

INTERNSHIP FOR THE COMMUNICATION DEPARTMENT OF SOUTHERN UTAH
UNIVERSITY IN PARTNERSHIP WITH WUHAN POLYTECHNIC UNIVERSITY

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By

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Capstone Chair signature indicates that this internship portfolio is satisfactory in scope
and quality for the degree of
Master of Arts in Professional Communication

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Abstract

Starting the third week of April 2017 and spanning for three weeks ending the second week of May, I served as interpreter, student advocate, and teaching assistant to Southern Utah University (SUU) Communication Professor Dr. Kevin Stein and Public Relations Practitioner/Lecturer Melynda Thorpe at Wuhan Polytechnic University (WPU). This internship stemmed from the partnership SUU (an accredited university located in Cedar City, Utah) and WPU, a university in Wuhan, Hubei, China, which allows Freshmen and Sophomore communication students to study at WPU for two years and then attend SUU for two years in order to receive a dual bachelor's degree in Strategic Communication. This agreement requires SUU professors to travel to China and teach at WPU twice a year for two to three weeks at a time and sends Chinese professors to SUU to observe teaching styles. With this partnership, students from WPU get the opportunity to further their English skills, experience a different culture, and study in two different types of academic environments. This will have a great impact on the culture of the university here and will open up many wonderful career options for these students in the future. One specific change that will happen is the quality of teaching and understanding will increase for professors and students. Professors from both universities will gain a better understanding of students' needs, acculturation issues, and the students' language skills, as well as university standards. It is for this purpose that I sought out this opportunity to go to WPU. I wanted to be a part of the changes that are happening. With my language fluency in Mandarin Chinese and teaching experience with courses such as Introduction to Speech and Presentation and Intercultural Communication, I was a perfect fit for this internship. I lectured about certain principles pertaining to communication, assisted with teaching and interpreted different concepts, and aided in the recruitment process of WPU students. This was a valuable

experience because it allowed me to observe the WPU students and their study habits, learning ability, and receptiveness to the teaching styles of the SUU professors.



Acknowledgements

Words cannot express how thankful I am for my chair, Kevin Stein; I have known and loved him and his family for a little over three years and have grown to love and respect them. Since I first met Kevin, and especially throughout my graduate program and future career path, he has shaped my life by guiding and supporting me in my academic career as well as my personal life. It has always been a pleasure to work with and learn from him.

I also want to thank Matt Barton for helping recruit me for this program and his confidence in me as a student and fellow professional. These two men are the reason I am where I am in my education today. I am so grateful for my family and friends, especially Katie Johnston for always being there to help me when I felt like I couldn't write one more word on the page, or finish reading one more sentence of our textbooks.

Finally, I would be amiss if I did not thank all the Chinese students and faculty along with the rest of the faculty and staff in the Communication Department here at SUU. They are all amazing at what they do, and I am forever in their debt for the guidance and advice they gave me



in regards to my career and personal life. I could not have done what I have done in the last year without them pushing me along and rooting for me like fans at a sport game.

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Introduction

Ten years ago, if someone would have told me I would serve a mission for the Church of Jesus Christ of Latter Day Saints in Taiwan, learn Mandarin Chinese, travel to China multiple times, create my own bachelor's degree, and get my master's degree done in a year, I would have thought they were crazy; but, here I am. This journey has definitely been unexpected and wonderful at the same time. Going on my mission and learning mandarin shaped the rest of my life. With the ever increasing Chinese population at Southern Utah University, my skills as a Mandarin speaker has been in high demand.

I have played a necessary and beneficial role in helping the communication department and the university. Last year, before I came to SUU, the 2+2 agreement was set up between SUU and WPU. Not knowing this at all, but in continual hopes that I would be able to use my Mandarin in everyday situations and with a desire to get my masters, I decided to study communication and started the master's program during the summer of 2016 at SUU. When the communication department found out that I speak Chinese, they jumped on the idea that I would

be able to help them with relations and teaching in China at WPU and I accepted the challenge. I was invited to help teach and interpret for Jonathan Holliman last fall as his assistant and resident interpreter and had an amazing experience. This experience, similar to my mission, had an impact in sculpting and changing my life.

With the language skills I have developed and how well I did last fall in China, I was asked to go over to China again in the spring of 2017, this time as an intern. I was impressed to take this opportunity and turn it into a capstone project in order to help the university and communication department with future incoming Chinese students. For my capstone internship, I focused on the classroom cultural differences and how adaptation has to happen when teaching Chinese students. I plan to apply this knowledge in order to help future professors who will take their turn teaching at WPU and also the students coming from WPU to study here at SUU. This internship was stressful and rewarding at the same time.

