

Status of Cross-Cultural Adaptation among Students in the U.S. on the Chinese-Foreign Higher Education Cooperation Program from Anhui Province of China

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Abstract: *This study uses a qualitative research approach to explore the status of cross-cultural adaptation (CCA) among Chinese-Foreign Higher Education Cooperation Program (CFHECP) students from Anhui Province of China while studying in the U.S.. The researchers selected 6 students and 3 faculty members from 3 related programs as the participants. With the use of the qualitative analysis software NVivo11, the researchers conducted an in-depth data analysis of the interview text, and the barriers to CCA among CFHECP students has been found, which are mainly concentrated in academic adaptation, psychological adaptation and sociocultural adaptation. The cultivation of CCA ability of these student has also been discussed. The findings of this study is significant for policy makers, CFHECP students, and the teaching staff.*

Keywords: *CFHECP Students, Cross-cultural Adaptation, Barriers to CCA, Qualitative, NVivo11, Cultivation of CCA Ability*

1. Introduction

Globalization and internationalization have become the central subjects of global higher education at present. With the further development of higher education's internationalization, governments of various countries have actively promoted international exchanges. After 1950s, with the boosting economic ties in current century and the sustained spread of the integration of knowledge system all over the world, higher education between countries has become closer and closer, which add the frequency of students' mobility, teachers' communication, and scientific research's cooperation (Yemini, 2017).

The global higher education has been developing so fast ever since 1978, encouraging the exchange and communication of students, faculty, scholars, and academic programs all over the world. China has gradually adapted to the trend of internationalization (Ammigan, 2018). Chinese government has taken Transnational Higher Education (TNHE) as one of the innovation measures to this tendency (Barratt-Pugh et al., 2019). TNHE, according to the United Nations Educational, Scientific, and Cultural Organization, is defined as all types/forms of higher education of a transnational nature, which implies that the cooperative relationship and the collaborative mobility do exist between the sending and host nations (Yu, 2020).

As Knight (2018) have emphasized, TNHE is no longer just a cross-border movement of students to access educational opportunities. Co-operational programs and institutions of higher education are also transferred from one country (developed) to another (developing or underdeveloped) when kinds of forms may appear, including cooperatively-run campuses, cooperating programs, online learning and studying abroad. The exploring of Chinese overseas students' cross-cultural adaptation (CCA) is mainly in the setting of purely in foreign countries, such as in the United States (U.S.), the United Kingdom (U.K.), Australia, it is need to be examined by exploring the CCA experiences of other students in different educational contexts (Kun & Garcia, 2019): for example, CFHECP, which is another form of TNHE and also the dominant form of TNHE in China (Kun et al., 2020).

Take Anhui Province in China as an example, according to the latest data released in 2021 by Chinese Foreign Affairs Supervision Information Network of the Ministry of Education (MoE), by December 31, 2021, it has 22 programs of CFHECP approved by MoE (MoE, 2021), 3 of which have stopped enrolling students because of force majeure or failing to meet the assessment requirements of Chinese Ministry of

Education during the operation of the program. The 19 programs of CFHECP currently enrolled in normal enrollment, including nine national key universities, one normal college, four local institutions, and five technology and industrial, engineering institutions. The partner foreign universities are located in the U.S., Ireland, Germany, France and Korea. The U.S. is the main partner among them, who has 8 cooperative programs from these 19 programs of CFHECP in Anhui Province.

All these programs are under the "double-campus" school-running mode which is defined as follows: the activities of the CFHECP's teaching process can be divided into two or more than two components or unit module with the practice of educating and teaching the same students group in Chinese colleges/universities and foreign cooperative colleges/universities respectively. In general, students who participate in a "two-campus" program usually have to complete their studies in two stages, one at a Chinese partner college/university and the other at a foreign partner college/university (MoE2021). The division of the two stages and are relatively flexible.

