

Intercultural Adaptation of Chinese Guest Teachers in the U.S.

JIA Ji'nan^{[a],*}

^[a]Lecturer. School of Foreign Languages, Inner Mongolia University for the Nationalities, Tongliao, China.

*Corresponding author.

Received 11 October 2013; accepted 13 January 2014

Abstract

As one of the Chinese Guest Teachers Program during 2010-2011, I got a real feel for the serious problem—intercultural adaptation, which most Chinese guest teachers are facing. If we do not pay enough attention to the problem and take action in time, these problems may cause some other unfavorable results such as an ineffective in Chinese language teaching or a massive pressure of the Chinese guest teachers themselves.

This thesis researches the relationship between social-cultural adaptation and psychological adaptation with two main factors, Chinese guest teachers' intercultural training and length of stay in U.S., then verifies intercultural adaptation model theory; the thesis also shows the social-cultural adaptation and psychological adjustment condition of Chinese guest teachers is positively correlated with the length of stay in U.S.. Moreover, the author arrives at the conclusions on the basis of research results, as well as indications for Hanban to improve intercultural adaptation training for Chinese guest teachers.

Key words: U.S.; Chinese Guest Teacher Program; Intercultural adaptation; Strategies; Intercultural adaptation training

JIA Ji'nan (2014). Intercultural Adaptation of Chinese Guest Teachers in the U.S.. *Cross-Cultural Communication*, 10(1), 27-43. Available from: <http://www.cscanada.net/index.php/ccc/article/view/j.ccc.1923670020141001.3973>
DOI: <http://dx.doi.org/10.3968/j.ccc.1923670020141001.3973>

1. INTRODUCTION

1.1 International Chinese Volunteer Teachers Program

With the rapid increase of foreigners studying Chinese and Chinese culture, the Chinese Language Council International along with the strong support of the Chinese government has worked together to promote Chinese language. Chinese Hanban open-minded and innovative work with foreign language departments has established a wide-range of cross-cultural communication and cooperation. The Confucius Institute construction and International promotion of Chinese both have obtained substantial progress (Hanban Annual Report, 2006). The office of Chinese Language Council International and the Confucius Institute Headquarters are striving to provide more and more resources and services for Chinese learners around the world, and also contribute to cross-cultural academic communication and cooperation in creating a harmonious community.

Set up in China, the Volunteer Chinese Teachers Program (hereafter referred to as "Volunteer Program") provides voluntary services to help meet Chinese teachers' shortage in other countries. The Office of Chinese Language Council International (Hanban), a non-governmental organization under the Ministry of Education, P. R. China, is responsible for implementing the Program. The Volunteer Center of Hanban is in charge of the program's daily operation.

As a pilot program, Hanban sent the first group of volunteers to the Philippines in 2003. Experiences were accumulated to prepare for the full operation of the program. In 2004, approved by the Ministry of Education, the Volunteer Chinese Teacher Program was officially launched. By the end of 2008, Hanban had sent over 5,000

volunteers to 48 countries in Asia, Europe, America, Africa and Oceania. The volunteers have impressed people of these countries with their endurance, devotion, and outstanding performance. They are called “Angels from China” and “the loveliest people”.

The teaching of Chinese language in these countries has been greatly improved by volunteers work, and many countries have applied to Hanban for a bigger number of volunteers. Practices in the past few years have demonstrated that the Volunteer Program has played a positive role in helping other countries to develop Chinese language teaching, in promoting the cultural and educational exchange between China and the rest of the world, and in enhancing the understanding and friendship between the Chinese people and people all over the world as well (Hanban).

1.2 Main Problems Facing Chinese Guest Teachers in the U.S.: Intercultural Adaptation

According to College Board-Hanban Chinese Guest Teacher Program, the Chinese guest teachers should meet the following qualifications:

- More than three years of language teaching experience
- Bachelor’s degree (or higher) in education, Chinese, English, International Studies, or other related fields
- Teaching certificate in China, i.e., licensed to teach in China
- Standard Mandarin (Putonghua) Certificate
- Advanced proficiency in verbal and written English
- Strong knowledge and skills in foreign language pedagogy, classroom management and communications
- Active personality and teaching styles
- Openness to new experiences, cultural differences, and working with others
- Willingness to adapt to different environments, overcome challenges, cooperate with others, and be away from friends and family for extended periods of time
- Stable physical and mental health (Hanban)

Based on the above qualifications, strong ability of independence and adaptation are quite necessary for Chinese guest teachers, besides basic comprehensive qualities (i.e., personal cultivation, knowledge accumulation, communication ability, etc.) and professional qualities (i.e., Chinese level, foreign language level, professional knowledge and teaching practice ability etc.). The main task for Chinese guest teachers is to promote Chinese culture and Chinese language. In order to teach Chinese efficiently to those students from non-Chinese spoken countries, Chinese guest teachers need to learn about all their aspects, find out their learning habits, including their learning method, preference and even psychology, so that one can select an appropriate communication way and teaching method for better teaching effect.

When in Rome, do as the Romans do. “Place oneself in the life with the local people, and fit in as soon as possible with respectful and friendly attitude, understand the local social culture and the local custom, which is especially important for cultural communication and Chinese culture promotion. Look into the local culture, which is also good for one’s own students, at the same time is very helpful to teaching” (Liang, 2008).

Living and teaching in the U.S. alone, Chinese guest teachers have to encounter a variety of difficulties, of which adaptation to American culture is the most challenging one. Failing to adapt to native culture definitely has impact on guest teachers’ psychology as well as Chinese language teaching effect. I was teaching Chinese as the guest teacher at West Seattle High School, Seattle, Washington State during the year 2010-2011, some of us are open-minded and keep communicating with colleagues, students, thus can adapt to the new environment quickly; also there are some other fewer guest teachers cannot adapt to native culture because of hiding themselves in their room, seldom communication except for classes. Furthermore, because of culture shock, the latter have to get online and talk to their friend (who is from the same culture background) in China. Here are two examples of not adapting to American culture successfully. One is Bai Haiyan in Hamden High School, who was fired by the school after Miss Bai’s only six months stay because of misunderstanding with the host school. The other one in Utah State high school got mental disorder and returned to China after only 3 months’ stay in U.S. because of home stay’s frequent trying to proselytize her to Mormonism. From the above two cases, as a Chinese guest teacher in the U.S.A, intercultural adaptation is quite a difficult matter and becoming more urgent, it will be inevitable that they feel more and more pressure and being threatened by unforeseen consequences if the latter still keeps confusing on how to adapt to foreign culture and communicate effectively with Americans.

1.3 Present Research Situation of Intercultural Adaptation

“Intercultural adaptation” (Acculturation) was firstly proposed by Powell (J. W. Powell) who worked at the American national affairs in 1883 and then in 1936, Linton Redfield and Herskovits put forward the new concept of intercultural adaptation, since then intercultural adaptation research has become more and more popular and attracted much more attention than before.

Early intercultural adaptation study was organized by anthropologists or social scientists, and were generally focused on the study of collective level, what they discussed was usually a more primitive culture group, which is the process of changing its customs, traditions and values on of the cultural characteristics because of the contact with developed culture group (Ward, 2001). While

in recent decades the intercultural research perspective is being transformed to individual level, emphasizing the intercultural adaptation influence on various kinds of psychological process (Lee, 2003). During the twentieth century, more and more researchers have made a significant contribution to intercultural adaptation field.

The study of intercultural adaptation abroad can be put into two categories, one is the study of intercultural adaptation theory, mainly including the discussion of theoretical framework, the development of the scale and revised; the other one is to explore the relationship between various kinds of psychological process, behavior and intercultural adaptation, of which the most research is the impact of intercultural adaptation on physical and psychological health. Chinese scholars' contribution on intercultural adaptation is limited, whose study is mainly concentrated on three areas: one is overseas Chinese, or the cultural adaptation of the Chinese Americans, another one domestic is the study of minority groups intercultural adaptation in Han nationality region. The third one is foreign students' intercultural adaptation in China.

Although far more attention on the intercultural field study has been paid by more scholars, the most are focusing on the study of immigration and the study group; few researchers took oversea Chinese teachers as research object. Therefore, in order to make up the deficiency of intercultural adaptation study on oversea Chinese teachers. This thesis tries to undertake empirical study on Chinese guest teachers' intercultural adaptation, and enriches the field of intercultural adaptation empirical study.

2. LITERATURE REVIEW

From the introduction part, It is already known that Chinese guest teachers is primarily recruited and selected from professional teachers, and we also know that the academic background of Chinese guest teachers is not all TCFL (Teach Chinese as a Foreign Language), so when they really go abroad for Chinese language teaching, they will surely meet a variety of unpredictable problems, more or less their teaching efficiency will be affected for various reasons. An important factor that affects the teaching efficiency of Chinese guest teachers is whether Chinese guest teachers can be "openness to new experiences, cultural differences, and willingness to adapt to different environments, overcome challenges, cooperate with others, and be away from friends and family for extended periods of time" (Hanban Annual Report, 2006). Therefore, a qualified Chinese guest teacher has to have strong adaptability of intercultural adaptation. But what is so-called "strong adaptability", first of all let's learn about what intercultural adaptation covers.

