#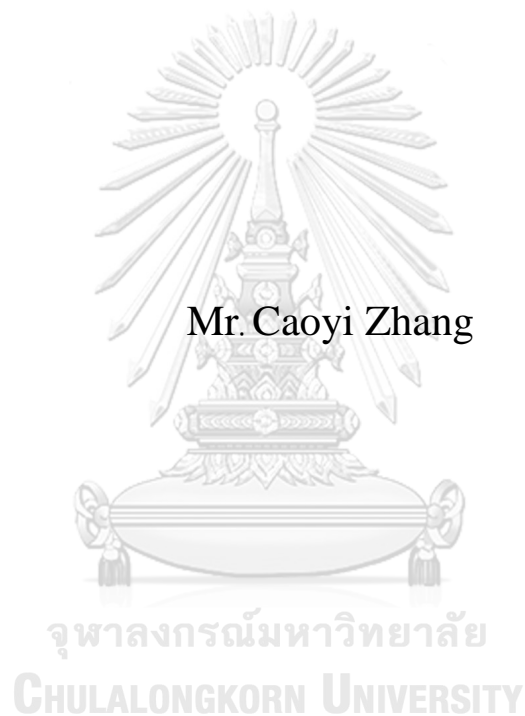 SOCIAL INTEGRATION OF CHINESE STUDENTS IN THAI SOCIETY: THE CASE OF CHINESE STUDENTS IN CHULALONGKORN UNIVERSITY AND DHURAKIJ PUNDIT UNIVERSITY

Mr. Caoyi Zhang

จุฬาลงกรณ์มหาวิทยาลัย
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A Thesis Submitted in Partial Fulfillment of the Requirements
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บูรณาการทางสังคมของนักศึกษาจีนในสังคมไทย : กรณีนักศึกษาจีนที่ศึกษาในจุฬาลงกรณ์
มหาวิทยาลัยและมหาวิทยาลัยธุรกิจบัณฑิตย์

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วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต
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นักศึกษาต่างชาติอาจไม่สามารถบูรณาการอย่างประสบความสำเร็จและราบรื่นตามที่สันนิษฐาน นักศึกษาหล่านี้อาจประสบกับความท้าทายหลายอย่างในสภาพแวดล้อมการเป็นเจ้าภาพทางสังคมและวิชาการใหม่ของ พวกเขารวมถึงการสร้างเครือข่ายมิตรภาพใหม่การรับมือกับปัญหาทางการเงินและปรับให้เข้ากับความแตกต่างทาง ภาษาท้องถิ่นวัฒนธรรมและการสอน เนื่องจากนักศึกษาจีนเป็นคนส่วนใหญ่และเป็นแหล่งหลักของนักศึกษาต่างชาติ ในประเทศไทยควรมีการส่งเสริมให้มีการบูรณาการที่ดีขึ้นในสังคมไทย ดังนั้นการศึกษาครั้งนี้มีวัตถุประสงค์เพื่อศึกษา ชีวิตทางสังคมของนักศึกษาจีนในประเทศไทยและปัจจัยที่มีอิทธิพลต่อการรวมตัวของนักเรียนจีนเข้ากับสังคมไทย ผู้เขียนเลือกมหาวิทยาลัยตัวแทนสองแห่งเป็นกรณีศึกษา เก็บรวบรวมข้อมูลจากการสังเกตและการสัมภาษณ์แบบกึ่ง โครงสร้างเกี่ยวกับการบูรณาการในโดเมนต่างๆและการประเมินความสามารถทางภาษาด้วยตนเอง

