

# Research on Culture Shock of International Chinese Students from Nanjing Forest Police College

Li Shen

Department of General Courses, Nanjing Forest Police College, Nanjing, Jiangsu, 210023, China

Jie Chen

Department of General Courses, Nanjing Forest Police College, Nanjing, Jiangsu, 210023, China

**Abstract**—At present, many domestic police colleges are constantly promoting foreign exchanges and cooperation. They have established extensive inter-school cooperation with foreign police education and training institutions and police colleges. More and more Chinese students of police colleges go abroad to judicial institutions and police colleges of various countries for short-term study or visit. Due to cross-cultural differences and other factors, these international Chinese students often encounter culture shock at English-speaking countries. This article takes eleven students from Nanjing Forest Police College (NFPC) as the survey object, conducts dynamic research applying interviews and questionnaires, explores the culture shock they experienced in six-month life and learning in 2019 in Canada, analyzes the internal and external causes, and proposes the countermeasures to cross-cultural adaption for international Chinese students in police colleges.

**Index Terms**—police colleges, international Chinese students, culture shock, countermeasures

In the rapid modernization of police education and international cooperation, many police colleges in China have accelerated the process of international education by strengthening the cooperation with international universities and establishing extensive inter-school cooperation with foreign police education and training institutions and police colleges. More and more Chinese students in police colleges study abroad in UK, Canada, Australia, Germany, South Korea and other countries. They often encounter culture shock in their cross-cultural experience of studying abroad. Apart from not knowing how to write to professors with the right format and wording or how to pay tips in the restaurants, they suffer from loneliness and homesickness as well. The negative emotions and the lack of cross-cultural communicative abilities affect their psychological adaptation to the new culture. This article takes students from NFPC studying in Humber College in 2019 in Canada as the survey object, conducts dynamic research using interviews and questionnaires, and analyzes the internal and external factors of culture shock they encountered in English-speaking countries. Relevant countermeasures are suggested for international Chinese students in police colleges to effectively overcome culture shock and improve cross-cultural communicative skills to better integrate into the culture of English-speaking countries.

## I. THE CONNOTATION AND STAGES OF CULTURE SHOCK

### A. *The Connotation of Culture Shock*

Culture shock was first proposed by Canadian anthropologist Kalervo Oberg in 1954 (Kalervo,1960) . He used ‘culture shock’ to describe the experience of those who go abroad to enter a new cultural environment different from theirs. Locke and Feinsod (1982) described culture shock as the pressure that may arise from exposure to or separation from an unfamiliar environment, causing significant changes in thinking or behavior. This change is due to the new culture which is cannot be perceived and explained and the unfamiliarity with cultural norms and behaviors. Kohls L. Robert (1984), an American cross-cultural education and training researcher, defined culture shock as the personal confusion or anxiety of different daily life-style people experience when being placed in an unfamiliar living environment. Culture shock contains two distinct characteristics. Firstly, culture shock is not caused by a specific event or a series of events; it is the result of perceiving something different from the previous cultural environment in the new culture. Secondly, it is caused by the accumulation of many small things instead of coming out without any signs and this process is long and difficult to identify.

### B. *The Stages of Culture Shock*

Kalervo Oberg (1960) pointed out that culture shock consists of four stages: honeymoon period, transition period, adjustment period and adaptation period, reflecting the interaction between the target language culture (Heritage culture) and the new culture (Host culture). Furnham & Bochner (1986) outlines these four stages in detail in the book *Culture*

*Shock: Psychological Response to Unfamiliar Environments.*

1. In the weeks or months of the honeymoon period, the experiencer has a very positive attitude and feels excited and obsessed with the difference between the heritage culture and the new culture (food, local culture and customs, environment, life rhythm, etc.), but this experience will end soon.

2. During the second phase of the transition period, the difference between the two cultures becomes more and more obvious. Individuals are constantly haunted by various troubles concerning school, boarding house, language, transportation, shopping in the new cultural environment. The previous excitement may be replaced by depression and anxiety because of the obstacles of cross-cultural adaptation, and individuals may also have extreme emotions that are disconnected from the new culture, which results in stress and pessimism.