In most cases, the domestic stage of the teaching is mainly to strengthen English, including the introduction of some foreign education resources, some basic professional courses, bilingual courses. Meanwhile, foreign professional courses occupy a certain proportion, which is the preparation for foreign stage of learning. On the other hand, foreign stage is mainly advanced professional courses and career development guidance. This mode of cooperation is attractive to students who can enjoy study from both foreign parties and Chinese-foreign cooperative universities. At present, the "2+2" mode is mostly adopted by related Chinese universities, which means that students study in China for the first 2 years and then transfer to foreign universities to complete the remaining 2 year of study. Such settings allow students to experience both Chinese and foreign education in one educational program and obtain 2 certificates/diplomas simultaneously (Hou, 2019).

The CFHECP in China has made remarkable progress in recent years (Phinney, 2022). Its particularity lies not only in the common features of Chinese group students, but also in its own characteristics, advantages and disadvantages, such as that these students' study in domestic stage is specially designed for going abroad as mentioned above. As they tend to go abroad, they go abroad, attending the same college/university, even in the same major. These characteristics mean that their CCA not only has the commonality of that of the whole Chinese overseas student group, but also has its own characteristics and may have special difficulties, so their needs and problems in CCA are relatively prominent and representative.

2. Literature Review

The focus of CFHECP students' cross-cultural adaptation (CCA) is the CCA status during the period of their studying abroad. However, at present, there are very few studies especially emphasizing the CCA among CFHECP students during their overseas study.

Scholars pointed out that due to the lack of attention paid to the cultivation of students' intercultural communication competence in CFHECP, students' practical application of intercultural communication is mainly manifested in three aspects: lack of cultural common knowledge, weakness in routine knowledge of life and insufficient cultural vocabulary. Therefore, it is necessary to cultivate the cross-cultural communication ability of the program students in a targeted way, which can help them better integrate into the foreign society and reduce the barriers caused by cultural differences (Gao, 2018; Du, 2020).

Ma et al. (2018) have deepened the research in the above aspect by investigating the mental health status of 196 students from two programs of CFHECP. The results of this quantitative study showed that compared with non-program Chinese international students, CFHECP students tend to be a poorer mental health status due to more courses and tight schedules. Meanwhile, the findings showed that compared with male students, female students showed worse psychological endurance and emotional regulation ability, besides, the closer the family relationship, the better the students' mental health performance.

International researchers held the idea that CFHECP students not only have common mental health problems among ordinary college students, but also bear more psychological pressure from special affecting factors due to the particularity of their environment (Ariel & Gary, 2019; Lucas, 2019). Till now, the research on cross-cultural issues of CFHECP mainly focuses on the following aspects: the cultural differences and their influences in the program management, the intercultural competence training, the practical research on some specific cases of CFHECP as well as the teaching methods of courses in these programs (Qu & Luo, 2022). Although a few studies have also noticed the status and problems of CFHECP

students' mental health status and academic adaptation, the inspection scope is limited and the existing research is neither systematic nor specialized enough.

In summary, the CCA among CFHECP students during their overseas study has its own characteristics, and indeed there are still many problems under-researched. Investigation of CFHECP students' status of their CCA will provide help for program students' language training, academic and psychological preparation before going abroad and the improvement of CCA training for the colleges/universities both at home and in the host culture that carry out the CFHECP.

3. Methodology

The participants in this study were mainly CFHECP students, also included the faculty members in related programs. The perception of CCA of the CFHECP students could reflect their perceived culture, which change with the changes in their living and learning environments. In such studies, this dynamic process should be taken into account(Gu&Guo,2021). Qualitative research can explore results from thoughtful, focused conversations and qualitative analysis of themes, and can seek complex themes about culture(Li,2019).

Based on rich textual data, qualitative research helps to analyze the nature and dynamics of cultural processes. The qualitative research method was chosen because it is most often used to examine, understand, and elucidate the meanings, phenomena, and experiences of culture(Wang,2020). Thus, qualitative research provides a way to examine questions about the cultural experiences of individuals or groups, and the developmental implications from those experiences(Gu&Guo,2021).

