classes (3 hours long instead of 1 or 2), food (lack of vegetables in supermarkets) to name a few.

Q: What's your impression of China and Chinese people?

A: I loved Hong Kong because of the contrasting city and remote scenery, and I made some great friends there. My experience with Chinese people is that they are welcoming and extremely honest. I remember during a group meeting where one of my classmates said to her friend that she was putting on weight, for example. I cannot say that the above characteristics apply to all Chinese people, however this was my experience.

Q: What do you like most/least about living in China?

A: I mostly liked meeting people from all over the world in our program, however I loved going on hikes (Dragon's Back etc) and the nightlife. Wandering through the markets is also a great memory. Although I loved the hot weather, the humidity was a pain. I also disliked sharing a bathroom with two strangers in my accommodation, and the hawking of some of the locals.

Difficulties encountered and coping strategies

What difficulties did you encounter in the first semester? (List in order of importance)

1) Language/ communication 2) Financial 3) Food and Health 4) Accommodation,
5) Personal problems 6) Culture

5, 6, 1, 3, 2, 4

What difficulties did you encounter in the second semester? (List in order of importance)

- 1) Language/ communication
- 2) Financial
- 3) Food and Health
- 4) Accommodation,
- 5) Personal problems
- 6) Culture

5, 6, 1, 2, 3, 4

Q: What are your coping strategies?

A: I didn't have much coping strategies for the homesickness other than to keep busy, so I would be sure to keep active and busy. I went on trips organized by the international office (Well-wishing Festival) and found dance classes as I would have been dancing 2-3 times a week at home. Watching familiar TV shows or reading a book also helped me.

Homesickness and loneliness

Q: Were you homesick? Did you miss Ireland?

A: Yes, I missed my family more than the country itself.

Q: Did you often make phone calls or chat on-line to family members or friends in Ireland?

A: Yes, daily. I would Skype my family once a week and would regularly chat with friends via Facebook or Whatsapp.

Help and support

Q: What kind of help and support did you get? Whom did you consult when you have a personal related or study-related problem?

A: My home university and the university in Hong Kong were supportive and helpful with academic problems. The local students were also eager to help with any minor problem or query.

Q: Were you living with Chinese people?

A: I shared a room with my friend from Ireland, but we then shared a bathroom with two Chinese girls (campus accommodation).

Q: Did you make new friends in China? Which nationalities? What did you do with the different people you met in China?

A: Yes, people from America, Canada, Pakistan and England. We would go on hikes, visit markets, go out to eat and go out for a few drinks.

Cultural identity

Q: What does being Irish mean to you? How did you describe your country to the people you met in China?

A: Being Irish is very important to me. If people mistook me for English I was quick to correct them. When asked about Ireland, I would tell them it was a very beautiful and green island, with cold weather and a lot of rain! A lot who knew about Ireland had the image of Guinness/beer in their heads.

Q: What are the similarities and differences between Chinese culture and Irish culture? Do you have a Chinese name? Do you often use your English name or Chinese name? Do you feel it was helpful to have a Chinese name?

A: I feel that both cultures are quite welcoming and warm, yet very private too. I do have a Chinese name, but don't use it or didn't much in China. I didn't find having a Chinese name helpful, although it is nice to have.

Outcome of study

Q: Have you changed since you lived in China? What kind of changes?

A: Yes, I have become more confident and open to challenges and new experiences. I have learned how to deal with homesickness, and have since become a lover of travel.

Q: Do you feel that you became mature after year-broad study?

A: Yes, definitely. The experience of living alone as well as living in another country has allowed me to mature.

Interview theme 2: Learning Chinese Language

Q: Are there any differences in learning and teaching styles between Ireland and China?

A: As I learned Chinese from native speakers in both Ireland and China, I didn't notice any major differences.

Q: What were the difficulties learning Chinese in the classroom? What were the difficulties learning Chinese in daily life?

A: The main difficulty was in the writing of Chinese characters in the classroom. Not being able to practice Mandarin Chinese in daily life was a large hindrance.

Q: Have you improved your reading, writing and oral-aural skills of Chinese during your study abroad?

A: I used to practice writing more because of the majority of people speaking Cantonese, so I believe these skills have improved.

Q: How did you improve your Chinese language level inside and outside the classroom?

A: Inside the classroom I would ask questions if I was unsure of anything, and outside the classroom I would go over dialogues and new words we studied in class.

Q: With your Chinese language level improved, did you find you adapt to life in China better?

A: Had I been learning in a Mandarin-speaking area, I know I would have improved my language better and adapted more to life in China.

Interview Transcript 17 访谈之十七

Personal background

Name: James

Age: 22

Family background: Irish

Previous cross-cultural experience: None

Interview theme 1: Socio-cultural adjustment

Motivation and expectations

Q: Why did you choose to learn Chinese?

A: Because I wanted to study an Asian language that my allow me to progress into learning other Asian languages.

Q: What are your parents' advices?

A: They think that is it good and will help me find a good job.

Q: What was your prior perception about China before you studied there?

A: There would be a lot of people, the food would be strange and that it would be a completely different world to what I am used to.

Q: How did you prepare yourself for going to China?

A: I went to class, I went to many Chinese restaurants to find out if I would like the food, I also asked some previous students who had gone to China what to expect.

Culture shock

Q: What culture shock did you have when you first arrived in China? (Please give some critical incidents)

A: For me when I went to china, the first thing that I was taken back by was the sheer amount of people. Everyone was just bumping into each other. One incident that I had in China was that the taxi drivers don't take to kindly to foreigners so one time I missed the last train back to my accommodation. I tried to get a taxi but they all refused me. It was very cold so I had to ask a stranger to bring me back to my hotel. This could have been a dangerous situation but I was lucky that the person who brought me home was a nice guy.

Q: To what extend do you feel overwhelmed by the cultural differences you experience in China?

A: I felt very overwhelmed especially when I was alone. Beijing is just such a big city that it is so easy to get lost. Beijing people are also not the friendliest so that also gave me a bit of trouble.

Q: What's your impression of China and Chinese people?

A: China is a huge country. The people are very different to the people from Ireland, in regards to thinking and social conduct.

Q: What do you like most/least about living in China?

A: When I lived in Taiwan I love the convenience of everything. You can get everything you need in 7 elevens. The thing I liked least about Taiwan was the humidity. The humidity made me sweat too much.

Difficulties encountered and coping strategies

Q: What's most difficult thing did you encountered in the first semester? Can you explain the reason please? (Language/ communication, Financial, Food and Health, Accommodation, Personal problems, Culture)

A: In the first semester I would say that language and managing finances was the biggest difficulty. In my opinion the biggest issue with language was finding the confidence to actually speak to the local people. Learning to budget is always a difficult task.

Q: What's most difficult thing did you encountered in the second semester? Can you explain the reason please? (Language/ communication, Financial, Food and Health, Accommodation, Personal problems, Culture)

A: In the second semester I'd say finance was the biggest issue. The main issue I had was that I always thought of price in regards to euros whereas I should have just gone by the local currency. It's easy to do this as a foreigner to do but if you can get over that quickly you'll have more money.

What are your coping strategies to overcome the difficulties?

N/A.

Q: What's the obstacles for you to adapt to the life in China/Taiwan?

A: I'd just say the climate because it was very uncomfortable.

Homesickness and loneliness

Q: Were you homesick? Did you miss Ireland?

A: Yes, of course.

Q: Did you often make phone calls or chat on-line to family members or friends in Ireland?

A: Yes I called home every weekend and talked to my friends via WhatsApp every day.

Help and support

Q: What kind of help and support did you get?

A: None.

Q: Whom did you consult when you have a personal related or study-related problem?

A: My teacher or the language department.

Q: Were you living with Chinese people? Do you think it is helpful for Chinese language learning?

A: No I lived with my class mates.

Q: Did you make new friends in China? Which nationalities? What did you do with the different people you met in China?

A: Yes I made lots of new friends from Taiwan, Italy, Mexico, Chile, USA, Belgium, Japan and Korea. We often went to nightclubs or ate dinner.

Cultural identity

Q: What does being Irish mean to you? How did you describe your country to the people you met in China?

A: Being Irish to me means never being taken too seriously. I told people it was a lovely country where everyone will help you if you need it.

Q: What are the similarities and differences between Chinese culture and Irish culture?

In Taiwan, Taiwanese hospitality is famous so hospitality is similar.

Q: Do you have a Chinese name? Do you feel it was helpful to have a Chinese name?

A: Yes, I have a Chinese name, it made me feel like I fit in a little.

Outcome of study

Q: Have you changed since you lived in China? What kind of changes?

Yes, I am far more independent and confident.

Q: Do you feel that you became mature after year-long study? Please give some examples.

Absolutely. I had to take care of myself even if I was sick or anything. I had to rely on myself.

Interview theme 2: Learning Chinese Language

Q: Are there any differences in learning and teaching styles between Ireland and China?

A: Yes, in Taiwan we only used Chinese to communicate and our teacher always checked our homework every day. Also Chinese class everyday allowed us to make a routine of study.

Q: What were the difficulties learning Chinese in the classroom? What were the difficulties learning Chinese in daily life?

A: At first we could not understand anything but we got better. Same for daily life.

Q: Have you improved your reading, writing and oral-aural skills of Chinese during your study abroad? Please give some examples. Did you take HSK exam?

A: I have improved a lot since I was away. I can now communicate with my teachers in Chinese.

Q: How did you improve your Chinese language level inside and outside the classroom?

A: In class we only used Chinese. Outside of class you have to use Chinese to get things done so having no choice but to speak Chinese really helped me.

Q: Do you use Facebook or WeChat to make friends in China and practice Chinese?

A: Yes

Q: Do you use App such as WeChat, Line to make friends and improve your Chinese? Do you watch Chinese movies or read newspaper or books?

A: Yes and no.

Q: With your Chinese language level improved, did you find you adapt to life in China better? Please give some examples.

A: Yes. It just became easier to communicate and I could tell I was becoming more fluent. For example when I ordered tea at a tea shop I could understand everything the shop attendant was saying.

Transcript 18 访谈之十八

Personal background

Name: Philip

Age: (32)

Family ethnicity Background: Irish

Previous studying abroad experience before going to China: Spent 1 year working in China in 2004/2005. Have travelled to visit in-laws in 2008, 2010, 2012.

Interview theme 1: Socio-cultural adjustment

Motivation

Q: Why did you choose to learn Chinese?

A: I was unemployed and decided to return to university. My wife was Chinese so it would be beneficial to be able to speak some Chinese and also to help find work in the future.

Q: What were your parent's influences with you choosing to learn Chinese?

A: Not influential. They didn't encourage or discourage me.

Q: What was your prior perception about China before you arrived there?

(What was your stereotype of China before you arrived there?)

A: I was expecting China to be a very beautiful country with lots of traditional Chinese style architecture. I was very disappointed when I arrived in Shijiazhuang. My initial impression was that a bomb had gone off as there was rubble everywhere and the land was very barren. The architecture turned out to be very dull. It was much busier than I expected it to be.

Q: How did you prepare yourself for going to China?

A: It was a last minute decision to go in 2004. I had very little preparation. I had dropped out of college where I had been doing an engineering course. I saw an opportunity for TEFL teachers in China and decided it might be a good experience to try it. In 2013 I had a good idea of what to expect. However it was more difficult as my family and I were going together. That was 5 people as opposed to one so there were lots of issues with visas and getting assurances from the social welfare etc. Not something I'd like to do again.

Culture shock

Q: What's your impression of China and Chinese people?

A: I am not a big fan of the country or the way it is run. People can be friendly depending on the region. It's extremely polluted. It's difficult to adjust to some of the cultural habits like smoking. It's difficult to know whether the food you're eating or the water you're drinking is

safe or not. One of the most difficult aspects is the language barrier however and the fact that it's hard to find things in common with Chinese, especially Chinese males. I found it very difficult to make friends there. Adults are very overbearing. My wife's parents treat me like a two year old, which can be very frustrating, but I suppose it's just in the culture to be this way.

Q: To what extent do you feel overwhelmed by the cultural differences you experience in China?

A: I felt extremely overwhelmed by the cultural differences I experienced in China. As per the above example, in-laws can be very difficult to deal with. Simple things like eating can lead to big frustrations for me. Smoking when children are present is a major problem for me personally. Maybe I just don't have the ability to express my displeasure of these things appropriately. Also, I spent a lot of my time in the countryside where the culture is different to the cities.

Q: What culture shock did you have in China?

A: Not being able to make many friends. So many people in Beijing that one can become very isolated. Classes left me feeling really tired due to the style of teaching. Frustration when visiting in-laws and being fined by the police for not registering children in the area and then being threatened by the police also.

Q: What do you like most/least about living in China?

A: I liked to go into the countryside where there were very few people. The countryside was really spectacular outside Beijing particularly in springtime when it wasn't too hot yet.

I found it very difficult to trust Chinese people. I always felt they wanted to take advantage of me in some way. I also got sick several times when eating in restaurants so I started to cook for myself. Very difficult when you have to go to a hospital and fill out lots of forms.

Q: What difficulties did you encounter in the first semester? (List in order of importance)

1) Language/ communication 2) Financial 3) Food and Health 4) Accommodation, 5) Personal problems 6) Culture

A: 1, 3, 5, 6, 4, 2

Q: What difficulties did you encountered in the second semester? (List in order of importance)

1) Language/ communication 2) Financial 3) Food and Health 4) Accommodation, 5) Personal problems 6) Culture

6, 5, 3, 1, 4, 2

Q: What strategies did you develop to overcome these difficulties?

A: 1. No real strategy for 1. Just get through the year and hope to get home quickly.

2. For finance, I was ok. I didn't go out socializing very often and just spent my money on food and accommodation.

3. For food and health I bought my own cooking utensils and cooked my own food. If eating out, I only ate in restaurants, which were a bit more expensive than usual. I never ate in cheap restaurants after the first month I was sick because of hygiene reason.

4. I tried to move into an apartment with my wife and children in Beijing in March but the agent tried to cheat us and we nearly lost 2000RMB. We had to almost bring him to court to get the money back. I remained on campus.

5. Lots of personal problems that included trying to renew visas for getting back to Ireland with my wife (we forgot to get re-entry visa for her), getting fined by the police as mentioned earlier, my wife became very ill while in China, our daughter burned her hands and I was not told about it....

6. I'm just not used to Chinese culture, especially filial piety (where I do everything the in-laws ask me to do). I'm used to living with my wife and children together as a family and not living with others and being told what to do. This is what I found really difficult.

Homesickness and loneliness

Q: Were you homesick? Did you feel lonely?

A: Yes. I missed racing my bike. I missed the fresh air, clean food, clean water, missed being with my wife and family, as they were not staying with me in Beijing. Seeing my children spend so long in school all day every day and having them ask me when we are going home was difficult.

Q: Did you often make phone calls or chat on-line to family members or friends in Ireland?

A: Once a week on Sundays I'd Facetime my parents.

Help and support:

Q: What kind of help and support did you get?

A: Financial support from DIT student grant and also from the social welfare. So I was very lucky that way.

Q: Whom did you consult when you have a personal related or study-related problem?

A: One of my classmates from DIT.

Q: Did you make new friends in China? Which nationalities? What did you do with the different people you met in China?

A: No not really. I met people but I can't say I made friends with them. I met all sorts of nationalities, Chinese, Japanese, and American. We went out for meals and went cycling together.

Cultural identity

Q: What does being Irish mean to you? How did you describe your country to the people you met in China?

A: I'm not very patriotic; being Irish doesn't make me different from anybody else. Nobody was too interested in Ireland.

Q: What are the similarities and differences between Chinese culture and Irish culture?

A: Chinese people are hospitable as are Irish people to some extent.

Irish people are more independent, Chinese seem to be more group oriented. It's very difficult to get a straight answer from Chinese people. No such thing as yes or no.

Q: Do you have a Chinese name? Do you often use your Chinese name? Is it helpful to have a Chinese name?

A: Yes. I used my Chinese name in china. It's useful to have a Chinese name so locals can identify with it and see you have made some sort of effort to fit into the culture.

Outcome of study

Q: What did you expect from studying in China?

A: To improve my spoken Chinese and character recognition.

Q: Have you changed since you lived in China? What kind of changes? Do you feel that you became mature after year-broad study?

A: Yes I've changed. I realized I don't want to live there with a family. I prefer the open spaces in Ireland and the greater freedom that children in particular have. The emphasis on education and outside-school activities in Chinese is very intense and I feel the pressure on children to perform is very hard for them in China. The one child policy has created this pressure in my opinion where both sets of parents and grandparents have invested lots of time and money in their next generation and I don't think it's a healthy situation.

Interview theme 2: Learning Chinese Language in target language spoken country

Q: Are there any differences in learning and teaching styles between Ireland and China?

A: Not really, I found there to be lots of rote learning in both countries. Lots and lots of repetition in China however, much more than in Ireland. We had to learn off paragraphs in some classes in China and also dialogues. In some cases, we learned dialogues involving two speakers but we didn't practice them with another person, which I found very unnatural. Then we had to recite them. It was like having a two way conversation with myself. I would prefer if we were using some novels such as [Chinese Breeze](#) or [Mandarin Companion](#) just to get away from constantly using textbooks and provide a different means of picking up the language.

Q: Have you improved your reading, writing and oral-aural skills of Chinese during your study abroad?

A: Yes I did. Not much however. After 3-4 months I felt drained and demotivated. Every day was really hard I found.

Q: What were the difficulties learning Chinese in the classroom?

A: Repetition of same learning methods. Sitting down on small chairs which were more suited for 5 year olds was difficult.

Q: What were the difficulties learning Chinese in daily life?

A: Had very few Chinese friends and in general I'm not very outgoing so I tended to go back my room after classes and just study/eat/sleep.

Q: How did you improve your Chinese language level?

A: I practiced writing characters, watching Chinese cartoons, reading some graded novels, talking with taxi drivers.

Q: With your Chinese language level improved, did you find you adapt to life in China better?

A: My Chinese language level improved but I grew to dislike China more and more each day. Two main reasons: I hated the pollution in Beijing. I could never get used to it and it affected my mood. Sunny days were great, I was a different person but these were few and far between. Being apart from my family for so long wasn't good for my mentality.