Not only did I help interpret in the classroom, observed teaching styles, and worked together with Kevin and Melynda to adapt the English lessons on communication so that they would be more understandable to the Chinese students, I acted as a tour guide of the city and other outlying areas. This allowed me to put my leadership and Chinese skills to the test. During these outings, I was also able to observe culture shock and acculturation of these two professors which helped me better understand how culture shock can affect people, therefore, helping me understand how to be sensitive to WPU students coming to SUU this fall. Pictures of the work I did and experiences we had with the students will be embedded throughout this internship thesis. Found in appendix A are some notes that I took during my observations, classroom materials we used and a table that represents the adjustments that need to be made for international students(excerpt from Zhang, Christabel's Positive Model). Appendix B is a rough draft of a syllabus that will be

used to teach the WPU communication students this fall, and appendix C will include a questionnaire that I gave Professor Stein and Professor Thorpe about their experience in China.

Literature Review

As more and more universities welcome exchange students, there are going to be some teaching and learning differences that come into play and adjustments or preparations needed for effectiveness. Language is a huge barrier that needs to be understood or at least recognized and adapted to if possible. On the website the International House London, we learn that more than one billion people are currently learning English around the world. This may be partly because English is one of the top languages spoken in the world. Another reason is that there are so many young people coming to America on study abroad trips or as degree-seeking students in order to have an edge in the international business world. The article also states that the “latest research from the British Council predicts that the number of people actively learning English around the world is set to exceed 1.9bn by 2020” (2014, para. 1) These numbers are incredible because it means that a little less than a third of the world’s population will be English speakers. This will open opportunities for work, trade, and other relations throughout the globe.

With second language acquisition comes hardship and a plethora of struggles for learners such as misunderstandings and cultural differences. Previous studies show that international students, especially those from Asia, encounter a variety of challenges in their studies overseas (Ballard & Clanchy, 1991). Some of these challenges include, but are not limited to, differences in teaching styles, unknown words and phrases, misunderstandings in language and nonverbal communication, and other problems.

On a more personal level, the students may also face a lack of a support network from family and friends, homesickness, among other issues. These factors may all interfere with their academic success and in reaching their potential in higher education. The process of acculturation, therefore, is vitally important for students who learn English and other subjects like communication. Most universities have a required orientation and/or an acculturation class for international students; and SUU is one of those institutions. This class, UNIV 1020 Acculturation, provides skills and knowledge to help in international student success. The class helps the students learn more about the culture of this area, rules and regulations, and how to interact with other students and teachers better.

04/24/2017

“We (Kevin, Melynda, and I) had a good discussion this morning. We talked about Chinese culture and how other people perceive the Chinese people. I took a picture of people registering for a conference at breakfast because it was interesting to note that there was no line formation and no one seemed to care about it. We continued to talk about how lines are different here and the difference between their hospitality in relation to the way they are in public. Kevin told us a story about working out in the gym. He told us about how he was on

the treadmill and two Chinese men in suits came up and started running next to him, trying to keep at his pace. 'Very funny concept of competition'. People stop and stare at us nonstop."

Acculturation

There is a noticeable effect on the acculturation of second language learners when experiencing a different culture. Brown (1980) informs us that "while most learners can indeed find positive benefits in cross-cultural living or learning experiences, a number of people experience psychological blocks and other inhibiting effects of the second language" (p.200). Some of these blocks include adjusting to new surroundings, the cultural norms, regional slang, among other things. Brown (1980) goes on to mention that there have been a lot of recent research that indicates that there are positive effects in incorporating culture awareness in classrooms(p.200).

Gibson (2001) broadly states that "acculturation is the culture change and adaptation that occurs when individuals with different cultures come in contact" (para. 2). In the Merriam-Webster Collegiate Dictionary (2003) we have a more in depth definition. It reads that acculturation is cultural modification of an individual, group, or people by adapting to or borrowing traits from another culture. The dictionary goes on to define it as a merging of cultures and a process by which a human being acquires a sense of culture. There are certain needs that have to be met when adapting to a new culture.

Students who come to SUU from different cultures need to be accepted and feel welcome, have a support group and circle of friends, and experience the culture through all their senses. Cultures have collided as students come from their home university to SUU, and a bridging of these cultural gaps is necessary in the acculturation process. This colliding can be

defined as culture shock, which is very real issue that people experiencing a new culture have to deal with. Adler (1972) argues that culture shock is not a “disease for which adaptation is the cure, but is at the very heart of the cross-cultural learning experience, self-understanding, and change” (p.67). Culture shock is common second language acquisition and will need to be addressed with the incoming Chinese students coming to SUU this fall.

Second Language Acquisition

With the ever increasing demand in the 21st century for English speakers in many different countries there is a demand for a world that is more sensitive to other cultures and focused on a more international level. Nelson and Devardhi (2012) believe that “every child is born with a language acquisition device having innate properties that plays a role in acquiring knowledge of language” (p,163). Learning a second language is a long and complex undertaking. Students whose English is their second language, will start to “consider how and why teachers’ methods differ, how affective environments impact motivation” among other things(Altman, 2004, p.942). There are many variables that have to do with the acquisition process. Even the way you teach a language has to do with the understanding of the components of that language. Learning is a process and language is learned by experience. One educational psychologist, Slavin (2003), says that learning is defined as “a change in an individual caused by experience” (p.138).