In this study, CFHECP students made up the "group." The "social problem/phenomenon" to be explored was the CCA of CFHECP students, and the researcher focused on the CFHECP students' status of CCA, therefore, qualitative has been chosen as the research approach which is suitable for the type of research questions investigated in this study because it focuses on specific events, situations and processes within a specific, single social and cultural setting(Wang,2020). It can also provide detailed views of participants' perspectives, especially complex analysis of multiple perspectives(Gu&Guo,2021), and the academic experience of international students studying in the host country, in their own language(Qu&Luo,2022). In addition, qualitative research methods could facilitate broader investigations, be more open to nuances and details in the data, and allow us more flexibility to explore students' cultural behavior, cultural life, and associated meaning or deeper attribution(Li,2022).

In addition, this study focused on CFHECP in Anhui Province of China, it is a particular program from similar education programs. Therefore, for this research, the researchers chose case study as the research design, which has its unique application and productivity(Creswell,2018). Case study attempts to understand cultural experiences or reality from the perspective of the participants, each of whom has a unique understanding of all the above. Purposive sampling is just as the name implies: it is a sample chosen "on purpose" because those sampled meet specific criteria(Steven,2016). In addition, Steven proposed that this type of sampling is used in many qualitative studies to allow the researcher to identify small, specific groups to work with. Carlsen(2018) also stated that purposive sampling was more related to the acquisition of qualitative data. therefore, this study chose to use purposeful sampling.

Sun(2022) stated that purposive sampling was not arbitrary, and the selection of samples was based on pre-identified criteria, which is consistent with Steven's(2016) point of view mentioned above. In the end, 6 students and 3 faculty members who meet the criteria had been recruited. Purposeful sampling helped the researchers to identify relatively sufficient information cases from these participants who were especially knowledgeable and could comment on related issues.

The instruments of data collection has been determined in this study mainly stemmed from the fact that the data to be acquired by the research tool was qualitative data(Yin,2018), therefore, an in-depth interview approach has been taken. In terms of ethical considerations, security measures has been taken to the participants identity, code names were used in this research. The researchers have negotiated and discussed with each participant the schedule and arrangement, and respected the time and place they thought convenient for the interview, the researchers tried to be as discreet as possible in the interviews with the interviewees and stuck to the principle of confidentiality.

4. Theoretical Framework

As to the theoretical framework of this study, it is guided by Constructivist Learning Theory(CLT)

and Kim's Theory of CCA. Kim pointed out that CCA refer to the relatively stable change results that are finally formed in the process of individual's or group's respond to the external demands, that is, in the process of rearranging and adapting to the life in the new social and cultural environment (Kim, 2017). Ward and Kennedy (2004) deemed that the issue of CCA could be explored from two dimensions: the psychological adaptation and the sociocultural adaptation. Psychological adaptation mainly studies the individual's emotional response, including mental health and life satisfaction while sociocultural adaptation mainly studies how the individual immerses into the new cultural environment and achieves the effective interaction.

The focus on CCA has grown from the research on acculturation and culture shock. Berry (2006) pointed out the relationship between acculturation and CCA is that the latter is a consequence of acculturation. Oberg (1960) firstly raised the concept of culture shock, defining it as a sudden and deep anxiety caused by the sudden loss of familiar social symbols, and the unfamiliar social symbols of the other party.

The supporters of "culture shock" believe that the process of CCA is a course of continuous learning. The most representative theory of this learning model is Gudykunst's Anxiety and Uncertainty Management Theory (Wu, 2020). In the process of personal growth, familiar words, gestures, facial expressions, habits and norms, all of them are important parts of culture and people rely on them to maintain balance. When people are in another culture, most of those familiar cultural clues do not exist or have entirely different meanings, which may make them in a state of disorientation, loss, uncertainty, anxiety, distress, and even hopelessness.

This is consistent with the point of view of CLT that learning is a process of active construction by learners (Mollica, 2019), and it also confirms Guan's (2021) saying of "constructivism is very effective in explaining the process of CCA". CCA is the change caused by individuals or groups with different cultures in the process of mutual contact. It includes changes in individual emotions, cognitions, and behaviors, as well as changes in cultural patterns at the group level (Hou, 2019). According to Laur (2021), the learning process was a process in which new information and old knowledge continuously interacted and influenced each other. When the new information was consistent and coordinated with the original knowledge, the learner could smoothly incorporate the new knowledge into the original knowledge structure to complete the meaningful construction of the learning content. However, when the new information contradicted or even conflicted with the original experience, the learner needed to go through the process of deconstruction-integration-reconstruction, and Chinese international students would experience the latter more in the process of studying in the U.S. (Guan, 2021). The following is a figure to show how these theories are interconnected in this study.