Interview Transcript 19 访谈之十九

Participant information

Name 姓名: Edward 艾德华

Age 年龄: 21 岁

Family background: Irish; Parents Separated

Previous cross-cultural experience: None

Interview theme 1: Socio-cultural adjustment

Motivation and expectations

Q: Why did you choose to learn Chinese?

A: I chose to learn Chinese because the Chinese economy is growing every year and from a business point of view, I think Chinese will help me in my career progression and in being successful. So really my reason for choosing Chinese was business and money motivated.

Q: What are your parents' advices?

A: Before I began this course, my parents knew little about China and their language and culture. They supported me in my decision and let me decide what course I chose.

Q: What was your prior perception about China before you studied there?

A: I didn't know much about China, in fact, I knew nothing about China except that a lot of things are made there.

Q: How did you prepare yourself for going to Taiwan?

A: I didn't do anything out of the ordinary: made sure I had important documents with me, e.g. passport and visa; brought medicine; packed clothes and items I thought I'd miss and couldn't get in Taiwan.

Culture shock

Q: What culture shock did you have when you first arrived in Taiwan? (Please give some critical incidents).

A: The time difference. For the first two weeks, I didn't sleep until five or six in the morning.

Language barrier was a big one as at the beginning we all had a very low level of Chinese and found it difficult to get around and do basic daily activities like ordering food and asking for directions. The people stared at us! We found this quite weird at the start but got used to it as the year went on. Food was a big problem at the start. For the first two weeks, we would only eat western food so we lived off McDonald's and KFC.

Q: To what extent did you feel overwhelmed by the cultural differences you experienced in Taiwan?

A: I didn't feel overwhelmed at any stage because I was living with three other students from DIT. So, when we got lost or couldn't understand we were all in the same situation and helped each other.

Q: What's your impression of Taiwan and Taiwanese people?

A: Taiwan is a beautiful country and after living there for a year I fell in love with everything; their culture, food, people, weather. Taiwanese are the nicest and most helpful people I've ever met. They wanted to help us and made sure we had a good experience in Taiwan. They very like Irish people, extremely warm hearted and welcoming.

Q: What do you like most/least about living in Taiwan?

A: Most – I got to travel and see parts of the world I never would've been able to if I didn't go to Taiwan. I visited Dubai, Singapore, Hong Kong, Beijing, and Tokyo & Malaysia. As well as this I travelled to almost every city in Taiwan and it really helped improved my language because the more rural cities of Taiwan have very little to no English so you're really tested.

Least – There was nothing about Taiwan or the Taiwanese people that I really disliked so I would say the least fun part of the year was the time difference between there and Ireland which made it difficult to talk to family at home.

Difficulties encountered and coping strategies

Q: What's the most difficult thing you encountered in the first semester? Can you explain the reason please? (Language/ communication, Financial, Food and Health, Accommodation, Personal problems, Culture)

A: At the beginning, suitable accommodation was tough to find. Our level of Chinese wasn't high enough to negotiate contracts with landlords but luckily, we knew a Taiwanese guy called Steve who

helped us find an apartment. We spent the first 3 weeks living in two different hotels so that didn't help us settle in.

Q: What's the most difficult thing you encountered in the second semester? Can you explain the reason please? (Language/ communication, Financial, Food and Health, Accommodation, Personal problems, Culture)

A: During semester two I felt more homesick than semester one. It's only after Christmas and the New Year that it really hit me how far away from home I was and I wouldn't be home for another 6 months.

Q: What difficulties did you encounter in the second semester? (List in order of importance)

A: I didn't encounter too many difficulties during my stay in Taiwan. I didn't have any illness nor did I have any financial problems. I would say my only difficulty was feeling homesick.

Q: What are your coping strategies to overcome the difficulties?

A: Almost every day I would either call or facetime back home.

Q: What's the obstacles for you to adapt to the life in China/Taiwan?

A: At the beginning, the language barrier was a huge obstacle. I remember having to point at the menu to order food but in semester two I could order almost every dish from any menu.

The climate was also something I had to overcome. We landed in Taiwan in September and it was still 30+ degrees! I also remember wearing shorts and a t-shirt on Christmas day.

It took some time getting used to the food in Taiwan as we were afraid to try the local food. Eventually though we overcame that fear and ate out most nights a week at the local night markets.

Homesickness and loneliness

Q: Were you homesick? Did you miss Ireland?

A: On special occasions, like Christmas and birthdays, of course I felt homesick. But living with three other Irish students made me feel at home when I was missing home. I think I would've struggled a lot more if I was living alone.

Q: Did you often make phone calls or chat on-line to family members or friends in Ireland?

A: Yes, every day I was texting family and friends, especially my girlfriend. Every single day we would spend at least an hour on facetime together.

Help and support

Q: What kind of help and support did you get?

A: I got financial support from my Mam as she funded my living costs. I also received a grant from DIT in January so that helped a lot.

Q: Whom did you consult when you have a personal related or study-related problem?

A: Whenever I had any problems the first person I would go to for help was my teacher in Taiwan.

Q: Were you living with Taiwanese people? Do you think it is helpful for Chinese language learning?

A: No, I was living with three other Irish students from DIT. But I do think living with a host family would benefit your language skills.

Q: Did you make new friends in Taiwan? Which nationalities? What did you do with the different people you met in Taiwan?

A: Yes, I made lots of new friends from many different countries. Our two best friends in Taiwan was a guy from Mexico and a girl from Chile. We also had many friends from our class from America, Japan, Korea, Philippines, Honduras, and Spain. We spent a lot of our free time with these people. Especially on the weekend when we would go out to nightclubs together.

Cultural identity

Q: What does being Irish mean to you? How did you describe your country to the people you met in Taiwan?

A: Being Irish gives me a great sense of pride. We're a tiny country yet we make our mark all over the world. I described Ireland as being full of culture and history. Unlike most modern countries, Ireland has held onto its heritage and isn't covered in sky scrapers and high rise buildings. It's full of small towns and communities who all know each other

Q: What are the similarities and differences between Chinese culture and Irish culture?

A: I think both cultures have a strong emphasis on family life. Both cultures also have great respect for their elders. Religion also plays a big part in both cultures with Taoism being the largest Religion in China and Catholicism being the largest in Ireland. They also both share a strong love for drinking tea! Like the Irish, the Chinese love to sing and dance. They both have ancient traditional dances, Ireland has the River dance and China has the Dragon dance. One difference is the Irish have a distinctive drinking culture and go to the pub to socialize, whereas the Chinese like to gamble and play games.

Q: Do you have a Chinese name? Do you feel it was helpful to have a Chinese name?

A: Yes, my Chinese name is 艾德華。 I think it helps because it shows Chinese people you have a keen interest in their language and are willing to try learn it.

Outcome of study

Q: Have you changed since you lived in Taiwan? What kind of changes?

A: Yes, I think I have changed for the better. I think living away from home in a completely new and different environment has made me more culturally aware. I have a new-found respect for other cultures and societies, especially the Chinese culture. Living in Taiwan has also made me more mature and independent.

Q: Do you feel that you became mature after year-broad study? Please give some examples.

A: Yes definitely. I am the baby of my house so before I moved away everything was handed to me and I was still treated like a baby! So, in moving to Taiwan I quickly had to learn how to do basic household duties. It allowed me to learn how to look after myself and respect others I live with. I also feel like I gained a greater respect for money and how to manage a budget. Because we had a student visa we were not allowed to have a part time job. So, to travel like I did, I had a strict budget put in place every week.

Interview theme 2: Learning Chinese Language

Q: Are there any differences in learning and teaching styles between Ireland and China?

A: Yes, I think there are some differences in teaching styles. In Taiwan, the class room and number of students is a lot smaller than Ireland so it's a smaller learning environment. I think this is better because it means everybody must partake in class and you feel more comfortable in the classroom. Also, because

you are in Taiwan and it's a Taiwanese college, you are expected to be able to understand and keep up with the language with no excuses.

Q: What were the difficulties learning Chinese in the classroom? What were the difficulties learning Chinese in daily life?

A: The difficulties in the classroom was gaining confidence in speaking Chinese around your classmates and friends. As soon as I got over the embarrassing side of it there wasn't too many more difficulties as the teacher was more than happy to help when we didn't fully understand something. At the beginning, like in the classroom, I lacked the confidence in using Chinese in a real-life situation. Another difficulty was that any Taiwanese person who knew even a few words in English would reply in English because they just assumed we couldn't speak their language. This was overcome when we responded to their English question through Chinese.

Q: Have you improved your reading, writing and oral-aural skills of Chinese during your study abroad? Please give some examples. Did you take HSK exam?

A: I think my overall level of Chinese improved hugely from my year abroad. I didn't sit the HSK exam but I did take part in a Chinese language speech competition. Before I left for Taiwan I had failed my oral exam and had to repeat in August. In less than a year later I could stand on front of over 100 people and speak Chinese for 3 minutes so I think that's a huge improvement.

Q: How did you improve your Chinese language level inside and outside the classroom?

A: Inside the classroom, we had 3 hours of Chinese every day. On Monday, we would read and study the new words of the chapter by explaining the new word to the rest of the class through Chinese but without using that word. On Monday night, we would write a story using 20 new words and on Tuesday

we would read our story to the class and correct it. On Wednesday and Thursday, we would practice the new grammar structures. Finally, every Friday we would have an exam on that chapter.

Outside the classroom, I had a Taiwanese language partner. Her name was Jessy and we met three times a week. We would use both English and Chinese to communicate and she taught me vocabulary for new topics. I found having a language partner extremely helpful and beneficial to my Chinese language ability.

Q: Do you use Facebook or WeChat to make friends in Taiwan and practice Chinese?

A: In Taiwan, we used Line or Facebook to talk with Taiwanese friends.

Q: Do you use App such as WeChat, Line to make friends and improve your Chinese? Do you watch Chinese movies or read newspaper or books?

A: In Taiwan, using Line was a great way to practice and improve my Chinese. It meant that I was using Chinese to talk with people my age so it every day slang as opposed to formal writing. In Taiwan, towards the end of the year I began using Chinese subtitles when watching movies and TV series on Netflix.

Q: With your Chinese language level improved, did you find you adapt to life in Taiwan better? Please give some examples.

A: Yes, I found as my Chinese language skills improved so did my experience in Taiwan. It made everyday life easier as I could leave the house by myself without being worried about the language barrier. Also, I could speak to more and more local people through Chinese so I got a greater feel for Taiwanese people and their cultural background.

Interview Transcript 20 访谈之二十

Participant information

Name 姓名 : Dillon 狄龙

Age 年龄: 22 岁

Family background 家庭背景: Irish, parents married

Previous cross-cultural experience: recreational travel around Europe 环游欧洲.

Interview theme 1: Socio-cultural adjustment

Motivation and expectation

Why did you choose to learn Chinese?

I knew I needed to study a language while doing my business degree, so I chose Chinese as they are an emerging economic power.

What are your parents' advices?

To do what makes me happy.

What was your prior perception about Taiwan before you studied there?

Previous students told me it would be an amazing year.

How did you prepare yourself for going to Taiwan?

I didn't do much preparation, other than the necessary things like getting my visa etc.

Culture shock

Q: What culture shock did you have when you first arrived in Taiwan? (Please give some critical incidents)

A: Crossing the roads was very dangerous, the people were all so friendly, the food was really strange (stinky tofu) but a lot of food was really nice.

Q: To what extent do you feel overwhelmed by the cultural differences you experience in Taiwan?

A: It was hard at the beginning because it's a completely different culture, but I got used to it quickly.

Q: What's your impression of Taiwan and Taiwanese people?

A: I love Taiwan. I think Taiwanese people are so kind hearted and friendly. I never came across a rude Taiwanese person!

Q: What do you like most/least about living in Taiwan?

A: I loved how cheap it was, but I didn't like being so far away from home. And the earthquakes didn't help.....

Difficulties encountered and coping strategies

Q: What's most difficult thing did you encountered in the first semester? Can you explain the reason please? (Language/ communication, Financial, Food and Health, Accommodation, Personal problems, Culture)

A: The most difficult thing was finding an apartment. Luckily, we had a Taiwanese friend to help us out. If we didn't have him there was no way we could negotiate a contract with a landlord!

Q: What's most difficult thing did you encountered in the second semester? Can you explain the reason please? (Language/ communication, Financial, Food and Health, Accommodation, Personal problems, Culture)

A: The most difficult thing I encountered in the second semester was trying to communicate with the landlord (again) about us moving out to go back to Ireland. Our Taiwanese friend that helped us the last time moved to Italy so we were on our own!

Q: What difficulties did you encounter in the second semester? (List in order of importance)

- Money
- Homesickness

Q: What are your coping strategies to overcome the difficulties?

A: Trying to budget more efficiently and staying in touch with my family as much as possible

Q: What's the obstacles for you to adapt to the life in China/Taiwan?

A: It took a while to get used to things like paying bills etc. But other than the obvious obstacle of the language life was ok!

Homesickness and loneliness

Q: Were you homesick? Did you miss Ireland?

A: Only around Christmas time and near the end of the year. Yes! I love Ireland.

Q: Did you often make phone calls or chat on-line to family members or friends in Ireland?

A: Yeah, every day.

Help and support

Q: What kind of help and support did you get?

A: Other than help from our friends, we had people working in our apartment building that helped us a lot and our Chinese teacher was very helpful too

Q: Whom did you consult when you have a personal related or study-related problem?

A: My friends or my Chinese teacher

Q: Were you living with Chinese people? Do you think it is helpful for Chinese language learning?

A: I wasn't living with Chinese people. I was living with my Irish classmates and I regret it. I'd highly recommend anyone going in future years to live with a host family. I had a few friends living with host families and their Chinese was amazing!

Q: Did you make new friends in Taiwan? Which nationalities? What did you do with the different people you met in Taiwan?

A: Loads! Of course, Taiwanese. Then Mexican, Chilean, American, Spanish, French, Japanese etc.

Cultural identity

Q: What does being Irish mean to you? How did you describe your country to the people you met in Taiwan?

A: I told them we are very family orientated. We are all very friendly and we love a good time!

Q: What are the similarities and differences between Taiwanese culture and Irish culture?

A: Both Taiwanese and Irish people are very friendly. They are always willing to help. I think the biggest difference between Taiwanese and Irish culture is religion. Taiwanese people are all predominantly Buddhists and Taoists. Very peaceful religions!

Q: Do you have a Chinese name? Do you feel it was helpful to have a Chinese name?

A: Yes, 歐帝龍。 It was helpful as it was a good conversation starter with Taiwanese people.

Outcome of study

Q: Have you changed since you lived in Taiwan? What kind of changes?

A: A lot! I am more mature and independent. Living alone really helped me grow up!

Q: Do you feel that you became mature after year-broad study? Please give some examples.

A: Absolutely. I had to budget my own money, do my own shopping, pay rent, bills etc.

Interview theme 2: Learning Chinese Language

Q: Are there any differences in learning and teaching styles between Ireland and Taiwan?

A: It is mostly the same. The only thing that is different in Taiwan our teacher would use flashcards a lot. This helped us remember the new characters in each chapter

Q: What were the difficulties learning Chinese in the classroom? What were the difficulties learning Chinese in daily life?

A: In the classroom, it was sometimes hard to keep up at the beginning because the teacher used very little English. But as my Chinese improved it got much easier. In daily life, it was hard to understand some people when they talked to me as sometimes they talked too fast or their accent was different.

Q: Have you improved your reading, writing and oral-aural skills of Chinese during your study abroad? Please give some examples. Did you take HSK exam?

A: Yes absolutely. So much so I was able to enter a Chinese speech competition. I took the Taiwanese equivalent exam. But our teacher told us to do the harder exams and no one in our class passed!

Q: How did you improve your Chinese language level inside and outside the classroom?

A: Inside the classroom I made sure to take plenty of notes and speak as much as possible. Outside, I met with my language partner 3 times a week. Other than that, I tried to talk to as many people as possible and tried to use my Chinese while doing everyday tasks like going to the shop etc.

Q: Do you use Facebook or Wechat to make friends in Taiwan and practice Chinese? Do you use App such as Wechat, Line to make friends and improve your Chinese? Do you watch Chinese movies or read newspaper or books?

A: Yes, I used them all the time to chat and make new friends. This was a great way to practice Chinese! Not often. I have started to listen to modern day Chinese music though!

Q: With your Chinese language level improved, did you find you adapt to life in China better? Please give some examples.

A: Yes, absolutely. As my Chinese improved, I was able to do things like go to the doctor. Furthermore, I was able to do things like pay bills and rent and buy tickets to festivals and other things in the 7/11s all using Chinese. If my Chinese didn't improve over there, it would have been very difficult adapt to life there.

Interview Transcript 21 访谈之二十一

Participant information

Name : Kate

Age: 20

Family background: Irish, parents separated.

Previous cross-cultural experience: Spent a summer in the United States of America.

Interview theme 1: Socio-cultural adjustment

Motivation and expectations

Q: Why did you choose to learn Chinese?

A: I have a keen interest in languages since a young age and wanted to extend my ability to communicate effectively with people from a different cultural background.

Q: What are your parents' advice?

A: To go and experience new cultures and embrace what the world has to offer to broaden my mind to any future opportunities.

Q: What was your prior perception about China/Taiwan before you studied there?

A: I am currently studying in Taipei, Taiwan and my perception before arriving here just over three months ago, having never travelled to Asia before, was that the people were going to be quite conservative and shocked by foreign intrusion to their city. However, shortly after my arrival I discovered that this was not the case at all and that Taiwanese people were very open and friendly.

Q: How did you prepare yourself for going to China/Taiwan?

A: I practiced my language skills and did research into the city I was going to be living in. I prepared my visa & packed my bag and went with an open mind on this new foreign adventure.

Culture shock

Q: What culture shock did you have when you first arrived in China/Taiwan? (Please give some critical incidents)

A: I found the weather took quite a bit of getting used to as it was so sticky and humid all the time along with a lot of rain. The amount of mopeds were also quite a shock along with the food, eating with chopsticks, and street food culture.

Q: To what extent do you feel overwhelmed by the cultural differences you experience in China/Taiwan?

A: I wasn't too overwhelmed. I knew Asian culture was completely different than Western/Irish culture. There were many different cultural experiences such as eating copious amounts of street food rather than cooking for yourself, however this is only one example but I didn't find any of the cultural differences too overwhelming. I felt they were just part of Taiwan and the Taiwanese way of life.