Since the study lays its focus on the influence of cultural factors on the intercultural adaptation of Chinese

guest teachers during their stay in U.S., research summary of related theories in this part will generally cover related theories in three aspects, including intercultural socio-cultural adaptation and psychological adaptation, intercultural adaptation models as well as intercultural adaptation training strategies.

2.1 Social-Cultural Adaptation and Psychological Adaptation

There are many scholars putting forward different methods of division in the intercultural research field, they put the intercultural field into several different dimensions, such as: Mendenhall & Oddou (1985) thought intercultural adaptation consists of three components: emotion, behavior and cognition, and some scholars believe that the classification of intercultural adaptation has three aspects, which are intercultural contact psychological, behavioral and cognitive changes involving sojourner. However, Ward and his colleagues' point of view on the classification of intercultural adaptation are accepted by most researchers. Ward developed that intercultural adaptation can be divided into socio-cultural and psychological adaptation dimensions (Ward, 1992). Therefore, this study takes Ward and his colleagues' model of acculturation on intercultural adaptation for reference, taking survey of Chinese guest teachers' intercultural adaptation situation based on the dimensions of socio-cultural and psychological adaptation.

In 1992, Ward and his colleagues put forward the definition of socio-cultural adaptation; they thought socio-cultural adaptation is their ability of adapting to the local social cultural environment, whether one can communicate with the local culture group members effectively. In addition, Ward and his colleagues also gave the definition of psychological adaptation, they thought that psychological adaptation is based on emotional reaction, referring the mental health and life satisfaction during intercultural communication (Ward, 1992). In the process of intercultural communication, if there produced no or less negative emotions, such as depression, anxiety, and loneliness, hopeless, homesickness, then they achieved psychological adaptation (Chenhui, 2003).

From early to now, more and more researchers identified with Ward and his colleagues' point of view, especially in recent years cross-cultural study of different objects are measured by the dimensions of social-cultural and psychological adaptations in more and more research, which are then divided into four types of cross-cultural adaptation: assimilation, integration, separation, marginalization.

Such as, in 2008, Wangjian and Huang Weihai took the survey on intercultural adaptation of bilingual teachers in minority areas, and then pointed out the main factors that influence intercultural adaptation of bilingual teachers in minority areas, lastly proposed intercultural training

strategies for minority bilingual teachers based on the main factors (Wang & Huang, 2008). Later in 2009, two scholars Qihua and LiXiuYan from China and South Korea respectively, by taking open questionnaire survey and personal interviews of south Korean students in Beijing, they drew the conclusion that Korean students can not adapt to the existing social ethics consciousness and service mode in China at any period, based on the intercultural adaptation problems from the survey. Through the investigation of the two scholars, we can know that the two dimensions of south Korean students intercultural adaptation began with high degree, then till their study in Beijing for the first one or two years, their socio-cultural adaptation and psychological adaptation came to the lowest, later when South Korea international students lived in Beijing for over 4 years, their ability of intercultural adaptation restored to a higher degree (Qihua, 2009). This phenomenon verifies the U-Curve model proposed by Lysgaard in 1955, and also confirmed the same point of view proposed by Ward in 1999: there exists relationship between the components of sojourner intercultural adaptation, "socio-cultural adaptation" and "psychological adaptation" (Ward, 1999).

2.2 U-Curve and W-Curve Model Theory

In 1955, after taking the survey on 200 Scandinavian Fulbright scholars in the United States, Lysgaard found that the adaptability of less than 6 months or more than 18 months' stay is much better than 6-18 months' stay, and then put forward the U-shaped curve model theory (Lysgaard, 1995).

The well-known U-shaped curve is the most famous model in the last century, which will never be forgotten for this stage-orientated descriptive model.

According to Lysgaard, the U-shaped curve model is mainly composed of four stages: honeymoon stage, crisis stage, adjustment stage, and biculturalism stage. Later, in 1963 Gullahorn couples studied the culture shock problem of 5300 international students according to their different cultural adaptation process, the research results confirmed the U-shaped curve model proposed by Lysgaard and they proposed an extension to the u-shaped curve model with their w-shaped curve hypothesis, argues that there are two readjustment-transitional processes in all the intercultural relationship. The w-shaped curve consists of seven stages: honeymoon, struggling, entangling, adapting-re-entangling, pre-returning, reentry shock. But this W-shaped curve theory simply describes the process of sojourner cultural adaptation, not explaining the mechanism of cultural adaptation. U-shaped curve model and W-shaped curve model are the early classical theories on intercultural adaptation study field. Then Taylor put forward the transition model of intercultural adaptation, there are

totally 10 transition stages include the status and results reflect before and after the transition. In addition, in 1991 Mezirow also put forward the ten stages of intercultural adaptation process: confusion when faced with the hidden aspects of culture; self-examination with guilt or shame; analysis and evaluation of understanding new social culture and spirit; To know the process of discontent and change is not unique to yourself, others also undergo a similar change; New roles, relationships, and to explore the possibility of behavior of; Plan action plan; Master enforcement action need knowledge and skills; The new role for temporary bear; In the new roles and relationships established ability and confidence; Finally in the new concept based on the life of a new integration (Mezirow, 1991). However, in 1996, Ward, people think that, in the first stage of cultural adaptation, the cross-cultural adapt to the biggest change life experience, available resources to adapt to at least, the stage to the lowest level. To know the process of discontent and change is not unique to oneself, others can also undergo a similar change; to explore the possibility of new roles, relationships and behavior; make action plan; master enforcement action that needs knowledge and skills; temporary bear of the new role; establish ability and confidence in the new roles and relationships; finally reintegrate life based on the new idea (Mezirow, 1991). However, in 1996, Ward and his peers thought, in the first stage of intercultural adaptation, the visitors experience the biggest change in life, but occupy the least resources available, so at the first or beginning stage, the visitors' adaptation ability is the lowest.

2.3 Intercultural Training

Most early intercultural training were conducted in large companies for employees, in the mid 70s, American Renault Aluminum Company invested and constructed in Venezuela, then sent some employees work there, and found that the staff sent abroad mostly did not feel at ease in the exotic work, asking for return home in advance. After investigation, employees were found living in strange place, who were often quite homesick because of the frequent cultural conflicts with the locals. Therefore, in the late 70s, the company decided to conduct planned intercultural training for those workers, the training content includes learning language, getting familiar with people's way of life, the customs, habits, history, religion, cultural background of the host country etc. After carrying out this plan, the phenomenon of asking for returning home in advance almost disappear, and the work efficiency has also been greatly improved.

For the definition of intercultural training, Levy (1995) regarded intercultural training as a series of activities set for improving cultural self-awareness, training correct cultural behavior, reaction, techniques and treating other cultures properly. In 1993, Pusch summarized three

common goals of each intercultural training: to understand the psychological pressure caused by cultural differences; to cultivate the ability of effective communication with different culture; to establish good interpersonal relationship. In 1997, Gudykunst, Hammer and Wiseman thought intercultural training is to enrich the cultural knowledge of trainers, train their communication skills, improve their culture and self-consciousness.

In 1994, Brislin & Yoshida put forward the intercultural training effect, they thought intercultural training can make foreign people understand cultural differences, provide a specific cultural information and knowledge, reduce the emotional challenges. Black & Mendenhall (1990) thought effective intercultural training will help foreigners to adapt to the native culture, improve work efficiency.

Chinese scholar Fan Zheng (2003) believed effective intercultural training can shorten the U-shaped curve "crises" duration, and reduce the impact at personal level, thus transit smoothly to the "recovery" and "adapting" period. In addition, he also believed that the most important program of intercultural training is "intercultural communication skills".

Table 1
Model of the Study

The length of stay in the USA	Influence		
Factors influence IC	Socio-cultural adaptation	Relationship	Psychological adaptation
IC Training	Influence		

3.1.1 Hypothesis on the Relationship Between Intercultural Adaptation and Psychological Adaptation

Since 1992, Ward and his colleagues proposed investigating intercultural adaptation from socio-cultural and psychology adaptation dimensions, and believed that there are crucial relationship between these two dimensions, thus more and more researchers including Chinese domestic researchers did empirical research taking their idea for reference. Though, they both researched from those two dimensions, the conclusion they got is the same.

In recent years, there appears much more domestic research results mostly are about students' intercultural adaptation based on the idea of Ward and his peers, such as: in 2004, Lei Longyun and Gan Yiqun from Beijing University took an intercultural adaptation survey on 96 foreign students from 47 countries, six continents in their "Cross-culture Adaptation of Foreign Students in Beijing". The scale includes: (i) the English version of socio-cultural adaptation (the original scale includes 29 projects, evaluating socio-cultural difficulties foreign students meet, indicating that the less the difficulties are,

3. METHODOLOGY OF THE STUDY

3.1 Model of the Study and Hypothesis

Based on the previous research results and theory exploration mentioned above, this section will establish the model of the study, and gradually verify the research hypothesis by empirical research.