3. Over a period of time, people gradually adapt to the new environment and become more familiar with the new culture. Individuals feel more and more comfortable and may find themselves slowly transitioning into the third stage of adjustment. This transition is usually slow. Pessimistic and desperate emotions are gradually reduced, and individuals are full of confidence in the ability to live independently and communicate fluently with the locals.

4. In the final period of adaptation, individuals can adapt and accept the new culture with confidence, actively respond to and deal with some of the problems brought about by culture shock, and begin to enjoy the cultural customs and lifestyle of the host country, and a new life begins. Cross-cultural experiencers will inevitably go through the above-mentioned four stages. To be honest, the experience as well as the duration of each stage varies from person to person.

## II. THE CULTURE SHOCK PROBLEMS OF INTERNATIONAL STUDENTS FROM NFPC

There are different manifestations and durations of culture shock for different individuals. The writer was visiting Humber College together with eleven overseas students from NFPC in 2019. With the application of qualitative research methods, the research tends to obtain the common problems of culture shock experienced by the eleven students through field experience, interviews, participatory observations and questionnaire surveys. Eleven students are coming from different majors, such as Criminal Science and Technology, Audio-visual Technology, Science of Public Security, Public Security Management and others. One in eleven students is a junior, three are sophomores, and seven are the freshmen. The questionnaire consists of twenty-six objective multiple-choice questions and four open-ended questions. The questionnaire mainly involves "personal background information, the understanding of culture shock connotation, common problems of culture shock, reasons of culture shock and personal countermeasures to overcoming culture shock and other aspects. The open interviews were conducted on selected overseas students from NFPC and faculties of School of Social and Community Services at Humber College, namely, Debbie Harris, the program coordinator of Forensic Identification; Stephanie Byer, manager of the International and Strategic Initiatives; and Jinming (George) Zhang, student liaison officer of the English Language Center. The culture shock experienced by eleven overseas students from NFPC during their study and life at Humber College was mainly manifested in the above mentioned four stages. They had the strong desire for exploring the new culture in the honeymoon period, the positive and pessimistic emotions in the transition period, and acceptance of the new culture in the adaptation period and the life adaptability at the boarding house and the new identity at the host culture.

### A. *Fascination of New Culture*

In addition to learning specific skills and knowledge of policing, students from police colleges have strict school disciplines and management and live a regular life on campus. Their daily routine is quite different from that of students from other national universities and colleges. It is exciting for students in police colleges to have an opportunity to study abroad, with the dream of learning advanced policing theories and obtaining an insight into international policing. After settling down in July 2019, the survey showed that 72.73% of the eleven students were deeply enthusiastic about the new living and learning environment and were novel about everything around them. They could not wait to explore the local transportation, supermarkets, shopping malls, food culture, museum and historical and cultural sites.

### B. *Homesickness*

After a month of honeymoon period, with further course learning and homestay life, students gradually began to turn to negative emotions from the initial excitement of the new environment. Some students missed family member, domestic friends and relatives and were caught in strong homesickness, 18.18% of the eleven students even wanted to give up study and return home.

### C. *Barriers to Language*

In daily life and learning at college, students encountered a variety of problems. The survey showed that 54.55% of the eleven students often came across language barriers; 63.64% said they experienced the most language barriers while attending lectures and speeches. It was a huge challenge as well for students to complete the assigned thesis and experiment report by professors. The format, style, grammar and wording all bring great language obstacles to students. Although students could preview the teacher's lectures by downloading the lecture PowerPoint from the Blackboard of the learning center, however, there still existed unpredictable problems that arose during the detailed explanation and

group discussion. If these academic problems were not solved in time, psychological problems might increase as snowballs.

#### D. *Barriers to Communication*

As for daily meals and routines, 18.18% of the eleven students once had conflicts with their host families and they tried to avoid communication with host family members; some had difficulty in communicating with teachers and students at college due to language barriers and they felt anxious and distressed. Some students said in the interview that they could not integrate into the new cultural environment and felt unacceptable by the locals. They often chose to play computer games after class and indulged into the virtual world in which they could escape temporarily from the new environment and forget all the troubles they experienced in the new culture.