Q: What's your impression of China/Taiwan and Chinese/Taiwanese people?

A: I absolutely loved Taiwan as a country. I luckily got many an opportunity to travel and experience the country as a whole. I travelled to cities and villages in the North, South, East and West of the country and thoroughly enjoyed the cultural experience. I found the Taiwanese people to be extremely accommodating and friendly and would do their utmost, in every situation, to make you feel welcomed.

Q: What do you like most/least about living in China/Taiwan?

A: I like the freedom and being able to merge with and become part of a new culture I'd never experienced before along with showing the Taiwanese people aspects of my culture that I thought they may find interesting.

Difficulties encountered and coping strategies

Q: What difficulties did you encounter in the first semester? (List in order of importance)

A: 1) Language/ communication

2) Financial

3) Food and Health

4) Personal problems

5) Accommodation

6) Culture

Q: What difficulties did you encounter in the second semester? (List in order of importance)

A:

1) Language/ communication

2) Financial

3) Food and Health

4) Accommodation

5) Personal problems

6) Culture

Q: What are your coping strategies to overcome the difficulties?

A: Talking to friends and family about the issues and getting reassurance.

Homesickness and loneliness

Q: Were you homesick? Did you miss Ireland?

A: Yes! Of course. The big thing for me was missing my family and friends that I spend my daily life with, however this was made easier by the ability to communicate via online platforms such as FaceTime, Skype and WhatsApp. Also not being able to acquire some of the food we have in Ireland or cook the same or similar dishes as our Taiwanese home did not have an oven!

Q: Did you often make phone calls or chat on-line to family members or friends in Ireland?

A: Constantly. I used Skype, FaceTime, WhatsApp and Facebook Messenger to stay in contact with friends and family members every day. I keep up to date with all their goings on and they keep up to date with mine.

Help and support

Q: What kind of help and support did you get?

A: Just the support of family and friends on my move across the world. Thankfully, I haven't had any other problems during my time in Taiwan.

Q: Whom did you consult when you have a personal related or study-related problem?

A: Again – just family and friends along with fellow students.

Q: Were you living with Chinese/Taiwanese people? Do you think it is helpful for Chinese language learning?

A: I was not. I chose to live with other Irish students for the duration of my time in Taiwan. I do, however, know other students of various nationalities who did live with Chinese/Taiwanese people and they did feel it helped their understanding and use of the Chinese language. It just wasn't for me.

Q: Did you make new friends in China/Taiwan? Which nationalities? What did you do with the different people you met in China/Taiwan?

A: Yes, I've made plenty of friends here from all different walks of life and countries including Japan, Vietnam, Brazil, Mongolia, Taiwan, America, England, and Germany among others! We studied together, went clubbing together, tried various Chinese and Taiwanese cuisines and travelled around Taiwan and to other countries in Asia.

Cultural identity

Q: What does being Irish mean to you? How did you describe your country to the people you met in China/Taiwan?

A: Being Irish means the world to me. I wouldn't rather be from anywhere else, as we are unique in so many ways. Each and every time I describe my country to someone from a different country and culture I feel a great sense of pride. I always describe Ireland as a fun, free-spirited place with so many people from different walks of life and of course, describe its beauty and landscape that's so uniquely Irish. The Irish are well loved and well liked abroad. We are a nation of travelers who reach destinations all over the globe and certainly leave our mark on each place we roam.

Q: What are the similarities and differences between Chinese/Taiwanese culture and Irish culture?

A: Taiwanese culture is differs in many ways as it's not "western" it's very "eastern" as it should be! It's quite typically Asian, food wise, transport wise (so many scooters!) and obviously the people's everyday habits. A few of the differences I noticed is how organized the country is. Taiwanese people love to queue and do everything in an orderly fashion, no rush on anything, the Taiwanese are calm, collected, polite and friendly people – that part is quite similar to the Irish mentality. Taiwanese people are also always up for a good time and are very open and will always make an effort with you and not treat you as an outsider or (that much) of a foreigner.

Q: Do you have a Chinese name? Do you feel it was helpful to have a Chinese name?

A: Yes. My Chinese name is 郭麗玲. I feel like it was very helpful to have a Chinese name. My Chinese teacher really liked my Chinese name and said it was very authentic and not like a direct translation from English to Chinese. It also helped when introducing myself to Taiwanese/Chinese people who would be shocked when I'd introduce myself with a Chinese name as I am very pale and covered in freckles and so obviously not Chinese or Taiwanese!

Outcome of study

Q: Have you changed since you lived in China/Taiwan? What kind of changes?

A: Yes. I feel I am a lot more culturally aware and am now more capable of communicating in Chinese.

Q: Do you feel that you became mature after year-broad study? Please give some examples.

A: Yes I feel that I became more mature as I got to face and overcome many challenges whilst living not only in a country I had never been to before but also on a new continent.

Interview theme 2: Learning Chinese Language

Q: Are there any differences in learning and teaching styles between Ireland and China/Taiwan?

A: Yeah, I found that the learning style in Taiwan was very different from learning Chinese in Ireland. I found it a lot more interactive and more learning through games etc. a lot less academically focused learning but you were expected to get more than 80% in all your exams which didn't prove too difficult. It was both fun whilst also achieving high results.

Q: What were the difficulties learning Chinese in the classroom? What were the difficulties learning Chinese in daily life?

A: The difficulties were that the teachers didn't have any English what-so-ever which was very difficult at the start when we were just getting accustomed to be surrounded by the language constantly but in the long run it proved extremely beneficial to learning Chinese. Learning Chinese in the daily life was also quite tough, especially with different dialects but the Taiwanese were always helpful and accommodating and the language barrier wasn't too much of an issue in daily life.

Q: Have you improved your reading, writing and oral-aural skills of Chinese during your study abroad? Please give some examples. Did you take HSK exam?

A: I have definitely improved my writing and reading skills. In Taiwan it is more common to eat out rather than cook. I took the TOCFL exam and achieved a Band A, Level 2, which is the equivalent of HSK Level 4.

Q: How did you improve your Chinese language level inside and outside the classroom?

A: In the classroom we were constantly encouraged to speak and answer questions, the classroom environment here is quite fun and relaxed whilst still being a great learning environment. We do most

of our written Chinese work after class and for homework and are then tested on our written work, grammar and vocabulary constantly which really helps to increase your level of Chinese and ability to understand the spoken and written language.

Outside the classroom I constantly try to put my knowledge from the classroom and speak to shopkeepers and taxi drivers mainly and they are always very polite and helpful and friendly and listen to me speak and help me with my mistakes. However, in saying that – it is very hard to get them not to initially try to practice their English with you, but an eye for an eye and all that!!

Q: Do you use Facebook or WeChat to make friends in China/Taiwan and practice Chinese?

A: I use Facebook and Line to contact friends I have made here to meet up but not really as a tool to learn Chinese.

Q: Do you use Apps such as WeChat, Line to make friends and improve your Chinese? Do you watch Chinese movies or read newspaper or books?

A: I use both WeChat and Line to communicate with friends I have made in Taiwan and China. However, I don't use it as a tool to improve my Chinese per say as I just chat to them both in Chinese and English. To me it's just another method of communication like WhatsApp at home. I don't watch Chinese movies or read Chinese books or newspapers unless I use them for class.

Q: With your Chinese language level improved, did you find you adapted to life in China/Taiwan better? Please give some examples.

A: Yes, I certainly felt that as my language level improved I adapted to life in Taiwan better. I was more confident going places by myself or with friends and talking to people as I knew I could get my point across and be able to communicate effectively with the locals. It was a challenge at the start.

Interview Transcript 22 访谈之二十二

Participant information

Name : Jessica

Age: 21

Family background: Irish

Previous cross-cultural experience: Between Ireland and the USA

Interview theme 1: Socio-cultural adjustment

Motivation and expectations

Q: Why did you choose to learn Chinese?

A: I really wanted to study a language in third level and I chose Chinese as I thought it would be the most rewarding.

Q: What are your parents' advices?

A: My parents advised me to really embrace the culture and surroundings in Taiwan as that was how I would most benefit from the experience. Also to enjoy myself but remember that I am there to learn Chinese and that that should be my first priority.

Q: What was your prior perception about Taiwan before you studied there?

A: I really didn't know that much about Taiwan, only what I had seen in the media (Films, TV and online news stories). I had also never been to Asia before so honestly, I didn't have much of an insightful perception, which made me very nervous before leaving Ireland.

Q: How did you prepare yourself for going to Taiwan?

A: I studied some extra Chinese right before I left. I packed appropriately and said goodbye to my friends and family.

Culture shock

Q: What culture shock did you have when you first arrived in Taiwan? (Please give some critical incidents)

A: I was really shocked at just how different everything was. The weather, the food, the people, the culture. I really felt like I was on a different planet for the first few weeks, especially visiting the night markets that very much made me realize that "we're not in Kansas anymore"

Q: To what extent did you feel overwhelmed by the cultural differences you experienced in Taiwan?

A: I felt more overwhelmed with the more I saw of Taiwan and Taipei, mainly at the beginning of the year. It just really made it clear to me that we are so far away from home and will be for a whole year, which was very daunting.

Q: What's your impression of Taiwan and Taiwanese people?

A: Taiwan is a beautiful country and the people are genuinely the kindest I have ever met. The entirety of our trip, I did not meet one rude person. They are all so kind and helpful and the thing I

miss most about Taiwan is actually the people I met there. Taiwan is a very efficient, clean and safe country that I think many other countries, especially Ireland, could learn from.

Q: What do you like most/least about living in Taiwan?

A: The thing I enjoyed most was the people and being able to learn and practice our Chinese so easily and freely (the sushi was also delicious!). I really didn't enjoy the Taiwan's humidity and rain and honestly everything to do with their weather. The entirety of the time I spent there I never adjusted to the weather. I lived with other students and it created a really bad living environment for me and that was definitely my least favourite thing about living in Taiwan.

Difficulties encountered and coping strategies

Q: What's most difficult thing did you encountered in the first semester? Can you explain the reason please? (Language/ communication, Financial, Food and Health, Accommodation, Personal problems, Culture)

A: Finding accommodation was definitely very difficult due to language barrier and we simply just didn't know the area. It resulted in me living with other students and it was a very bad living environment for me. I was very homesick.

What's most difficult thing did you encountered in the second semester? Can you explain the reason please? (Language/ communication, Financial, Food and Health, Accommodation, Personal problems, Culture)

I was still very homesick and my living environment became even worse. It had a very negative effect on my entire experience.

Q: What difficulties did you encounter in the second semester? (List in order of importance)

1. My living environment
2. Missing home, my family and friends
3. Finding food I like
4. Adjusting to the climate

Q: What are your coping strategies to overcome the difficulties?

A: I stayed in really close contact with my family and friends and spoke to them every day which really made a difference. I had one really close friend when I was there too and honestly, I wouldn't have been able to have spent the year in Taiwan without her. We were definitely a huge support system to each other which I think is something really important to have.

Q: What's the obstacles for you to adapt to the life in Taiwan?

A: I had never lived away from home before and I think that definitely inhibited my adaptation to life as an exchange student in Taiwan. I wasn't used to living with people and who weren't my family and all of personalities clashing. I also wasn't familiar with Taiwanese food and exactly what their weather was like before going, so adapting to these elements was very difficult for me.

Homesickness and loneliness

Q: Were you homesick? Did you miss Ireland?

A: To be honest, I was very homesick for the duration of my time in Taiwan. Some days were better than others but there was never a day that I didn't want to go home. I missed Ireland but I mainly missed my family and my boyfriend. I did very much miss Irish food though.

Q: Did you often make phone calls or chat on-line to family members or friends in Ireland?

A: Yes, every day.

Help and support

Q: What kind of help and support did you get?

A: I got the vast majority from my best friend there, I really wouldn't have been able to stay for the year without her. I got support from my family and boyfriend but it's not really the same over the phone from so far away.

Q: Whom did you consult when you have a personal related or study-related problem?

A: With a personal problem, I would consult my friend but a study-related problem I would consult my teacher there in Taiwan

Q: Were you living with Taiwanese people? Do you think it is helpful for Chinese language learning?

A: I did not, I lived with other Irish students. I regret not living with Taiwanese people, if I could do this experience again I definitely would, it would be hugely beneficial to learning Chinese.

Q: Did you make new friends in Taiwan? Which nationalities? What did you do with the different people you met in Taiwan?

A: I did make new friends in Taiwan, they were honestly almost every nationality you can think of as we went to a school for foreigners learning Chinese. We would mainly go sightseeing or to bars/nightclubs with them.

Cultural identity

Q: What does being Irish mean to you? How did you describe your country to the people you met in Taiwan?

A: Being Irish is very important to me. When in Taiwan I was really shocked to see all the different nationalities of people knowing quite a lot about Ireland, considering we're such a small country and population. That was really nice and made me feel very proud of where I am from. I always described Ireland as a small Island in Western Europe with great people and atmosphere.

Q: What are the similarities and differences between Taiwanese culture and Irish culture?

A: Taiwanese people are really kind and hospitable and I would like to think that Irish people have a similar reputation. Other than that, both countries are entirely different, to the way they're run to the food or climate, it's all very different.

Q: Do you have a Chinese name? Do you feel it was helpful to have a Chinese name?

A: I do have a Chinese name and it was definitely helpful. I needed a Chinese name to enroll in school and for all official documents.

Outcome of study

Q: Have you changed since you lived in Taiwan? What kind of changes?

A: I think I've changed since my year abroad. I am definitely more mature and culturally aware. The world doesn't seem as big and daunting as it did before.

Q: Do you feel that you became mature after year-broad study? Please give some examples.

A: I'm definitely more mature. I am more independent and pro-active about many things, especially in college.

Interview theme 2: Learning Chinese Language

Q: Are there any differences in learning and teaching styles between Ireland and Taiwan?

A: Yes, definitely. In Taiwan, our teachers were very hands on and the results were really exemplified in how quickly and how much we learned. Our classes were really small and we had a very personal, close relationship with our teachers. It was a really great learning environment that I miss.

Q: What were the difficulties learning Chinese in the classroom? What were the difficulties learning Chinese in daily life?

A: At the beginning we weren't used to learning Chinese through Chinese, so adapting to that was hard and confusing but after a week or two we were fine and we really benefitted from learning in that way. In daily life, a lot of Taiwanese people just weren't used to talking to a foreigner in Chinese and you could tell they were uncomfortable with it/wanted to practice their English with you, so getting to practice was sometimes difficult.

Q: Have you improved your reading, writing and oral-aural skills of Chinese during your study abroad? Please give some examples. Did you take HSK exam?

A: I have hugely improved all of the above skills, particularly my oral skills. I am able to speak a lot more fluidly now, I definitely don't have to think as much when getting my point across. No, I did not take the HSK exam.

Q: How did you improve your Chinese language level inside and outside the classroom?

A: By doing the homework set every night by your teacher. Our teacher had been teaching foreigners Chinese for 20 years, she knew what she was doing. So once we followed her instructions we started learning and adapting very quickly. Outside the classroom is just practicing in everyday situations in every opportunity you get to do so.

Q: Do you use Facebook or WeChat to make friends in Taiwan and practice Chinese? Do you watch Chinese movies or read newspaper or books?

A: We used Line and Facebook predominantly to make friends and practice Chinese. I watched the Chinese news sometimes.

Q: With your Chinese language level improved, did you find you adapt to life in Taiwan better? Please give some examples.

A: Yes, it was easier to make friends, easier to order food in restaurants etc. Just everyday things became much easier as our level of Chinese improved.

Interview Transcript 23 访谈之二十三

Interview Questions

Participant information

Name: Andy 安迪

Age: 21

Family background: Irish

Previous cross-cultural experience: None

Interview theme 1: Socio-cultural adjustment

Motivation and expectations

Q : Why did you choose to learn Chinese?

A : I have always had an interest in other cultures and I also thought learning Chinese would provide me with a lot of job opportunities

Q : What are your parents' advices?

A : My parents were skeptical when I began learning Chinese, however, they always tell me to work hard.

Q : What was your prior perception about China before you studied there?

A : I didn't really know much about Taiwan, but I expected streets filled with temples and other stereotypical things

Q : How did you prepare yourself for going to China?

A : I began to practice more of the Chinese language and began learning more about Taiwanese culture

Culture shock

Q : What culture shock did you have when you first arrived in China? (Please give some critical incidents)

A : People in Taiwan don't really shake hands unless it's a formal meeting. A friend introduced me to a Taiwanese friend and I introduced myself and shook his hand. He didn't really know what was going on and the situation became really awkward.

Q : To what extent do you feel overwhelmed by the cultural differences you experience in China?

A : I didn't really become overwhelmed by cultural differences as I think it is a factor that you must overcome if you want to study and live in China or Taiwan.

Q : What's your impression of China and Chinese people?

A : I think Taiwanese people are among some of the friendliest and helpful people I have met.

Q: What do you like most/least about living in China?

A: The thing I liked most about living in Taiwan was everywhere you travelled was different. Each place had its own customs and certain foods.

The thing I liked the least was probably the weather as it was just too humid and quite hard to adapt to.

Difficulties encountered and coping strategies

Q : What's most difficult thing did you encountered in the first semester? Can you explain the reason please? (Language/ communication, Financial, Food and Health, Accommodation, Personal problems, Culture)

A : The most difficult thing for me was the language. People speak really fast and many have strange accents so its quite difficult at first. However, the longer you live there it becomes easier to understand.

Q : What's most difficult thing did you encountered in the second semester? Can you explain the reason please? (Language/ communication, Financial, Food and Health, Accommodation, Personal problems, Culture)

A : I think the financial aspect of not being able to work became difficult. It is important to budget yourself and I found this hard to do as everything seems really cheap, but everything adds up especially when you have no steady income.

Q: What difficulties did you encounter in the second semester? (List in order of importance)

1. Financial
2. Study (the level of Chinese becomes harder, so you need to study more)
3. Accommodation (trying to receive our original deposit from the start was difficult)
4. Personal problems

Q: What are your coping strategies to overcome the difficulties?

A: For me I was lucky to receive financial support from my parents and also my university. For the other difficulties I worked harder and also said to myself that this is a once in a lifetime opportunity so enjoy it.

Q: What's the obstacles for you to adapt to the life in China/Taiwan?

