Qualitative Study of the Cross-Cultural Adaptation of Chinese Students in Philippines

Yanfu Heng[1], Felisse Marianne San Juan[2]

[1]Graduate School of Education,Philippine Christian University, Manila ,Philippines
[2]San Juan Psychological Clinic, Manila, Philippines.

Abstract

The paper sought to understand the current situation and problems of cross-cultural adaptation of Chinese students and provide a reference basis for cross-cultural adaptation. From January 2023 to July 2023, 12 Chinese students in the Philippines were selected by purposive sampling method, and semi-structured interviews were conducted by descriptive nature research method, and the data were analyzed by using Colaizzi's seven-step analysis method to extract themes. Three themes were extracted: life adjustment problems, communicative adjustment problems, and psychological adjustment problems. Firstly, the problems of communicative adaptation of Chinese students are more prominent, especially language problems and cultural differences are the main factors that produce communicative adaptation problems; secondly, the problems of living adaptation are common, especially the problems of accommodation environment and living conditions are the most critical factors that affect living adaptation; finally, the problems of psychological adaptation are not negligible, and psychological adaptation problems are the most important factors that Chinese students tend to solve through internal adjustment. International students are more inclined to adjust their psychological adjustment problems through internal adjustment means and are less likely to share their psychological difficulties actively, and compared with other adjustment problems, psychological adjustment problems are often more easily diluted and neglected by international students. This paper provides a qualitative study on the intercultural adjustment of Chinese students to provide a reference for the study of international students' intercultural adjustment and to provide information and emotional support for Chinese international students to promote the level of international students' intercultural adjustment ability.

Keywords: Chinese Students, Cross-Cultural Adaptation, Qualitative Research

1. Introduction

In the context of globalization, internationalization of education has become the trend of modern education development, and overseas study has become a trend. According to the statistics of the Ministry of Education (Ministry of Education Stats, 2019), the total number of Chinese students studying abroad in 2019 was 703,500, an increase of 41,400 or 6.25% over the previous year. In terms of the choice of study destinations, the Philippines has been popular among Chinese students in recent years, mainly because the Philippines is the third largest English-speaking country in the world, with a good language environment and characteristic teaching methods in English language learning. As our country becomes more and more connected to the global economy, mastering English as an international language has become a basic competency for daily work, and the Philippines is one of the top choices

due to its unique language cultivation advantage; the internationalization of the Philippine higher education curriculum, where English is the main language of instruction in Philippine colleges and universities. English language programs are offered in Philippine colleges and universities not only to prepare globally competitive citizens but also to attract more international students to study in the Philippines. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), foreign exchange programs for faculty members are more common in the Philippines, and Filipino faculty members are often offered opportunities to serve as visiting professors and visiting scholars by educational institutions abroad.

This study has the unique advantage of having me as the research instrument to conduct a qualitative study of cross-cultural adaptation among Chinese international students in the Philippines. Firstly, as a Chinese international student in the Philippines, I was able to experience the influence of culture on my personal emotions and social life, and my similar experiences have brought me closer to my research subjects. I felt that it was not easy to establish a deep and lasting relationship with the local people in a different cultural atmosphere of the country, and afterwards, like other international students, I experienced a lot of difficulties and frustrations in the process of integrating into the local culture. Felisse Marianne and I were able to communicate deeply during the research process, which gave me a deep understanding and attention to the unique concept of "self and other" in my own culture, which not only helped me adapt to the local culture as soon as possible, but also allowed me to better analyze cross-cultural adaptation research in an academic way.

There are considerable cultural differences between the Philippines and China, which affect all aspects of Chinese students' lives in the Philippines, and there are still relatively few studies on how cultural issues affect Chinese international students' cross-cultural adaptation in the Philippines, and the increasing number of Chinese students coming to study in the Philippines in recent years makes the study of international students' cross-cultural adaptation more urgent. Currently, research on intercultural adjustment has produced some quantitative results (Karl, Lakkala, and Toom，2020；Shahtaher，Nikfar，and Sari,2020), while qualitative research, that is, qualitative research, needs to be further explored(English, Chi, 2020), and some research results have shown that qualitative research methods are highly relevant and valuable for research and education on intercultural adjustment (Gudykunst,and kim,1997). In this study, which is a qualitative study, a semi-structured interview was used during the study to select 12 international students from China in the Philippines between 01-2023 and 07-2023, and the author was used as the research instrument to interview these international students about their intercultural adaptation in order to explore their intercultural adaptation and identify the intercultural adaptation difficulties they encountered, with a view to promoting international students to The purpose is to promote international students to better adapt to the international intercultural environment and to achieve a safe and smooth study abroad.