#### E. *Physical and Mental Discomfort*

36.36% of the eleven students said that they often felt that it was difficult to adapt to the new cultural environment, and some of them were often confused and uncertain about their new identity; some had fears due to food allergies and huge differences in diet culture; and a small number of students were shocked by the daily behaviors of the local students and the racial and ethnic diversity in the new environment. Some local students listened to lectures with headphones on and some even fell asleep, knitted sweaters or played games in class. There exist lesbian, gay, bisexual, and transgender (LGBT) police officers in different levels of police organizations and institutions in Canada. Overseas students felt astonished at the gender identity-based culture here in police organizations.

### III. REASONS FOR CULTURE SHOCK OF INTERNATIONAL STUDENTS FROM NFPC

There are both internal and external reasons for the culture shock of the overseas students from NFPC. Their behaviors were rooted in psychological and social cultural factors.

#### A. *Internal Factors*

##### 1. English proficiency

Language is the biggest challenge for those who first come to English-speaking countries. More than half of the students said in the survey that they often encountered language barriers. They experienced the most language barriers at classroom teaching, field practice and academic reports. The same feedback was obtained from the interview. Seven out of eleven students participated in a one-month language training course before the start of autumn semester in September. Even those who did not participate in the language training also encountered a lot of language barriers, such as the inability to understand the broadcasts in planes, buses, and subways, and poor communication with working staff of supermarkets, banks, phone companies, subway stations and other businesses.

The language problems the overseas students had in classroom teaching were particularly prominent. Taking the course of Crime Scene Investigation as an example, students could download the course PowerPoint in advance from the learning system before the class, and the students could easily follow professors' lectures in class. However, they would fall behind the local students when it came to group discussion in class. They found it difficult and embarrassed to get involved in the discussion and communicate with the local students even with gestures and facial expressions. The overseas students felt helpless and depressed at the sight of the local students' impatient facial expression. In addition, translation software was often applied by overseas students when working on written assignments. One of the students in the interview shared his experience of having a quiz. With the test paper in hand for just five minutes, the local students started to hand in papers one after another before he figured out the statements of each question. He failed that quiz. A week later, he took the make-up exam and passed. This experience made him feel sad and worried. All students, based on the questionnaire, said that they spent a large amount of time studying English textbooks after class with the aid of translation software. The first procedure in learning for students was to clear the unfamiliar vocabulary in the textbook. It was even tougher for them to understand and master the main content of each chapter. Language barrier was one of the main reasons for the decline of overseas students' self-confidence in the transition period of culture shock.

##### 2. Legal knowledge

Besides the language barriers, the overseas students were lack of local legal knowledge, such as knowledge of the federal and national legal systems and relevant constitutional documents. China's legal system is mainly a civil law system, reflecting the influence of Continental European legal systems while the Canadian legal system features the coexistence of the common law system and the civil law system (Wikipedia, 2020). A large number of cases were given at Police Foundation Courses (PFC), such as Police Power, Investigation and Interview, Crime Scene Investigation. Students were frequently assigned with group discussion task based on the *The Constitution of Canada*, *Canadian Charter of Rights and Freedoms*, *Ontario Police Services Act*, *Criminal Code*, *The Royal Canadian Mounted Police Act* and other legal documents. Unfortunately, overseas students knew little about the above documents, the Canadian political system, the administrative divisions, the two coexisting legal systems, federal courts and provincial courts. There was no doubt that it was difficult for them to participate in group discussion with local students. Legal knowledge of the host country was an important factor affecting students' performance in the learning process.