A: I think food is challenging part at the start however, if you embrace the food and try it you will be surprised at how good some of it tastes.

Homesickness and loneliness

Q: Were you homesick? Did you miss Ireland?

A: I was homesick once for about 2 days during the second semester.

Q: Did you often make phone calls or chat on-line to family members or friends in Ireland?

A: Once a week

Help and support

Q: What kind of help and support did you get?

A: I got financial support.

Q: Whom did you consult when you have a personal related or study-related problem?

A: My parents or else a lecturer or year head at my Taiwanese university and also my Chinese teacher in Ireland.

Q: Were you living with Chinese people? Do you think it is helpful for Chinese language learning?

A: No. However, if I had to do the year abroad again I would definitely live with Chinese speaking people.

Q: Did you make new friends in China? Which nationalities? What did you do with the different people you met in China?

A: I made a lot of friends in Taiwan. They were from Taiwan, Mexico, Chile, Japan and the Philippines. We went for food and sometimes went to a nightclub

Cultural identity

Q: What does being Irish mean to you? How did you describe your country to the people you met in China?

A: Being Irish to me is taking pride of where you are from. I described Irish culture and different festivals we have (St. Patrick's Day etc.)

Q: What are the similarities and differences between Chinese culture and Irish culture?

A: Similarities: Friendliness, helpfulness

Differences: Social interaction, festivals, religions

Q: Do you have a Chinese name? Do you feel it was helpful to have a Chinese name?

A: Yes, I think it was helpful to have a Chinese name.

Outcome of study

Q: Have you changed since you lived in China? What kind of changes?

A: Yes. I think I have matured and became more independent.

Do you feel that you became mature after year-broad study? Please give some examples.

Yes. Compared to my friends I have in Ireland I think that my year abroad has made me more mature.

Interview theme 2: Learning Chinese Language

Q: Are there any differences in learning and teaching styles between Ireland and China?

A: Yes. In Taiwan, we had to write an essay every week on the words we learned in class.

Q: What were the difficulties learning Chinese in the classroom? What were the difficulties learning Chinese in daily life?

A: In the classroom we had to listen quite inventively as the teacher spoke quite fast and rarely used English. In daily life people spoke quite fast and often about topics that I couldn't understand.

Q: Have you improved your reading, writing and oral-aural skills of Chinese during your study abroad? Please give some examples. Did you take HSK exam?

A: Yes. I regularly talk and text with Taiwanese people I met. No I did not take the HSK exam.

Q: How did you improve your Chinese language level inside and outside the classroom?

A: Inside the classroom I tried to be more engaged and tried to participate more. Outside of the class I met up with my language partner and other friends who could speak Chinese.

Q: Do you use Facebook or Wechat to make friends in China and practice Chinese?

A: Yes, I used Facebook and Line

Q: Do you use App such as Wechat, Line to make friends and improve your Chinese? Do you watch Chinese movies or read newspaper or books?

A: Yes I use Line. I watch English movies with Chinese subtitles.

Q : With your Chinese language level improved, did you find you adapt to life in China better? Please give some examples.

A: Yes, I did adapt to life in Taiwan better.

I became more confident speaking to Chinese speakers and I wasn't afraid to make mistakes.

I was able to talk to taxi drivers about Ireland and experiences I had in Taiwan.

I met a lot of new friends from Taiwan and other countries, but everyone mostly communicated in Chinese.

Interview Transcript 24 访谈之二十四

Participant information

Name: Ruth

Age: 25

Family background: Irish

Previous cross-cultural experience: Nothing akin to experiences in China

Interview theme 1: Socio-cultural adjustment

Motivation and expectations

Q: Why did you choose to learn Chinese?

A: I wished to learn about a culture unlike my own, I felt learning the language would be the best way of achieving this. I opted for Chinese as the course is linked with business and best suited my tastes.

Q: What are your parents' advices?

A: Both of my parents have studied in college and were encouraging to my endeavors. They had both heard positive feedback in relation to studying Chinese.

Q: What was your prior perception about China before you studied there?

A: My prior perception about China A sheltered, Communist country that was advancing rapidly as an economic power.

Q: How did you prepare yourself for going to China?

A: Physically, I required vaccines. Mentally, I simply took one day at a time. I knew it would be different, so I just focused on my “to-do” list and got on fine.

Culture shock

Q: What culture shock did you have when you first arrived in China? (Please give some critical incidents)

A: Arriving at the airport and having to proceed to Immigration was daunting, I was automatically nervous that I’d forgotten a crucial piece of paper or something else important. Upon getting through there, the sheer volume of noise and people is what struck me next. Beijing is busy! Then was the taxi ride, and wow – thought for sure we would crash. I soon came to trust Beijing taxi drivers, but initially their methods – or lack thereof – were frightening. Indicators, what are those?! Speed restrictions, nope don’t need those. Following that, the first few days were a whirlwind of language barriers and just trying to familiarise oneself with the area. I quickly learnt that not many people spoke English, or were willing to try understand my severely deficient Chinese.

Q: To what extent do you feel overwhelmed by the cultural differences you experience in China?

A: As I mentioned before, I like to take each day as it comes. This usually results in me looking at different situations quite calmly. I had heard a lot about China and Asia before going there, so there were very few shocks. Thus, I don’t feel overwhelmed by the cultural differences, mostly I feel glad that I got to experience them.

Q: What’s your impression of China and Chinese people?

A: I like China, it really grew on me. There is a lot of beauty there, and a country which is steeped in tradition, it demands respect and deserves it I feel. The Chinese people are so varied, I can’t justify blanketing them all with one phrase. Some Chinese people were rude and ignorant and simply wouldn’t

give a “外国人” the time of day. Others were delightful, so helpful and politely curious about my culture.

I made some very good relationships with some Chinese people, and I am appreciative of their influence in my life.

Q: What do you like most/least about living in China?

A: Living in Beijing meant transportation was extremely convenient. Most of the city is flat, so a lot of the time I could enjoy a bicycle ride to my destination. There was also so much to do, whether it be visiting a historical landmark or socialising with friends, there were many options available. As I'm not a city person, I did miss the roaming fields and countryside. However, the city boasts many lovely parks and lakes, which is a fantastic amenity. I disliked the traffic, pollution and smells that came with bustling city life though. Also, the Firewall China has on so many websites I frequent proved an obstacle.

Difficulties encountered and coping strategies

Q: What's most difficult thing did you encountered in the first semester? Can you explain the reason please? (Language/ communication, Financial, Food and Health, Accommodation, Personal problems, Culture)

A: Easily the most difficult part of the first semester was the language barrier. My Chinese was extremely poor when arriving China, this made communication quite difficult. A lot of hand gestures and charades were utilised during the first few weeks!

Q: What's most difficult thing did you encountered in the second semester? Can you explain the reason please? (Language/ communication, Financial, Food and Health, Accommodation, Personal problems, Culture)

A: In the middle of the second semester I became quite sick and was unable to keep solid food down. As a result, I was forced to visit the hospital. Obviously, no one usually enjoys a trip to the Doctor. However, add to this my lack of knowledge of Chinese medical terms and the vast difference in medical care, I felt thoroughly homesick those few weeks. It was an experience.

Other than my illness, I didn't encounter many problems or difficulties in the second semester.

Q: What are your coping strategies to overcome the difficulties?

A: I sought help from friends – both Chinese and other foreigners. My college was also quite helpful.

Q: What's the obstacles for you to adapt to the life in China/Taiwan?

A: Language is easily the biggest obstacle. After that, learning their customs and mannerisms takes a while. For life in China, as a Westerner, I think the Firewall provides a substantial obstacle. The saying "you don't know what you had til it's gone" comes to mind.

Homesickness and loneliness

Q: Were you homesick? Did you miss Ireland?

A: At times, yes. As Christmastime approached, I really missed the typical traditions that came with one of my favourite festivals. Often times, I craved the Irish cuisine. Obviously, I missed friends and family too. As previously mentioned, I missed Ireland's landscape. And the sea, oh the sea!

Q: Did you often make phone calls or chat on-line to family members or friends in Ireland?

A: Yes, Firewall notwithstanding I was able to message friends almost daily. A couple of times a month I would video chat with friends or family.

Help and support

Q: What kind of help and support did you get?

A: I felt we could've had a lot more support from our college in Ireland. Travelling half a world away, and very little advice was given. I luckily had the support of family and friends, and even my colleagues who were sad to see me go, wished me every success. Financially, it was fantastic to receive free accommodation.

Q: Whom did you consult when you have a personal related or study-related problem?

A: In the beginning, my friends. As time progressed, I developed good relations with my teachers and felt I could always go to them with a problem.

Q: Were you living with Chinese people? Do you think it is helpful for Chinese language learning?

A: In the first semester, I had a Taiwanese flatmate. Although her culture was quite different to China's, she was immensely beneficial to my language skills.

Q: Did you make new friends in China? Which nationalities? What did you do with the different people you met in China?

A: Yes, I made many new friends from all over the world. Other Asian countries, the Americas, other Europeans, Africans and Australians. We played sport together, socialised together, went visiting tourist spots and studied together.

Cultural identity

Q: What does being Irish mean to you? How did you describe your country to the people you met in China?

A: For me, being Irish is being proud and being welcoming. Many friends I made I have invited to Ireland and some have already visited. I love my country and am eager to introduce other nationalities to our charms. I often describe Ireland as being beautiful and welcoming. I felt it's a trait we as a nation strive to achieve. Depending on who I'm speaking to, I will describe our climate, or our traditions. In a few cases, our politics and history.

Q: What are the similarities and differences between Chinese culture and Irish culture?

A: I think family traditions are rooted in both cultures, a family meal and hosting guests are valued in both countries. Some differences include the treatments of children by parents. In Ireland, parents have less and less influence in their children's lives – as they grow older – this does not seem to be the case in China.

Q: Do you have a Chinese name? Do you feel it was helpful to have a Chinese name?

A: Yes, I've had a Chinese name since my first year in college. I think it's absolutely necessary to have a Chinese name while in China – no one could pronounce my English name.

Outcome of study

Q: Have you changed since you lived in China? What kind of changes?

A: I think so. Personally, the experiences of living out of home wasn't a new experience for me. However, living in such a different culture was. I think, because of this, I have become more tolerant and aware of other countries customs. I like to think it's made me more open and approachable as a person.

Q: Do you feel that you became mature after year-broad study? Please give some examples.

A: As previously mentioned, the concept of living out of home wasn't new for me. Thus, I don't feel my year abroad greatly added to my maturity. It has certainly added to my life experience, which is richer than ever before.

Interview theme 2: Learning Chinese Language

Q: Are there any differences in learning and teaching styles between Ireland and China?

A: Many! In China I learned Chinese solely through Chinese. While it was difficult in the beginning, my Chinese improved far more quickly than my studies in Ireland ever did.

Q: What were the difficulties learning Chinese in the classroom? What were the difficulties learning Chinese in daily life?

A: In the classroom, the sole use of Chinese meant it was hard to understand the teachers at times. Out and about, accents were easily the biggest difficulty. Some people were particularly hard to understand.

Q: Have you improved your reading, writing and oral-aural skills of Chinese during your study abroad? Please give some examples. Did you take HSK exam?

A: Yes, immensely. My spoken and listening Chinese has vastly improved, given these skills were necessary every day. My reading has also improved, and I'm finding the more characters I learn, the more I want to read in Chinese. I have purchased 《哈利波特》 and endeavour to be able to read it smoothly by the year's end. I studied for HSK4 and HSK5, but never took an exam.

Q: How did you improve your Chinese language level inside and outside the classroom?

A: Within the classroom, we often had role-playing activities and had workbooks to complete. Outside the classroom, I visited the cinema or plays with Chinese friends, and tried to take part in their daily activities as much as possible, meaning I was always expanding my vocabulary.

Q: Do you use App such as WeChat, Line to make friends and improve your Chinese? Do you watch Chinese movies or read newspaper or books?

A: Facebook was quite difficult to use, and many Chinese people aren't familiar with it or use it, so I didn't connect with friends that way. However, WeChat is a different story altogether! EVERYONE in China has and uses WeChat. I still use it in Ireland to communicate with my Chinese friends. We didn't use LINE at all. I enjoy watching Chinese movies and TV shows. As previously mentioned, I am trying to read one Chinese book. I often read Chinese media online, mostly for class.

Q: With your Chinese language level improved, did you find you adapt to life in China better? Please give some examples.

A: Absolutely! Easily the best example of this, is the difference in communication with classmates between the first and second semesters. Many of my classmates were from other Asian countries and didn't speak English. This meant we had to use Chinese to communicate. In the beginning, conversation was limited to basic questions. However, by the time the second semester rolled around, I could have full conversations with my new classmates, able to tease and communicate easily!

附录之二：爱尔兰学生的留学日记

Journal 1 My Country Notebook report by Fiona

Introduction

As a student enrolled in an IBL course at DIT (DIT565-Chinese and International Business), I am spending my third year studying Mandarin in China. A report that offers us the opportunity to step back from our experience and to draw conclusions is an integral part of this program.

In the following report I will report on my personal experiences. I will include my experience as a third year student through describing living conditions and daily interactions. For this purpose I will firstly introduce China from an economic and political standpoint with a few brief historical insights. Secondly, I will reflect on my individual experience of the culture and society during this challenging year abroad. Finally, I will focus on the language learning experience explaining my language learning process. This will be presented in the form of a reflective diary.

Personal Experience of China

Having set the scene through this short synopsis of current thought I will now engage a personal reflection on my year abroad.

1. Third level education

In my opinion, third level education in China is very close to my experience in European secondary school. That is to say that instruction is essentially top down and more or less childish depending on the teacher. For example we have dictations of words every day, homework for each class, and absenteeism is not tolerated. In fact, some teachers, instead of giving us a mark over a 100% for example, would reward us with “a smiley face” drawn on our papers, or sweets if we are on time for our lectures. I was at first shocked and irritated but quickly realized that the mentality on campus including students,

teachers, workers, was also to my western eyes childish and I presumed that many young Chinese adults seemingly are not required to mature until they reach a certain age.

Walking on campus we should notice more than once, girls (aged between 18 and 25) having tantrums or hysterically crying, carrying teddy bears and wearing more or less childish clothes.

I also attended a general introduction to business class in Chinese, and found that the students were also very coddled, oftentimes even smothered with attention by their teachers.

In our case, international students taking languages classes, we had very eclectic classes. Ages ranged from 14 to 72 years of age, with a majority of students being in their twenties. Regardless our age difference, we were all treated the same.

2. Living Conditions

Our living conditions are more than acceptable. Our dorm is in fact located on the top floor of a 4 star hotel. Compared to Chinese students' dorm, we are living in luxury. There would be six students of the same sex sharing a small room, with only space for bunk beds and wardrobes. They have to use communal bathrooms, situated in another building and don't have full access to hot water, even in winter.

Their living conditions are poor, but the prices are ridiculously low. They would pay the equivalent of 30euros per quarter. On the other hand, we have very spacious rooms, even for two, with Wi-Fi, plasma screen, heating and air conditioning. Our bathrooms have a shower, a sink and a European style toilet.

We even have cleansers, who keep our rooms clean, a luxury that I never became accustomed to even after my prolonged stay. The rent is high for China, but the quality of the living quarters are worth it.

Our dorm are reserved for international students only. We were prohibited from living with Chinese students. I believe it is in the collage's best interest that we hold a high opinion of China, as they consider us as the ambassadors of our own countries. They expect us to conserve an arranged vision of what it would be like to live in China. I feel that by giving us special treatment, they are hoping that we would give good reports to our countries. I suppose, as well, that not many European students would be willing to share a room with 5 other strangers. This would endanger exchange systems between different universities of the world. Knowing that most universities need the international student's fees to alimnt their programs, it is necessary to give the exchange students special treatments.

3. Social Life and Entertainment

The "normal" Chinese student social life would consist of studying every day, in groups or alone, physical activities like football or running, cinema, Karaoke (on occasion) and extra academic activities, like foreign languages or learning different musical instruments.

They also fulfill their social life chatting on the Internet and "texting". They tend to share a lot of meals with friends and tend not to like being alone. We can suppose that the majority of them come from single child households, which in my opinion affect their social behavior, and therefore their social life. If the parents are working and can't look after their child, the grandparents are often expected to give first primary care to the child, the latter being therefore often spoiled, and over indulged.

It also seems that once entering student life, the majority of students take care of each other, forming brotherly/sisterly bonds by having to share such small space with so many people.

Their social life and entertainment doesn't revolve around drinking and eating, although we do often notice groups of middle aged men having dinner together in more or less fancy restaurants, sometimes accompanied by their respective wives, eating, chatting loudly, smoking and drinking. They would generally be drinking in excessive amounts, beer or Baijiu (very strong white rice alcohol). We have also witnessed more and more Chinese (between 25 and 35 years old) willing to go clubbing, without especially drinking. Some are there only for the purpose of meeting foreigners, others seem to have more money than the majority of Chinese wear flashy expensive clothes and drink expensive alcohol.

I haven't had any personal encounters with prostitutes, but through many of my male friends I have found that they are commonplace.

Concerning our own social life, it endured different changes. I had the opportunity to meet very different people, appreciating the different cultures and centers of interest. Even though we had homework and classes that kept us busy the entire week, we still found time to have a social life. We would for example organize dinners or nights out in different specialty restaurants, and bars, mixing nationalities and personalities. This was an overall rewarding experience.

4. Specific Culture Shocks

The main culture shocks experienced were the food, the weather, and the sanitary and basic social behavior.

The weather is extreme in comparison to Ireland; there will be very hot summers (up to 45 degrees) and very cold winter (down to -15 degrees). Autumn and spring are very short and only last a couple of weeks each. The change in temperature can be drastic.

Pollution is a major problem. Making it hard to breathe and affecting our endurance. It can sometime be the cause of itchy/watery eyes. The Chinese often end up wearing respiratory masks, which can be sometimes very colorful or prominent. They also wear respiratory masks If they are sick, to avoid any contagion. Nevertheless, the government came up with a number of regulations to reduce pollution. For example, the cars, depending on their plate number, can only be driven 6 days out of seven.