The research mentioned above on explored more on the theoretical level of intercultural adaptation model and the factors that influence intercultural adaptation, but ignored the study of overseas teacher intercultural adaptation. This thesis researches the relationship between socio-cultural adaptation and psychological adaptation with two main factors, Chinese guest teachers intercultural training and length of stay in U.S., then verifies intercultural adaptation model theory; the thesis also shows Chinese guest teachers in the social cultural adaptation and psychological adjustment condition is positively correlated with the length of stay in the U.S.. Moreover, the author puts forward conclusions on the basis of research results, as well as indications for Hanban to improve intercultural adaptation training for Chinese guest teachers. Model of the Study can be seen in Table 1.

the easier for them to adapt to host culture environment, but finally only 25 project left in order to make it apply to foreign students in Beijing), (ii) the English version of Zung's Self-rating depression scale (SDS) (The scale is a proper measurement tool for intercultural psychological adaptation). The results showed that there is no significant correlation between most social-cultural difficulties and depression. Some scholars believe that some psychological characteristics of the foreign students will affect their intercultural psychological adaptation. In 2008, Wangjian and Huang Weihai conducted an empirical study on minority bilingual teachers' intercultural adaptation on the basis of Berry's double dimension model. The study found that bilingual teachers in ethnic minority areas undertook four intercultural adaptation types in the face of differences in language and culture: Integrated type (high psychological adaptation, high social cultural adaptation); Separated type (high psychological adaptation, low social cultural adaptation); Assimilated type (low psychological adaptation, high social cultural adaptation); Borderline (low social cultural adaptation). In 2009, Sun Leqin took the survey on intercultural adaptation of foreign

students in four cities of China by using self-made questionnaire on the basis of in-depth interview and open style questionnaire survey. The survey found that the adaptability of European and American students is obviously better than the students of Southeast and East Asia; the adaptability of foreign students with “compatriots and Chinese” as the main social support is better than any other group. From the investigation result, they found that socio-cultural adaptation of foreign students in China is good; there are not any difficulties or fewer difficulties in their intercultural adaptation. But as for the psychological adaptation, they found that the psychological adaptation level of a small group foreign student is low.

In order to validate the relationship between socio-cultural adaptation, psychological adaptation and Chinese guest teachers’ intercultural adaptation, this study establishes the specific hypothesis as follows:

Hypothesis I: The social-cultural adaptation of Chinese guest teachers has relationship with psychological adaptation.

3.1.2 Hypothesis on the Relationship Between Intercultural Adaptation, Psychological Adaptation and Chinese Guest Teachers’ Length of Stay in US

There exists certain relationship between time factors and intercultural, more and more researchers are taking the U-shaped curve (proposed by Lysgaard in 1955) and the four stages of intercultural adaptation put forward by Oberg in 1960 for reference. China’s domestic researchers also paid attention to the relationship between the time factor and intercultural adaptation, but most of the subjects are foreign students, the representative research result is *Study of Intercultural Adaptation Problems of International Students in China* written by Doctor Yang Junhong in East China Normal University. The study found that students generally experience four stages, students face intercultural adaptation problems with their different length of stay in China: the intercultural adaptation of international students with longer time (12-16 months) in China is worse than that of the students with a relative short time in China, even not getting used to it more and more. His research results verified the the recovery stage of intercultural adaptation U-shaped curve theory.

Study of Intercultural Adaptation Problems of South Korean Students in Beijing written by Qihua and Li Xiuyan also emphasize the study of relationships between time factor and intercultural adaptation, in which they divide intercultural adaptation to two aspects: socio-cultural adaptation and psychological adaptation, the study results show although south Korean students also experience from not adaptation to adaptation stage, almost all of the South Korean students cannot adapt and agree the existing Chinese social ethics consciousness and service mode. Those who stay for one or two years found

it hard to adapt to local life (especially psychological adaptation), having relative heavy depression symptoms. While for those South Korean students who stayed in China for more than four years could basically adapt to China’s social life, and regard China as their second home.

This study selects Chinese guest teachers in the U.S.A as the object, mainly studying the relationship between their length of stay in U.S and their intercultural adaptation, and establishes the following hypothesis:

Hypothesis II: Socio-cultural and Psychological adaptation of Chinese guest teachers presents different growth trend with their length of stay in U.S..

3.1.3 Hypothesis on Intercultural Training

As the language and culture disseminator, the quality of Chinese guest teachers plays an vital important role in the College Board-Hanban Chinese Guest Teacher Program and foreign Chinese teaching. Having good adaptability, good ability of getting used to the life of a foreign country and being capable of giving full play to their strong points, can help Chinese guest teachers begin their foreign Chinese teaching in U.S. smoothly and effectively. Chinese guest teachers are required to be trained on teaching strengthen and foreign affairs for two weeks before going abroad.

The main content of training includes the quality and characteristics of TCFL, the basic quality of Chinese guest teachers, the basic knowledge of Chinese teaching as foreign language (pronunciation, vocabulary, and grammar), the basic method of teaching Chinese as foreign language (lessons plan, class management, practice, test), the modern technology and application of materials applied in teaching Chinese as a foreign language (network, multimedia, audio-visual), foreign affairs etiquette, policy and related matters need attention, brief introduction to U.S. and health care knowledge, etc. (Hanban, 2009).

From which we can see that the most important content of their training is various Chinese language teaching skills, the introduction to U.S. only occupies a small part of the whole training, yet the training content does not include any special training program to strengthen their own intercultural adaptation ability (such as: how to face cross cultural shock, intercultural communication skills, etc.). The training center who is responsible for Chinese guest teachers’ training can increase or decrease related training content based on the training outline, some training center pay more attention on cross-cultural training, adding some American culture and the content of the related training, such as simple American etiquette introduction, etc.

As one of the Chinese guest teachers, before going abroad we were trained mostly on foreign Chinese language teaching, which proves to be more than

sufficient in practical teaching later, but the cross-cultural adaptation knowledge related their overseas life during training only occupies a small proportion, even was overlooked in some areas.

There is a study analyzing all kinds of psychological pressure Chinese volunteers met in a foreign country, and dividing the source of the psychological pressure into five types: the psychological pressure by not adapting to the environment of foreign life, the psychological pressure caused by not adapting to the local interpersonal relationship, the psychological pressure caused by Chinese language teaching, the psychological pressure caused by the gap between the ideal and the reality and the psychological pressure caused by some other important loss.

This study will explore the relationship between the cross-cultural training and cross-cultural adaptation of Chinese guest teachers, so as to make sure whether intercultural knowledge learning have positive influence on the improvement of cross-cultural adaptation. So the study establishes the following hypothesis:

Hypothesis III: Cross-cultural adjustment condition differences between the Chinese volunteers of attending cross-cultural training and not-attending are significantly different.

Table 2
The Results of Validity Analysis

KMO and Bartlett's Test		Social cultural adaptation	Psychological adaptation
KMO Sampling of proper parameters		.784	.781
Bartlett Test of sphericity	Test value	1512.731	1116.157
	df	190.000	190.000
	Sig.	.000	.000

b. Reliability Testing

With the reliability testing by SPSS, conclusions are drawn like: Cronbach's α value of "Social cultural adaptation" and "Psychological adaptation" are 0.870 and 0.798, both are beyond the standard value 0.7, having high reliability, so the reliability of each item in these two scale are within acceptable limits, internal consistency is pretty good.

4.1.3 Descriptive Statistical Analysis

The following will be based on the classification of Chinese guest teachers' gender, age, education background, the basic situation of the sample is analyzed one by one.

As for the gender, according to the survey, male (36) in 183 Chinese guest teachers occupies 19.7%, women (147) 80.3% accounts for most, as shown in Figure 1 below. The reason is that one of the qualifications is Chinese, English, International Studies, or other related fields, and majoring in most of whom are women humanities students, so most of the Chinese guest teachers are women.

For age, what is known from the Figure 2 is teachers whose age between 20-25 accounts for 80.3% of the total (147 people); the number of the rest reduces with

4. ANALYSIS AND DISCUSSION

4.1 Sample Survey

4.1.1 Data-Collection

Large sample survey also takes Chinese guest teachers teaching in U.S. during the year 2010 to 2011 as the respondents, and gets tons of help from Chinese guest teachers by receiving their questionnaire survey. Large sample survey was issued in the period between the November of 2010 and the end of December of 2010, 250 survey questionnaires were issued, 196 effective copies were retrieved and effective is 78.4%, there were 13 invalid questionnaires with a usability rate of 93.4%.

4.1.2 Validity Analysis and Reliability Testing

a. Validity Analysis

Again the large sample survey data is analyzed by using SPSS 16.0, the analysis result is shown as Table 2. The KMO parameter of "Social cultural adaptation" scale is 0.784, the Bartlett spherical inspection value is 1512.73; the KMO parameter of "Psychological adaptation" scale is 0.781, the Bartlett spherical inspection value is 1116.157, indicating that both of the scale fits the factor analysis; the KMO parameter of both scales are above 0.6, and fits the standard.

the increase of the age, the group (29) with age between 26 and 30 accounts for 15.9%, the group (5) with age between 31 and 35 occupies 2.7%, the group (2) with age over 36 accounts for 1.1%. It's thus clear that the group with the age between 20 and 30 accounts for more than 96.2% of the whole.