การรวมเข้าด้วยกันทางสังคมหมายถึงเครือข่ายทางสังคมของพวกเขาและการมีส่วนร่วมในชุมชนท้องถิ่น เกี่ยวกับการบูรณาการในแต่ละโดเมนผลการศึกษาพบว่านักศึกษาชาวจีนประสบปัญหาบางอย่างในกระบวนการบูรณา การ จากผลของรูปแบบของมิตรภาพพบว่านักศึกษาจีนนิยมคบหาและสังคมชาวจีนด้วยกัน นอกจากนี้ยังมีห้าปัญหาที่ สำคัญเกี่ยวกับอุปสรรคการรวมตัวกันจากข้อมูลการสัมภาษณ์ ผลลัพธ์เหล่านี้บ่งบอกว่าการบูรณาการเข้าสังคมไทยของ นักศึกษาจีนยังไม่ราบรื่น สรุปจากข้อมูลสัมภาษณ์เกี่ยวกับอุปสรรคหลัก พบว่าความสามารถทางภาษาและเครือข่ายทาง สงคมกับคนในท้องถิ่นอาจเป็นปัญหาที่สำคัญที่สุดในกระบวนการบูรณาการของนักเรียนจีน นักเรียนที่มีความสามารถ ทางภาษาที่ดีขึ้นอาจมีผลการเรียนรู้ที่ดีขึ้นในการบูรณาการ ตามทฤษฎีการบูรณาการเป็นที่ชัดเจนว่าความสามารถทาง ภาษาที่เอื้อต่อการสื่อสารกับคนในท้องถิ่นเป็นปัจจัยสำคัญในการทำความเข้าใจลักษณะทางวัฒนธรรมที่ลึกซึ้งยิ่งขึ้น

สาขาวิชา	เอเชียตะวันออกเฉียงใต้ศึกษา	ลายมือชื่อนิสิต ....
ปีการศึกษา	2562	ลายมือชื่อ อ.ที่ปรึกษาหลัก ....

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Caoyi Zhang : SOCIAL INTEGRATION OF CHINESE STUDENTS IN THAI SOCIETY: THE CASE OF CHINESE STUDENTS IN CHULALONGKORN UNIVERSITY AND DHURAKIJ PUNDIT UNIVERSITY. Advisor: Saikaew Thipakorn

International students may not integrate as successfully and smoothly as has been assumed. These students may experience multiple challenges in their new social and academic host environments. As Chinese student is the majority and the main source of international students in Thailand, promotion for their better integration into Thai society should be done. Therefore, this study aims to investigate social life of Chinese students in Thailand and the factors that influent Chinese students' integration into Thai society. The author chosen two representative universities as case study. The data was collected from observation and semi-structured interviews about integration in various domains and language proficiency self-evaluation.

Social integration refers to their social networks and involvement in local communities. Regarding integration in each domain, the results of the study show that Chinese students encountered some problems in the process of integration. From the result of patterns of friendships , it is found that Chinese students preferred to make Chinese-dominated social circle. In addition, there are five major problems on integration barriers from interview data. These results imply that Chinese students did not integrate into Thai society successfully. Inferred from the interview data about the main barriers. It is found that language proficiency and commutation with local people could be the most important problem in the process of Chinese students' integration. Students with better language proficiency could have a better results in their integration. According to the theory of integration, it is clear that language proficiency that facilitates communication with local people is a crucial factor

Field of Study:	Southeast Asian Studies	Student's Signature ....
Academic Year:	2019	Advisor's Signature ....

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CHULALONGKORN UNIVERSITY

Chapter 1

Introduction

With the rapid development of science and technology and the acceleration of the global economic and political integration process, the trend of globalization of higher education has become very fast. According to the data of UNESCO, there are currently nearly 2.7 million students studying abroad for education abroad. In addition, it is predicted that this number will increase to 7.2 million by 2025 (UNESCO, 2006). However, in the process of globalization of higher education, some problems of cross-cultural adaptation of international students have also appeared. According to an epidemiological survey from the United States, about 20% of international students have problems caused by the pressure of cross-cultural integration (Leong, E&Chou, E, 2002). Therefore, in the process of cross-cultural integration, while international students improve and develop their own comprehensive qualities, they also face a variety of problems.