Public toilets are mainly squatters, which can be very dirty, and sometimes don't even have doors. I noticed that the Chinese tend to not close the door, being able to converse with their friend, sometimes even on their mobile phone, while using the toilet. The notion of privacy is somewhat different. We more than once had trouble with our own (European style) toilet because we were not meant to flush toilet paper. Very frequently we found a (very full) bin of used toilet paper next to the squatters in public ones which did not help the smell.

Walking the streets or site seeing, we rarely encountered babies wearing nappies (except in very cold temperature). They usually wear trousers with a big slit between their legs, allowing them to relieve themselves anytime, anywhere and very easily. It appears very strange, especially when they end up sitting ANYWHERE, in China that is not as clean as I would like it to be, without any sanitary protection. It appears as quite a shock given that the parents usually give up a lot for their precious children. We can suppose they adore them so much because it is their only child. And they have to want it raise it, because child rearing involves a lot of sacrifices and investment. Every day, I see grandparents walking their grandchildren, caring and entertaining them. The parents are working, and the grandparents

generally live with their children, looking after their grandchild. It's very frequent to have up to three generations sharing the same house or apartment.

It is necessary to point out that the single child rule is also the source of numerous social problems. As an example there is a consequent difference in the ratio of men to women with men far outnumbering women. As there is still a tendency to prefer having a boy to a girl this leads to numerous unnecessary abortions. Although the law has changed recently, forbidding to tell the sex of the unborn child. As an addition the law is not as strict anymore. More families have more than one child. About 50 percent of the Chinese that I have personally met, around 20 years old, have brothers or sisters (that are not their close cousins), without being outstandingly rich.

On the other hand, if you venture into parks on a sunny afternoon, you can really feel the importance of the family bond, and the respect of the generations. I was very moved as well by the taiqi, kongfu training and rehearsal of traditional Chinese songs in the open air, for everyone to enjoy. It brings a rare kind of serenity, which is alas often drowned out by the non-delicate sound of spitting, or should I say expectorating. Unfortunately, Chinese people do it a lot too much. Every day and everywhere, you can be "blessed" by this (not so) charming noise. Surprisingly enough it also comes from respectable, classy women. I heard that it is a way to purify their soul. Even though I managed to block it out, I am yet to be convinced.

Certain people would also stare at us regularly, and very intently. I was first lightly amused but it quickly got on my nerves. I pretend not to see it, and like to believe that they are not meaning to be rude, I understand that Chinese people can be very curious. But I found that there is a fine line between curiosity and racism in China. However, more than once to be I was asked to pose with or without them on pictures. They are, for the most part, fascinated by the (white) color of my skin, which is, where I come from, usually considered as a sign of poor health and not something particularly attractive.

Even though curiosity for foreigners and the world is palpable, they appear to be extremely proud of their country. The news regularly shows positive development on economic growth or the Chinese Government. Many documentaries and films are very “pro-china”. But some of the young adults whom I have met are open to criticism towards the government. They would repeatedly start on the subject, and openly criticise it. On the other hand, some students still believe that the Tian’anmen massacre never happened, or worse that it is a western invention. The government is in control, CCTV cameras are everywhere and bags are scanned in each subway station. However it would be fairly easy to carry a weapon as there is no body search. The internet is put sifted. Websites such as Facebook and YouTube are forbidden. Google is carefully censored on number of subjects. However there is a certain amount of proxy’s and firewalls that allow you to access those websites. Price vary greatly. The free ones don’t generally last very long as the government finds them and bans them regularly.

Satellites are also forbidden, although sometimes you can find small ones in unexpected places.

In addition, respectable Chinese people don’t (like to) lose face. As a contradiction, the more they are not allowed to do something the more they will be pushed to do it. Many of my friends broke the firewall and have access to the Internet as a whole, and by consequence, are very proud of it.

On other circumstances, losing face is not something you would want to induce on someone. It is very important for them to keep the appearances and to be right, even if they are proven wrong. I had a few problems with the workers on campus, affirming something and not going back on their words, even if they were obviously wrong. Also, I witnessed a few times people having violent argument in public places, which clashes with the thought. In Europe, having public arguments is considered as losing face.

The food is, for the most part, different. They eat savoury all day long. They eat rice or noodles at every meal, which can be hard to digest. The cuisine is usually oily but the vegetables are usually fresh. The

way they hold their meal is also strange as they put every dishes in the middle of the table whether they are cold or warm, sweet or sour and everyone picks away, almost like their own personal buffet. Although the service is rarely good, it makes the atmosphere more relaxed and enjoyable.

I had the chance to experience travelling in trains. I had two 27 hour journey in hard sleepers and one 8 hour journey with no seat at all. We ended up in the eating car with no heating and the lights on all night. The hard sleepers are not comfortable or spacious but it is easily doable with earplugs and an eye mask. The toilet facilities are at very least inadequate. It is a once in a lifetime experience, so it did not bother us too much. During our trip we stayed in Dazhai, a very small ethnic village perched on a top of mountain, mainly known for its beautiful rice terraces. It was -8 degrees, snowing, and there was no heating or proper isolation. It was quite a shock for us. The inhabitants were living mainly in one room with no furniture and part of the roof missing. There was just one fire in the middle of the room where the four generations would sit around all day and wait for the weather to get better.

REFLECTIVE DIARY

1ST Week starting on the 27/08 ending on 3/09

First week ever in China was full of surprises and culture shocks.

We arrived in Beijing and went straight to Minzu Daxue to sort out the registrations, and the dorms. It hits me how bad my Chinese is, and realize I'm depending a lot on my classmate who has some obvious facilities for the language, for simple communication.

Being overwhelmed by the arrival and the perspective of spending a year in China, it was harder for me to even try to communicate in the language.

We had a written and an oral placement test only a couple of days after our arrival and were put in different levels. I was first put in level 5, after getting over my emotions decided to try to move up a level to improve as fast as I could.

We have four different classes, 听力, 综合, 阅读 and 口语. I have already come to the conclusion that 听力 and 口语 are my weakest points. We had homeworks straight away after the first class, and I started studying that day, by reviewing what was seen in class and practicing characters. The lesson plans are basically all the same. We first look at new words, then read the text and lastly go through the text carefully paying attention to the grammar. We would also have grammar exercises in class or to do at home. Except in 听力, which consist of listening to a recorded tape and answering multiple choice questions.

The speed of the tapes threw me off, and the global misunderstanding made me apprehend this particular class. I also had trouble in 口语 classes, not being able to form a complete correct sentence out loud. The more I failed the more I got embarrassed and did not want to be asked anymore questions.

2nd week 3/09-10/09

I'm still a bit overwhelmed, and I encounter difficulty understanding and being understood by teachers, especially when I tried to move up levels. I also get confused ordering food and often get embarrassed in front of my classmates who it comes to more easily. I therefore tend to avoid speaking Chinese in front them.

Classes in level 6 are a bit more challenging, but I still want to overcome my unwillingness to speak. I study my characters every night and listen to tapes of the texts we are working on in class and doing homework's. However this is hard work and demands a lot of time, especially as we are still trying to discover and enjoy the city by getting accustomed to the changes.

The 听力 classes are even harder, and I tend to just daydream in class. Watching Chinese TV is not yet a serious alternative as the simple idea of yet again not understanding what is going on is sickening.

I am determined to change my attitude, as it is not getting me anywhere.

3rd week 10/09-17/09his week,

I made a lot of friends and I feel that understanding teachers and random people is already getting easier. I am more attentive in class, do my homework, practice characters every day, and review and preview lessons to avoid being lost. I underline the words I don't recognize or know meaning and, on another page, write pinyin and translations when needed, as a backup in class. I find it very reassuring. I also listen to the tapes to practice my pronunciation, because I realized that most of my tones are off, and it is one of the main reasons people have trouble understanding me. I try to participate more in class, except in 听力, which I find impossible. Especially since we don't have access to the tapes to preview lessons.

I'm more comfortable in Beijing and on campus, starting to know my way around, and am changing my attitude to the best of my ability. I still rely on my classmates a lot when it comes to asking directions or ordering food, which I don't particularly like, but find it impossible to adjust as it is for the moment easier.

4th week 17/09-24/09

My lack of persistence is not something I am very proud of and I decide to go out of my way to try to talk Chinese to other students and ask more questions in class. Learning characters gets easier and I think that written comprehension is my forte. Even though my lack of grammatical structure is a handicap, I find myself focusing more on written Chinese as a comfort and give up on 听力 and 口语 for now.

5th week 24/09-1/10

I find it very difficult to write short essays in Chinese. My sentence structures are wrong and I lack vocabulary, but I am putting hard work into my homework and 听写 and the teachers appreciate this and encourage me, which is somewhat reassuring. I also start feeling that I have to improve to reward my teachers, but myself too.

So I've decided to tell my classmates to try not to speak for me and let me try to order food for everyone in Chinese. Although a little surprised they happily accept to do so.

I've also turned on the Chinese TV for the first time and sat through a program. It wasn't really my cup of tea, but with Chinese subtitles managed to get the gist of it. This comforted me, so I did it every night.

听力 classes are still impossible; I thought that it would be easier if I attend every single class, but no. I'm very disappointed and frustrated with myself as the teacher asks me questions that I'm never able to answer. My 听力 teacher does know I'm trying, as I always get full marks on 听写. But characters are not much help in this class.

6th week 1/10-8/10

National Holiday break. Our other classmates studying in Yangling came to visit. We all had a great time, sharing our impressions of our first month. Not much studying was done during this week but the Chinese TV was on every day and I found myself trying to ask directions in Chinese and started simple conversations in bars and restaurant as often as possible.

7th week 8/10-15/10

The break is for the most part over, and I start preparing for my midterm exams. I want to do well, so I study every day. I go through every chapter done in class, practice every single character, listen to tapes and do grammar exercises.

I am very worried about my Tingli exam but hope for the best. The only way I could study this particular class was looking over and over again at questions, and learning the few characters in the vocabulary section of each chapter.

Revisions weren't that dense as the chapter of the different classes reference each other, sometimes having the same grammar points and vocabulary.

8th week 15/10-22/10

I am fully concentrating on my exams. Every exam is 2 hours, the length of a class, and they are spread out throughout the week.

I feel confident about Zonghe and Yuedu even though my essays lacked vocabulary and sentence structures. I found it hard to use new words.

Kouyu went better than expected, as she saw the effort I put in, but yet again, it was very difficult for me to use the new sentence structures and vocabulary and she pointed out that my answers were very simple and I didn't take many risks.

Tingli was a surprise as the test was the exact same questions as the one we did in class, and thanks to my photographic memory I managed to remember nearly all the answers, without having to listen to the tape. It got me a good mark, which I did not deserve this, and I am not impressed by my teacher's techniques.

9th week 22/10-29/10

I was for the most part delighted by my results as I got straight A's. It gave me the motivation to work harder, although I do admit I took it easy this week after studying hard for exams. I still pushed myself to go to every single class and did all my homework. I find myself relaxing in front of Chinese TV programs every day and I feel that it improves my listening and comprehension, even though I rely a lot on the Chinese subtitles.

10th week 29/10-5/11

I am back on track with reviewing and previewing every lesson, even though I find myself feeling a bit guilty about my techniques. I don't think this is such a good idea to preview Yuedu classes, as the main point of the class is to guess new words and meanings without the help of dictionaries.

I study characters every day, do my homework attentively, and listen to tapes, I repeat out loud the text being studied. I feel the pace is accelerating and I don't want to fall behind. Although I feel more comfortable asking questions and participating in class than ever.

I realize that all of my friends are English or French speakers, and my Kouyu level is not particularly evolving.

I am less dependents on others for ordering food, shopping and asking directions, but when it comes to harder topics I tend to let others speak.

Tingli class is still questionable, as I don't think I am improving at all. I feel a bit let down by my teacher who does not mind embarrassing me in front of others.

11th week 5/11-12/11

I am finally feeling entirely comfortable in Beijing. Enjoying the culture and dynamism of the city.

My written Chinese is improving a lot, as I spend most of my time studying it. I don't feel as much of a strong need to preview classes and I am able to understand everything that is going on in class.

I am being more attentive about my tones, and hear improvements. I find that reading out loud over and over can be very tiring but also very rewarding.

I also find learning characters is getting easier every day, as we see them everywhere, and being able to recognize them in the streets and understanding ads or signs is very satisfying.

I force myself to watch at least an hour a day of Chinese soap and feel that my comprehension is getting better as well.

I still feel guilty about not having found a language partner to improve my Kouyu but at the same time not enough that I feel obliged to find one.

12th week 12/11-19/11

Although communicating through Chinese is definitely less stressful and much easier, I am starting to really feel the need to find a language partner. I realized starting the same conversations with strangers over and over again is not very fulfilling. I am determined to find one by the end of this week.

We have a different Kouyu teacher, as the previous one broke down in tears during a lecture for personal reasons. Her techniques are different. She makes us talk more, read out loud more and has us participate more. We are talking more than she would and I think it's a better attitude for an Oral Communication teacher. This is when I realize my Kouyu level had not improved much, as I still get nervous talking in public. I am aware that my Oral is not as good as I would like it to be, and it is bringing me down a little.

My class attendance is still excellent, and my attitude in class is improving. I still find myself focusing more on the written Chinese at home.

13th week 19/11-26/11

I suffered from severe food poisoning all week and was incapable of attending class, or studying at normal rhythm. On the other hand I watched a lot of Chinese TV, which I like to consider as passive studying.

I also felt really homesick for the first time.

14th week 26/11-3/12

I consecrated this week to catching up on the one I missed, and regained the routine I had going on previously. Attending every class, reviewing/previewing, practicing my characters a lot, seeing that the chapters are getting dense, and doing homework. I am still pretty homesick and I admit it is slowing the search for a language partner since I would rather spend time with people that remind me of home. I am watching less Chinese soaps, probably because of the overdose of last week. My presence is dropping.

15th week 3/12-10/12

I regained moral and motivation and it was about time given that my final exam are getting closer. Spending more time studying than ever, going over sentence structures and grammar points, listening to tapes over and over again, and practicing characters like never I never done before. I am going over unclear points with my teachers making sure I have all the bases I need to succeed. I am also handing in short essays on every topic with the optic of improving my structures. I am trying my very best during Tingli classed, but I think I might have unconsciously given up a long time ago. I am starting to blame the book more and more because it does not seem up to date with current Chinese, making us try to learn outdated structures that we will never come across. I am slightly confused on the subject. I am watching less Chinese soaps but still manage to sit down in front of it a couple of times a week.

I have miserably given up on looking for language partner but promised myself I will find one next semester. I still feel my Kouyu level is poor, but I am more confident when it comes to communicating and without doubt am feeling improvements since august.

16th week 10/12-21/12

Exams week. Everything went smoothly, even the tingli exam, for the same reason as the midterm exam, it was the same questions that were seen in previous classes. Attending each class meant having a very promising chance to succeed in the exam. I am not satisfied with the way this class was handled but

decided to see how next semester would be before having to express my opinion to the office. Kouyu exam went well, except that I was let down by not using new sentence structures, and wrongly using a couple of complex vocabulary.

Zonghe and Yuedu went without a hitch.

Now that the first semester is over, apart from the fact that I am looking forward to go home, I am also looking forward to starting a new fresh semester. I am full of new/good resolutions.

21/12-04/01 spent at home

10/01-24/01 spent traveling in the south of China

My friend and I took the train from Beijing to Guilin and traveled around the Guangxi and the Huxiang province for two weeks. During these two weeks we had to use Chinese a lot when communicating to locals or bus drivers or even other passengers, booking hotels and train tickets. It was harder than I thought it would be because the accents were different. Some even spoke another dialect.

It motivated me to improve and work harder in Chinese to finally be able to fully communicate and be easily understood by others.

24/01-18/02 spent in Beijing

I took advantage of this break to go through everything we did during the first semester. Spreading it out 4 hours every day for a month. I practiced every character and grammar point. I read through every text and listened to every tape. I also watched a lot of Chinese TV soaps and movies.

I was considering taking private classes but the courses have already started and others were just too expensive. The weather being dreadful I did not find it hard to stay at home and study every day on my own.

1st week of the second semester 18/02-25/02

We all had to take another placement test to make sure of our Chinese level. I was put into level 7, which surprised me at first until I found out that they had changed the system. I am now studying the second part of my last semester books. I don't find it particularly hard and wish to go up a level but for this purpose we had to take another test, which I found impossible, and was not able to change level. Although, I did realize my level had improved since September because I was fully able to communicate with my teacher.

Zonghe is not very challenging but is all new vocabulary and grammar points, which is interesting. Our teacher, this semester, has a different technique. He first goes through the test time, then look at the new vocabulary, make us read the text out loud, goes through the text in details pointing out every structure and finally does grammar exercise. We have homework after each class that consists of making up sentences with new words and specific structures. He also makes us retell some parts of the text.

I think this class is going to help me improve, because I realized that one of my main problems was not being able to use new words and structure in sentences.

Kouyu and Yuedu classes are very easy for now, and don't motive me to work particularly hard on the lessons nor during class, there is practically no new words of structure. They speak very slowly and I understand everything. The homework consists of writing very short essays, using simple characters and grammar points.

Tingli classes are still a bit confusing but the book seems more adapted to our level and I find the teacher's explanations very clear. I am definitely willing to make more of an effort for this class this semester.

2nd week 25/02-4/03

I signed up for extra fudao classes twice a week, starting next week, hoping that it will help me improve my speaking. Fudao classes consist of a Chinese student our age looking over our homework and is open to dialogue.

I find myself concentrating more on Zonghe classes and focusing more on previewing/reviewing those lessons. I do homework every day, and practice characters.

Yuedu and Kouyu classes are still too easy but teachers say that it will get harder next week, so I am not spending too much of my time looking over those lessons.

I found Tingli classes much more interesting and accessible. We still don't have access to the tapes to preview lessons but I find it easier to understand even hearing the tapes for the first time in class. She goes through the text with us and asks us simple questions to finally help us retell the text. We then answer multiple-choice questions related to the subject, going through new vocabulary and structures.

I am the only French/English speaker in my level and it is really pushing me to talk as much Chinese as I can.

I feel that I have improved but half of the classes are too basic and are not pushing me study.

3rd week 4/03-11/03

Kouyu classes have started to get interesting. She pairs us off and give us a list a question and subjects to discuss related to the text. I found it hard to express myself clearly but I know it will make me improve my speaking ability.