2. Theoretical Background

Powell (1883) first proposed the concept of "Acculturation", he believed that the cultural change and psychological change caused by the continuous exposure of people from non-native cultures to new cultures is cross-cultural adaptation (also called "Acculturation" by some scholars). "However, "Acculturation" did not enter people's research horizon until Robert Lederfeld and others (1936) formally introduced the concept of "intercultural adaptation". Robert Lederfeld et al. (1936) formally introduced the concept of "cross-cultural adaptation", and the study of cross-cultural adaptation was

gradually developed in the United States, where Robert Lederfeld et al. argued that cross-cultural adaptation occurs when the original culture of one or both of two cultural groups in continuous contact changes. In fact, cross-cultural adaptation here is more about the continuous penetration and integration of the strong cultural group to the weak cultural group or individual, i.e., the cultural adaptation of the weak cultural group or individual. Currently, we consider cross-cultural adaptation as the process in which people take the initiative to learn the local culture in order to integrate into the local life and work in a new environment, and eventually achieve what the new environment requires by continuously improving their adaptability (Redfield ,Linton ,and Herskovits,1936)

Regarding the research on the content of intercultural adaptation, the American scholar Oberg (1960) (Kalervo.,Cultural 1960) proposed the concept of "culture shock" and divided culture shock into four stages of emotional adaptation: honeymoon period, shock period, recovery period and adaptation period, and on this basis, he proposed the U-shaped model of intercultural adaptation. theoretical model. Bronfenbrenner et al. (1958) first proposed the concept of "sensitivity", which suggests that individuals within groups have sensory differences in the social practices of their own ethnic groups, and these differences affect people's cultural adaptation. Later, scholars [8] used the term "Intercultural sensitivity" to describe people's reactions to the perspectives and cultural differences of other cultural groups, arguing that intercultural sensitivity reflects the process of individual adaptation to other cultures. Intercultural communication apprehension was first introduced by the American scholar McCloskey (1977) and refers to the phenomenon of offense and anxiety that occurs when different cultural groups or individuals interact authentically and effectively in intercultural communication. When communicating with ethnic groups from different cultures, interlocutors are often influenced by familiarity (Gudykunst,and kim,1997), and interactions with unfamiliar people or environments have more uncertainty than interactions with familiar people or environments, so the measurement and application of cross-cultural communicative apprehension can effectively assess and predict possible psychological adaptation problems of cross-cultural groups in their work and life environments.(James .Neuliep & James,1997) American scholars Oli and Anger (2003) proposed the theory of cultural intelligence (CI), which is used to reflect people's ability to make judgments and take appropriate and effective measures to adapt to a new culture when collecting and processing information, and the latest study found that CI has a significant predictive effect on cross-cultural adaptation(Wang.,2019). Thus, we can find that the research in the field related to cross-cultural adaptation is becoming more detailed, more in-depth, and more rich.

Research on the model of cross-cultural adaptation. Since intercultural adjustment is a dynamic and complex developmental process, different theories and models have been generated in the academic community regarding the development of intercultural adjustment, among which, the widely accepted one is the U-shaped theory model (see below). The American scholar Lesgard (1955) , through a survey of 200 respondents, found that those who had lived in the United States for less than six months and those who had lived there for more than eighteen months adapted better, and proposed a U-shaped theoretical model of cross-cultural adaptation from a temporal perspective, arguing that expatriates could adapt better to the local culture only after they had experienced cultural shock. In addition, Geertz's culture change curve (Kalervo . and Cultural,1997) and Korean scholar Kim's (1997) dynamic model of "stress-adaptation-growth" are also widely recognized in the academic field. widely recognized.