Language is a part of culture and is community specific. Different regions of the same state or district may use language in different ways. Nelson and Devardhi go on to say that “Language helps members of the community establish, assert and maintain their identity as individuals and as a group, bringing them a sense of solidarity. Language is not interpreted as an autonomous system outside culture but as a manifestation of culture” (p.163). As students come

to America, it is important to integrate them into the culture here and help them with the aforementioned feeling of solidarity.

It is important for students to learn the culture of the language they are learning and acclimate themselves to an environment when they come here for school. Just like the students have to adjust, our SUU professors that have gone over to WPU to teach, found that we have to adapt to the Chinese culture and accommodate for the language barrier there as well.

Social Distance

Social distance connects second language acquisition and acculturation and helps explain the language barrier that happens in international learning. Schumann (1976) refers to *social distance* as the social proximity of two or more cultures that end up coming in contact with each other. For example, the *social distance* between China and America is huge. This is because of how different the two cultures are.

The international students who come to SUU have a desire to adapt to the language and culture here while simultaneously maintaining their our culture. As they acculturate into the language group they face some problems such as those mentioned above and will also be touched on below. One way that can help prevent social distance is to help the students become more familiar and enjoy the new culture.

With social distance comes teaching differences. The roles of teaching in Chinese culture and American culture are different. In Chinese culture, teachers are there to ‘jiao yu’ which translated means to teach and nurture. Educators in China will not only teach the subject they are assigned, but they will build relations with the students and teach them morals as well. In American culture, we tend to do similarly depending on the teacher. Here at SUU we rely on those relations and also help students apply their learning rather than just regurgitate information.

This will help the incoming Chinese students adjust more quickly. Teachers in China also push students to study and study hard, while here, educators tend to leave it up to the student whether or not he or she studies. Because of hierarchy in China, the students tend to respect and treat people different in regards to their status.

To better illustrate the difference in Chinese teaching culture and American teaching culture, I have included two Confucius poems/idioms:

<p><i>Yang bu jiao</i> <i>Fu zhi guo</i> <i>Jiao bu yan</i> <i>Shi zhi duo</i></p>	<p><i>Rearing children without a proper education, is a father's mistake.</i> <i>Teaching without discipline,</i> <i>Is the fault of teachers (Weng, Zhou & Fan, 1994 p.9).</i></p>
<p><i>Ren bu xue</i> <i>Bu zhi yi</i></p>	<p><i>A person cannot tell right from wrong, Unless he/she is well educated (Weng, Zhou & Fan, 1994 p.13).</i></p>

Brown (1980) writes that,

Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods, and classroom techniques(p.8).

My observations are consistent with Brown's argument. I would, however, add that this is why Communication Accommodation Theory is so important in teaching second language learners. *Communication Accommodation Theory (CAT)*

Accommodation is used in everyday interactions between people as they use verbal and nonverbal communication with each other. For example, I might change the way I talk or the body language I use when I am with my friends versus when I am interacting with my boss. It can, however, be used in cross cultural or intercultural communication situations as well and may

even be considered vital. Communication accommodation is vital because the language barrier between most languages is great.

Adapting one's language for a second language learner will allow them to understand one better. When one fully understands CAT, one will realize that idioms and slang can't be used when talking to an international student, at least not until they have fully acclimated into the culture and language. For example, while in China, we had to use more simple phrases and exaggerated body language in order to engage the students. Gallois and Callan(1988) state that, "the use of the concept of communication accommodation covers a great variety of encounters" (p.280). Giles and Coupland (1991) take it a step further in saying, "There are many ways of performing acts we could deem to be accommodative, many reasons for doing or not doing so, and a wide range of specifiable outcomes" (p.2). They go on to say that there can also be "beneficial outcomes to one or the other participant in talk, or both; the effects of accommodation can be altogether unexceptional and routine, or on the other hand, critical" (p. 3, 1991). Depending on the level of the English as a second language learner has, determines how routine or how critical accommodation can be.

Giles and colleagues (1995) argue that as speakers communicate with each other they will *converge* or *Diverge* from one another in order "to gain approval or identify" or "to distinguish themselves from the partner; or to *maintain* their own speech style" (p. 117). This convergent and divergent behavior can be seen in different aspects of communication such as language, accent, speed or rate of speech, etc. According to Giles (1995), "convergence is a process where people tend to adapt the other person's communication characteristics to reduce the social differences." Therefore, if I were to use convergence when talking with a Chinese student, I might use Chinese grammar or word emphasis in the way that I speak English to them.

On the other hand divergence “..contradicts the method of adaptation and in this context the individual emphasis is on the social difference and nonverbal differences between the interactions” (120). Without accommodation there may come some problems that arise due to misunderstandings between students and lecturers.