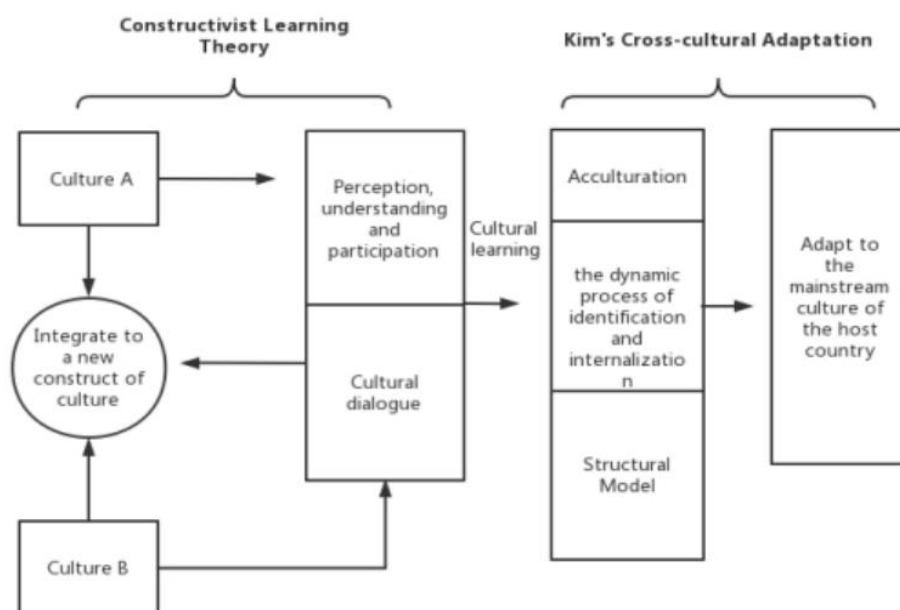


Figure 1: Theoretical Framework

5. Results

From the perspectives of CFHECP students and the faculty members who work with them, the researchers explored the status of CCA among CFHECP students from Anhui Province of China while studying in the U.S..After the interview transcripts has been imported into NVivo11, the researchers carried out Three-level Coding. The core step of qualitative research is coding, the analysis materials in the coding process could be fully understand(QSR,2020). After understanding the meaning of the interview texts, it was decomposed into smaller units of meaning to conceptualize and categorize it. In the coding process, the researchers mainly went through three stages: Open Coding, Axial Coding and Selective Coding, and then extracted and summarized the core categories, as shown in Table 1.

Table 1: Codebook of CCA among CFHECP Students

Name	Sources	References
Status of Cross-cultural Adaptation	9	146
Barriers in Academic Adaptation	9	59
Barriers of the English Language	8	21
Learning Shock	9	31
Overloaded Academic Requirements	5	7
Barriers in Psychological Adaptation	9	48
Complex Senses of Belonging	3	5
Culture Shock	9	35
Inescapable Discrimination and Isolation	4	8
Barriers in Sociocultural Adaptation	8	39
Confusion about the Relationship Between Teachers and Students	4	8
Inability to Integrate into Local Sociocultural Life	7	17
Unfamiliarity with American ways of Interpersonal Interaction	6	14

When analyzing the interview texts of the interviewees, the author carried out Three-level Coding. The core step of qualitative research is coding, and researchers can fully understand the analysis materials in the coding process(QSR,2020). After understanding the meaning of the interview texts, the author decomposed it into smaller units of meaning to conceptualize and categorize it. In the coding process, the researchers mainly went through three stages of coding and then extracted and summarized the core categories, as shown in Table 1.