Figure 1: Diagram of the U-shaped theoretical model of cross-cultural adaptation
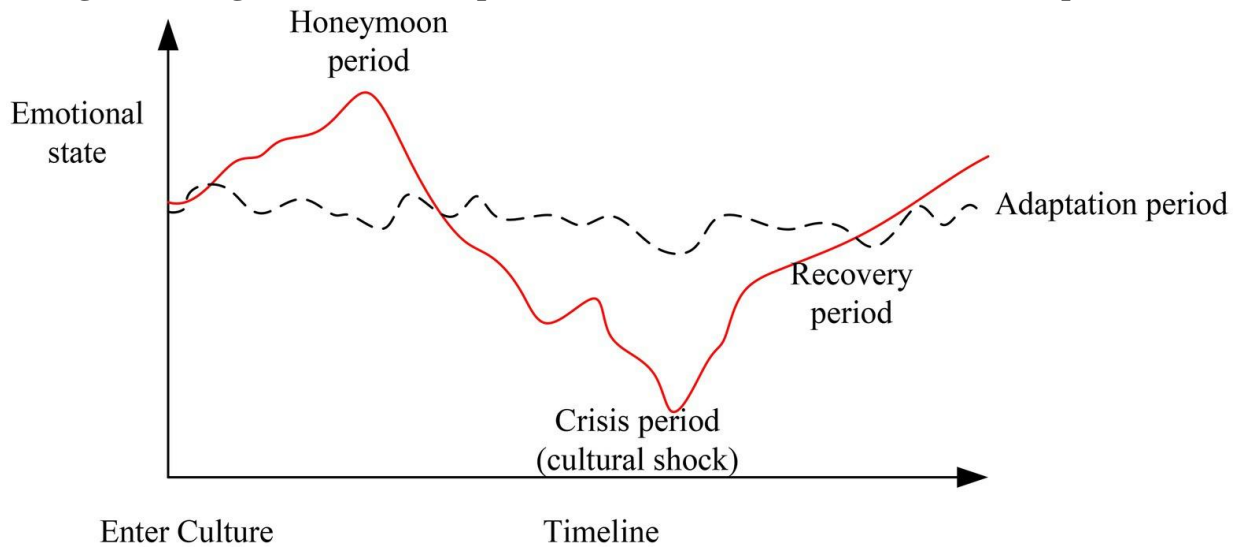
Research on the dimensionality of cross-cultural adaptation. Pat and Miller (1921) were the first to propose a unidimensional model of acculturation. They argued that the acculturation process of individuals is a one-way process of assimilation into the destination culture, and that the more individuals are influenced by the destination culture, the less their own cultural perceptions will be, until they are completely assimilated. (Flannery , Reise S, and Yu. 2001) Canadian psychologist Berry (2002) argues that individuals will retain their own traditional culture while converging to the destination culture, and that high identification with the destination culture does not mean low identification with the native culture,(Berry , Poortinga , and Segall2002) thus refuting the multidimensional of cross-cultural adaptation and proposing a two-dimensional model. He argued that individuals in cross-cultural adaptation retain both their own culture and integrate the culture of the destination country, and accordingly proposed four strategies for cross-cultural adaptation: integration, assimilation, separation, and marginalization. Berry's two-dimensional model is also the most widely used dimensional classification method in the academic community.

Research on the classification of cross-cultural adaptation. Black (1990) argued that cross-cultural adaptation should include three dimensions: general adaptation, interaction adaptation, and work adaptation, (Black,1990) where general adaptation refers to adaptation in life. They defined cross-cultural adaptation as the individual's competence in the socio-cultural environment of the destination country. They considered socio-cultural adaptation as the degree of adaptation to the social life and work environment of the destination country during cultural encounters, and psychological adaptation as the degree of acceptability based on emotional and psychological well-being during cross-cultural encounters. Ward and colleagues' view is now widely accepted and used by the academic community, and is the main reference standard for this study.

3. Objectives of the Study

The study aims edo understand the current situation and problems of cross-cultural adaptation of Chinese international students and to provide a reference basis for cross-cultural adaptation.

4. Materials and Methods

Research Subjects

Chinese international students studying in the Philippines from 01 to 07, 2023. Inclusion criteria:1.Chinese international students enrolled in regular studies;2.good communication skills in English or Chinese; 3.willing to participate in this study. Exclusion criteria:1.international students settled in the Philippines;2.language communication barriers; 3.Participating in other similar research projects.