I am still studying characters and texts every day. Doing my homework every day after each class, the teachers mentioned that they could tell I am working hard and it gave me even more energy to keep going, to improve as much as I can. Fudao classes started, it was very satisfying as we engaged in a conversation. She said I was using very simple words and structures, and I found it hard then again to express myself clearly, but the more I speak the easier it will get. I found myself going out of my way to speak Chinese.

4th week 11/03-18/03

We got to celebrate St Patrick's Day in China. We played sports and went to an Irish pub with other international students. We also introduced our celebration to Koreans and Japanese students and our

teachers who had never heard of it before. Explaining it through Chinese was a little tough but amusing and everyone got the gist of it.

This week I still attended every class and did my homework. I found that making up sentences started to get easier and my written Chinese is more accurate. I only read once the new text in Kouyu and Yuedu as a preview routine and practice the new characters in Zonghe and Tingli classes, also as a preview exercise. I also signed up for preparing HSK classes. They are starting next week.

5th week 18/03-25/03

This week I found a language partner. He grew up in Tibet and is a dance major in Minzu daxue. He wants to learn some French and English so that he can continue his career somewhere else as he is not satisfied with freedom of expression issues in China. We understand each other easily enough and plan on meeting two or three times a week. He said he is going to lend me TV shows and movies in Chinese. I don't have any difficulties in class and everything is going smoothly. I study every day and attend each class, including Fudao class. Although I noticed I spent more time preparing for my Kouyu class, and asked more questions related to the subjects in class to my partner. I am determined to improve my Oral expression. HSK class is held by my Tingli teacher from last semester. She recognized me straight away, and after a little discussion admitted that the book wasn't at our level. It is a very interesting class (2hrs a week) since she focuses on grammar, which I lack, and reading speed.

6th week 25/03-01/04

I feel my level is finally improving. I am meeting with my language partner three times a week, watching an hour of Chinese soaps every two days, attending 26hrs of Chinese classes a week including fudao class twice a week and HSK class once a week. I have mainly been reviewing in view of my midterm exams next week. Going through every character and grammar point, making up sentences for each of them. Most of our teachers gave us the layout of the exams. They all include grammar, vocabulary, reading comprehension and a short essay. Except for tingli, she didn't give us any explanations. I also found a job; I am babysitting and tutoring a little French girl (7 years old) in English and Chinese, once every two weeks.

7th week 1/04-08/04

Exam week, everything went fine except tingli. The speed of the tape and the length of the answers to choose from overwhelmed me. I am very disappointed. My Kouyu teacher said that I didn't take many risk but used all the right structures. I also felt that my speaking was more fluid. This week I mainly focused on revising for the coming exams and did not have much to meet up with my language partner.

8th week 08/04-15/04

This week was more relaxed, we had a few of our international friend's birthday and my father was over for a business trip. I did not have much time to study and meet up with my language partner, but I still spent a lot of time communicating through Chinese to our Korean and Japanese friend. I also had to bring my father shopping and practiced arguing for price in Chinese, I think it is good sometimes to get out of the books, and use Chinese in everyday life, and normal conversations. I find that communicating, reading signs, asking for directions is getting a lot easier, and I am feeling more and more comfortable talking in Chinese and living in China.

9th week 15/04-22/04

I suffered from flu this week and was unable to attend classes and study at the appropriate rate.

10th week 22/04-29/04

I got back into my studying routine, and focused more on the written part. I met up with my language partner every day and he invited me to see perform. My communication skills have improved very much and I found the written part of the course less challenging. It somehow gets easier even through there are more and more characters to learn each day.

11th week 29/04-06/05 spent traveling in Hangzhou, Suzhou and Shanghai, trip organized by an international student, for our year.

During this week, I had no problems talking to my classmates in Chinese, understanding our Chinese guide and asking for directions in new cities. The atmosphere was very relaxed, and I realized how much my Chinese had improved since last August.

Journal 2 My Country Notebook report by Chloe

Introduction

My first impressions of China were definitely surprising. Looking back at when I arrived in late August I was completely and utterly unprepared for the culture differences, learning about it in class is one thing and actually experiencing it is another. In the following essay I will discuss my experiences in Beijing China over the past few months, under the following topics such as learning Chinese, activities and comparing Ireland to China.

Part one

Leaning Chinese

When we first arrived, everything was a nightmare. We had no idea how to register. When we eventually found our administration office we were given a brief test in our language abilities, and assigned classes accordingly.

I was assigned to an intermediate level class on my own, it was quite scary at first because everyone in my class already seemed quite proficient in the language already and I had only been in the country two weeks was quite afraid to speak to anyone, or speak out in class. We had the following classes, Zonghe, Yuedu, Kouyu, Tingli.

I felt my class moved at quite a rapid pace, we should learn roughly 20 characters every two days culminating in a brief test other two days and then a larger test every second Friday, I do know that a lot of students struggled with the fast pace and I do myself admit that at times it was tedious to not only keep up with the new characters but also learn the grammar on the side.

Personally I struggled with grammar most; I really could not get around a lot of the points, and the fact that we would have a lot of students in our class in comparison to the class size in DIT I found it difficult to ask a question but actually understand the answer.

My solution to this was to find a language partner, to which I found a 24 year old Chinese student who chose to call Pamela, we met up every Wednesday, Pamela was gracious enough to explain most grammar points but sometimes her translations would prove confusing and our lines would become crossed so to speak, I also found it difficult to get Pamela to only speak Chinese to me, we decided the meet with half an hour grammar half an hour casual conversation but even in the conversation half I found she would often revert back to English.

Second semester

For the second semester, it was as if going back to square one. However I remembered that when I first came to Beijing understanding the teacher in lessons was almost next to impossible, now it's no longer just background noise, I can follow and keep up with the class.

Seeing as I passed my winter exams I have moved up a level, unfortunately learning to study with the new format and keeping up with the pace of the class had been difficult. For Zonghe, we now focus more on grammar, which was always my weak point. So I hope to improve on my grammar in the coming semester.

In Kouyu it's a lot more intensive, for each class we have to prepare a piece to present to the class on topics relative to the lesson we are currently studying, I have to say I much prefer Kouyu this semester because I find it a lot more helpful. Tingli like Kouyu I also much prefer, as last year to be frank, I really didn't have a clue what was going on! Unfortunately my listening level is still quite poor but this semester I understand the format so I plan to review the lesson at home after class in hopes to improve my listening abilities. I have noticed a lot of my classmates myself included tend to fall asleep in this class, so fir added interest our teacher has begun to play episodes of Chinese TV. My favorite is (Chinese take me out) which is called 我们约会吧. I really enjoy this, and it makes me realize that watching Chinese TV isn't impossible and can even be enjoyable.

Using Chinese

Apart from class, I took it upon myself to use new words and grammar point in my daily actives, I found in particular my listening abilities and my confidence in my speaking abilities had really improved.

I did find that in restaurant or the canteen I had hit a brick wall, I had reached a level where I was able to ask for the basics, a lot of us became lazy and never actually learnt the names of the dishes we were ordering instead simply pointing to it on the menu, we found that this happened a lot during the year where we would choose the lazier option. It took some conscious effort to firstly realize what we were doing, secondly to make the effort to learn the word or phrase and then to actually use it.

During my English teaching classes I took a look at the books that I was teaching my students with. Some books had a Chinese translation in the back. I took note of this because during Henry's visit he suggested I look at some comics like 丁丁历险记 etc. I took it upon myself to read these books during my break, although they were easy enough to read there were still some characters I would have to look up.

ACTIVITIES AND VISITS

Inner Mongolia

During mid-autumn festival we had the opportunity to visit Inner Mongolia with an agency located on campus, the trip was an all-inclusive five day coach tour through all the main sights of Inner Mongolia, and it was possibly one of my best experience in China.

We were lead my a Mongolian tour guide named Mr. Li he had no English whatsoever so we found that after the five days even though it had been quite a pain to constantly listen to him on the microphone, our understanding and listening abilities had improved tenfold.

The tour started off on the day of mid-autumn festival. Throughout out tour we visited many temples, but our first stop was the famous hanging temples. This was definitely one of my favorite sites. The next day we spent in the Mongolian grasslands, we were welcomed to a yurt camp with traditional song and dance, and offered an alcoholic shot as soon as we were off the bus. Somewhat similar to vodka but we were unsure to what it really was. The day in the grassland was really eventful, we unpacked and were offered a traditional Chinese meal which consisted of the usual dishes of egg and tomato, garlic broccoli, black fungus, etc.

Afterwards we were taken on a Mongolian horse track, each was assigned their own horse and as a group we travelled up to three different point to view the scenery, at one point we had to cross a river this did not bode well for some of the other travelers as their clothes were soaked right through.

Student's Journal 3

China 2010-2011 Culture notebook by Jane

Autumn-winter semester in Yanglin

Spring-summer semester in Beijing

As part of DT 565, Chinese and international business we are required to spend a year abroad engaging in active improvement of our target language and to gain a deeper insight into the cultural values and differences of the society in which we are living. The following documents my experience of Chinese culture and learning Chinese language while living in China.

Third level education experience

My third level education experience in Beijing was an overall pleasant if not a little surreal. While in Yangling we experienced many problems with administrative staff and higher authority figures we ran into no such problems while studying in Beijing. I felt that we had a very well-organized timetable consisting of four classes of oral, aural, Chinese grammar, and character reading. All of my teachers were experienced in teaching Chinese as a foreign language and each had a very clear and definite lesson plan for the semester. I felt that the teachers were very attentive and put a huge amount of effort into each class preparing two hours of notes using a Power Point for each class.

As in Yangling, I felt the teachers preferred to have a very close relationship with their students, it was normal for teachers and students to ring each other or email each other after class. The female teacher would have no qualms about hugging or stroking the hair of the young female students, a phenomenon almost unheard of at a third level education in Ireland. I feel all this is related to the teachers viewing us - their students as young children. One would often find a smiley face or a small message asking us

how we are upon return of our homework. The teachers would also pretend to hit some of the more boisterous male students if they act up during class; I found this situation all together surreal as most of my classmates are well over the age of twenty.

Specific Culture Shocks

Weather:

Weather in China was quite a shock and something I had trouble adapting to, unlike Ireland Chinese weather is extreme playing host to a long hot and humid summer before the arrival of a snow filled and frosty winter. Temperatures during the summer in Beijing can reach a soaring 37 degrees while temperatures in winter can drop as low as -9 degrees.

Sanitary

One aspects of Chinese daily life that I will be happy to escape from is the sanitation situation. Simply put in my opinion Chinese people don't prioritise bathroom cleanliness like western countries. Most toilets are what are called squatters and are often kept in a horrible state. Most toilets don't provide toilet paper and you are required to bring your own. While in most upmarket restaurants western toilets can be found outside of our dorms it is rare to find western toilet facilities. Litter is also a major problem that can be seen evidently lining the streets of both capital cities and small towns in China. Often one can see a large pile of litter in front of but not in an empty bin.

Among the many delightful sound s one can look forward to experience in China, spiting is definitely not one of them. In China, it is not seen as rude at all to spit no matter where you are, a custom in my opinion that is abused by far too many Chinese men. On many occasions I have had a conversation interrupted by the sound of someone hacking and spitting.

Food

Chinese food is an aspect of Chinese culture I have a love-hate relationship with, I love the variety of flavour and ingredients I hate the amount of oil and fat present at nearly every meal. During my stay in China I had opportunity to taste many different foods that I had previously not tried, including crocodile, squid and fried ice-cream. After an initial month of constant upset stomachs, I quickly became accustomed to the local food enjoying particular 土豆肉片, 酸辣白菜。Meal times especially dinner in China were of huge importance often carrying on for hours, where several dishes were ordered and placed in the middle of the table, while each party often had a bowl of rice and could pick from the middle as they liked. Drinking is also seen as an important part of mealtimes with many choosing to drink 白酒, 啤酒 with their dinner or lunch.

People

The biggest culture shock upon my arrival in China was the sheer amount of people, everywhere you go it's bustling with people, something I found hugely overwhelming. Public transport for the first few months was dreaded experience especially using the Beijing subway. People had no qualms about cramming into an already grossly packed subway carriage. I also found that the general attitude people in China very different to other countries, I found myself in a country where pushing and shoving were not frowned upon and were almost expected. This is one aspect of Chinese culture that took a long time for me to get accustomed to and admittedly still irritated me from time to time.

Religion

I was also surprised to find that religion plays next to or no part in the daily lives of many Chinese people. Coming from at least what used to be a very catholic Ireland where many people still identify themselves catholic although they aren't practising, this was a huge shock for me. All of my Chinese

teachers said they had no religious beliefs, although one of them claimed that for many young Chinese, religion is becoming more and more important. I found no evidence to support this fact besides from the odd Buddhist monk or the specific Muslim restaurants. I found no evidence of religion present in the day-to-day lives of the Chinese. A fact that was highlighted when in Yangling, we had great trouble explaining the importance of Christmas and learning that to attend mass we need to travel very far to 西安。

Politics/government

Before arriving in China, I expected I had much bigger invasion of our day-to-day lives by the government. I based this assumption on the huge amount of paperwork we had to fill out and the numerous medical tests we had to get done before being granted a visa. It is true that you must watch what you say around many Chinese people including topics such as Taiwan, a situation that was highlighted by one of my teachers, when asked by a Korean student about Taiwan. Her demeanour noticeably stiffened as she braced herself for the question and you could see her relieved expression when the student eventually asked about the scenery in Taiwan.

Censorship is something that played a huge role in our daily lives, we had limited access to the internet with sites such as Facebook and certain YouTube prohibited. Getting around this only by downloading software while at home, we did however discover that many Chinese students also had access to and often used such software.

Journal 4 My Country Notebook report by Virginia

Introduction

Arrived at Beijing International Airport in the middle of October 2012, my host family welcomed me. Indeed before coming to China, I had found a Chinese family through the web to live and share daily life with during my stay in Beijing, in exchange of accommodation and meals, I was expected in return to speak English with their little girl and teach at the host mother's kindergarten every afternoon. I was therefore at the same time going to attend my Chinese study classes in my host institution, Minzu University, every morning from 8am to 12pm only. Because I had missed the whole month of September, I had a lot of studies to catch up with, however living with a local Chinese family helped me a lot and I was improving my listening comprehension very quickly. In the first couple of weeks I was feeling a little bit lost, could barely understand or speak Chinese at all, but having to take public transportation to and from school, sharing the family lifestyle and listening to Chinese most of the time, helped me quite a lot in becoming more and more familiar with the spoken language, location and culture. I have to say it wasn't easy every day, living off campus, teaching English, spending hours in bus jams and sleeping few hours, but I had learned a lot out of this experience. Although I did not have too much free time to enjoy as much as I feel like, nor did I have the chance to visit a lot of places or have fun going out like most other students, but at least I did not spend too much money in the first place, because life in Beijing had become more expensive, instead I tried to save my money by not paying for accommodation, food and transportation remaining relatively cheap in China. The family was really lovely as most Chinese people. I found them to be very open-minded, helpful and respectful. I also think that the people and culture from the East are much more welcoming, nicer, caring and generous than people from the West. Chinese people would most of the time treat you to eating somewhere, they would always by themselves want to help you for free and pay for you anywhere you would go. In the very beginning, anywhere I would go I needed to bring a Chinese friend to stay with me by my side to translate for me, now only in few cases or some difficult situations would I need a translator, but the most important I think is to be able to count on my nice Chinese friends who can

freely help me out whenever I would need it. However, although I am always hanging around Chinese people I was mostly speaking in English with them for the first 2 months until I could finally feel confident and able enough to have a proper Chinese conversation with them. I would also prefer having lunch every day with a Chinese friend of mine and not with the International students, who are very few in Minzu University anyway,, only and always sticking with each other and hanging out together, going from classrooms to dormitories and vice versa, so that you would mostly see a lot of Chinese and Asian students around.

The Chinese teacher and administrative staff are quite nice and friendly and would only speak Chinese, not much willing to speak in English.

Although most movies in China are kept in their original English version and there are so many English school, taught from primary school, their English speaking ability remains poor, probably due to lack of practice.

During my first couple of weeks in Beijing. I didn't see any foreigner at all, and until now it still happens that I barely find foreigners, in my class most students would come from Asia, very few European or American students actually, I felt like lonely and very different so that I thought every Chinese person was staring at me, when I first saw a foreigner on my way to school one day I felt relieved and happy to finally see someone" like me". It is a very strange and unique feeling that of going to such a different country with so many Chinese people around. That is what I was expecting actually but to my surprise I haven't seen that many foreigners in Beijing, maybe because I am not looking for them and as most of them would only be found in the same places as of international people's and are not as much mixed to the environment as it would be in Shanghai or Hong Kong. I also got shocked by many things and encountered so many cultural and social differences.

At the end of December, I decided to change family and during my Christmas holidays, moved to a family in Taiyuan, Shanxi Province, which can be a 2-hour distance by fast train. Because it was located in another and new province, I was very excited to go. I was staying there for the month of January only to teach English to a 19 year-old undergraduate girl studying in Japan. The family was once again lovely and the girl very friendly. It was a little bit different from Beijing but not that much though. I was still living in the city Centre so couldn't visit much around there. However, I enjoyed very much shopping around in the numerous shopping and market areas, in particular the night market selling very low price cloths and stuff of all kinds. I could find a lot of warm and fluffy cloths I needed to survive in the cold. Shops or any kind of services there was a bit cheaper than Beijing too. On the last day, I went with them to visit and offering food to all their family members, living in a village that was quite interesting to see the place and way in which they lived. Most houses would have small and dusty rooms, a broken roof and no doors nor constant water and electricity and shared with people of all ages.

By the very beginning of February I had to move back to Beijing with a new family still living a little bit far from my university, however, it did not work out as well this time and moved on campus to live. I had luckily been placed, although expensive, in a very nice room in Dongmen International Hotel, in which I had to share with one other student only. She was a bit special in that she was preparing for her PhD research. Thesis related to Buddhism and although originally from Taiwan, graduated from Virginia University in the States. She was an extremely hard working girl and would only speak English to me. Living on campus is much more convenient and enjoyable of course, I had more time and freedom. I could find anything I needed on campus or around, many canteens, restaurants, small shops, supermarkets and the subway station at about 8-minute walking distance. At a two-bus station away, the biggest underground Carrefour in Asia, and few subway station away the biggest shopping Centre of Asia, JinYuan shopping Mall.