It can be seen from this Codebook that through Open Coding, the researcher distills 9 concepts, resulting in 146 reference points. On the basis of Open Coding, the researcher integrates specific concepts again, summarizes the free nodes belonging to the same concept level, establishes the connection between nodes, and further categorizes different concepts to form a higher-level category. The purpose of Axial Coding is to attribute confusing concepts to categories of different meaning units. Through Axial Coding, the researcher summarized the 9 concepts into 3 categories. Selective coding is the process of further proposing highly condensed core categories on the basis of the first two coding. Therefore, the researcher systematically analyze the concepts and categories in the above stages and summarized the core categories of the interviews. The so-called core category must be more dominant than the previously category, and most of the research results can be incorporated into this broader theoretical concept. Chen, a professor at Peking University, has made an analogy, saying that the core category generated by selective coding is like a network cable, which can play the role of outline(Chen,2019).

5.1 Barriers in Academic Adaptation

As a special group of Chinese international students, CFHECP students faced various challenges and problems in the academic field. Getting admitted to one university /college dose not mean that they could definitely graduate smoothly. Just as F3 pointed out, "... They haven't passed the exam... Not every student has a happy ending...". Therefore, first of all, it is necessary to clarify what are the major barriers encountered by CFHECP students while studying in the U.S..The following is the excerpt of Nodes of

Major Barriers in Academic Adaptation.

Table 2: Excerpt of Nodes of Major Barriers in Academic Adaptation

<p><Internals\\interview\\Faculty\\F1> - § 3 references coded [3.67% Coverage] Reference 2 - 1.53% Coverage The biggest barrier to these students is language. We found that if they are fully prepared for English, they are half ready,</p> <p><Internals\\interview\\Faculty\\F2> - § 6 references coded [9.28% Coverage] Reference 2 - 11.72% Coverage Many students expressed to me the academic pressure that they had never experienced before studying in American universities, which became their first learning shock.</p> <p><Internals\\interview\\Faculty\\F3> - § 3 references coded [4.74% Coverage] Reference 3 - 1.11% Coverage They haven't passed the exam... Not every student has a happy ending...</p> <p><Internals\\interview\\Student\\S1> - § 9 references coded [14.88% Coverage] Reference 5 - 1.46% Coverage The academic difficulty is the main one. The engineering major of V University is the most popular one, so the academic requirements are much higher than ordinary majors</p> <p><Internals\\interview\\Student\\S5> - § 10 references coded [21.80% Coverage] Reference 5 - 3.11% Coverage I was very nervous when I was doing it for the first time on a forum. I made a lot of grammatical errors, and I just didn't remember the sentence I thought of before on the stage... It's really very terrible... But the more nervous, the worse the performance. Anyway, I think it was totally a failure...</p> <p><Internals\\interview\\Student\\S6> - § 7 references coded [11.39% Coverage] References 1-4 - 7.16% Coverage I still think it's so hard to write well... Sometimes the professor doesn't know what I'm trying to say, or there will be something in my writing that he understands but thinks my wording is inappropriate... I really didn't speak much and always feel very nervous....</p>
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It could be seen that while CFHECP students expressed different opinions about American colleges/universities, many agreed that English is an insurmountable chasm. Like all international students, the language barrier is the first challenge they have to face. Moreover, students often find it difficult to adapt to the way of study in an American university or college, especially something they have not been exposed to or are not familiar with during the first two years of study in China or in the program, it seems that almost everyone suffers from a learning shock. In addition, the unfamiliar and overloaded academic requirements, especially English presenting, reading, and writing seem to be such a headache challenge for these students in American classrooms.

5.2 Barriers in Psychological Adaptation

Table 3: Excerpt of Nodes of Major Barriers in Psychological Adaptation

<p><Internals\\interview\\Faculty\\F2> - § 3 references coded [4.35% Coverage] Reference 2 - 1.61% Coverage but some students still had mild tristimania (2018, 21.7%; 2019, 23.5%; 2020, 24.9%) and moderate tristimania (2018, 2.8%; 2019, 3.3%; 2020, 3.9%).</p> <p><Internals\\interview\\Faculty\\F3> - § 3 references coded [5.03% Coverage] Reference 1 - 1.55% Coverage I've seen some CFHECP students for whatever reason, depression, eating disorders, they cry a lot...</p> <p>Reference 2 - 1.17% Coverage Culture shock may be overwhelming for some students when they first arrive.</p> <p><Internals\\interview\\Student\\S1> - § 3 references coded [1.13% Coverage] Reference 3 - 0.67% Coverage The first two or three weeks of classes were the most painful period for me.</p> <p><Internals\\interview\\Student\\S2> - § 6 references coded [7.62% Coverage] Reference 2 - 1.53% Coverage even though there are classmates I know from the same program, I am still very homesick, especially prone to miss my parents and my friends in China.</p> <p>Reference 4 - 1.02% Coverage So every time I was very very nervous, especially when I couldn't figure it out, I was so depressed.</p>