Research Methodology

Determining the interview outline

In this study, a qualitative research method was used to conduct face-to-face semi-structured interviews with patients. Qualitative research is a holistic inquiry into social phenomena using a variety of data collection methods in a natural context using the researcher himself as the research instrument, analyzing the data and developing theories using an inductive approach, and gaining an interpretive understanding of the behavior and meaning construction of the research subject through interaction (Ward，Rana-Deuba,2003) Semi-structured interviews are informal interviews that are conducted according to an interview outline, and the interviewer can flexibly adjust the way of asking questions, the order, the way of the respondent, and the way of recording the interview according to the actual situation.

The purpose of the study and the principle of voluntary participation were explained before the interview was conducted, and a clear promise of confidentiality was made to the international students. The international students were interviewed according to the interview outline and their consent was required to record the entire interview. The interview was conducted in a language that could be easily understood by the patient, and the patient's expressions and movements were observed and recorded for 30-40 min. Therefore, the interview was not repeated after the first interview with each interviewee. A total of 360-480 min of interview time was accumulated, and the subjects were coded anonymously and an interview log was written in a timely manner after the interviews were completed.

The researcher herself is a national psychotherapist and has some experience with semi-structured interviews. Following the requirements of semi-structured interviews for qualitative phenomenological research, a pre-interview outline was developed by reviewing literature and consulting experts, which consisted mainly of open-ended questions, and the final interview outline was determined after pre-interviewing two international students, as shown in Table 1.

Table 1. Interview Outline

Serial number	Interview content
1	How much did you know about the Philippines before you arrived? Did you find the Philippines different from your expectations when you arrived?
2	Do you think you are comfortable with studying and living in the Philippines and have you encountered any difficulties in these areas? How did you manage to solve them?
3	What do you think are the cultural differences between the Philippines and China? How has this difference affected your cross-cultural adaptation? Please give examples, etc.

4	Have you ever attended a social event organised by the locals and what do you think you should be aware of when interacting with them? How do you feel about attending such events?
5	Have you ever been particularly homesick or felt stressed or even emotionally out of control, and what caused this? How did you finally resolve it?

Data collation and analysis

The entire transcript was collated within 24 hours of the interview, and the content of the interview was collated. Colaizzi's 7-step phenomenological analysis method [13] was applied to analyze the data: 1.Carefully and repeatedly reading the interview data; 2. Jdentifying and extracting meaningful statements; 3. Coding recurring ideas; 4. Assembling the coded ideas; 5. Writing a detailed and comprehensive description; 6.Identifying similar ideas and distilling themes;7. Returning the distilled themes to the patients for evidence to ensure authenticity. The text was coded, and then the similarity of viewpoints was coded and pooled into sub-themes, and finally 3 i.e., themes and 12 sub-themes were distilled from the sub-themes.

Quality control

A. Interviews were conducted with international students from China by the researcher for whom I was.
B. The inclusion and exclusion criteria of patients were strictly enforced.
C. Communicate with international students in a friendly and easy-to-understand language to ensure the authenticity of the information.
D. Maintain a neutral attitude during the interview process , without evaluation.
E. The compiled textual interview data were checked by two people to ensure that no information was missed and completeness was ensured.

5. RESULTS AND DISCUSSION

Results

General information A total of 12 cases of Chinese international students (P1-P12) were interviewed in this study with saturation of information, 6 males and 6 females, aged from 21 to 45 years old, with a minimum of half a month and a maximum of 12 months of arrival in the Philippines. They were from the provinces of Shanxi, Henan, Zhejiang, Guangdong, Inner Mongolia, Jilin, Jiangsu, Hunan, and Hubei in China, as shown in Table 2 .

Table 2 .General information about the study population (n=12)

Serial number	Gender	Age	Marital status	Education	Major in School	Time in Philippines(Month)	Domestic provinces	Experience abroad
P01	M	45	Married	PhD	Music Education	1.5	Henan	First time
P02	M	43	Married	PhD	Management	2.0	Zhejiang	First time
P03	M	40	Married	Master's degree	Music Education	1.0	Shanxi	First time

P04	M	24	Unmarried	Master's degree	Music Education	0.5	Shanxi	First time
P05	M	21	Unmarried	Master's degree	Finance	12	Henan	First time
P06	F	27	Unmarried	PhD	English	3.0	Hunan	Second time
P07	M	44	Married	PhD	Education Management	3.5	Shanxi	First time
P08	F	25	Unmarried	Master's degree	Nursing	4.0	Hubei	First time
P09	F	26	Unmarried	Master's degree	MBA	2.5	Guangdong	First time
P10	F	36	Married	PhD	Accounting	6.5	Neimenggu	Second time
P11	F	34	Unmarried	PhD	Information Technology	8	Jilin	First time
P12	F	35	Married	PhD	Music Education	5	Jiangsu	First time

Topics

4.2.1 Adaptation to life issues

Adaptation to life refers to the adaptation of individuals to life in an intercultural environment, including issues of food, housing, living costs, and health care, which are closely related to daily life. There are four sub-themes, including food, security, accommodation, and living conditions. The main challenges faced by international students in adapting to life were focused on food issues 66.6% (8/12) and security issues 58.3 (7/12).