Method

Using the framework of the above-mentioned theory, I incorporated a hybrid qualitative approach of participant observation research and fieldwork for my internship. The internship provided the opportunity for me to see different social groups who speak two separate languages interact with each other in an academic and casual space. This went on over a three week period for the purpose of teaching and learning

communication principles. I chose participant observation as my form of study, because I wanted to observe and receive a better understanding of acculturation and second language acquisition and how CAT affected WPU students as we taught them. The students



knew that I was observing them, so they may have adapted their behaviors a little. However, I believe that my observations were successful because of how personal I was able to get with the students there.

The number of qualitative researchers have increased in many different fields in recent years and one such qualitative research method that is used more frequently is participation observation. Participant observation is the personal interaction between the researcher and the

observed participants. Usually this method is used in a way where the subjects do not know that the observer is there to take notes but rather thinks of the observer as part of the group.

Researchers will use this method when they want to get close to a group of people and more or less integrate themselves into that culture and become a part of the society they are studying. The value of this type of method is great, because it emphasizes making connections and shared interactions among the people that help with the interpretation of research.

According to Jorgensen (2015), the participation observation method allows the researcher to interact “with people in everyday life while collecting information(p.51)” Jorgensen(2015) goes on to say that this method “is a unique method for investigating the enormously rich, complex, conflictual, problematic, and diverse experiences, thoughts, feelings, and activities of human beings and the meanings of their existence” (p.3). This type of observation enabled me to use personal connection and other interactions to provide meaningful applicable outcomes and deliverables. I used this method to get more sincere and true information that is not staged, created, or obstructed by misunderstandings. Kawulich (2005)

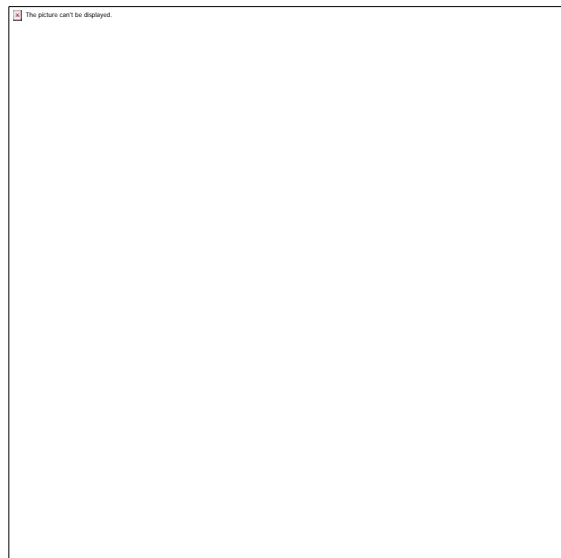


would agree that methods that include observation allow “ways to check for nonverbal expression of feelings, determine who interacts with whom, grasp how participants communicate with each other, and check for how much time is spent on various activities” (p. 4). Participant observation makes it possible to observe the natural nonverbal communication that occurs during the interactions between persons. Participant observation made for

sound observations and outcomes as it allowed me to get closer to students without them feeling too overwhelmed that I was taking notes on how the classes went.

Due to the nature of this internship and the field work associated with it, the language and social skills I have acquired in becoming a successful mediator and translator in respect to these social variables was a necessary aspect. My responsibilities while in China included: attending every class (twice a day) and interjecting when needed to translate English instructions into Mandarin. Furthermore, there were opportunities for solo teaching and facilitating different group activities. This gave me more direct teaching time with the students, which allowed me to better understand how to adjust my own way of speaking and what works best for the students in terms of interaction within the classroom setting. I made some contact outside of the classroom with the students in order to build casual relations that transferred to respect and attention in the classroom. I was also able to ask questions for further communication understanding and to help gauge the needs of the students when they come to SUU.

Throughout the internship, my primary source of data was the pictures I took and journaling about my cultural observations in and out of the classroom, which I have embedded throughout this thesis. Journaling and pictures were effective and allowed me to have a deeper understanding for the students and how Kevin and Melynda's teaching was going. For example, in the pictures throughout this paper, I show how Kevin and Melynda taught as well as their effectiveness in a Chinese classroom. I learned that their effectiveness in an American classroom versus a Chinese classroom. I was



also able to assist Kevin and Melynda with lectures and explanations in Chinese about public relations and research, as well as other subject matter they were trying to get across. They both allowed me to help teach, and Kevin even had a section where I taught the students about survey creation. Therefore, the information I collected has become vital for application of how courses can be adapted at SUU to help the Chinese students transition into their new environment. For example, the students will struggle with using CANVAS and may need additional help with how to give presentations, etc. Other documents and images such as lesson plans, PowerPoints, and other materials created are found in the Appendixes.