1.1 Background information of international students's integration

1.1.1 The current situation of international students' integration

Extensive research has examined the integration of refugees, labour migrants and second-generation migrants (Bevelander & Pendakur 2014). However, much less

research has been conducted on the integration of international tertiary students in their new host societies. There are two potential reasons for this, the first being that international student mobility is often seen as 'temporary'. Secondly, international students constitute a 'less problematic' group of foreign arrivals and are expected to naturally integrate by themselves. However, both these assumptions are questionable and should be re-examined. In relation to the former assumption of 'temporariness', international students have become a key target in the global competition for the best and the brightest. Many countries have begun introducing 'train and retain' policies to encourage their international students to stay and find a job after graduation (Hanwei Li& Pirkko Pitkänen, 2018). International students are thus no longer seen as temporary migrants, but rather, their temporary movement is potentially envisioned as part of a deliberate strategy for permanent migration (Tremblay 2005). To address the latter issue of natural integration, international students may not integrate as successfully and smoothly as has been assumed. These students may experience multiple challenges in their new social and academic host environments, including establishing new friendship networks, coping with financial issues and adapting to local linguistic, cultural and pedagogical differences (Li, 2017).

1.1.2 The current situation of Chinese students

　　　　Since the implementation of Open Door policy in 1978. China's economy was growing rapidly, and Chinese government encouraged students to go abroad to strengthen the relationship among countries, as well as broaden scholarship for

international students (Tsang, 2001). According to the MOE (Ministry of Education), the momentum in the number of Chinese students studying abroad and returning from overseas studies continued last year. Returning students are increasingly equipped with the skills required to support industrial development and government strategies for growth. 608,400 Chinese students left the country to pursue advanced studies overseas in 2017, tipping the number over the 600,000 mark for the first time, in an 11.74% increase on 2016 and cementing China's position as the world's largest source of international students. The number of learners returning to China after completing their course reached 480,900, up 11.19% on the previous year, of which 227,400 with a master's degree or higher, up 14.90%. Statistics show China has become the largest source of international students thanks to its growing pool of potential candidates. In total, 5,194,900 Chinese students have studied abroad over the last 40 years, and 1,454,100 students are currently enrolled in overseas higher education institutions. In 2017, while developed countries and regions, such as the US and Western Europe, remained the most popular destinations, Belt and Road (B&R) countries have begun to harvest the growing wave of Chinese students's seeking to further their study abroad. In total, 66,100 students, including 3,679 on government sponsorships, studied in 37 B&R countries, highlighting this above-average growth of 15.7% since 2016. Merson (1989) founded that Chinese overseas students believe that they can receive a better quality of education and research compared with Chinese-based students (Dimmock&Leong, 2010). Well-equipped facilities, good teaching and learning atmosphere as well as

advanced education program in foreign universities deeply attract Chinese students. Consequently, more and more students tend go to English-teaching country that has the similar culture background. Due to the lower tuition fees and similar culture, Belt and Road countries, especially Thailand, attract more Chinese students (Zhang, 2017). In 2017, Thailand universities admitted 8,455 Chinese about twice the number of 2012. According to the research of Institute of Asian Studies in Chulalongkorn university, there're about 30,000 Chinese students studying in Thailand.

As many Chinese students spending part of their lives in Thailand, the differences between China and Thai values and culture have become a problem for Chinese students to integrate into Thai society. Thai culture is deeply influenced by religion. With around 95% of the country being Theraveda Buddhist, the belief system and values of Buddhism play a huge role in day-to-day life. Throughout the country, the most important values that Thai people hold to are respect, self-control, and a non-confrontational attitude. Losing face by showing anger or by telling a lie is a source of great shame for Thai people. In general, displays of emotion in public are viewed in a very negative light. No matter how frustrated or upset a person might feel, he or she will always strive to maintain a positive and friendly attitude, a sense of humor, and a smile. Respect for elders and for those in higher social positions is also important. Hierarchies of social status characterize nearly every interaction. Different values are a challenge for Chinese students.

