

**Chinese Students on US American Campuses:
Challenges and Opportunities in Intercultural Communication**

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Overview

Context

Challenges

Opportunities

Strategies

Turn & Talk:

What does student success look like on your campus? How is this communicated to students?

Some Misperceptions

1. It's enough to recruit students to our campus.
2. The international office can deal with "Chinese students."
3. "Chinese students" are a cohesive group with much in common with each other.
4. "Chinese students" impact the quality of teaching.
5. Bring domestic and international (Chinese) students together and "magic" will happen.

Turn & Talk:

What are some challenges faced by Chinese students on your campus? How do you know?

Some Challenges

1. Language
2. Expectations
3. Interactions – in and out of the classroom
4. Relationship with professors
5. Adjustment – linguistic, cultural, academic, life balance

Turn & Talk:

What can be done to turn the challenges into opportunities?

Opportunities

1. Develop new support programs – discussions, group work, problem-based learning, presentations, critical thinking, creativity
2. Redesign orientation –pre, during
3. Emphasize peer-to-peer learning and learning cohorts
4. Focus on the curriculum (content and delivery)
5. Build intercultural competence for all

INTERCULTURAL COMPETENCE DEFINITION (Deardorff, 2006, 2009)

ICC Frameworks...

Found at:

http://www.nafsa.org/_file/_theory_connections_intercultural_competence.pdf

Published in *The Sage Handbook of Intercultural Competence* (Sage, 2009) edited by Deardorff, in *Building Cultural Competence* (Stylus, 2012) edited by Berardo and Deardorff

STRATEGIES

Student Perspectives: Recommendations to Faculty

1. Focus on professor-student relationship
2. Understand what students are used to (don't assume!)
3. Be very clear on expectations – provide examples
4. Pay attention to underperforming students
5. Be intentional about connecting domestic and international students in the classroom
6. Don't single out international students
7. Connect students with campus resources (study skills, writing center, etc)
8. Use examples from students' home countries

Faculty Perspectives: Some Lessons Learned

1. Really get to know your students
2. Provide a welcoming classroom environment
3. Don't make any assumptions about your students
4. Be willing to adapt your communication style
5. Use more visuals and non-verbal cues
6. Learn a few basic words in students' native languages
7. Clearly state what is expected and provide many details
8. Honor the cultural backgrounds of all students in your class
9. Be OK with not knowing
10. Continue learning about yourself and building your own intercultural competence

Other Strategies

1. Work with and support the faculty
2. Provide intercultural training for all > seek to understand root causes of "culture clashes" (see below on Intercultural Communication)
3. *Integrate* intercultural competence into the curriculum
4. Examine hidden curriculum/messaging (see below on Hidden Curriculum)
5. Hire bilingual counselors and tutors
6. Provide bilingual messaging of key info
7. Seek out Chinese and US student perspectives

Intercultural Communication

1. Don't assume... anything
2. Understand difference between direct and indirect communication

3. Avoid asking yes/no questions
4. Practice rephrasing (not repeating)
5. Be very explicit – especially with instructions/assignments
6. Avoid colloquial and idiomatic English
7. Be aware of sociocultural context
8. Pay attention to nonverbal communication

Unpacking Hidden Curriculum

1. What assumptions are being made?
2. Whose voices are represented?
3. Whose voices are missing?
4. Whose knowledge counts?
5. What/who is being privileged?
6. What implicit messages are being conveyed?

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