04/24/2017

“Today is also the first day of classes for us. It is interesting because the students are nonresponsive to Kevin. Kevin told me that some of the reactions are the same as his American students, but that some are also different. There is also a sort of constant hum of talking in the room. I figured out that the students may be helping each other understand the topics and/or they may just be chatty. There are some students sitting with their head towards Kevin listening, but there are others looking down-some on their phones, some taking notes, and others just not paying attention. There are more girls in the class than guys. The guys seem to actually be paying more attention than the girls. At one point, Kevin walked down the rows to ask questions and get the students to answer, but a lot of them looked away and were too timid or afraid to answer.

Like I mentioned, the purpose of this research was to gather information needed to understand the Chinese students’ process of learning more effectively, help future faculty and staff prepare for the trip to China, and to provide feedback to Kevin and Melynda so that they could improve from day to day and connect with the students better. This qualitative hybrid approach helped me with my purpose in allowing me to craft some research questions that would start me thinking about the interactions and interpersonal communications I would have with the

Chinese students at WPU. These research questions helped guide what I wrote in my journal and how I collected my data. The research questions are as follows:

RQ1- What kind of communication is needed to help Chinese students interact better with American professors?

RQ2-What nonverbal indicators are used in a Chinese classroom versus an American classroom, and what effect do they have on learning?

RQ3-How does western style teaching integrate into a Chinese classroom?

I kept these questions in the back of my mind, and they shaped how I viewed my interactions with Chinese students and how we taught them.

My observations spanned from late April to mid-May. During this period, I journaled my interactions with the students and other teaching observations, such as Kevin and Melynda's use of nonverbal communication in lectures. Additionally, I spoke to many of the students about their feelings of the drawbacks and the advantages of learning from the American professors. There were four students who we interacted with the most during our time there; they influenced what I started to understand about the cultural teaching differences and what could be improved upon.

Besides my observations and journaling, I also focused on the following objectives while in China:

- Participate in lectures and develop better interpretation skills through experience
- Help facilitate student group activities and use my language skills to help explain assignments and other instructions.
- Advise students about SUU and Utah Culture.
- Helped to bridge the cultural gaps in the classroom.

- Gain more confidence in my own teaching skills and help Kevin and Melynda with theirs.

I was able to accomplish and grow in many of the goals listed as objectives above. I built friendships and respect from the students and with Melynda and Kevin while in China. The interactions I had shaped how I wrote this thesis and how I will proceed in my future position as Lecturer of Communication and Director of Chinese Communication.

Results and Discussion

While in China I was able to build relations with the students and faculty by relating to and spending time with them. This is important for the partnership between both universities because the relationships made will allow for more student interest in coming to study at SUU. Because of my interpersonal and Mandarin language skills, I was able to help the Chinese students and SUU faculty feel more comfortable in the classroom and other settings. I was there to help ease some stress and build a bridge between the two cultures. Because I was there to help in translation, the students were more confident in classroom sharing.

<p>04/22/2017</p> <p><i>“Second day in China and I feel great. Melynda has been experiencing some culture shock though.”</i></p>		<p>04/23/2017</p> <p><i>“Melynda was a little overstimulated yesterday. All the new sounds, smells, and sights were hard to take in at once”.</i></p>
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A result of my connection with Wuhan Polytechnic University is the amount of students we have coming from WPU to SUU this fall semester. There will be fourteen or fifteen students

total this coming to SUU this round who will be taking a full load of credits(twelve-fifteen). This is significant for the first round of WPU communication students coming for the 2+2 program.

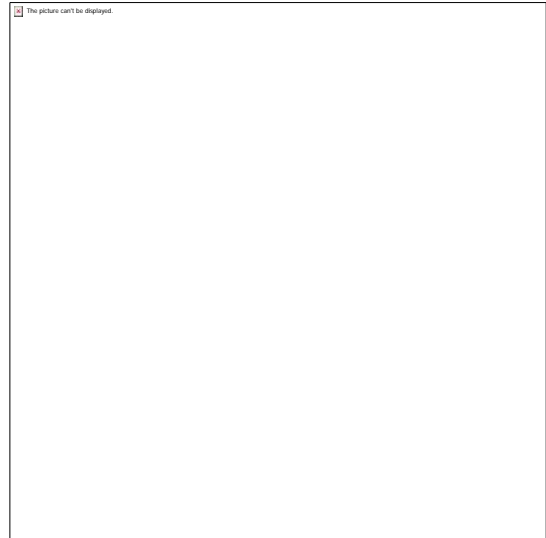
The students reacted in different ways to teaching communication topics in English. Many of them are very intelligent and have advanced writing skills, but they lack in articulation. Some, however, are the total opposite; they can speak the language very fluently, but their written skills aren't where they needed to be for some assignments and discussion. Because of the different levels of English competence, we had to adapt some of our slides and discussions to fit their language proficiency and understanding. I have included a link below to the PowerPoint that we used. Because of the way that Chinese students learn English and the vocabulary they have, we had to consider the way we used different words and phrases. Simple words and phrases were used rather than long drawn out definitions.