While the number of Chinese students in Thailand is relatively small compared to that in more popular destinations such as the US, the UK and Australia. However, the number of Chinese students studying in Thailand is growing. The problems encountered by Chinese students have also attracted the attention of many researchers. Based on some existing information. Some surveys of Chinese students and Thai universities also reflect the difficulty of Chinese students in integrating into university society (Paweena, 2014).

Providing that Chinese student is the majority international students in Thailand (Zhang, 2014), promotion for their better integration into Thailand society is seemed to be appropriated. At the same time, regarding to the large number of Chinese students studying abroad globally, combined with the limited amount of research focusing on non-Anglophone destinations, further research in this area is evidently needed.

1.2 Conceptual Framework

1.2.1. Defining of integration

About Integration issues arising from educational mobility, integration is significant both as a policy goal and as a widely debated research issue (Nlessen& Schible, 2014). Integration is a process and a goal at the same time, for international students to become competent and active members of the host society. Integration is

defined as one of the four acculturation strategies of sojourners; integration takes place when the non-dominant group has an interest in maintaining their own home culture while still participating as an integral part of the larger host society and interacting with other groups within (Berry, 2011). Successful integration pertains to the process or state where the international students have tapped their potential to reach their capabilities of leading a life close to or at the same level as natives. When it comes to social relations, they have established relatively robust relationships with the host community, while maintaining both their home community relationships and ethnic identities (Li, 2018). British Council (2014) pointed out "simply having a diverse student body does not mean the education or even, the campus is global in nature, what comes as an essential part of a global education is the inclusion of international students in communities and classes. Integration of all students is an elemental factor in the expanding concept of internationalism." It refers to a situation where international students have attained at least a moderate level of language and possess the cultural competence to ensure their ability to thrive within their country of settlement.

1.2.2. Domains of integration

According to the available literature, domains of integration is divided into four dimensions–the cultural, structural, social and emotional processes (Esser, 2016). The cultural dimension denotes the acquisition of knowledge and skills, norms, customs, lifestyles and so on. The structural dimension refers to the position and participation of migrants in relevant spheres within the receiving society. The social

dimension refers to interaction and contact with the autochthonous population and, finally, the emotional dimension concerns aspects of identity and belonging (Li, 2018). In previous studies, the following four aspects were mainly discussed with regard to the integration of students into the local community: academic, economic, social and cultural integration (Li, 2018). At the same time, Tinto's (1993) student integration theory is the most widely cited retention theory, he founded that the integration of students emphasizes the integration of academic and social into universities, it will greatly influence students' persistence in their studies. Following the rapid growth of the Chinese international student population in the past decade, it is commonly recognized that lack of integration is a challenging issue, which not only impedes students' learning and academic development abroad but also has a negative impact on their opportunities to gain work experience (Thøgersen, 2016).

In scientific debate, several theoretical perspectives and conceptual axes exist, which elaborate some aspects of integration. Considering the existing literature on Chinese students in Thailand, this paper will talk about the integration in turn.

Academic integration

Many studies have addressed academic integration and its impact on student dropouts in HEIs. According to Tinto (1975), a person's academic integration can be measured based on grade performance and intellectual development during his/her studies. While international students enter university from various backgrounds and with differing motivations, their integration into the higher education system will

ultimately determine their persistence or dropout. Later research has assessed the validity of Tinto's model and suggests that the students' academic integration, together with their educational objectives, predict their persistence in HEIs (Bers & Smith 1991). In addition to formal studies, informal interaction with faculty members plays a vital role in the students' academic integration processes (Terenzini & Pascarella 1977).