### 3. Cross-cultural knowledge

Cross-cultural knowledge refers to knowledge, attitudes and skills that support effective and appropriate interaction and relationships between heritage culture and new culture. The knowledge and understanding of the differences between eastern and western cultures, western social systems, political and economic development, human history, values, etiquette, customs, clothing, food, housing and transportation are all closely related to culture shock. The survey showed that 45.45% of the eleven students knew nothing about intercultural adaptation, culture shock and other cross-cultural knowledge. In the courses of Crime Scene Management, Disaster Emergency Management and others, professors often focused on classic cases or emergency events that occurred in Canadian history, such as '2016 Fire in Fort McMurray' which swept through the province of Alberta in Canada, which is the disaster with the greatest economic loss in current Canadian history. Students were assigned into groups to discuss the appropriate emergency management framework for this incident. Unfortunately, overseas students were unaware about the weather, geographical location, and losses related to the incident. They had to spend a lot of time searching online, which ultimately affected the progress of the entire team to complete the task. The 'bottom' score made them feel discouraged.

People who have personal experience of different cultural environments possess different worldviews and ways of thinking. According to individual interviews with students from NFPC who studied abroad in Canada in 2017 and 2018, international learning experience in Canada enabled them to have a new perspective and understanding of their dreams and pursuits in life. They had a broader and deeper understanding of the connotation of culture shock and the differences between eastern and western culture. Two students from NFPC who came to Canada in 2019 said that the experience of overseas study at middle school supplied them sufficient psychological preparation for studying abroad. In comparison with other students, they came across less culture shock and dealt with cultural differences and conflicts with more confidence due to the knowledge of western cultural background and the experience in cross-cultural environment.

#### *B. External Factors*

##### 1. Differences between eastern and western cultures

There are cultural differences between East and West in many aspects such as values, ways of thinking, norms of conduct, traditional customs, etc. Canada has its own cultural characteristics in terms of equality, social distancing, privacy, punctuality and respect. Students observed that local students had great passion for classroom participating and were brave to share their personal views. Professors would listen patiently and commented with encouragement and high respect to personal opinions. In comparison, students who were accustomed to the traditional way of teaching in China behaved more passively and conservatively. Only a few of them were actively involved in sharing views or answering questions. Moreover, Canadians were careful in choosing the topics for conversation. They tended to avoid talking about wages, family life, weight, religious beliefs and other personal topics. On campus, local students often talked about plans for weekends and holidays, social club activities, music, sports, food, weather and others. The topics discussed in host families were generally limited to overseas students' learning and living conditions instead of the work or marriage status of their parents. Overseas students must get permission from the hosts before inviting friends to their boarding house. Otherwise the hosts might feel offended without being respected (Interview, Wen-han, Chen).

##### 2. Differences in boarding house

Life at boarding house plays a critical role in overseas students' integration into Canadian life. All overseas students expected a warm, safe and healthy living environment and a stable learning place. They expected to actively interacting and getting well with the family members. Eight overseas students from NFPC were arranged by Humber College to live separately in Philippine immigrant families and three overseas students were staying at the local Canadian families respectively. According to the interview and survey, students had different feedbacks of host families due to different living conditions and sense of responsibilities of the hosts. Some students were required to prepare breakfast and clean their plates after meals, while others were served three nutritious meals with meat, vegetables and fruits without doing anything. One of the students in the interview said that life at the host family was very unpleasant (Interview, Win-yu Wu). She felt bad after coming back home in which seven overseas students from different countries living under the same sky. She had to give a hand to prepare meals and do washing. The daily meals she had were simple and small. After the failure of communicating with the hosts, she asked Humber College for help and moved to a new boarding house. Everything went back to normal and she could focus on busy study. Some were more fortunate as the host family had children of their own age. They could chat and play games with each other and go out with the family at the weekends. The active communication not only increased the emotions between the international students and the host family, but also improved their English speaking skills. In an unfamiliar country, the sound living conditions and high responsibility of the hosts would surely assist overseas students to eliminate the restlessness, anxiety, pressure and other negative emotions brought about by culture shock.

##### 3. Differences in climate and lifestyles

Toronto is located in the south of Canada, with four distinct seasons and strong ultraviolet rays throughout the year. It is wet in summer and snowy in winter and sometimes it will dramatically drop to minus 10-20 degrees Celsius in winter, with a mixed climate of snow, gusty wind and rain. The freezing cold weather was a great challenge for overseas students who had classes at eight in the morning. In terms of diet, monotonous western food or sweet pastries were far less delicious than Chinese food. The host family often prepared a sandwich, hot dog or French fries for lunch.