P8:Although I've been studying in the Philippines for more than 3 months, I'm still not used to eating western food. Because the cooking style here is different from that in China, and there are more fried food, which is not much temptation for a little girl like me who doesn't like to eat fried food.

P7: I like pasta, not used to eating fried chicken, burgers western fast food

P10: not adapt to this side of the eating habits, this place diet point take-out price is still a little expensive, and is not used to eating fast food, often with friends to go to Chinese restaurants and Korea to eat.

P11: The social security here is not very good, and there is some fear of coming here as well as other women, so I have to find a safer neighborhood

P6: Every time I go out, I worry about safety, I don't wear jewelry, and I travel with my companions to take care of each other.

P3:The noise outside the room where I live is too much, the heat is unbearable, and I'm not used to it at all. This time is really a hard time for me.

The problem of communicative adaptation is the comfort and proficiency that individuals feel in social interactions with people in the host country, which is usually the most difficult for cross-cultural individuals to achieve, and it is often difficult for individuals to overcome cross-cultural differences in their interactions with local people (Wang ,2011) The problem of communicative adaptation contains four such themes: social interaction, language problems, cultural differences, and self-containment, and cultural differences and language problems are mentioned very frequently in the scope. Cultural differences and language problems were mentioned 100% (12/12) and 75% (9/12) of the time in the category and became the main problems faced by international students in terms of communicative adaptation.

P6: There are big differences in the values of local people. The most obvious thing is the concept of time, most of the local people generally do not have a strong sense of time, often late or something, in the Philippines, the general concept of time delayed 30 minutes is a normal thing, but in China, most are punctual

P8: I don't have any close Filipino friends, because the difference in lifestyle is too big, and the people I have most contact with are Chinese, so I feel more comfortable with Chinese people.

P11: Most Filipinos are concerned about themselves, while most of us Chinese are concerned about the external environment, for example, most of us Chinese are concerned about relationships. Whereas Filipinos put more emphasis on personal expectations and goals and values.

P9:My English is past grade 6, my listening is not bad, but my speaking is weak. It's hard to understand when local people speak, especially those with accents

P:4: I often want to say something but can't, and when I communicate, I can only say the words stumbling, and the people who listen to me struggle, and I struggle when I speak myself

P12: I have been studying in the Philippines for 5 months, and the friends I have made are still Chinese, which I know is not conducive to language improvement and social integration. Although the local students are enthusiastic, they are interested in different topics than we are, and I don't touch them, and I don't have any local friends.

P7: I like to be alone, I don't have any local friends and I have never been to anyone's house.

Psychological adaptation

Psychological adaptation is based on emotional reactions and refers to the psychological well-being and life satisfaction of individuals in cross-cultural contact. In the process of cross-cultural contact, if there is no or less depression, anxiety, loneliness, disappointment

In the process of cross-cultural contact, psychological adaptation is considered to be achieved if there are no or less negative emotions such as depression, anxiety, loneliness, and disappointment (WANG ,2011). In the interviews, 12 international students gave detailed descriptions of their psychological states during the study period and briefly analyzed the reasons for specific psychological feelings at different times.

The problems of psychological adaptation include four such themes: emotional loss, self-adjustment, external adjustment, and emotional transformation, among which, emotional loss and emotional transformation are direct factors affecting international students' psychological adaptation, while self-adjustment and external adjustment are means and methods for international students to cope with psychological adaptation problems and are indirect factors affecting international students' psychological adaptation. Emotional disorder was mentioned in the category 33.3% (4/12), while emotional change

and anxiety were mentioned 33.3% (4/12), which indicates that emotional disorder is the most important factor affecting the psychological adjustment of international students.