Cultural Integration

In recent years, it is widely acknowledged that integration is not only limited to social and economic factors, but that there is a need for a common basis of cultural knowledge to create more profound understandings of new living contexts. Language proficiency that facilitates communication with local people is a crucial factor in gaining a more profound understanding of cultural characteristics (Li, 2017). Foreign language proficiency is generally regarded as an important aspect of cultural integration (Li, 2017). Past research has noted that proficiency in English is closely related to the academic success and overall adaptation of international students in English-speaking countries (Lewthwaite, 1996). However, for the international students residing in non-Anglophone countries, the influence of host language proficiency on integration is similarly important. From the available information, we can see that Chinese students who master Thai language skills are often more active and competitive in Thai community.

Social Integration

This social integration refers to their social networks and involvement in local communities and may include activities in the neighborhood, academic organizations, student organizations, leisure time clubs, voluntary organization and so on (Li, 2017). According to Functional Model of Friendship Networks (Bochner, McLeod& Lin, 1977), they analyze their social networks into three categories: co-national networks that affirm and express the culture of origin; networks with host nationals, which facilitate academic and professional aspirations; and multinational networks for recreation purposes. Past research has shown that international students report less homesickness, less loneliness and greater satisfaction, if they have more host-national friendships (Rosen & Aune 2011). It plays quite a important role in the experience of the overseas students. In terms of 'host-national friendships', there can be seen to be many benefits for international students developing these relationships (Li, 2017). Lacking of social support make the loneliness of Chinese overseas students worse, make them hard to integrate into Thai students' friendship network (Lin, 2014). Contacts with host nationals have also been shown to enable international students to develop local networks, attain a better understanding of local cultures, and acquire the necessary social skills (Li & Gasser, 2005).

There are also some researchers talked economic factors under social integration. Newcomer participation in the labour market is often the most widely recognized indicator for successful economic integration. In practice, however,

international graduates often find it difficult to get a job in their host countries due to a combination of factors, including lack of domestic language proficiency, lack of work experience, complicated visa extension procedures, closed professional networks or discrimination in the labour market (Shumilova & Cai 2015). Since it is not possible for international students to participate in full-time jobs while studying full time, the students' experiences in terms of internships, apprenticeships, job-seeking, part-time jobs and entrepreneurship during their studies are defined as evidence of their economic integration in these articles.

Psychological integration

When international students have just entered a new strange cultural environment, they will encounter a lot of psychological problems. Ward (1998) said "Psychological integration is influenced by individual personality, social support and changes in the living environment". Sam points out that psychological problems can be founded mostly when they first enter the new environment. However, there is a general agreement in the academic community that the more contact with local culture, the less psychological problems they may encounter. International students can improve their sense of psychological belonging and satisfaction through more contact with the local environment.

As mentioned before "Cultural shock" is one of the main cause of psychological problems of Chinese students. The differences in culture, values and beliefs between China and Thailand could bring pressure and disappointment to Chinese students.

Therefore, help from society plays a very important role in the process of integration.
According to Bochner's "friendship patterns of overseas students" model, different
friendship models have different effects on international students. The support and help
from our compatriots can help international students to relieve psychological stress and
difficulties. Help from local people, such as teachers, classmates, local residents... can
help international students better integrate to the new cultural environment and reduce
the pressure from learning, it could help students to better integrate in their studies and
meet academic standards. However, according to most studies, Chinese students prefer
to associate with their compatriots for psychological support. Although in the early time
of integration, contact with compatriots can minimize the psychological pressure of
international students, but in the long term, too much dependence on compatriots will
have a bad impact on the late results of integration.

1.3. **Research objectives**:

1. To explore number and livelihood of Chinese students in Thailand.

2. To explain the extent to which English and Thai language proficiency and social
   network could facilitate Chinese students' integration into Thai society.

1.4. Hypothesis :

Language and social networks are the factors affecting integration of Chinese student into Thai society.

1.5 Research Method

1.5.1 Selection of case study

Thailand has nearly 200 universities and some higher education institutions. In this study, Chulalongkorn University and Dhurakij Pundit University are selected as case studies.