Explanations had to be adapted or adjusted to help the students understand the course material. Synonyms and Google translate were our friends. Body language was also important when giving lectures, not only to keep things interesting but to help describe what was being taught. Even though we had to use more simple speech and watch the kinds of words we said, it was important that we were sensitive in our tone as to not diminish the students as they were struggling with the language.

4/26/2017

“Writing on the board seems to have helped Kevin this morning. The students are responding more to him and answering the questions he asks. Students don't raise their hands when asked. They just aren't used to it. Humor helps them relax. They need reassurance that they won't be made fun of whether their answer is right or wrong. - They loved answering more philosophical questions that we asked in class.

The students in class had the ability to think critically and in a philosophical way. Like shown in the picture on the right, we had a conversation about what they thought in regards to age old questions such as “*Where did we come from? Is there life after death? Is there a God? What is our purpose here on earth?*” This discussion was one of our better facilitated discussions because students were very



receptive and worked individually and in groups. They have the ability to self-reflect, but didn't quite know how to verbalize what they wanted to say in English.

The freshman, especially, responded well to the hands-on learning that we incorporated into our lesson plans. For example, Melynda had her freshman class draw up advertisements and design certain logos, etc. not only for a company they created, but also Melynda's own company. They really enjoyed doing that, but when it was their turn to share what they had created, they were too shy to share because of their level of communication (possibly also just to save face). It is very important to tell them that in some instances there is no right or wrong answer and that it is okay to be different than your neighbor and have your own thoughts and feelings about different subject matter. The students had a hard time with this, but by the end of the three weeks, they were able to engage more and respond with their own thought out answers.

4/25/2017

“Kevin got the students to respond better today. Maybe it is because of familiarity, or his tone of voice changed- fluctuate more and interacted more with the students. He seemed to feel more comfortable and confident as well.”

I have noticed that bringing in music and movies 'pop culture' help the students relate more to what they are being taught. EXAMPLES ARE SO IMPORTANT!!!

The students dwindled in numbers when we didn't take role and make them more accountable for their work.

Being repetitive and review a lot helps. The use of more common English words, help them with understanding.

Phrasing questions and asking the right questions is crucial as well."



Sometimes in group work there would only be one or two students working on the project or answering the questions, while the others just played on their phones or slept. Even when the students were listening, sometimes it was hard to tell. I observed that they could be as disrespectful as many American students are

and would text during class or work on other things. Most of the time, however, they are listening and will give great answers to any question you ask even if their head is down most of the time and it doesn't seem like they are paying attention. Kevin told me later on that it does shake confidence to see them with their heads down. Some of it is culture, but some of it is just the media age-millennials. We overcame this by switching up our teaching styles and trying to connect more with students.

Some of the changes we made to our teaching that helped was learning the students names, taking time to let them answer questions, and use more humor and examples. We noticed that learning their names and calling them out one by one helped with their responsiveness.

4/26/2017

“When Kevin and Melynda set up a system of getting to know the students on a more personal level, the difference was measureable. Being able to interact and visit with individual students helped quite a lot.”

When called on, the students would timidly stand up and look at their neighbor for help with the answer, but as they grew more comfortable with us, they started to be more confident in participating in class. The use of humor and friendliness helped them feel more comfortable and made the class more interesting. When the students knew that we were interested in their life, they showed more interest in our lectures and discussions. Interestingly enough, Melynda had an easier time with the students and getting a reaction than Kevin did. I don't know if it was an age difference between Freshman and Sophomores or something completely different. It may be a combinations of factors such as their grade level or having a female professor.

The picture can't be displayed.

Melynda and Kevin both would explain something and then repeat it in simplified terms. This helped the students greatly in their understanding of the concepts that were being taught. We ended up having to slow down our speech quite a bit in order for them to register what we said and then have time to respond. Just like American students, when the students saw

big paragraphs on the board they griped and groaned about it. Sometimes I even saw the students with glazed eyes and overwhelming looks. There was definitely a language barrier even though their English is fairly good. They needed occasional breaks to regroup and talk amongst each other about what we had just lectured about.

It was during these breaks that the students would often come up and ask clarifying questions to one of us. Other times they just checked out and slept for a few minutes to rest their brain. They need time to think, translate, and then answer. I noticed that depending on the content, students attitudes towards the topic will



change. Future SUU 2+2 instructors will need to understand that they can't be afraid of silence when teaching the Chinese students.

05/04/2017

"When these students come to SUU, it will be important to interact with the students through social media. They will open up and ask questions through texting messaging, etc. more than they will face to face."

The Chinese students tend to answer if we asked yes or no question, but they were more timid when they were presented with an open-ended question. Because saving face is so important to them, the students would nod their head yes, even if they didn't know what we were talking about. The students also didn't like going in front of the class, but with some encouragement they would force themselves to get up. I noticed that they worked better in groups when asked to answer questions, rather than individually. They don't, however, understand the difference between everyone working in a group and just being in the group and accepting someone else's work as their own. Plagiarism is going to be a huge problem. This is one of many things that will need to be talked to the students about when they come to SUU.