Through interviews, the researchers learn that most of the CFHECP students have suffered from psychological problems to some extent, and almost everyone has experienced emotional turmoil and pain, especially in the first few months. Table 3 is the excerpt of Nodes of excerpt of Nodes of Major Barriers in Psychological Adaptation.

It could be seen that all of the student participants have experienced culture shock, 3 of them have complex senses of belonging in the mainstream culture of the U.S. during their overseas study, 4 of them have a negative feeling of inescapable discrimination and isolation. Just as F2, who is serving as a tutor to these students and being a member of the Psychology Committee in Program B at W University, has pointed out that:

“Some CFHECP students even got tristimania while studying abroad. From 2018 to 2020, the Psychological Committee of my university conducted a survey of the overall psychological adaptation status of 1,089 CFHECP students and found that the overall psychological adaptation status of them was not too bad, but some students still had mild tristimania (2018, 21.7%; 2019, 23.5%; 2020, 24.9%) and moderate tristimania (2018, 2.8%; 2019, 3.3%; 2020, 3.9%).”

5.3 Barriers in Sociocultural Adaptation

As to the issue of integrating into the local sociocultural life in the mainstream culture in the U.S., the six student respondents differed only in whether or to what extent they wanted to integrate, but the results are the same, with all admitting that they could not integrate into the local teachers, students, local life and local society through one or two years of studying abroad as a CFHECP student. The Nodes of Barriers in Sociocultural Adaptation shows this clearly. The following is an excerpt from the above mentioned Nodes.

Table 4: Excerpt of Nodes of Barriers in Sociocultural Adaptation

<p><Internals\\interview\\Faculty\\F2> - §2 references coded [4.52% Coverage] Reference 2 - 1.58% Coverage Some of them have American friends to chat or hang out, but they told me that it is difficult to establish true friendships with local students. it is difficult to get along with the locals, especially in depth. Reference 8 - 1.65% Coverage The relationship between teachers and students in the U.S. is very simple and indifferent. It is not as complicated and close as China's, but it also lacks a kind of intimacy and sentiment. <Internals\\interview\\Student\\S2> - §5 references coded [17.20% Coverage] Reference 1 - 1.54% Coverage At the same time, I don't like the food here. I need to learn to cook by myself, which is very difficult for me and all is so difficult to adapt to. Reference 4 - 2.17% Coverage Basically, if you observe the dating process of several members of the Avengers, it is the mainstream American values of making friends...And our communication barriers stem from the eastern tradition of modesty. <Internals\\interview\\Student\\S3> - §4 references coded [6.91% Coverage] Reference 2 - 1.59% Coverage So I am a little afraid of communicating with my professor, in fact, I rarely take the initiative to communicate with him. But sometimes I have to communicate.</p>
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Through the above analysis, the researchers find that the status the CCA of CFHECP students in the mainstream culture of the U.S. are basically the same as has pointed out by F1 which is an official result of statistics. F1 stated that according to statistics of the “Ten Thousand Students Program” implemented by the Beijing Branch Center of CFHECP Research Center in the past three years, that is, the survey on 10,000 students who participated in CFHECP in the U. S., 22.29% of students admitted that they suffered a certain psychological shock while studying abroad, more or less, and expected or unexpected; 14.13% of the students believed they faced challenges in their sociocultural studying life, 63.58% of students felt that the main barriers lied in their learning in the U.S..