Overseas students were really tired of the simple, tasteless and small meals. They had to buy more food at the school canteen or prepared their own meals at home. In the first month, some students were absent from classes due to illness or food allergies. Canada is scarcely populated country and most Canadian families travel by private car, however, international students could only rely on public transportation which cost high (the one-way subway costs 3.25 Canadian dollars). In Toronto, various types of taxes and tips together with the high living expenses all threw great economic and psychological pressure onto the overseas students.

#### IV. COUNTERMEASURES TO CULTURE SHOCK OF INTERNATIONAL STUDENTS FROM NFPC

Culture shock does happen to overseas students from heritage culture to host culture. However, it is not inevitable to some extent. On the basis of the analysis of the internal and external factors influencing overseas students from NFPC who experienced culture shock, it is recommended that students take the following measures to actively respond to culture shock.

##### A. *Improve Language Proficiency*

Under the background of English globalization, students from non-English-speaking countries enter the western world with English as their first language. They are faced with the challenge of learning a new language, which is a prerequisite for successful adaptation and further development. English is a global language. You hear it on television spoken by people from all over the world. Wherever you travel, you see English signs and advertisements and people understand English (David, 2003). English communication skills of overseas students are crucial to adaption to host culture. Language proficiency is a key factor in the process of acculturation, which may have a significant impact on an individual's learning and development capability, because language proficiency plays a critical role in the transmission of context and the adjustment of cognitive processes (Glory, 2015). The biggest challenge for international students after they got settled in Canada was how to overcome language difficulties in life and learning. Being capable of communicating effectively in English was essential for them to better cope with the culture shock problems. It was a good choice for students with low language proficiency to take language training courses in advance at domestic training institutions or at the host country.

Jinming (George) Zhang, student liaison officer of the English Language Center of Humber College, offered great assistance to overseas students from NFPC. He said in the interview that EAP (English for Academic Purposes) supplied by the English Language Center could prepare the students for future academic studies as well as enable students to learn English skills in a meaningful manner. Students would be prepared by learning skills such as research, essay writing, presentation skills and more from a combination of different and interactive projects. Seven students joined EAP program in the summer of 2019. Not only their speaking and communication skills were greatly improved, but their self-confidence and language fluency were enhanced through the activities of the speaking club of EAP program. Jinming (George) Zhang also suggested that students should take the initiative to speak English as much as possible on campus or at home, and be active in communication with the locals. If there were any problems with learning, students were highly encouraged to seek help from professors, teaching assistants or classmates in time for the purpose of improving language proficiency efficiently (Interview, George Zhang).

##### B. *Learning Legal and Cross-cultural Knowledge*

Overseas students from police colleges should be familiar with Chinese laws and regulations, policies, basic theories of law and specialized legal knowledge, as well as the legal system and legal proceedings of the host country, especially the origins of the laws and legal documents related to police services. The Canadian legal system demonstrates the legal traditions of the United Kingdom and France. The dual-track legal system is characterized by a dynamic development of the common law system and the civil law system. With the exception of Quebec, all provinces in Canada have inherited the common law system from the United Kingdom. Quebec has a mixed legal system for historical reasons. Private law is based on civil law and public law is based on common law. PFC programs supplied by Humber College are on the basis of various categories of Canadian legal documents. During the process of figuring out the similarities and differences in the legal systems and police systems of China and Canada will definitely contribute to reducing the impact of culture shock. Overseas students from NFPC were suggested by Debbie Harris, coordinator of the Forensic Identification Program of the School of Social and Community Services of Humber College, to go to the school library to consult *The Constitution of Canada*, *Canadian Charter of Rights and Freedoms*, *Ontario Police Services Act*, *Criminal Code* and other documents of police service for a better understanding of Canadian legal and police systems. The relevant reading would help reduce the learning difficulties of PFC programs (Interview, Debbie Harris).