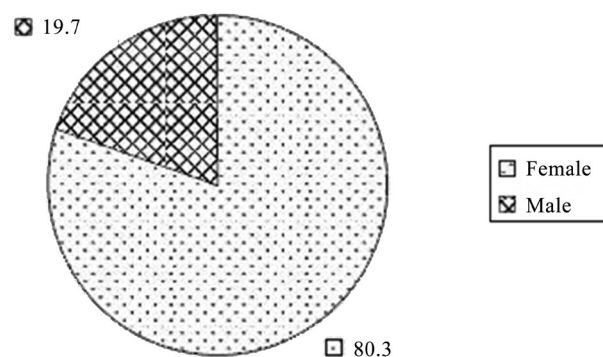


Figure 1
Gender Distribution

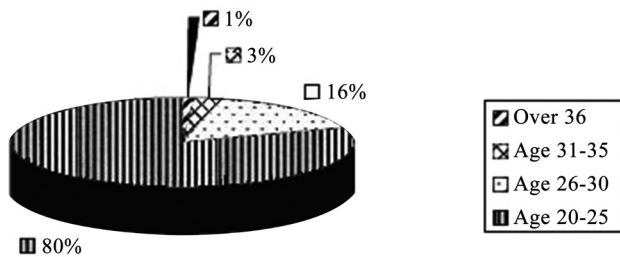


Figure 2
Age Distribution

As for the education background, as is shown in Figure 3, most are undergraduate teachers (137) who accounts for 74.9%; the teachers who is pursuing master degrees (28) accounts for 15.3%; the teachers (17) with Master's degree accounts for 9.3%. The distribution is just consistent with the distribution of age, most of Chinese guest teachers between the age between 20 and 30 are Undergraduates and Masters, who have strong learning and adaptation ability and are easier to adapt to the new environment.

For the academic background, as is seen from Figure 4, 60 people with Teaching Chinese as Foreign Language major occupies 32.8% of the total, and the other teachers (123 people) with Chinese Literature, Education Science, English major background etc. accounts for 67.2%.

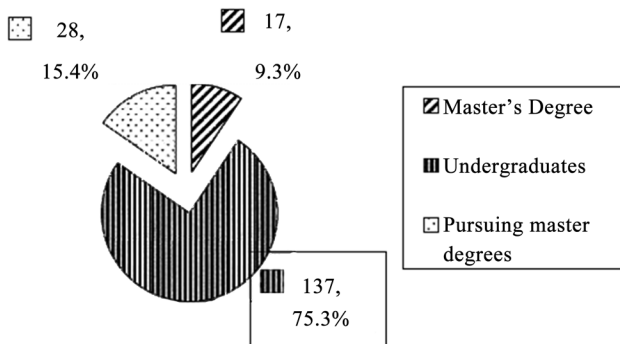


Figure 3
Education Background Distribution

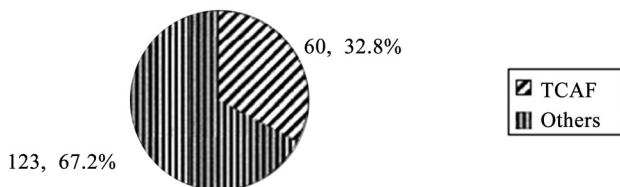


Figure 4
Majors Distribution

According to the results, teachers (177) who teach Chinese language course occupies 96.72%, of whom 17 teach other professional course besides Chinese language course accounting for 9.29%, there are only 6 teaching other professional course such as Chinese history, Chinese literature and so on except Chinese language course accounting for 3.28%.

As we can see from the above the statistical results, most of Chinese guest teachers do not have the background Teaching Chinese as a Foreign Language, but the most courses they need to teach are Chinese language, if they do not get enough teaching Chinese as a foreign language training, some of whom may feel great pressure and suffer cross-cultural adaptation problems.

As is shown in Figure 5, 74.3% (136) of Chinese guest teachers works less than a year in U.S.A., most of whom teaches Chinese as a foreign language for the first time; 21.3% (39) works for 1-2 years, and only 4.4% (8) works for more than 2 years (that is, renewed for twice). Obviously, the number of Chinese guest teachers reduces with their working time growth in U.S.A..

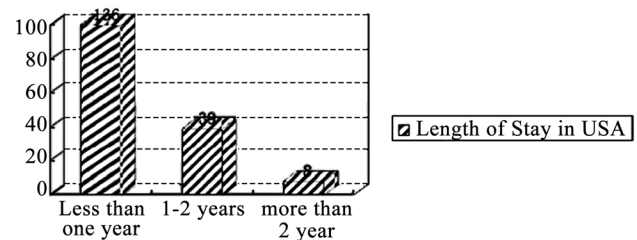


Figure 5
Length of Stay in USA Distribution

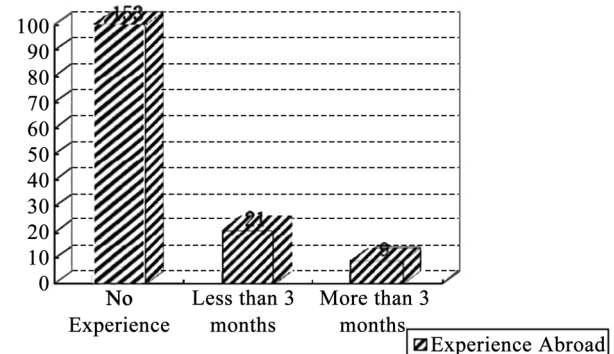


Figure 6
Experience of Living or Teaching Abroad

From Figure 6 we can see, 83.6% (153) of Chinese guest teachers have no experience of living or teaching abroad accounting for most; 11.5% (21) have been abroad, but lived abroad for less than three months, while only 4.9% (9) have ever been abroad and lived abroad for more than 3 months. So, the number of Chinese guest teachers reduces with their abroad experience increasing.

As is shown in Figure 7, those (79) who can use English to "Free Communication" accounts for 43.2%, and those(100) who can use English to " Basic Communication" accounts for 54.6%, only 2.2% (4) find it difficult with Americans, which shows that most Chinese guest teachers can deal with daily communication in English.

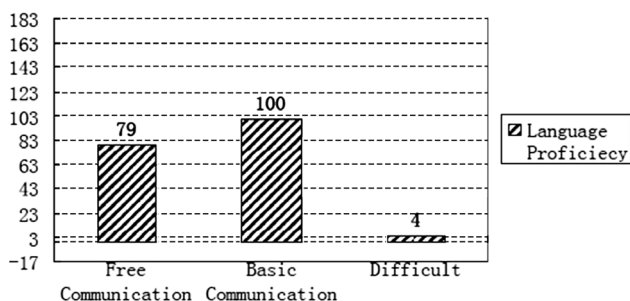


Figure 7
Language Proficiency Distribution

Before leaving for USA, 1.1% (2) Chinese guest teachers thought American culture is “Not understand at all”, and 3.3% (6) thought American culture “Quite understand”, left 29.5% (54) chose “Not quite understand” and 66.1% (121) “Basic understanding” respectively, which shows that most Chinese guest teachers’ understanding of American culture is not enough before going abroad, what they already knew about is still the superficial phenomenon.

As is shown in Figure 8, more than half Chinese guest teachers were ever trained in American culture, psychological adjustment ability and cross-cultural communication skills, that is most of the Chinese guest teachers were trained American culture. In addition, about two-thirds of Chinese guest teachers received related knowledge training on psychological adjustment ability and cross-cultural communication skills. And only a little greater than a third of the total were ever trained on both how to face the culture shock as well as cross-cultural communication skills.

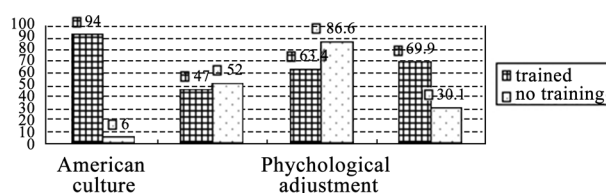


Figure 8
Distribution of Being Trained and No Training

According to the survey, 96.2% (176) of Chinese guest teachers think it necessary to be trained on cross-cultural competence before leaving for USA, only 1.1% (2) and 2.7% (5) of whom thought it “Not necessary” and “It does not matter”. This suggests that most Chinese guest teachers think it helpful to be trained on cross-cultural training before going abroad for their overseas life.

4.2 Results and Discussion

This paper is going to validate three hypothesis in total, the first hypothesis is on the relationship between intercultural adaptation and psychological adaptation, will be achieved by related analysis; the second hypothesis is on the relationship between intercultural adaptation and length of stay in U.S., which will be achieved by related

analysis and regression analysis; the third hypothesis is on intercultural training, which will be realized by related analysis and statistical analysis chart.