P11: When I came to the Philippines, the epidemic was serious and travel was restricted, just in time I also had a fever, and I could not find medicine, and during the time I was sick, I was really lying in bed and had an emotional breakdown, the physical distress spread to the psychological vulnerability in aggravating the disease, and I was worried that I would not be able to hold on. way, and slowly recovered

At the beginning, often homesick, especially in the context of others contacting family members, it seems more homesick. Sometimes there are times when I get angry.

P3: Homesickness, sometimes and home with the video, talk about it is much better, not to mention that at this age out of study, the family has an old man, the next small, all need to take care of ah.

P12: Homesickness is a very normal thing, generally to this age, generally have a family, want to children, want to home parents, sometimes also have a feeling of guilt, emotional bad things through and home video weibo chat, and sports solutions.

6. Discussion

International students have more prominent problems in communicative adaptation, especially language problems and cultural differences are the main factors that generate interaction problems and lead to the primary cause of intercultural adaptation Intercultural adaptation refers to the process of international students exchanging opinions, communicating emotions, and transmitting information with interpersonal partners in the Philippines through language, behavior, and other expressions.Anderson proposes that intercultural adaptation is a cyclical, continuous, and interactive process, which is essentially the process of interaction between interpersonal partners in terms of emotions, cognition, and behavior, and individuals Driven by certain goals, individuals constantly try to overcome problems and obstacles encountered in interactions and eliminate doubts and uncertainties in adaptation, and in this process, individuals constantly adapt in a heterogeneous culture by constantly revising and adjusting their perceptions and attitudes toward the heterogeneous culture, which in turn promotes changes in individuals' behaviors and attitudes (ANDERSON 1994) .

In the interviews, language proficiency was found to be an important factor affecting the effectiveness of their intercultural communication. International students mentioned that language barriers not only made it difficult to make friends, but also had some academic stress. The study also found that the students only stayed at a superficial level of communicative communication, with interruptions in communication in topics involving the exchange of ideas such as cultural and social phenomena. This may be due to the usual lack of reflection and summary of Sino-Filipino cultural phenomena, lack of accumulation of vocabulary on these topics, and lack of ability to interpret the phenomena when engaging in cross-cultural communication. Pan argues that language barriers are hard and explicit, and the lack of language ability often causes misunderstandings in communication, communication interruptions, and even the inability to communicate deeply(PANG ,1996), so language barriers have a more obvious and direct impact on intercultural communication.

In cross-cultural communication, both parties often interrupt communication or have communication differences due to cultural differences. Chen & Starosta believe that communication individuals should deal with communication differences flexibly and start or end conversation topics appropriately and actively integrate into the communication atmosphere, and if

communication individuals avoid communication because they have experienced communication failure, they will only be slowly marginalized(STUDENTS IN CHINA,1996). The problem of communicative adaptation is a more complex problem in the cross-cultural adaptation of international students, which is not only influenced by the combination of internal factors, external factors, and internal and external factors, but also indirectly affects the life adaptation, study adaptation, social support and psychological adaptation of international students.

Good participation in the local culture has a positive effect on the adaptation to the local culture, and interpersonal communication as a form of social interaction will affect the level of international students' cross-cultural adaptation in the local area. The communication and intercourse of international students in the local area is the process of international students drawing and consolidating interpersonal networks. In this process of communication and intercourse, international students can harvest the support factors for cultural adaptation, and under the condition of material factors, the support factors in other aspects become the most critical influencing factors in the process of intercultural adaptation. The internal factors of international students' communicative adaptation problems come from the self-containment under the influence of personality and the avoidance strategy when contacting people or things in the new environment; the external factors mainly come from language problems, cultural differences in the communicative process, stereotypes caused by social distance and information inequality. The combination of internal and external factors is mainly reflected in the social interaction under the interaction of own situation and external conditions.

In this regard, the author will make suggestions from both international students themselves and schools. For the international students themselves, they should expand their communication channels, maintain an open and tolerant attitude, and improve their language skills. First of all, international students in the Philippines should be more open-minded, participate in social activities organized by the school and local community, maintain good relationships with their classmates, not only with their own classmates but also with other international students, keep their own tolerance and open-mindedness, and develop their own hobbies, such as sports, English salon and other social activities. Secondly, improve your language learning ability and increase your language reserve. In the actual interpersonal communication process, you can only use some simple words and sentences, so you should learn the language systematically and deeply to improve your communicative adaptability, so that you can improve your cross-cultural adaptability and help yourself better adapt to and enjoy the local living and working environment.