Cultural knowledge provides an important piece of information that helps to understand (to be specific, accurately explain and predict) the behavior of people from other cultures (Wiseman, Hammer & Nishida, 1989). Hullett & Witte (2001) pointed out that cross-cultural knowledge helps to interact effectively and appropriately with people of a specific culture, and understanding of the host country's culture has a positive impact on the adaptation of international students. Knowing the differences between heritage culture and cost culture in advance helps one anticipate the existence of culture shock and prepare oneself psychologically. Teachers of PFC programs often use *Kahoot* --- a game-based online learning platform which consists of some multiple choices covering the new language points, to check students'

performance on the day. It was surprising that many test questions were not related to the course contents, but involved sports, music, films and TV programs, novels, etc. If the students were familiar with Toronto Raptors, Bianca Andreescu (Canadian professional tennis player), Justin Bieber (Canadian singer) and Drake (Canadian rapper), Chris Hadfield (the International Space Station's first Canadian commander) and significant events in Canadian history, they should perform well and be actively involved in classroom learning.

### *C. Maintain Mental and Physical Health*

Fitness can help reduce stress, enhance cardiopulmonary function, increase energy levels, and help maintain physical and mental health. The Canadian government is very concerned about the physical and mental health of its citizens. Based on the Canadian government website, it is recommended that children and adolescents should accumulate at least 60 minutes of moderate-to vigorous-intensity aerobic physical exercise every day. Adults (aged 18-64 years) should accumulate at least 150 minutes of weekly moderate-to vigorous-intensity aerobic physical exercise, at least 10 minutes or more per exercise (Wikipedia, 2020). The Fitness Center could be found everywhere in Toronto. There are also sports venues in every community. Fitness center and stadiums are available on each campus of Humber College. Students could check schedules of free fitness class and sports venues and activities on campus through Humber website or APPs. Overseas students could register and take part in college sports classes or competitions out of their interests.

As students of police colleges, overseas students from NFPC should act upon strict rules and disciplines of the college. They should be physically and emotionally healthy to be well prepared for future career challenge. The freshmen and sophomores of NFPC generally take police physical education courses every week, and there are high-standard physical tests each semester. High-intensity physical training is an inseparable part of their daily life at college. However, overseas students temporarily waved goodbye to high-intensity physical training and strict rules of police colleges after they arrived in Toronto. Being in a state of total relaxation was not a good choice for overseas students from police colleges. They should make full use of the fitness resources of the college and the community and keep on regular training to relieve the pressure caused by culture shock. Daily aerobic physical exercise would help reduce the psychological and physical discomfort and ensure lasting physical and mental fitness. Moreover, overseas students wouldn't suffer much from reverse culture shock when they came back to the previous police college life at NFPC.

### *D. Seek College and Community Support*

In a new culture, speaking and thinking in a new language can cause mental fatigue and overseas students may be depressed or down in spirits. For overseas students from NFPC, actively participating in local activities at schools or communities could help lessen the impact of culture shock. Once students had a social circle of friends and were busy with college or community activities, it would be much easier for them to reduce their pessimistic attitudes.

Stephanie Byer, International and Strategic Program Manager of the School of Social and Community Services of Humber College, advised students to check frequently the official website of Humber College to get the latest arrangements of various school activities. Students were encouraged to seek help from school program coordinator or teaching assistants if they came across any difficulties in life and learning. In addition, they could find support from various educational services of college, such as the International Student Services Center, Student Wellness & Accessibility Center, Information Technology Services Center, Library Learning Resources Departments and others (Interview, Stephanie Byer).

While maintaining individualism, Canadians also attach great importance to their responsibilities to the community. They participate in various affairs of the community through voluntary services and donations. At the graduation ceremony, one of the overseas students from NFPC was awarded the 'Best Community Participation Award' by Humber College for his actively participating in sports activities at college and the community. This student explained in the interview that taking sports activities was the best way to relieve stress and integrate into the local community. A month after his arrival in Toronto, he made friends with some locals and often played basketball with them at college or at the community. He felt less pressure and anxiety than others and he recovered from the culture shock soon (Interview, Xin He). Active participation in various activities at college or community, frequent interaction with members of the host family and optimistic adaption to the new environment would certainly contribute to the reduction of the negative impact caused by culture shock.