4.2.1 Hypothesis Testing on the Relationship Between Intercultural Adaptation and Psychological Adaptation

a. The relevant analysis of Socio-cultural adaptation and Psychological adaptation

Table 3
The Relevant Analysis of Socio-Cultural Adaptation and Psychological Adaptation

The relevant analysis of B and C	(B)	(C)
Pearson related coefficient	1.000	-.048
(B) Sig.(2-tailed)		.520

With the relevant analysis to examine the social cultural adaptation (B) and psychological adaptation (C), the related relationship between the social culture adaptability and psychological adaptability can be verified. According to the calculation, correlation analysis results can be viewed from Table 3, it can be seen that Sig value is 0.520, two tailed test is not significant, and namely the relationship between social cultural adaptability and psychological adaptability is not significant. So the result of the first hypothesis verification is “False”: namely, Chinese guest teachers’ social cultural adaptation and psychological adaptation are not closely related.

b. Cluster analysis of Socio-cultural adaptation and Psychological adaptation

Based on the verified conclusion from the above paragraph, “Chinese guest teachers’ social cultural adaptation and psychological adaptation are not closely related.”, we can see that the development trend of Chinese guest teachers’ social cultural adaptation and psychological adaptation are not consistent, in other words the stronger their social cultural adaptation ability is, the higher their psychological adaptation ability can also be higher, vice versa. So if we research from the two dimensions of the social cultural adaptation ability and the psychological adaptation ability, what is their cross-cultural analysis adaptation model can be presented? Next the paper will further process the different groups of their social cultural adaptation and psychological adaptation ability. In the cultural adaptation model research, based on the “social cultural adaptation” and “Psychology adaptation” two dimensions, the following four can be obtained through the clustering analysis of K-Means.

Table 4
The Cluster Analysis Results of Cross Cultural Adaptation Model

Cluster	Each cluster center			
	I	II	III	IV
Socio-cultural adaptation	3.70	3.80	4.60	4.70
Psychological adaptation	3.38	4.30	3.58	4.28
Cluster number	9	44	52	78

Cross-cultural adaptation model researches were processed both at home and abroad. In 1997, Berry put forward the enculturation strategy of cross-cultural adaptation, who thought the attitude and behavior of immigrants cross-cultural adaptation can be divided into four types by the reference of immigrants keeping the original culture and accepting new culture under the different culture environment: Integration assimilation separation and marginalized. This theory meets the approval of some researchers and also theory critical for the single fixed pattern of the enculturation strategy. In 2008, Wang and Huang divided the two dimensions of social-cultural adaptation and psychological adaptation into four types when the bilingual teachers of minority areas are facing the differences in language and culture Integration assimilation separation and marginalized. In 2009, An Ran proposed the theory of “Sandwich Cultural Level”, she thought the terminal of cross-cultural adaptation was not complete the process of another deep culture, but the plane between the original culture and new culture, the plane is composed of the cultural superficial phenomenon of another one or several culture plus the adjustment behavior after cross-cultural adapters adapt to the new culture. Through this process, there exist three possibilities for cross-cultural adapters: integration of new culture, depth of assimilation to adapt to the mainstream culture and beyond type regression original culture.

Here, the paper collects all the types put forward by the scholars for reference, preliminarily divides their cross-cultural adaptation into four types based on the dimensions of Chinese guest teachers’ social-cultural adaptation and psychological adaptation: the marginalized, separation type, assimilation type and integrated.

Usually the questionnaire data are evaluated by the center value “3” as a Likert scale (“1” to “5” points), in other words the center value is (3, 3). However, after analysis, the statistical data center value of this study offset one unit of the upper right, which is (4, 4). This is because the East-west culture are much more different, making Chinese guest teachers really hard to adjust themselves in many ways, plus the guaranteed contract for Chinese guest teachers’ drafted by Hanban and American College Board, their living condition including accommodation, subsidies, medical insurance, etc are protected, besides in some states guest teachers are guided by the directors of the Confucius institute during the year(s) they stay in USA.

According to the data of above Table 4, the cross-cultural pattern map 4-9 can be drawn, from which we can see that (4, 4) is the origin, with $x = 4$ for horizontal, $y = 4$ for vertical, can form a new plane right Angle coordinate system, and is divided into four quadrants, first to the fourth quadrant corresponding to this study renaming Chinese guest teachers’ cross-cultural adaptation type: “integrated”, “separation” type, “similar to the marginalized” and “assimilation” type.

Cluster I refers to the low “social cultural adaptation” (center are divided to 3.70 equally) and low “psychological adaptation (center are divided to 3.38 equally). If the group compares with other three clusters, this cross-cultural adjustment condition of this group is relatively low, but at the same time we can also see that this group is not lower than the average score 3, and also is to adapt to the situation of “general” to “good” category, and is not suitable for the group to “borderline”, therefore, the study was renamed “Similar to the marginalized”. The number of this type cluster is much less, only a total of nine. Cluster II refers to low “social-cultural adaptation” (center are divided to 3.80 equally) and high “psychological adaptation (center is divided to 4.30 equally)” separation “type, this research is still renamed the “separation” type group, with the number of 44. Cluster III refers to high “Social-cultural adaptation” (center is divided to 4.60 equally) and low “psychological adaptation (center is divided to 3.58 equally) of the” assimilation “type, this research is still renamed “assimilation” type group, with the number of 52.

Cluster IV stands for high “social-cultural adaptation” (center is divided to 4.70 equally) and high “psychological adaptation (center is divided to 4.28 equally)” integrated “, this research is still renamed the “integrated” group, with the number of 78, is one of the largest number groups.

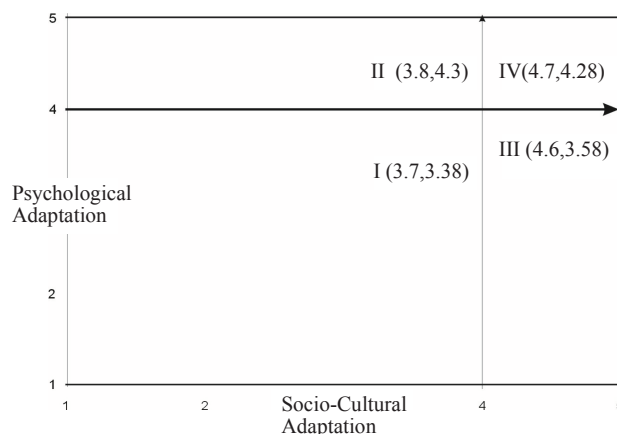


Figure 9
Cross-cultural Adaptation Models of Chinese Guest Teachers in US

Based on the analysis of Figure 9 and survey information combined, analysis of cross cultural adaptation model on each cluster has the following findings.

a. The analysis of the first cluster. Cross-cultural adaptation type of Chinese guest teachers in cluster I is similar to the marginalized type (their psychological adaptation and social-cultural adaptation are pretty low, are 3.7 and 3.38, is the lowest cluster of the four on social-cultural adaptation and psychological adaptation aspects, in which there are 9 guest teachers in total, 77.78% of whom are women; 66.67% of whom are between 20 and 25 years old, the remaining 33.33% between 26 and 30 years old, the average age of this cluster is 25, which is

the highest one on average in the four clusters. Although 77.78% of the cluster is not Teaching Chinese as a Foreign Language major, and having the highest ratio in the four clusters with non-Teaching Chinese as a Foreign Language major, however each Chinese guest teachers in each cluster teaches American kids Chinese language course. It's interesting that the average working year is the largest in the four clusters, with 55.56% less than a year's time, 33.33% in USA for 1-2 years, 11.11% in USA for two years. Since the working time of this cluster members in USA is longer than other three clusters, they understand American culture better than other clusters naturally, and their language level (English) is the highest in these four clusters, maybe this is why cross-cultural adaptation competence of cluster I is better than other clusters. In conclusion, cluster I is the biggest average age, most members of the non-professional background, the longest stay in USA, knows American culture, and lowest English level cluster.

b. The analysis of cluster II. The model of Chinese guest teachers in this study cluster II belongs to separated type of cross-cultural adaptation, their social-cultural adaptation is low yet psychological adaptation is high, which are 3.83 and 4.30 respectively, it is the highest psychological adaptation clusters. There are a total of 44 Chinese guest teachers in Cluster II, 81.82% of whom are women; 81.82% of the clusters Members age are between 20 and 25, 15.91% between 26 and 30, 2.27% between 31 and 35, the average age of this cluster is 24.43, is the lowest average age one of the four clusters. Each Chinese guest teachers in Cluster II teaches Chinese language course, with only 27.27% of Teaching Chinese as a Foreign Language background. The education background in Cluster II is the highest one among the four clusters, of which 6.82% is Master's degree, 25% is reading master student, 65.91% is undergraduates. Being abroad experience of Chinese guest teachers in cluster II value is the highest, of which 13.64% has ever been abroad but stay abroad for less than three months, 4.55% has ever been abroad and living abroad for more than three months. Been abroad experience is likely to become the main factor of Chinese guest teachers' high psychological adaptation in cluster II. In conclusion, Cluster II is the cluster with the lowest average age, highest education background, and richest abroad experience.

c. The analysis of cluster III. The model of Chinese guest teachers in this study cluster II belongs to assimilation type of cross-cultural adaptation, their social-cultural adaptation competence is high, yet psychological adaptation is low, with 4.60 and 3.58 respectively. There are 52 guest teachers in Cluster III, 84.62% of whom are women, with the highest female members ratio of the four clusters. Cluster III is the cluster with the lowest average education background, of which 7.69% is Master's

degree, 15.38% is reading Master graduate student, 76.92% is undergraduate. In Cluster III, there are 42.31% Chinese guest teachers with the professional background of teaching Chinese as a Foreign Language, which is the highest ratio of the four clusters for Teaching Chinese as a Foreign Language. As for the experience of going abroad, the average value of this cluster is relative low, ranking the last but one, but English level is the highest of all clusters, but their understanding of American culture is relative low. In conclusion, clusters III is the cluster with highest ratio of female members, lowest education background, most Chinese guest teachers with Teaching Chinese as a Foreign Language professional background, lowest experience of going abroad, lowest understanding of American culture, but best use of English.