In mid –November I have been with my first family to a mountain in Beijing well-known for its red leaves to flourish during Autumn period, it was very hot day and full of people, taking picture with the leaves on our way climbing up some thousands of steps before reaching a temple at very top of the mountain, overlooking at a beautiful scenery and big lake, a rewarding moment but although I was very tired, I enjoyed a lot there and wish to go back again to take even more beautiful pictures.

In December I have also been to a Hot Spring Resort Hotel, where I enjoyed the hot water from saunas and water jets inside an amazing wooden decorated environment and also got into an outside hot sauna while it was still freezing during that winter period. I also enjoyed the buffet restaurant there where everyone could still enter and wear their swimsuit. I have also been to a kind of hotel restaurant, where usually people would go just for taking some hot showers and relaxing before enjoying the seafood from the restaurant. I also enjoyed very much some big KTV centers where there are playing areas, cinema, and many big rooms and self-buffet. I have also been to one where each room had a different theme-based decorated room, with kid beds for example.

In February, I have been with a friend to go skiing in the north-east of Beijing. A little bit far but definitely worth-going place, there was a huge ski station like if over a big mountain, a lot of people of course but a very nice place to go for skiing, have a great time, with barbecue outside, and still at a very low price, unfortunately closing end of February. I have also been to the Safari Zoo behind the Great Wall where you can find all kind of wild animals.

In March, I have been visiting few famous touristic places such as the Great Wall, I enjoyed this place very much, I think it is a very good place to exercise, climbing such big and high steps, riding white furry camels on the top of the wall, getting on the cable car, it is a very breathtaking experience.

In April, with my class, we have been visiting the Forbidden City, which is a very huge place, and at the top there is a temple where you can overlook at the whole city of Beijing, that is quite impressive.

I took the opportunity to take picture with the famous big picture of Mao and the mausoleum in Tiananmen Square, opposite is the newly renovated National Museum that is free of charge and very interesting and big. From where is probably the best view of Tiananmen Square and the Forbidden City. My favorite place though remains the Lama Temple, where you can contemplate very big Buddha status from one temple to another become taller until the last one that is extremely high and impressive. I went to two parks in Taiyuan where there was plenty of snow at that time, very cold but very beautiful and clam. the other one had a big lake surrounded by light at night and where people would engage in different activity there like calligraphy, dancing, playing chess, flying kites...Another nice park is the Zizhuyuan Park close to my University and where you can enjoy a cruise over the river from there to the Summer Palace, where you would see traditional boats, lakes, bridges, and bamboo shoots everywhere, a very nice place to take pictures with, there is also an outdoor gym area where most elderly people would go early morning to practice all kinds of exercises just to keep fit. In the winter they would also go swimming inside lakes. I also like Houhai very much, there is a very big lake surrounded by many restaurant in Hutongs, which at night with lights from the small open restaurant on top is very romantic I think.

Regarding the weather, Beijing is known to be a much polluted city, but I haven't had to wear a breathing mask over my face or stay inside, as long as I could breathe the air outside, see a blue sky and not being constantly behind a bus, I haven't had to worry much about this aspect yet. However, the weather in winter is extremely cold, very snowy, but at least it is almost never raining, and not too windy and would mostly be sunny with blue sky, although the climate is very dry I think it is more comfortable this way. I have seen amazing colorful sunrises and sunsets, stars and moon at night is also very bright and beautiful in China. In the summer, it must be very hot and the sea is a bit far, the closest seacoast

would be Tianjin, which is less than half an hour by fast train. I have indeed been to Tianjin one day, was at the end of November, colder and more humid than Beijing, but a very nice city, with very nice and traditional streets along the way, and including a house made of broken pieces of pottery glass which is quite extraordinary house to see.

My Personal Experiences/Impressions

I find the living conditions may be better than anyone would expect from a developing country like China, it is a very safe place to live in, police station being at every corner of the streets, no violent people and quite peaceful people, and most homes are very well decorated and furnished although most homes would not have dishwashers, oven or microwaves using others instead. The most shocking is to find these kind of toilets with a hole on the floor in most public places without any paper or soap, it is not very hygienic to my point of view and most places are very dirty and dusty, streets are quite dirty and might not smell too good either, places are not clean and the shower pouring straight onto a hole in the floor is not convenient and hygienic either. Most water canals and electricity fuses are not very well built and awfully displayed at sight. So still a lot of aspects not as good as in developed countries regarding infrastructures and hygiene. I found most restaurants would sell very bad quality meat, one restaurant as known as Irish and mainly offers steaks, I couldn't expect to find such expensive and had quality meat in such a restaurant.

Whatsoever, I still got used to all of that, and nothing is surprising me anymore although still a bit shocked from time to time when I see people spitting in a restaurant or waiters smoking and babies with open nappies for a faster and easier use I guess.

Chinese people often take risks several times a day, whether at work using their hands only to plug cables in a socket or when crossing dynamic roads without looking left or right. They are also extremely hard working people, putting so much effort all the time in whatever task they do for very little or nothing in return. They are also used to live together in a small room like in collage where they share a tiny room with 4 to 6 students with very limited space and limited water and electricity, having to share a public bathroom with hot water where there is no intimacy at all. Also they do not have too much privacy. On campus or outside most Chinese girls would feel no embarrassment at all going outside in supermarkets or canteens with their towel still over their head wearing pajama and flip-flop even during the winter seasons.

It is also common to see on the street or in restaurant kids peeing and parents would usually put the kid naked in public or changing napkins in public when some won't even wear any pants even in winter. I have also encountered people walking a cat or bird in a small cage and a little kind of bird or duck in a small shop welcoming clients and following the salesperson like a domesticated pet. What is the most disgusting thing in my opinion is seeing or hearing some people spitting everywhere all the time and eating and talking at the very same time as well as eating very noisily and the face into the bowl. I find these kinds of manners very improper and inappropriate.

I am also shocked when I see that on snack streets, supermarkets or restaurants you can still find all kind of bizarre insects animals such as chicken feet or neck, pig's liver, spiders, crickets, sheep brains, dogs, and so on although I now expect to find these everywhere I am still disgusted by it. Most Chinese people would eat any part or member of an animal, including the skin, shell and bones.

In China, KTVs are very popular it is a big entertainment place with games and karaoke rooms with buffet, and sometimes cinemas. Music is almost everywhere in the streets, public and private places, with a mixed of Chinese and international pop songs, some people would start singing anywhere they

are and some elderly people would have a walk in the park listening to some traditional music that you can hear too and might also do some yoga, Tai Chi or Asian martial arts even under the snow they would still get up very early and some of them would dare swimming in the river. In the park, they can practice water calligraphy or play with a ball or some traditional Chinese sports and fly some beautiful colored kites. The most popular sports in China are badminton and table tennis. They also like hiking. In winter they usually like to go ice skate and skiing. In autumn, they love taking many pictures of the red leaves in forests or mountains. In spring, it is the best season to go sightseeing and to admire those beautiful and colorful flowers that you can find almost everywhere, in winter, they would replace them with fake ones but skill making the surroundings nicely decorated.

Chinese people love watching shows soaps and series on TV, there are many singing, dancing or performances shows, as well as historical and very traditional soaps. One channel is News only in English and English movies would not be dubbed but have Chinese subtitle instead as most Chinese channels are subtitles in Chinese. There are many cinemas in Chia and each movie would be priced individually for as little as Yuan30 (equivalent 3 Euro). In all the streets, you would find some of those big screens, and huge billboard as well as music and plenty of LED lights. In most buses, trains or elevators, there should be a TV or radio playing. At night, it's amazingly lighted, some buildings or traditional buildings, restaurants, hotels... are surrounded by light that makes the city at night very bright and looking dynamic. At night, there are so many people, it is more lively and cheerful than during the day.

Also most of the days almost at any time of the day or night, there would be fireworks, due to weddings ceremony, you can barely have a good sleep, cars are also so noisy, honing every second, even at the 30th floor of a building it sounds even louder and on the street are advertised by women with very loud speaker, hard to deny them. Most products displayed in supermarkets are also advertised and given to try.

In the first semester, I had been placed in Class 3, at a beginner level, because they were not aware I had studied Chinese before and my level was too low, however, in the second semester, I had been placed up to the Class 5 which should be at an Intermediate Level but which I found much easier, the book texts were much more complex in Class 3, but because I liked my current teachers in class 5 very much and students level was still quite good, I decided to stay in this class. Having more time for studying and being second semester, my marks were going up, I was learning very fast and kept doing language exchange with my Chinese partners, but I would always still need to practice more, going out, speaking with local people and watching TV more often.

I am happy enough with my partner university, I chose Minzu university because It is like I was expecting, being surrounded by more Chinese students than foreign students and because it is a university mainly for ethnic minorities including many students from all parts of China, having different cultural, social and religious background, it is very interesting. It is also very interesting to see be able to compare other students from any country in Asia to get a better perspective of Asia as a whole and as divided in many different countries.

My Language-Learning Experience

In the first month I arrived to Beijing, in October, I could not understand much, neither was I able to speak at all. Once I could attend classes, I had difficulties understanding the school personnel and the teachers, because I needed some time to remember what I had learned before and using them in sentences and everyday life. I could not speak because I did not know the way the language was spoken until I was more and more listening to people around me and getting used to it. Living with a family and working at their kindergartens helped me a lot to familiarize myself with the spoken language and I was more willing in getting to understand what was going on however still unable to understand the

teachers completely, I lacked self-confidence as I was not able to speak yet, I was not really practicing Chinese with anyone, only speaking English.

In the second month, in November, I started to get used to my new life, have had a much better insight of what was school and work life in Beijing. After every single day of class, I could see I was improving more and more and could understand more and more. I was not getting lost anymore when taking buses, knew where I was, what to do, where to go, got to know about an international pub called “Helen’s” where I could use Facebook without using any VPN service, got to know where were the best restaurants to eat in and places to find all what I needed or wanted. I was starting to feel more self-confident when I was finally going and buying on my own trying to get the best deal possible and proud of myself when I could understand or being understood. When I remember the very first days, I always needed a friend to translate for me all the time, and would not buy anything on my own. I also thought they would charge me much more and trick me but I was wrong they are very honest and trustworthy people.

In the third month, in December, I could finally speak Chinese with the teachers, which I couldn’t handle before, almost needed a translator. After studying and working very hard, and having few spare time to myself, time passed extremely fast, however I noticed a large improvement when I was more and more able to understand what my family was talking about and couldn’t pretend not to understand, although I still had to speak in English with the family. When I had to move family, in between my agency placed me in a hostel for 4 days and I had the time to watch TV, I was watching the whole day and after trying to pick up with it very quickly I could feel much more confident when speaking and less fear of not being able to understand. If only I had more free time like those, I noticed I could improve much faster but I have the chance to be able to practice with friends whenever I had time.

In the fourth month. In January, I moved to Shanxi Province with new family so had a fresh start again, to my surprise and as a result of 3 months passed, I could finally understand most of what mu new

family talked about, they were easy to understand although it was not easy understanding the grandmother in the beginning but could understand her in the end. This family could not speak much English and therefore had to speak in Chinese to communicate. When shopping alone, it was very funny to hear some people saying I could probably not understand Chinese when I just turned around and replied I understood them or they could hear me speak in Chinese. Because in Taiyuan, there are many English school and some English teachers sent there, so not many foreigners studying Chinese as in Beijing. I wouldn't have seen any foreigner in Taiyuan anyway.

In the fifth month, in February, I moved back to Beijing, on campus this time, when I arrived in my room, I was alone because my roommate had gone for a week, so I was watching some Chinese soaps and shows on TV otherwise I wouldn't be able to as she is studying non-stop and I don't have laptop. I was going to the National Library to use the computers there but there was a 2-hour waiting duration so I was looking at the books they had, reading few of them.

In the sixth month, in March, after shopping around in Taiyuan, I became very good at bargaining, and my Chinese friends were surprised that I could get better price-cuts than them, I was bargaining anywhere for anything at the best possible price, now that I get an idea of what should be the price I don't fear being over-priced for being a foreigner anymore as long as I bargain as much. Attending classes every day helps a lot, because not only the teachers only speak Chinese but yourself and the students also practice speaking, and this class is divided into 4 different parts, the listening class, speaking class, reading class and comprehensive grammatical class.

In the seventh month, in April, after regular and continuous studies and practice, I have seen my level improve a lot, I understand and speak much better and faster than before, I can think and dream in Chinese now that not only I always try and see the characters in my head but also the pronunciation is coming out much more fluently without having to think too much, I can also guess or remember any new word much easier and quicker than ever before, because my writing skills had suddenly improved after having had struggled a lot with my writing ability, I am therefore learning and improving at a very

fast pace now. I cannot still believe how easy is the Chinese language actually but how hard it is to learn at the beginning and understand that the language itself is actually very simple, much easier than English. But because it is very different, it makes it difficult to learn at the beginning.

My Diary Summary

I would keep some very good memories from this experience I had in China, whether living with Chinese families or living on campus with the students, was both very interesting and worthwhile. I cannot regret either the bad times or hardship moments I had as these only made me understand more how is the real life here and how are people living that way, in the beginning I had a real shock difference as life and people here are very different from where I come from and I had never experienced such a dramatic change before in my life. Although I am now very used to life here I still cannot understand few things but it is just a matter of different lifestyle and conditions otherwise as long as it doesn't affect me personally I respect other people's life. Because I like changes, I like to discover new things, and I like to integrate myself in any kind of life, culture and environment, I had no major problem living in China with Chinese people.

Regarding the language environment, it is always easier to find people and speak with whoever can speak the same language as you but at least most of them around me would speak their own language and I always like to get involved and along with them trying to understand and speak with them. Because in my International School most students would come from Asia and may not speak English it is also good practice to speak Chinese with them although not as good as when speaking with native speakers. However, wherever I go if I go alone I would have to speak more and only in Chinese whereas with native speakers for example I would not speak as much with the local people for example in shops, supermarkets and restaurants. Whenever they would try and speak English to me I would just keep speaking in Chinese and pretend not to be able to speak English, but very few of them would dare speaking in English as they think it is not good enough and foreigners speak in Chinese with them so

they would actually speak Chinese with me as fast and as they would speak with any other Chinese person.

What I have been and still am amazed of in China is to see that even in the smallest and oldest villages, tradition and modernity fusing together, technology being much more advanced in the East than in the West, not only you can find a traditional house or building next to an ultra-modern building with big screen but people would ride the oldest bicycle and drive the newest car or truck and old and new, tradition and modernity are ever present anywhere in China. The contrast between the poor and rich is also very obvious, the poorest and richest people are living next to each other without any problem.

I think life here is very interesting and surprising, and enjoyable as well as the people very easy-going and funny to hang out with. As a whole, I enjoy very much living here, people are always very positive and laughing although they may live very poorly, work very hard or live in bad conditions, they would always look always happy and satisfied.

Journal 5 My Country Notebook report by Carmen

Introduction and Changes over time.

When I first landed in the city of Beijing, I was haunted and disgusted by both the people and the environment. On my way to Minzu University I took the taxi with a few classmates of mine (from BLCU) whom I have flown with on Emirate airline. We were charged individually by the taxi driver, and depending on the size and quantity of our baggage, we got charged at different price. Although I knew something was not going right there, but due to the language barrier that I had on my first day, I could not argue nor express my views at all. When I finally arrived in Minzu University (at around 11pm), I was surprised to see so many students still walking around the campus that late in the evening. The street at west gate became a night market and there were many food stalls selling skewered food of all sorts. The whole street was busting with noise and excitement. However, little attention was paid on hygiene. Not a single public bin was to be seen on the street, both shopkeepers and customers left their empty skewers, unfinished food, plastic bags and paper cups on the side of the road. I was disgusted by the scene and after trying one of the experiences I had on my first night in Beijing has carved a very strong and unpleasant impression in my mind.

At first, Minzu has put me into an apartment in West gate student dorm with two Myanmar sisters. They spoke perfect oral Chinese and were here to study their master's degree. They spoke Chinese at a very fast speed; it was difficult for me to understand. As soon as they found out that my Chinese level wasn't at a communicational standard, they asked me if I could help them improve their English oral. However, in return they were not willing to speak Chinese to me as they only wanted to benefit themselves and not me. As weeks went by, my Chinese level gradually improved, however they still rejected to speak Chinese to me. Whenever I tried, they would still answer back in English. It made me feel that I wasn't benefiting the most; my Chinese could have improved a lot more. Helping someone to improve their English level was not the main purpose of studying abroad. Fortunately, after one month of staying with

the Myanmar sister, I finally made the decision to move to East gate student dorm where most of my international friends lived. There were a lot more opportunities for me to practice speaking Chinese and things were starting to look bright from there onwards.

Overtime my views and impressions of Beijing have changed and improved. After spending one month learning the culture and local habits, I have finally adapted myself to living in the city. I was willing to try their street food and speaking the language more. I have made friends with both international students and Chinese friends and through them I learnt more about Chinese culture, lifestyle and habits. Soon I became very interested in the city and the language. From that moment onwards, I knew that there will be a very fascinating and exciting road ahead, waiting for me to explore.

Learning Chinese

Learning and speaking the Chinese language is essential for living in China, and it is a part that cannot be avoided, Throughout the year I have met many Chinese and international friends from all over the world whom which I used the Chinese language to engage communications with, during the weekdays, I would usually spend most of my time with international friends, as Chinese students tend to finish class quite late in the evening and only have free time at the weekends. Majority of the international friends I have made have already stayed in China for one semester. Their standard of Chinese is at a communicational level and they have the ability to express themselves clearly with the wide range of vocabulary they have learnt. Spending time and speaking with them helped me to improve my own Chinese standard, both by audio (listening to the pronunciations and tones, picking up new vocabularies they have used, hearing commonly used phrases) and oral learning (practicing to speak the language myself). I really enjoyed learning the Chinese language using this particular method. It was a simple

and effortless yet effective way of learning. By engaging in conversations with international friends, different culture exchanges could be made. It was very interesting to see how my country differs to theirs in many aspects.

During the weekdays I had very little opportunity to meet up with Chinese friends. Most of them finish class at six in the evening and some even had classes till 9pm, and it is for this reason that I tend to spend most weekends with my Chinese friends, visiting places in Beijing or even travelling outside the city. Although learning the language is important, however I believe that in order to understand the Chinese society, knowing their culture and hearing how Chinese views and thoughts differs from western and Irish views also attaches huge importance.