Chulalongkorn University (CU) is one of the best universities in the Thailand. As a long-established public university, Chulalongkorn University has a high degree of internationalization. Last year Chulalongkorn University ranked first in QS 2018 in Thailand compared to other universities. The international student ratio is one of the criteria for QS scoring, so Chulalongkorn University could be representative research object on the issue of international student integration in into Thailand.

Dhurakij Pundit University (DPU) is the university which has the most Chinese student in Thailand about more than 2,000 Chinese students. DPU provide a more familiar living environment for Chinese students. So it could be representative research object on the issue of Chinese students, integration into Thailand.

I chose the two universities to collect data because the language environment of the two universities is different. Chulalongkorn University is highly internationalized and the language environment is mainly Thai and English. DPU has many Chinese students, the use of Chinese in schools is much higher than other schools. Comparing the data collected from these two schools can examine whether language has an impact on student integration.

1.5.2 Data collection

Observation and preliminary survey

In order to collect information, I will go to the school to participate in the life of Chinese students, and observe the living environment after their daily activities.

Interview

In-depth interview of 40 students (20 students in each university) will be conducted. the author interviewed 40 students to gain more depth insights into their viewpoints on social integration. Both convenience and snowball sampling methods were used to select the participants; first, 10 students known personally to author were invited to participate, some of these 10 people are leaders of Chinese student organizations, they can provide an overview of the overall situation of Chinese students. Then another 18 were invited by other friends, whilst the rest of the participants (12 students) were introduced by the existing interviewees. In this way, the interviewer was a friend conducting research "on them" or at least a friend's friend, who was interested

in their opinions. Our aim was to enhance trust in this way so that they would be more open in talking about their experiences since the purpose of this study touched upon sensitive topics. Interviews were conducted with 12 undergraduate students, 25 master students and 3 PhD students from different faculties, studying different subjects, such as Accounting and Finance, Business and Management, Economics, Engineering, Mathematics and Sociology. In this sample, 22 students were female and 18 were male. Their length of time in the Thailand ranged from 1 to 5 years, with an average length of 2.76 years.

The interviews were semi-structured in nature. There were no pre-decided questions, but rather a list of topics that covered the issues and themes. Each interview started with a broad question such as asking about the interviewee's life in the Thailand. When an interviewee mentioned integration related issues, they were invited to talk more fully about their experiences in relation to this. They were allowed to talk freely and were not pushed in any direction, thereby giving them the opportunity to develop their ideas and speak extensively about the topic

The audio recordings of the interviews were listened to repeatedly, and then, the Chinese transcripts were imported into computer for further analysis. They were analyzed thematically in relation to the two research questions.

1.6. Significance of research

1. This study will portrait the situation of Chinese students in Thailand universities.

2. The finds of study will have some reference value for how Thailand can help these Chinese students to integrate into Thai society.

3. Providing some help to the study of Chinese students' integration into other non-English speaking countries in Southeast Asia.

จุฬาลงกรณ์มหาวิทยาลัย

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Chapter 2

Literature review

This chapter presents a summary of the review of past studies related to this study. The content is divided into three aspects:

1. Chinese students in Thailand,

2. The Integration of Chinese overseas students,

3. Attitudes and Values of Chinese Students in Overseas,

4. motivation and reasons for studying in Thailand

2.1 Chinese students in Thailand

In Paweena Songsathaphorn's research, as Chinese economy grows, China's huge market is gradually opening to the world. Providing education services for a large population has become a hot item, and with the launch of the Belt and Road project, China's neighboring countries have begun to provide study services for Chinese students. According to the MOE (Ministry of Education), the momentum in the number of Chinese students studying abroad and returning from overseas studies continued last year. Returning students are increasingly equipped with the skills required to support industrial development and government strategies for growth. 608,400 Chinese students left the country to pursue advanced studies overseas in 2017, tipping the number over