Future Application

Because of all the cultural differences, there needs to be a handbook or manual written up to help future professors know what and how topics need to be approached. This will help them know how certain subjects were taught in the past and how they were accepted by students.

Content that should be included in this guidebook of sorts are as follows:

- Examples of Power Points
- Instructions on how to use the media there (what to bring, resources available, etc.)
- Names of people in charge, customs, and cultural norms
- What to expect from the students and how to get their attention and participation
- Map of places nearby the hotel and school
- List of common words/slang that they use and a list of what not to use

Besides a guide book for professors who go to China, there also could be policies and practices set up on how to interact and help the incoming WPU students feel more welcome. Just like the acculturation class mentioned earlier that is required for all international students, the communication department has set up a class that will be beneficial in helping the success of the WPU in their studies here.

Conclusion

We all need a little help sometimes. Second language acquisition is hard, especially for the students coming from WPU. There was already a big learning curve as they listened to lectures, participated in discussions, and interacted with the SUU professors. After this internship experience, I have a better understanding of Chinese students needs in relation to acculturation and second language concerns they will have when attending American universities. Just like was mentioned above from Brown (1980), these students may very well experience



psychological blocks
and other hindering
effects of learning
English and being in a
new culture.

I learned that it
will be hard for them to
adjust to life in Cedar

City where they will continue their studies. There will have to be accommodations made in the communication and interactions between WPU students and the faculty and staff here at SUU. This goes along with what Ballard & Clanchy (1991) say about needing to adjust teaching styles, use of unknown words and phrases, and just being aware of the misunderstandings in language and nonverbal communication that may happen between ESL students and teachers. As was mentioned above with Kevin and Melynda's experiences, SUU professors who teach these students may need to adapt their lectures and speech, such as the words they use and how they use them in order to help the students understand better and be more successful. The social

distance is huge and will need to be accommodated and accounted for so that programs and classes can be successful.

From what I learned in the reading and through the actual internship at Wuhan Polytechnic University, I now know how to better interact with these Chinese students as they come here to SUU. Just as Giles and his colleagues (1995) say, SUU faculty and I will be involved in the process of convergence. As soon as the WPU students arrive and throughout their academic career here at SUU, they are going to be trying to weave themselves into the culture and language of an average small town in America. The implementation of a Chinese Intercultural Communication course designed specifically to help these students with the acculturation process and a “Teacher’s Guidebook to China” will have a positive affect and outcome on the academic career of WPU students and our partnership with their university. As more and more faculty and I become familiar with CAT and the acculturation and second language acquisition processes, we will become better educators and have the knowledge needed to help the incoming Chinese student population.

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Appendix A

Student's previous orientation	Expectation of tertiary student	Adjustment required
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<i>Mutual dependence</i>	<i>A culture of independence</i>	<i>Cultural adjustment</i>
Dependence on teacher for learning materials	Independence from teacher for accessing learning materials	Developing greater skills for seeking appropriate learning materials
Students listen to teacher in class	Students are expected to actively participate in discussion	Making an effort to participate voluntarily in class
Detailed instructions for subjects provided by teacher	Frameworks and outlines only are provided	Developing skills for uncovering requirements
Formal respect for the teacher	Informal respect for the staff	Personal comfort in ways of addressing and approaching staff
Hard work equates to good achievement	Ability, insight and time management necessary for good achievement	Development of added academic skills
An understanding of the requirements and demands for success	A new set of implicit understandings	Shift in understanding, demands and requirements of success

[Survey Design Powerpoint](#)

Appendix B

COMM 4600-04 - Intercultural Communication for Chinese Students

Course Information

UNIV 1020 – Intercultural COMM for Chinese Students

Class Day & Time: Tuesdays 2:30-4:00 PM
Class Duration: Full Semester (08/28/17-12/8/17)
Class Location: BU106

Communication Department
 (385) 201-8788
 karisa.rosander@gmail.com
 Office hours: by appointment

Karisa Rosander

Assistance & Accommodations

Students with medical, psychological, learning or other disabilities will not be subject to discrimination in any University educational program or service. Although identifying yourself as a person with a disability is voluntary, the University can only accommodate known disabilities. If you believe you would benefit from an accommodation please visit with the instructors at your earliest convenience and we will work with the Disability Support Center Coordinator, Carmen Alldredge, to identify an adequate level of support to facilitate your success. You may also directly contact Carmen at 435-865-8022 or at alldredge@suu.edu.

Course Description

This course is designed to help assist Wuhan Polytechnic University Communication students adapt to life and learning at SUU. Course materials will address Canvas, cultural differences specifically between Chinese and American culture, adjusting to a new learning environment, success in an American classroom, and introduce students to communication faculty.