d. The analysis of the Cluster IV. The model of Chinese guest teachers in this study cluster II belongs to integrated type of cross-cultural adaptation, their social-cultural adaptation and psychological adaptation competence is the highest of the four clusters, with 4.66 and 4.28 respectively, which is the best cluster of cross-cultural adaptation. There are 78 Chinese guest teachers in cluster IV, which has the most members, 76.92% of whom are women, is the lowest rate female members of the cluster. Chinese guest teachers in Cluster IV has the least working time in USA, of which 83.33% stay in USA for less than 1 year, 12.82% for 1-2 years, 3.85% for two years. Because of the short stay in USA, their understanding of American culture is not so much, which ranks the last but one of the four clusters. In addition, the going-abroad experience in this cluster of Chinese guest teachers is the lowest one, with 84.62% of the members have no going-abroad experience, 10.26% have ever stayed in abroad for less than three months, and only 5.13% of the members have ever been abroad and lived there for more than 3 months. In conclusion, cluster IV of Chinese guest teachers has the largest number, least women ratio, least working years, and are not so familiar with American culture.

4.2.2 Hypothesis on the Relationship between Intercultural Adaptation and Length of Stay in U.S.

According to the information collected by the questionnaire, the data of social-cultural adaptation and psychological adaptation are divided into three groups based on their length of stay in USA., as is shown in Table 5.

Table 5
Different situation of Cross-cultural Adaptation with length of Stay in USA

Length of stay (t)	Less than 1 year	1-2 years	More than 2 years
Socio-cultural adaptation (B)	4.44	4.22	4.36
Psychological adaptation (C)	4.07	3.99	3.88

i. Scatter diagram analysis of Socio-cultural and Psychological Adaptation with the length of Stay in USA

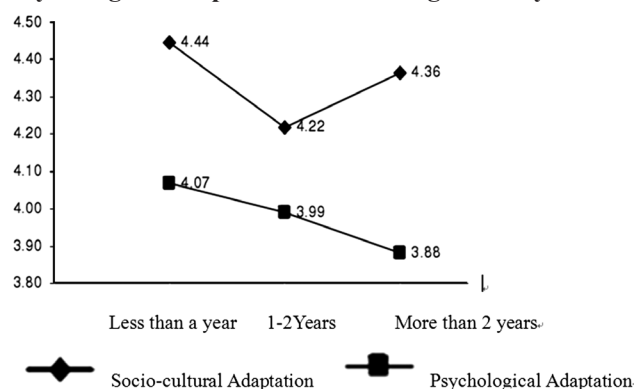


Figure 10
Scatter Diagram Analysis of Socio-Cultural and Psychological Adaptation With the Length of Stay in USA

According to the data in Table 5, as is shown in Figure 10, generally speaking, Chinese guest teachers' social-cultural competence of intercultural communication is better than their psychological adaptation, in other words, Chinese guest teachers in USA adapts better on behavior, but not so good in their psychological adaptation. Although in many aspects, Chinese guest teachers do not understand American culture quite well or in their minds they cannot accept American culture that is quite different from our Chinese culture, but on behavior they know how to deal with American culture, and they know that in different circumstance how they should behave and do can make the people around accept them, that is so-called Do as the Romans do in Rome. From the curve of the social-cultural adaptation, we can know that Chinese guest teachers can adapt very well in their first year, at this stage they may have just communicated with the local people at the shallow level, what they communicate most time with is the colleagues or teachers and students, the reason most for communication is the work, the difficulties they meet are less or not complex, they can easily overcome those difficulties, so they adapt very well in the first year in USA.

Since Chinese guest teachers can overcome the difficulties they meet in the first year and can adapt to the new environment very well, even make a lot of friends in USA, it's kind of regrettable thing if they leave USA so soon, where life pace is so slow, abandon a job of more reasonable, relaxed and good benefits, going back to China to face more pressure work and in the environment with more competition, pressure, of course, there are also other reasons such as improving their English, knowing more about American culture, keeping teaching more Chinese to American kids, improving their Chinese teaching skills, so many Chinese guest teachers decided to apply for one or two more years stay, keeping working in USA.

In the second stage, the Chinese guest teachers' social-cultural adaptation value dropped from 4.44 of the first

year to 4.22 of the second year, the reason might be during this stage Chinese guest teachers began to communicate with the surrounding American friends in a deeper level, the simple difficulty they met before gradually becomes obstacles that are more difficult to overcome, they are going to meet the more subtle cultural differences that they never feel before, so in the second year to some of the Chinese guest teachers, it is more difficult for them to adapt than the first year in USA. However, when the second year is coming to an end, also a small part of the Chinese guest teachers applied for one more year stay.

In the third year of their stay in USA, the Chinese guest teachers' social-cultural adaptation value increased from 4.22 of the first year to 4.36, the reason might be they have mastered the American culture very well, and have figured out the solution to the problems that they encountered, now USA for them can be called their second home, so in this stage Chinese guest teachers have adapted to the social culture of USA very well.

We can quote U-shape curve theory of cultural adaptation model put forward by Lysgaard and the four cultural adaptation stages theory explained about the theory by Oberg to interpret the socio-cultural situation of Chinese guest teachers.

First of all, the first year of Chinese guest teachers in USA can be seen as "Honeymoon Period". Second, in the second period can be seen as "Frustration Period", the third stage of Chinese guest teachers' good intercultural communication period can be seen as the "Recovery Period". In this paper, the intercultural adaptation situation of Chinese guest teachers in the last period is not quite clear, but according to U-shaped curve theory, the situation should be better than the third stage, which can be seen as the "Adaptation Period". Although in the third stage, the social-cultural adaptation of Chinese guest teachers has recovered well, but as is shown, psychology adaptation curve shows of the Chinese guest teachers, we learned that with the growth of the time in USA, Chinese guest teachers' psychological adaptation is lower year by year, right after this phenomenon happens, I interviewed some Chinese guest teachers, trying to analyze the basis of their psychological adaptation situation. According to the information, I think that one factor influencing Chinese guest teachers' psychological adaptation is "homesickness", with the growth of the time in USA, Chinese guest teachers' homesickness would be more and more worse, though Chinese guest teachers have made many American friends, and also understand the American culture more thoroughly, but that does not mean they will forget the Chinese culture, the more they know the new culture, the more they will miss their own culture, so they will miss their own culture more and more with the growth of their length of stay in USA. Thus they miss their hometown more and more with their stay in USA. Although according to this logic, Chinese guest teachers will only miss hometown more and more with the growth

of the time, which affects their psychological adaptation, in other words, the much more time they stay there, the lower their psychological adaptation competence is, but we also quote the U-shape curve theory of cultural adaptation model put forward by Lysgaard and the four cultural adaptation stages theory explained about the theory by Oberg to interpret the social-cultural situation of Chinese guest teachers, we can also name the third stage "Crisis Stage", because time is limited, Chinese guest teachers' psychological adaptation situation has not recovered well, if there is a stage four, perhaps their psychological adjustment condition will adjust to a better situation.

However, the developing trend of Chinese guest teachers' psychological adaptation is expected to do further research by researchers in the future.

ii. Relevant analysis of Socio-cultural and Psychological adaptation with length of stay in USA

The relationship between the length of stay (t) in USA, social-cultural adaptation (B) and psychological adaptation(C) can be tested by relevant analysis, with which whether there exists any relationship between the changing factors, social-cultural adaptation and psychological adaptation can be validated.

According to the calculation, correlation analysis results are shown in Table 6. According to the table, we can see that (t) and (B) are variables, variables Sig. Value between (B) and (C) between are 0.766 and 0.824 respectively, double end inspection is not significant,

namely the relationship between the length of stay in USA, social-cultural adaptation and psychological adaptation are not significant. So the second hypothesis has been validated: namely, Chinese guest teachers' social-cultural adaptation and psychological adaptation present a different direction with the growth of time they stay in USA.

iii. Regression analysis of Psychological Adaptation and Length of stay in USA

After drawing the conclusion of Chinese guest teachers' social-cultural adaptation and psychological adaptation present a different direction with the growth of time they stay in USA, and "psychological adaptation" diagram is seen in Figure 10, which presents linear trend, the paper will further study the developing trend with the length of time they stay in USA. The relationship between the length of stay in USA (t) and "psychological adaptation" (C) can be tested by regression analysis. The results of regression analysis can be seen in Table 7.