6. Conclusion and Implication

With the use of qualitative software NVivo11, the researcher has made an in-depth analysis on the

interview texts of all the interviewees, it is the time to present academic answers to the status of CCA among CFHECP students while studying in the U.S. .The major barriers to CFHECP students' CCA in the mainstream culture of the U.S. through both the perspectives of these students and the faculty members are mainly in three aspects: academic adaptation, psychological adaptation and sociocultural adaptation. Among them, the major barriers in academic adaptation are:barriers of the English language,learning shock,overloaded academic requirements;the major barriers in psychological adaptation are culture shock,inescapable discrimination and isolation, and complex senses of belonging; the major barriers in sociocultural adaptation are confusion about the relationship between teachers and students,unfamiliarity with American ways of interpersonal interaction, and inability to integrate into local sociocultural life.

It is based on Ward's(2004) classification of CCA and builds on Professor Zhu's (2011) enrichment and supplementation of the three-dimensional classification of CCA.Wang(2021) explored the academic barriers among joined-education Chinese students in American universities, focusing on CFHECP students, the finding of this study is a further exploring on this topic.

In conclusion, the cross-cultural adaptation of CFHECP students has an important impact on the physical and mental development of the students.We should pay attention to the cultivation of cross-cultural communication ability of students, and implement corresponding measures according to the main barriers, to build a scientific and practical cross-cultural ability training system for CFHECP students to ensure and promote the sustainable development of Sino-foreign cooperative education in universities and colleges.

6.1 Academic Guidance

Firstly, adhere to the combination of educational resources' "bringing in and going out", actively introducing international advanced teaching concepts, teaching modes and teaching resources,Make full use of teaching methods such as in-school teaching or online teaching by the staff members from the partner university/college to increase the proportion of all-English teaching or bilingual teaching courses.To adopt small-class teaching or grouping mode to improve the compatibility of domestic and foreign teaching, and regularly select teachers to study abroad to improve the teaching level.

Secondly, to implement the individualized academic training of CFHECP students. Based on the status quo of cooperative universities and the diversification of cooperative majors, to implement individualized academic training, which could be classified and guided by categories and groups, such as distinguishing study-abroad major groups, language proficiency groups, etc.

Thirdly, to cultivate students' autonomous learning ability, critical thinking and practical ability.In the teaching process, students should be encouraged to study independently, think dialectically, master scientific and efficient learning methods, cultivate students' teamwork spirit, and improve their practical ability through experiments, internships and other links.

Fourthly, adhere to the parallel emphasis of English learning and professional learning, make good use of professional education resources, and carry out English teaching that matches with partner university/college in the whole process. At the same time, make good use of the second classroom form such as English corner to carry out all-round collaborative teaching of IELTS, academic English, professional English, and daily English to improve students' English language level and application ability.

6.2 Psychological Guidance

Firstly, to offer comprehensive mental health courses relying on the educational staff and professional teachers of both parties, overseas alumni, families and other resources.At the same time, to carry out special training on cross-cultural psychology, focusing on psychological development, and to provide professional psychological counseling and help students to master cross-cultural psychological adaptation knowledge and skills. At the same time, to carry out targeted counseling for cross-cultural psychological confusion and problem coping, and to provide individualized assistance for psychological difficulties.

Secondly, to integrate psychological guidance into daily teaching, education management and services, and build a diverse social support network such as university/college both at home and abroad, families, and friends.Guide students to maintain self-confidence and optimism, encourage students to take the initiative to adapt and formulate personal study-abroad plans, so as to lay a strong psychological

foundation.

6.3 Sociocultural Guidance

Firstly, to leverage the cooperation of both parties, overseas students, alumni and other groups, all staff, focusing on the whole process of sociocultural training and guidance.

Secondly, to carry out special lectures and cultural salon activities such as "International Forum" and "Excellent Alumni Lecture Hall" to impart knowledge and experience, disseminate advanced foreign culture, and expand students' international vision; hold cross-cultural exchanges such as English corners, international cultural festivals, and exchange visits that enable students to gain direct experience across cultures.

The findings may help CFHECP students studying abroad to better adapt to the new culture and achieve academic success. In addition, it will provide some helpful references for both the policy makers and the teaching staff (two staff teams in the transnational cooperation) on the awareness to effectively link the two stages of teaching and learning, and the awareness to successfully promote students' academic adaptation to provide enough social support to help these students achieve academic success.

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