Course Objectives

This course is designed to aid WPU students in their acculturation process and success here at SUU. At the completion of this course international students will be able to:

1. Demonstrate that they possess the skills and dispositions that are necessary for a self-sufficient learner to engage in purposeful, ongoing learning activities with the aim of improving knowledge, skills, and competence.
2. Express ideas in a variety of ways, namely in writing, by speaking, and visual presentations.
3. Prepare for and address the challenges of culture shock.
4. Identify and engage in productive interaction with others (in or out of class) to complete assignments, tasks, or projects.
5. Make connections among ideas and experiences and will be able to synthesize and transfer their learning to new, complex situations within and beyond campus.

Grading

Grades will be based on a combination of quizzes, attendance, written reflections, involvement assignments and a final project.

<u>Assignment</u>	<u>Qty</u>	<u>Percentage</u>	
Quizzes	-	20%	Quizzes due throughout semester.
Attendance	-	10%	Attendance taken each class.
Written Reflections	-	20%	Reflections turned in on Canvas.
Involvement	-	20%	Various assignments throughout the semester.
Final Project	-	30%	Final Project due before finals week
Total		100%	

Grade Scale

F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A
0-59%	60-62%	63-66%	67-69%	70-72%	73-76%	77-79%	80-82%	83-86%	87-89%	90-92%	93-100%

Quizzes

10 quizzes will be given covering that material discussed in class. The quiz will be given in class or on canvas. One quiz grade will be dropped if needed.

Attendance

Excessive absences will result in points being taken off of your grade. It is incredibly important to be present and to

participate in class. It is the student's responsibility to get in touch with the professor about any illness or complication resulting in an absence. Students who are more than **10 minutes late** to class will be considered absent.

Written Reflections

Each written reflection will be related to your personal experience here at SUU. For full credit, a submission must be at least one page typed, double-spaced, size 12 font. Please turn the assignments in on Canvas. Late submissions will result in points being taken off of your grade.

Final Project

A final project will be assigned at the beginning of the semester and presented the week before finals. The type of project will be at the discretion of the teacher.

Involvement

You will be required to participate in in-class discussions and assignments and out of class activities.

Extra Credit

Extra credit opportunities will be announced throughout the year. Our primary interest is that you learn, not that you earn a good grade. However, understanding that grades are important, extra credit is offered to students as an opportunity to improve their grades.

Late Work Policy

Late work will be accepted, however, it will be graded at the instructor's discretion based on advance notice, student initiative, etc. Points will be taken away from late work.

Academic Dishonesty

Cheating and plagiarism are completely prohibited on all course assignments. A student caught cheating will receive a reduction of one full letter grade for the course. Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

Disclaimer

Although the class schedule is an excellent guide to what will occur each week, it is subject to change at the discretion of the instructors. In the event assignments and readings change, the instructors will seek to provide adequate notice to students to ensure they are well informed. This requires students to be punctual and present at class meetings. Information contained in this syllabus, other than grading, late assignments, makeup work, and attendance policies, may be subject to change without advance notice.

Emergency Management Statement

In case of emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the MySUU portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University's emergency management plan can be found at <http://www.suu.edu/ad/em/>

HEOA Compliance statement

The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law. Detailed information can be found at <http://www.suu.edu/it/p2p-student-notice.html>

Course Schedule

Schedule is subject to change.

<u>Date</u>	<u>Topic</u>	<u>Guest</u>
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8/29	Welcome, Introductions and Syllabus Overview/ Tour of Campus	Art Challis, Tammi Miller
9/05	Intro to Canvas/Meet the Dean	Dean
9/12	Introduction to Cedar City and holidays	Jon Smith and Lee Byers
9/19	Having American roommates/Culture Shock and Adjustment	Li Jie, Kevin Stein
9/26	Involvement-signing up for activities	International Affairs?
10/03	Academic Integrity/Plagiarism issues	Lee Byers
10/10	No class-China?	
10/17	No class-China?	
10/24	Fall Break-No School/China?	
10/31	No class-China? Halloween Activity	Kevin Stein
11/7	Registration for Spring	Lauren Baker
11/14	Communication and Etiquette	Hayden Coombs, Jonathan Holiman
11/21	Thanksgiving Activity	
11/28	Final Projects Due	
12/11	Final Exams	

Appendix C

Reflection on Teaching Experience at WPU

1. On a scale of 1-5, How did you enjoy your time teaching at WPU?

Loved it!

1

2

3

4

5

Wouldn't go back!

2. What was the biggest handicap in the classroom?

Language

Technology

Student Participation

Preparation

Other:

3. What was the biggest advantage in the classroom?

Language

Technology

Student Participation

Preparation

Student Helpers

Other:

4. What type of teaching style do you think was the most effective? Least effective?
5. What type of teaching style do you think was the most effective? Least effective?
6. How did you have to adapt your teaching to accommodate for the students abilities?
7. What do you wish you knew before you went to China?
8. What advice would you give to future professors who go to Wuhan?
9. Tell me a little bit more about your experience. Is there anything else you would like to add?