For schools that can offer long-term language learning programs. During the training period before coming here, international students have studied English and passed the corresponding tests of the course, but language learning is a gradual and continuous process, making full use of spare time such as rest days to improve their English.

The problem of living adaptation is the key problem that leads to cross-cultural adaptation.

The problem of accommodation environment is the most important reason affecting living adaptation. Living adaptation refers to the international students' adaptation to the local living environment, customs and culture and other living conditions after their arrival. Living adaptation problems are often caused by international students' unfamiliarity with the local living environment. It is the first problem that international students face after arrival, and it is also the most basic problem of international students' adaptability. The problems of international students in life adaptation are caused by external factors, including food, security, accommodation and living conditions. In this regard, the author will make

suggestions from both international students themselves and schools. For international students, they should learn as much as possible about the local customs and society before studying in the country. Some international students do not know enough about the local conditions, culture, customs and religion, and have high psychological expectations before studying in the country. It is suggested that international students should watch some news, movies and books about the local Philippines to broaden their understanding of the country. According to the results of the interviews, most Chinese international students do not know about the Philippines before they arrive, which is why international students have a series of problems upon arrival, such as overestimating the local network performance and living environment.

It is important for schools to provide appropriate training to international students before they study in the Philippines, and to strengthen the training in the direction of cross-cultural adaptation. Psychological adaptation is an issue that cannot be ignored in cross-cultural adaptation

Psychological adaptation refers to the process of self-regulation in which people use psychological defense mechanisms to reduce stress and restore balance when changes occur in the external environment (JIA.,2001). Psychological adaptation refers to the self-regulation process of reducing stress and restoring balance by means of psychological defense mechanisms when the external environment changes (JIA.,2001). The psychological adaptation problem of international students is mainly affected by internal self-adjustment, external adjustment, emotional loss of control and emotional change due to the combined effect of internal and external factors.

Here the author will put forward reasonable suggestions to improve the psychological adjustment ability of international students from both international students themselves and schools students should always keep in touch with their family and friends at home during their study abroad and take the initiative to seek help from them when they encounter psychological problems. Family and friends in China are the most trusted people in the life of international students and the main source of psychological support for international students. International students often report their happiness but not their worries when they encounter psychological obstacles because they are afraid of their family and friends in China, and at the same time, they can also adjust their psychological adaptation by expanding their local social circle and influence the process of self-adjustment through external adjustment such as developing hobbies and diverting attention. When international students encounter psychological problems such as emotional changes and emotional outbursts, they can adjust themselves quickly by contacting their families, maintaining self-discipline and watching TV programs, etc. In addition to family factors, various experiences during study abroad also affect the psychological adaptation of international students, and maintaining good psychological adaptation is a necessary condition for international students to study effectively. International students should actively do their pre-study psychological development, adjust their mindset in time during study abroad, and try to put themselves into the best psychological state for study abroad.

The school should set up a psychological counseling department to provide long-term psychological help for international students. And there are psychologists who can effectively solve the psychological problems of international students caused by personal emotional changes and help to improve the psychologicaladaptation ability of international students, while psychologists further explore which cultural psychological dimensions help international students to improve their psychological health and analyze the double-edged sword effect of multicultural experiences (Hu , Han , Yu , Peng , 2020) , such as dependent self and relationalism, and which cultural psychological dimensions can help international

students to improve their psychological health. relationalism, and which cultural psychological dimensions are harmful for international students to maintain their subjective well-being, such as introverted restraint and cultural stigma.

7. Conclusion

To sum up, firstly, Chinese international students have more prominent problems in communicative adaptation, especially language problems and cultural differences are the main factors to produce interaction problems; secondly, life adaptation problems are the key factors to intercultural adaptation, and living conditions are the most important reason to influence life adaptation; psychological adaptation problems are the problems of intercultural adaptation that cannot be ignored, and international students are more inclined to adjust their psychological adaptation problems through internal International students are more inclined to adjust their psychological adjustment problems through internal adjustment means and are less likely to share their psychological difficulties actively, and compared with other adjustment problems, psychological adjustment problems are often more easily diluted and neglected by international students. The qualitative study of international students' intercultural adjustment provides a reference basis for intercultural adjustment and provides information and emotional support to further promote the level of international students' intercultural adjustment ability.

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