Table 6
The Relevant Analysis of Cross-Cultural Adaptation and Length of Stay in USA

Relevant analysis between t and B, C		(t)	(B)	(C)
(t)	Pearson related coefficient	1.000	-.359	-.996
	Sig.(2-tailed)		.766	.058
(B)	Pearson related coefficient	-.359	1.000	.273
	Sig.(2-tailed)	.766		.824

Table 7
The Results of Regression Analysis of Psychological Adaptation and Length of Stay in USA

Model	Not standardized regression coefficient		Standardized regression coefficient	t	Sig
	B	Std. Error	Beta		
Length of Stay in USA	4.170	.019		222.896	.003
	-.095	.009	-.996	-10.970	.058

According to the above table, a linear equation can be obtained as the following:

$$(C)=4.170-0.095(t)$$

Although the Sig value of C in the equation is much bigger, and the coefficient of determination is 0.992, more than 0.8, explaining that this equation is goodness-of-fit on a roll. Therefore, the interpretation of the independent variable to the dependent degree is higher can still obtained from the equation. From the equation, we can see that the psychological adaptation (C) and the length of stay in USA (t) is inversely related, explaining that with the increase of the time in USA, Chinese guest teachers' psychological adaptation presents decreasing.

4.2.3 Hypothesis Testing on Intercultural Training

Based on the collected information from the questionnaire, with the T test in the SPSS, the relationship between

whether Chinese guest teachers have ever attended cross-cultural adaptation training and their intercultural adaptation (the average value of social-cultural adaptation and psychological adaptation) can be used to verify whether there exists any significant differences between ever attending intercultural adaptation training and never attending intercultural adaptation training.

According to the calculation, inspection results can be seen in Table 8. According to the table, we can see the Sig value of each item is greater than 0.01, not showing any significant variance inspection, in other words, there exists not any significant relationship between ever attending intercultural adaptation training and never attending intercultural adaptation training. So the third hypothesis is not true: the difference between whether ever attending adaptation training or not and intercultural adaptation situation is not significant.

Table 8
Results of Test and Analysis of Each Item in Cross-Cultural Training

Each item	American culture	Culture shock	Psychological adjustment	Cross-cultural communication
Sig.	0.043	0.645	0.686	0.031

Since the difference between whether ever attending adaptation training or not and intercultural adaptation situation is not significant, namely cross-cultural training did not help Chinese guest teachers adapt to American culture very well, this of course does not mean that cross-cultural training should be cancelled, but shows a conclusion: cross-cultural training before Chinese guest teachers' leaving for USA did not achieve the ideal effect. I once had an informal interview with we Chinese guest teachers, learning about their training situation, found that the reasons cross-cultural training effect is not ideal may have the following ones:

(a) Cross-cultural training time is too short. Although Hanban requires Chinese guest teachers to participate in 140 periods training course before sending out for USA, however, cross-cultural training accounts for only about 20% in the hundreds of training classes, and compared to the two large pieces-modern Chinese and foreign Chinese teaching method-training time portion is too low.

(b) The training content of cross-cultural adaptation is not deep enough. Because of limited training time, they also cannot get enough cross-cultural adaptation training, and the absorption of the trainee is not very high.

(c) The form of cross-cultural training is not vivid enough. The training way in Hanban training center at present are using the instructor teaching, lacking of vivid case show and group discussion part, the trainee cannot feel the real intercultural adaptation situation from sense, psychological, and for those trainee cannot put the related knowledge of cross-cultural adaptation into consciousness or skills deeper level either. For these reasons, what the trainee has accumulated during training can deal with what they will face various practical cross-cultural problems abroad, there also exists the difference between what they learned during the training and the actual situation they meet in USA, the content they studied is not consistent with the actual situation, causing that they still cannot solve the problems faced. In short, all sorts of reasons do not make any significant social-cultural, psychological differences between ever attending the cross-cultural training course and never.

5. CONCLUSION

5.1 Major Findings of the Study

From the verification of the three hypothesis in this study, four models of Chinese Guest Teachers' cross-cultural adaptation are analyzed, the developing trend of the Chinese Guest Teachers' social-cultural and psychological adaptation with the time growth in USA is

discussed, the influence of the cross-cultural training on the situation of cross-cultural adaptation are researched at last. The hypothesis test results of this study can be seen in the following summary, two of the three hypotheses were not true.

As is seen from reference data figure appeared in previous the table, the study concludes that the hypothesis on the relationship between Intercultural Adaptation and Psychological Adaptation is false based on Figures 2, 3 and 9; the hypothesis on the relationship between Intercultural Adaptation and Length of Stay in U.S. is true based on Figures 4, 5, 6 and 10; the hypothesis on Intercultural Training is false based on Figure 7.

First, the relevant analysis are used to verify the relationship between Chinese Guest Teachers' social-cultural adaptation and psychological adaptation in this study, the results shows that the two end inspection is not significant, suggesting that the relationship between social-cultural and psychological adaptation is not significant. According to the validation of false hypothesis I, the models of Chinese Guest Teachers' intercultural adaptation can be divided into four types, based on the two dimensions of "social-cultural adaptation" and "psychology adaptation", which is quite consistent with the enculturation strategy of cross-cultural adaptation put forward by Berry in 1997, thus the four types are rename by this research "similar to the marginalized," "separation" type, "assimilation" type and "integrated".

This research found that central value of the statistical data in this study offsets the upper right one unit; in addition, central value of the four clusters are more than 3, indicating that generally cross-cultural adaptation of Chinese Guest Teachers in USA is pretty good.

From the diagram in the second hypothesis of relationship between length of stay in USA and cross-cultural adaptation, we can see that social-cultural curve falls first then rises, and the psychological adaptation curve falls all the time, presenting two different developing tendency, which verifies the relationship between the social-cultural adaptation and psychological adaptation is not significant with the relevant analysis, the second hypothesis is proving true. However, since the psychological curve in the diagram has the certain development trend with the growth time, the equation fits well according to the regression analysis, showing that with the increase of the time in USA, Chinese Guest Teachers' psychological adaptation presents decreasing trend. As for the no-authenticated hypothesis III, it does not show any significant differences between those who has ever been trained on cross-cultural and those who has not, indicating that cross-cultural training do not

achieve the ideal effect. The possible reasons were found in the survey: cross-cultural training time is too short, the content of cross-cultural adaptation training is not deep enough, the way of cross-cultural training is not vivid enough and so on.

5.2 Suggestions

First, on the proposal of selection. Authorities concerned in the selection of Chinese Guest Teachers, should pay more attention to their professional background factor. Although we can not say that Chinese Guest Teachers with Teaching Chinese as a Foreign Language background adapts much better than others with any other professional background, but knowledge related with cross-cultural contents they learned would be much more than teachers with other professional background, which can make up their lack of training time and contents before going abroad. Meanwhile, in the selection process make sure to guarantee Chinese Guest Teachers' Chinese language knowledge, thus the authorities concerned can adjust the training plan, so that they do not need to put nearly half of the time and energy on training Chinese teaching knowledge.

Second, for the suggestions on cross-cultural training:

(i) Be sure to enhance the proportion of cross-cultural training in the whole training before going abroad. The departments who are responsible for Chinese Guest Teachers training before going abroad, can consider to increase cross-cultural training time appropriately, further cross-cultural training contents, make the cross-cultural training way vivid, let them be trained with sufficient intercultural knowledge before going abroad, especially the contents about cross-cultural awareness, intercultural communication and culture shock, so that they can adapt to exotic culture better and faster.

(ii) Pay more attention to the training on local culture. A certain amount of classes should be put on local culture training, some important customs and taboos in USA should be the necessary knowledge Chinese guest teachers need to learn about before going abroad, merely skim the surface by showing, however, is not enough, but with the quality teaching and learning.

(iii) Pay more attention to Foreign Chinese teaching training and practice. To the those Chinese guest teachers whose major are not Teaching Chinese as a Foreign Language, the training on foreign Chinese teaching method is quite necessary. Considering American kids may not be interested in learning a foreign language, Chinese guest teachers should be trained on learning vivid and effective teaching method. So before going abroad, the practice of teaching Chinese as a foreign language is a very important session, if they have no American kids available during training period, try to arrange some classes for teaching native English speakers students who are studying in China a few times, in order to accumulate experience in teaching Chinese as a foreign language, and can use it freely in unfamiliar environment.

(iv) Increase the training contents on "knowing both ourselves and our adversaries". In the training, American kids' behavior, psychological characteristics and the qualities as a Chinese guest teachers should have should be increased, let Chinese guest teachers know about, such as "whether the American kids respect teachers, friendly", and also "are they always late for classes, more laid-back", "are they diligent enough", "do they like commenting others", Chinese guest teachers can prepare lessons well if they learn about the characteristics of American kids before going abroad. In addition, Chinese guest teachers should also pay special attention to personal dressing, and pay attention to the image, be a model for others, etc, these requirements should also be understood by Chinese guest teachers.

Third, the suggestions on the daily management of the Chinese Guest Teachers. Chinese guest teachers are sent to many schools in many states, their daily life should be taken more care, for example, in the first three months, investigation should be taken to learn about their adaptation situation of each month in life and work, then once every three months, so Chinese guest teachers' social-cultural and psychological adaptation can be mastered in time, and they get more care, which can alleviate some emotions like homesickness, loneliness and others. In addition, a visiting group should be established by Hanban and sent to each school of Chinese guest teachers to do field survey, it is also possible to master to their real life and the situation of adaptation.

Fourth, suggestions on daily management of American schools. The Chinese side can coordinate with American side, giving some tips to American schools on the daily management, relating to the following aspects: help them to get used to the new life as soon as possible and working environment; let them participate in school activities as much as possible, strengthen the sense of belonging; let them know and share the related conference information as much as possible in time; if possible, American schools can open American culture class for Chinese guest teachers; know their needs in time and care about their adaptation situation.