## V. CONCLUSION

Culture shock is the experience that a person may encounter when entering a cultural environment different from their own; it is also the personal disorientation a person may feel when experiencing an unfamiliar way of life due to immigration or a visit to a new country, a move between social environments, or simply transition to another type of life (Wikipedia, 2020). Based on this research, students from NFPC suffered from culture shock when they were away from the familiar disciplined life and cultural environment at police college. Differences in behavior and ways of thinking resulted in confusion and obstacles to international students in life or study. From the perspective of personality psychology, overseas students experienced different phases of culture shock and the adaptation to the new culture varied from person to person. To sum up, as long as overseas Chinese students from police colleges acquire legal and

cross-cultural knowledge, make efforts to improve language proficiency, maintain regular mental and physical exercises, actively integrate into college and community activities, and respect foreign cultures, it is highly possible for them to overcome the culture shock and adapt to the host culture as soon as possible. How to cope with culture shock varies from one another. Students from police colleges are advised to find an appropriate way to deal with culture shock with the support from colleges, teachers, parents and language training institutions.

#### REFERENCES

- [1] Canadian Physical Activity Guidelines, <https://www.csep.ca/guidelines> (accessed 25/4/2020).
- [2] C. R., Hullett and K.Witte. (2001). Predicting intercultural adaptation and isolation: using the extended parallel process model to test anxiety/uncertainty management theory, *International Journal of Intercultural Relations*, 25, 125-139.
- [3] David Crystal. (2003). English as a global language. New York: Cambridge University Press, 2<sup>nd</sup> edition, 2.
- [4] Furnham, A. and Bochner, S. (1986). Culture shock: psychological reactions to unfamiliar environments. London: Methuen & Co. Ltd., 298-301.
- [5] Glory Gatwiri. (2015). The Influence of Language Difficulties on the Wellbeing of International Students: An Interpretive Phenomenological Analysis, *Inquires*, 7(5), 1-2.
- [6] Kalervo Oberg. (1960). Culture Shock and the Problems of Adjustment to New Cultural Environments. *Practical Anthropology*, 7, 177-182.
- [7] Kohls, L. Robert. (1984). Survival Kit for Overseas Living: For Americans Planning to Live and Work Abroad. London: Nicholas Brealey Publishing, 4th edition, 25-26.
- [8] Locke, S. and Feinsod, F. (1982). Psychological Preparation for Young Adults Traveling Abroad, *Adolescence*, 17, 815-819.
- [9] R. Wiseman & M Hammer & H. Nishida. (1989). Predictors of intercultural communication competence, *International Journal of Intercultural Relations*, 13 (3), 349-370.
- [10] Wikipedia, the free encyclopedia, [https://en.wikipedia.org/wiki/Culture\\_shock](https://en.wikipedia.org/wiki/Culture_shock) (accessed 29/4/2020).
- [11] Wikipedia, the free encyclopedia, [https://en.wikipedia.org/wiki/Law\\_of\\_the\\_People%27s\\_Republic\\_of\\_China](https://en.wikipedia.org/wiki/Law_of_the_People%27s_Republic_of_China) (accessed 3/5/2020).
- [12] Wikipedia, the free encyclopedia, [https://en.wikipedia.org/wiki/Culture\\_shock](https://en.wikipedia.org/wiki/Culture_shock) (accessed 3/5/2020).

**Li Shen** was born in Huaian, China in 1975. She received her Master's degree in linguistics from Nanjing Normal University, China in 2004.

She is currently an associate professor in the Department of General Courses, Nanjing Forest Police College, Nanjing, China. Her research interests include policing education and second language acquisition.

**Jie Chen** was born in Yancheng, China in 1979. He received his Master's degree in linguistics from Nanjing Normal University, China in 2009.

He is currently an associate professor in the Department of General Courses, Nanjing Forest Police College, Nanjing, China. His research interests include intercultural studies and second language learning.