Overtime I have noticed, when learning a language it is best not to rush nor talk too fast when communicating with others. Speaking slower would make it easier and clearer for the recipient to understand and it gives you time to think of the pinyin and its tones for each spoken word. The more times you pronounce a word accurately, the easier and the faster you will remember it. Soon you will no longer need think of it, and it will come to your mind naturally. Your communicational speed and the accuracy of your tones and pronunciation will both gradually improve.

Student Journal 6

Country notebook by Simon

Part 1: My Initial Impression of China

When I had chosen and begun to prepare for my exchange year to China, I had little idea of what I was actually preparing for. I had been informed that although certain aspects of life in China are similar to that in Taiwan on a superficial level, there would still be a level of adaptation required to acclimatize to life in China. The following paragraphs document my experiences:

1. Arrival in China – Dealing with unknown forces

I first arrived in China in July, as part of the Chinese Bridge competition. As I was due to complete my stay in China, and return to Ireland for a brief period before once again coming to China, I had tried to contact the university to request assistance in applying for a new visa, which would allow me to remain in China. The university staff was not forthcoming in returning correspondence, and it took a friendly PhD student to find anyone from the relevant office when I actually visited the university. Nobody was particularly interested in hearing my case, and shirked responsibility in dealing with me. I returned to Ireland resigned to spending a year in a hostile university, and questioned my choice of university.

Upon my return, things did not seem to be much improved. The university had not hired any staff or students to meet us upon our arrival, and all we were given were a simple calendar and a badly-marked map. As I had intended to live off campus, I did not have to deal with the staff in the dorms, whom I have subsequently learned are rather helpful. I stayed in a nearby government-run hotel, and spent 2 weeks there before finding a suitable apartment. Searching for an apartment was also an interesting experience, as it gave an insight into the minds of property speculators in China, and their nerviness in market stability. The apartment I subsequently rented was and is something of a mystery to me, as I believe certain documents are missing from the owner's possession, and that there was police

complicity in registering me despite this (I am aware of the risks involved in this kind of rental agreement; however the apartment I am living in is far better than others within my budget).

Organizing basic amenities – Internet subscriptions, Mobile Phones, Electricity/Gas/Water accounts – was easier than in any country I have lived previously, with a caveat: they are also the most restrictive in terms of what I (and they) can do. As anecdotal evidence, a new company offering 100MB broadband began advertising in my residential complex last week, which seemed a welcome improvement on my previous package (20 MB advertised, ~0.5 received off peak). I called the company at around 9pm on Friday, there was an engineer in my apartment by midday Saturday, and I had my account finalized by 1pm Saturday. I can now look forward to broadband in the region of ~4-5MB/s. While the engineer was in my apartment, I ran speed testing software. I pointed out a result of 4.6MB, to which he replied “rather fast, isn’t it”. The point of this anecdote is that I learnt previously to realign (which can be akin to lower) my expectations, while in coming to China, I have learnt to try to adopt the expectations of the average person, and see how living standards have improved in China.

2. As time goes by – changed impressions

Once I had moved from the hotel to my new apartment, and began attending class, I found it to be quite an unusual experience compared to what I had learnt before. Classes felt rather disjointed, and the levels of some of our classes (such as listening, spoken Chinese etc.) were completely at odds with what we were learning in other classes. The university had begun to organize activities, and still reeling from my poor performance in the bridge competition, I was reluctant to participate. However, this was probably the best experience of my time in Beijing, and completely changed how I view the university.

The school organized a series of debates in Chinese in the early autumn. I wasn’t entirely sure why, however a number of teachers encouraged me to attend. I had heard that students from the degree classes and the Masters’ degree class would also participate, and so felt that I probably wouldn’t make it onto

the team. However, my Culture and History teacher was the head of the judging panel, and felt I had potential, and so picked me as the only student outside of the Master's degree class. Our team was to participate in the Beijing Municipal District Foreign Student Debating Competition, reaching the Quarter Finals. The school offered us every level of support, organized mock debates with local students, and encouraged us to make long-lasting friendships. This is something I felt lacking in Taiwan, and makes me feel completely at ease with my decision to come to China, and in particular, to Minzu University of China. It also poses the question – did the school change its attitude towards me after I had something useful to offer?

Personally, I felt that my attitude towards the school was changing before this activity commenced. The school offers many undergraduate and postgraduate students to assist in learning Chinese as guidance teachers, with clear benefits to both parties. I cannot comment on other universities; however I would be surprised if Minzu was alone in offering this, and this was definitely lacking in Taiwan, where they seemed to keep us away from local students as much as possible (in fact, the only time I can recall meeting a Local graduate student was when we were used for their research projects). This is also a definite consideration on where I would choose to study postgraduate, were I to continue with Chinese as a Major. Additionally, I had also joined some societies run by students under the guidance of teachers, which allowed me to make new friends, and take up a position as a co-host on the college radio station. Again, the teacher in charge of the station was most welcoming and offered assistance as and when I needed, and was genuinely curious as to what both my university, and my country, were like.

As for living in Beijing, I feel it is an unfortunately laid-out city, in that it is divided so clearly into the university district in the west, and the business district in the east. As a result, the majority of non-Chinese restaurants and bars that are not aimed at the student market (and therefore, of a higher standard in general) are in the business district; those few that cater to foreign tastes seem to be of dubious quality,

save for a few Pizzerias. However, the general quality of food in the East district seemed to be perfectly acceptable, if a little pricy.

Something that I missed about Taiwan, however, is that both the Local food, and Japanese food, was of such a high quality. Furthermore, there didn't seem to be as much of a divide as there is in Mainland China between quality food and food of questionable origin. This seems to be the norm in every part of life in China, as indeed it is in many parts of most welcoming and offered assistance as and when I needed, and was genuinely curious as to what both my university, and my country, were like.

To sum up my feelings towards the university, I feel that it has been let down by the administrative side in communicating and facilitating the requirements of foreign students. The teachers and students I met, from trainee teacher to Dean of School, were all friendly, and offered their time and assistance whenever required.

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Something that I missed about Taiwan, however, is that both the Local food, and Japanese food, was of such a high quality. Furthermore, there didn't seem to be as much of a divide as there is in Mainland China between quality food and food of questionable origin. This seems to be the norm in every part of life in China, as indeed it is in many parts of the world. What I was not prepared for, however, was how blatant and extravagant it is. To get rich is glorious indeed!

Food safety is something that frequently appears in the media in relation to China. This year it also became apparent that the food supply chain is too complicated for any one nation to monitor. In fact, I would propose that it could be easier to monitor food in China than it would across other nations, including the European Union, were political and national will united. As it stands, I generally didn't get sick, and was probably worse affected from the air pollution (which, although disappointing, has been in place for the last 15 years, or so I believe). I believe that it is inconclusive at the moment as to whether food standards are on the decline, or regulation and implementation of said regulations is improving. One final disappointment is that the brand of water I have been drinking for my entire stay has been found to have been polluted at source – I wonder if it is the only brand so affected.

Part 2 – Learning Chinese in China

1. Studying Chinese in a University Setting – The Same, but Different

Learning Chinese in Minzu University was certainly a worthwhile experience. The overall structure of the course took some adjusting to on my part, as it is separated into classes for listening, reading comprehension etc, and each with a separate teacher. In contrast, we had 1 teacher per semester in Taiwan, who taught all of these components in an integrated textbook. Both methods have advantages, particularly when it comes to learning Chinese. I found that in Taiwan, the class progressed at a much faster pace, and with a much clearer approach, whereas the classes in Minzu seemed to stutter from topic to topic, without really delving into the subject matter at hand (with the exception of the reading class, taught by 鲁江老师。His is one class for which I would select this university over another).

Conversely, one benefit of this approach which particularly benefited me given my lack of experience in the mainland is the ability to converse with 6 different teachers a week, all with mildly differing accents. This greatly increased the speed at which I adapted to Mainland dialectical differences and

mannerisms. Furthermore, having 6 different textbooks to read per week also rewarded those who were diligent enough to read. As far as the topics covered in the textbooks, however, I do feel that Taiwan was a little more interesting, and more open. One interesting detail is that although the textbooks were rather monotonous, the teachers were interesting, and often quick to criticize the government, should the topic be steered in that direction. This was something I had not expected.

There are also far more textbooks in general circulation in mainland China than in Taiwan. They are also priced far more keenly, which leads me to conclude that anyone who is planning to study Chinese seriously should do at least one semester here, if only to load up on cheap textbooks. Furthermore, I travelled as part of a foreign delegation to a new boutique university in the 三里屯 area of Beijing, which again was priced incredibly for the facilities provided, and if I find myself with another summer devoid of plans, I would definitely wish to attend.

Chinese Friends – Shifting Through Curiosity

Having settled down and enrolled in extra-curricular activities, I noticed a pattern which hadn't really become apparent in Taiwan: I would frequently be approached by people curious to talk to me. This was an infrequent occurrence in Taiwan, but normally resulted in at least a new friend or acquaintance. However, I found that a lot of these conversations in China were simple one-off occurrences, seemingly driven out of a genuine curiosity, with no desire for friendship or otherwise. Then, having enrolled in the English Corner, I found a greater challenge – people with whom I had spoken had no great desire to listen to my opinions, rather it was simply a language practicing exercise. Perhaps I had expected too much, after all it was advertised as a means for practicing English. I now feel that attending such activities is the lazy way to meet people.

In contrast, some of my closest friends came from a similar activity, the radio station. These are people with whom I worked together in a somewhat pressurized environment, were friendly but not overly curious, and who just seem generally nice. Their knowledge of music (foreign music included) is astonishing, and puts mine to shame. This seems to tally with the recent trend in music festivals and

general expressiveness of the current generation of Chinese. Additionally, with these friends there is no need to adhere to one

Language; generally we can use whichever language best suits the situation we are in, which is exactly what I want. Again, I feel I am lucky to have chosen Minzu University, as these activities seem within easy reach compared to other universities. The debating competition also offered the chance to forge new friendships. These friends are currently studying to become Chinese teachers; again rather fortuitous that I came across them. As the year has worn on I find that although I am particularly close to a few of them, they are a genuinely nice group of people, who are happy to help me practice Chinese, or just go for a beer on a Friday evening. Something which will play out over the next few years is that as they graduate, they will spread out around the world as Chinese teachers. Next year, I am aware that some of the group will be in Bulgaria, Hungary and the United States. After I graduate, I get the feeling that no matter where I am living, I will have friends nearby, both former classmates, and former language tutors. Finally, the recent development of technology enables the student of Chinese to stay in contact with these University friends. Although I am not entirely trusting of installing locally-developed applications on my phone, I do admit that Instant-Messaging is one area that Chinese software development excels at.

Part 3 – China: My perception

Economy – A Great Rise Hides a Fall

Much has been written about the rise and imminent fall of the Chinese economy. Less has been said about why it is rising in such a way, and less still about why it must rise in this way. Additionally, the practices of the party are making the situation more precarious. A discussion about a water tainting scandal today (6th May, and one which I alluded to earlier) shows the government accusing the most successful privately-held water company of malpractice through a party newspaper. It seems as though

this has been found out, as an attempt to gift the Beijing market to a government-held company (For link, please see appendix).

The government has steered a miraculously steady rise of 7.5-8% per year growth over the last 5 years or so. However, Li Keqiang himself has said that the GDP figures are manmade and unreliable. Secondly, the actual quality of investment is less than impressive. It is reminiscent of how Ireland achieved GDP growth during 2003-2006, only at a much larger scale. The return of each RMB of investment is shrinking rapidly. Finally, there is reported to be a huge amount of local government debt, which is currently being issued as bonds which have no apparent chance of being repayed, being bought by pension funds etc.

The breakup of the railway ministry earlier this year was heralded as the new party beginning to show its teeth. The railway ministry had built up huge amounts of debt, was notoriously wasteful and at its breakup, had many people weeping outside the gates, possibly because they hadn't had a chance to participate. There has not been enough time to tell whether any reorganization has had an effect. However, if the plans for underground rail systems are anything to go by, there is still an investment bubble in effect. A Beijing Jiaotong university spokesman said that of 38 cities to receive metro systems by the end of the decade, less than 20 make sense.

Housing is also an area of hot contention. When I was looking for an apartment, I encountered 2 landlords who had doubts about the market, in opposing trends. The problem was that they were husband and wife! As I was about to sign a lease, the wife wanted to agree a rent review after 6 months within a certain range based on what similar properties were receiving. The husband then insisted that we sign a 6 month lease, as he may want to sell the property at the peak. After 10 minutes listening to their bickering, we walked away from the negotiating table. This seems to reflect the opinions of my

Chinese friends: that housing is incredibly expensive, they couldn't possibly afford it, but it isn't a bubble and is sustainable. Time will tell if I am imagining this dissonance.

There is also a massive expectation upon the government. The government and media are somewhat guilty of placing massive expectations upon themselves of consistent, rapid growth. Any alternative now seems to cause unrest and resentment. This has led to growth with inflation, and the GDP targets which party officials chase now impacts upon which projects are chosen. As Keynes once said, "In the long run, we are all dead", which seems to be the new party motto here. There are theories that if growth were to slow rapidly, there would be crises of stability and unrest, which is often touted as an explanation to the massive acceleration of government expenditure during the 2008-2009 financial crises.

2. Chinese Society – A Controversial Melting Pot

China has a famously diverse mix of ethnicities, best seen around the Minzu University campus. Last week, I found myself in a local bar with 3 people, of 3 different ethnicities, all from Yunnan province. This was a fascinating experience, and all 3 seem extremely content with how Chinese view social policy in China. Conversely, however, I have also met some North-Western separatists, and recent events in Xinjiang province certainly seem to have cast a cloud over this brightness. I do not feel qualified or experienced enough in the history of those areas to analyze what is happening there; suffice to say that they are definite threats to the integrity of the party. There is a definite resentment to the party, tell if I am imagining this dissonance.

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In comparison with Taiwan, however, there is a severe discrepancy in the standards of care provided. I maintain that Taiwan has probably the best healthcare system in a country I have visited. My experiences of Chinese doctors, where I had to see 4 doctors in 3 hospitals to get a simple problem checked, showed the level of care, although fast, doesn't quite achieve results. This experience roundly tallies with those of my classmates and Chinese colleagues/teachers.

In terms of political landscape, there is a fascinating tolerance of what representatives of the party can do, as they have proven themselves in recent history. This is none more apparent than the case of Wen Jiabao, who was shown to have a huge Net Worth in the billions in a recent Wall Street Journal investigation. Upon asking local people, they replied that it was fairly well known that he was “黑” in recent years, and not many were particularly upset that he was replaced in time. However, there is no impetus for investigating his connections, and unlikely to be with the current regime in place, as many in power during his reign are still in power now.

My personal beliefs as to the censorship of the internet are that it isn't simply a political censorship tool; rather I feel it serves a significant business interest. It is uncanny that homegrown websites have developed exactly the same functions as those which are blocked, and the main difference that I can see between these Chinese developed websites and foreign competition is far more prominent and invasive advertising.

The final point in this analysis is the business culture in China. As I have been studying, I have been trying to pick up on what makes businesses “tick” in China, and how I can tap into that. Certainly, prestige plays an important part in making sales, and from the few businessmen I have discussed this with, trust is important. Whether they are trying to source goods for their restaurants, or trying to find a local business partner to launch a new enterprise, they need to be sure that they will not be on the receiving end of a scam. It is also essential to know the competition inside out, particularly in a market this big. As Sun Tzu said, “知己知彼，百战不殆”

Conclusion

As I alluded to in the introduction to this country notebook, I was extremely unsure as to whether I had made the right choice in coming to China. I thought the country was dirty, the roads dangerous and the people with whom I was dealing with to be unhelpful and rude. However, this can be explained as a culture shock. I do not intend to say China is perfect, that the government is under attack from a self-righteous crusade by foreign media. I will say that I have had an enjoyable time here, that the people on the whole are a friendly, open-minded group; and that I would intend to come back here, although perhaps when I have more money at my disposal. I feel that my level of Chinese has improved, although the more I learn, the more I realize I don't know. This is something that learners of Chinese can find rather disheartening. Accordingly, I will endeavor to take what I have learnt here, and build on it.

我的留学生活总结

2012年8月23日，我怀着紧张而又激动的心情坐上了从都柏林飞往北京的飞机，开始了我的留学生活。北京对我来说即熟悉又陌生，那是因为我曾经在7月份参加过汉语桥世界大学生汉语比赛，对北京有大体的印象，而对于在这生活的一点一滴确很陌生。

到了北京，下了飞机，我便去了我申请的大学——中央民族大学。我最初选这个大学的原因是这所大学的外国人比较少，我与中国人交流的机会就会很大，这样对我学汉语比较有利（后来，我发现是中国人也不一定会说汉语，比如新疆人……）。在民族大学生活的这段期间，我过得很充实，并且积极参加学校组织的活动。我代表学校参加了辩论赛，经过我与队友的努力，顺利使学校进入8强并获得优秀奖。而后我又参加了学校广播台的选拔，顺利当上学校广播员并每星期参加学校广播录制节目。我还定期参加英语角，帮助想学英语的同学锻炼英语，纠正他们的发音以及语法错误。除此之外，我还加入了语言交换项目，中国学生纠正我的汉语，而我帮助中国学生的英语，我一般很喜欢这样项目，因为它就是我们常说的“双赢”，我们彼此都会受益。

在留学期间，我结识了很多朋友，有中国人，也有其他国家的留学生。放学后我们会一起讨论作业，一起吃饭，看电影，有时还会讨论各自国家的风俗习惯或者有趣的人或者事。我觉得这个很有必要，因为各个国家的风俗习惯是不同的，只有了解才会避免误会的发生，对我们留学生来说尤其重要。在民族大学，我很幸运教我们的老师都很专业很敬业，对学生热情，耐心而且认真负责。这学期我们有：综合，口语，写作，阅读，文化这五门课。在老师的帮助下，我在听，说，读，写各个方面都取得了很大的进步，使我的汉语水平整体上提高了很多。

留学生活虽然辛苦却充实且充满乐趣；忙碌，竞争，相互理解以及胜利的喜悦充满着留学生活的记忆，这段记忆是我人生当中宝贵的财富。