5.3 Major Limitations and Further Directions

Based on the empirical method, this article investigates the cross-cultural adaptation of Chinese guest teachers in USA, some found and revelation of the cross-cultural adaptation investigation was obtained, but for the development trend of Chinese Guest Teachers' psychological adaptation is still expected to conduct further research by related researchers. In this paper, the verification results of the second hypothesis shows that the development trend of Chinese guest teachers' psychological adaptation is not consistent with the earlier findings, Chinese guest teachers' psychological adaptation presents degressive tendency, although I discussed the reasons with some Chinese guest teachers, but the results

still lack reasonable theory to support, this phenomenon is expected to conduct follow-up study and further analysis.

The study on cross-cultural adaptation of the Chinese guest teachers in USA is a relatively new, and also the subject still needs further study, Chinese teachers that are sent to different countries presents different situation of social-cultural adaptation and psychological adaptation, therefore, to analyze the cross-cultural adaptation of overseas Chinese guest teachers comprehensively need a long way to go. This study is a preliminary, small range of attempting study, which is only studies in three hypotheses, providing research perspective and ideas only for the follow-up study, both the width and depth of the study are much more limited. Further improvement and ascension are needed in this paper with the deeper and wider range of research needs and I believe that the subsequent research of this topic will have a very broad prospect.

REFERENCES

- An, R. (2008). *Learning in two languages and cultures—the experience of mainland Chinese families in Britain*. Hong Kong: China Review Academic Publishers Limited.
- Antonucci, T. C. (1985). Social support: Theoretical advances, recent findings and pressing issues. In I. G. Sarason & B. R. Sarason (Eds.), *Social support: Theory, research and application* (pp.25-26). Boston: Nijhoff.
- Arends-Toth, J., & Van de Vijver, F. J. R. (2004). Domains and dimensions in acculturation: Implicit theories of Turkish-Dutch. *International Journal of Intercultural Relations*, 28, 19-35.
- Babiker, I. E., Cox, J. L., & Miller, P. (1980). The measurement of cultural distance and its relationship to medical consultations, symptomatology, and examination performance of overseas students at Edinburgh University. *Social Psychiatry*, 15(2), 109-116.
- Barratt, M. F., & Huba, M. E. (1994). Factors related to international undergraduate student adjustment in an American community. *College Student Journal*, 28, 422-435.
- Barratt, M. F., & Huba, M. E. (1994). Factors related to international undergraduate student adjustment in an American community. *College Student Journal*, 28, 422-435.
- Basic qualities for being an international volunteer Chinese teacher. *China Adult Education*, (8), 80-81. (In Chinese).
- Beiser, M. (1988). Influences of time, ethnicity, and attachment on depression in Southeast Asian refugees. *American Journal of Psychiatry*, (1), 46-51.
- Berry, J. W. (1980). Acculturation as varieties of adaptation. In A. Padilla (Ed.), *Acculturation: Theory, models and findings* (p.25). Boulder: Westview.
- Berry, J. W. (1997). Immigration, acculturation and adaptation. *Applied psychology: An international review* (p.46).
- Berry, J. W. (2003). Conceptual approaches to acculturation In K. Chun, P. B. Organista, G. Marin (Eds.), *Acculturation: Advances in theory, measurement, and applied research* (pp.17-37). Washington DC: American Psychological Association.
- Black, J., & Mendenhall, M. (1990). Cross-cultural training effectiveness: A review and a theory framework for future research. *Academy of Management Review*, 15(1), 113-136.
- Black, J., Mendenhall, M., & Oddou, G. (1991). Toward a comprehensive model of international adjustment: An integration of multiple theoretical perspectives. *Academy of Management Review* (Special International Management Theory issue), April, 291-317.
- Brislin, R. W., & Yoshida, T. (1994). *Intercultural communication training: An introduction*. Thousand Oaks, CA: Sage.
- Chen, H., Che, H. S., & Zhu, M. (2003). A Review of factors impacting cross-culture adaption. *Advances in Psychological Science*, 11(6), 704-780. (In Chinese).
- Cohen, S., Mermelstein, R., Karmarck, T., & Hoberman, H. M. (1985). Measuring the functional components of social support. In I. G. Sarason & B. R. Sarason (Eds.), *Social support: Theory, research and application* (p.75). Boston: Nijhoff.
- Fan, Z., & Zhang, L. (2003). Elementary discussion of cross-cultural training based on dynamic balance mode. *Foreign Economics & Management*, 25(5), 25-30. (In Chinese).
- Flannery, W. P., Reise, S. P., & Yu, J. (2001). An Empirical comparison of acculturation models. *Personality and Social Psychology Bulletin*, 27, 1035-1045.
- Furnham, A., & Bochner, S. (1982). Social difficulty in a foreign culture: An empirical analysis of culture shock. In S. Bochner (Ed.), *Cultures in contact: Studies in cross-cultural interactions* (pp.161-198). Oxford: Pergamon.
- Gay, L. R. (1992). *Educational research: Competencies for analysis and application* (4th ed.). New York: Macmillan Publishing Company.
- Gudykunst, W. B., Hammer, M. R., & Wiseman, R. L. (1997). An analysis of an integrated approach to cross-cultural training. *International Journal of Intercultural Relations*, 99-110.
- Guo-Ming, C., & William, J. S. (2007). *Foundations of intercultural communication*. Shanghai Foreign Language Education Press.
- Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). *Multivariate data analysis* (5th ed.). Boston, MA: Pearson Education Inc.
- Hanban Annual Report. (2006). Retrieved from www.hanban.edu.cn/report/pdf/2006_final.pdf
- Kagan, H., & Cohen, J. (1992). Cultural adjustment of international students. *Psychological Science*, 2, 133-137.
- Lee, S., Sobal, J., & Frongillo, E. A. (2003). Comparison of models of acculturation: The case of Korean Americans. *Journal of Cross-Cultural Psychology*, 34(3), 282-296.
- Levy, J. (1995). Intercultural training design. *Intercultural sourcebook: Cross-cultural training methods*. Yarmouth: Intercultural Press Inc.

- Lin, N., Simeone, R. S., Ensel, W. M., & Kou, W. (1979). Social support, stressful life events, and illness: A model and an empirical test. *Journal of Health and Social Behaviour*, 20, 109.
- Lysgaard, S. (1995). Adjustment in foreign society: Norwegian Fulbright grantees visiting the United States. *International Social Science Bulletin*, 7.
- Lysgaard, S. (1995). Adjustment in foreign society: Norwegian Fulbright grantees visiting the United States. *International Social Science Bulletin*, 7.
- Mendenhall, M., & Oddou, G. (1985). The dimensions of expatriate acculturation. *Academy of Management Review*, 10(1), 39-47.
- Mezirow, J. (1991). Transformative dimensions of adult learning. San Francisco, CA: Jossey-Bass.
- Nunnally, J. C. (1978). *Psychometric theory* (2nd ed.) (p.245). New York: McGraw-Hill.
- Procidano, M. E., & Heller, K. (1983). Measures of perceived social support from friends and from family: Three validation studies. *American Journal of Community Psychology*, 11, p.2.
- Pusch, M. D. (1993, November). The chameleon capability. Paper presented at the council for International Education Exchange Annual Conference, Washington
- Qi, H., & Li, X. Y. (2009). Cross-cultural adaption of Korean overseas student in Beijing. *Youth Studies*, (2), 84-96. (In Chinese).
- Redfield, R., Linton, R., & Herskovits, M. (1936). Memorandum on the study of acculturation. *American Anthropologist*, 38, 149-152.
- Redmond, M. V., & Bunyi, J. M. (1993). The relationship of intercultural communication competence with stress and the handling of stress as reported by international students. *International Journal of Intercultural Relations*, 151-159.
- Sam, D. L. (1998). Predicting life satisfaction among adolescents from immigrant families in Norway. *Ethnicity and Health*, 3(1), 5-18.
- Shumaker, S. A., & Brownell, A. (1984). Toward a theory of social support: closing conceptual gaps. *Journal of Social*, 40, p.13.
- Wang, J., & Huang, W. H. (2008). Cross-cultural adaption of minority bilingual teachers. *Journal of Research on Education for Ethnic Minorities*, (5), 5-10. (In Chinese).
- Ward, C. (2001). The A, B, Cs of acculturation. In D. Matsumoto (Ed.), *The handbook of culture & psychology* (pp.411-445). New York: Oxford University Press.
- Ward, C., & Chang, W. C. (1997). Cultural fit: A new perspective on personality and sojourner adjustment. *International Journal of Intercultural Relations*, 21(6), pp.525-533.
- Ward, C., & Kennedy, A. (1992). Locus of control, mood disturbance and social difficulty during cross-cultural transition. *International Journal of Intercultural Relations*, 16, 175-194.
- Ward, C., & Kennedy, A. (1999). The measurement of socio-cultural adaptation. *International Journal of Intercultural Relations*, 23, 659-677.
- Zung, W. W. K. (1965). A self-rating depression scale. *Arch Gen Psychiatry*, 12, 63-70.