the 600,000 mark for the first time, in an 11.74% increase on 2016 and cementing China's position as the world's largest source of international students. Due to the lower tuition fees and similar culture, Belt and Road countries, especially Thailand, attract more Chinese students (Zhang, 2017). In 2017, Thailand universities admitted 8,455 Chinese about twice the number of 2012. According to the research of Institute of Asian Studies in Chulalongkorn university, there're about 30,000 Chinese students studying in Thailand. Since there are so many students studying in Thailand, some researchers in Thailand are studying in Thailand. The focus of these studies is on the reasons of Chinese students choose to study in Thailand. In Athapol Ruangkanjanases (2015) research of Chinese student's decision making towards Thailand university, he showed the model of student decision. (Fig.1)
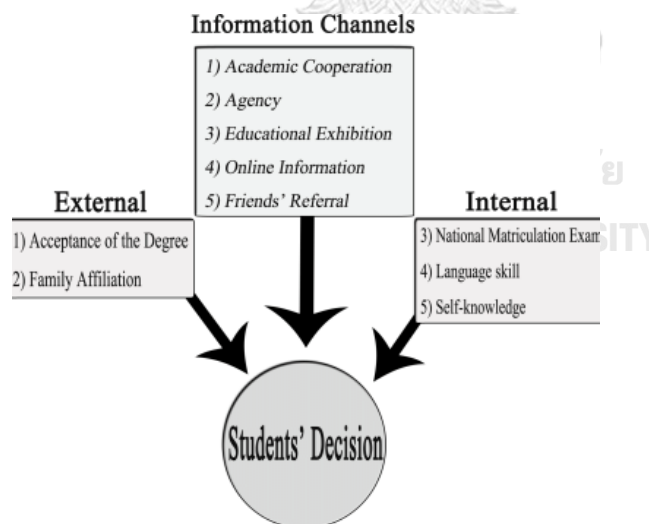
Figure 1 The model of student decision

These variables influence the decision of Chinese students to go to Thai universities. Athapol Ruangkanjanases (2015) summarized them as academic and social

aspects. From academic aspects, Chinese students come to Thailand because Thailand's education system is similar to that of developed countries in the West. They choose to use Thailand as a springboard and use this learning experience as an advantage to apply for a better school. At the same time, because of the fierce competition caused by China's huge population, some students have difficulty choosing a better and more satisfied profession in China, so they also choose to study in neighboring countries and complete their studies. Singapore is also a good example, by referring to Tran Nhi Bach Van, he did the research on Chinese students in Singapore. He pointed out that language especially English became a factor influence Chinese students' integration into Singapore. Compared with Thailand, Chinese is more convenient to use in Singapore, Chinese students in Singapore only need to focus on English. However, in Thailand, in order to better live and study in Thailand, foreign students have to study Thai, which brings an extra burden to their study.

Besides the language problem, some scholars have pointed out other problems. Yi Lin (2014) found that Chinese students suffer from lacking of Social Support and loneliness. In particular, the absence of social relationships can lead to loneliness for a person (De Jong-Gierveld, 1987; Weiss, 1973). Research shows that international students are especially vulnerable to loneliness (Kim, 2001; Simmons, Klopf & Park, 1991), and loneliness has been widely mentioned as a negative consequence of studying abroad (Pruitt, 1978; Sam & Eide, 1991; Zheng & Berry, 1991). Loneliness has been found to be related to various forms of psychological distress for international students,

including emotional disturbance (Stone Feinstein & Ward, 1990; Ward & Searle, 1991), lower life satisfaction (Neto, 1995), and decreased satisfaction with one's coping ability (Chataway & Berry, 1989). In Thailand, Yi (2014) found that developing relationship or social network reduce the odds of reported loneliness for Chinese international students in Thai universities. Chinese students' co-national ties were found to alleviate loneliness significantly when students perceived a strong cohesive feeling among Chinese students in their universities. She also found that having local Thai friends did not have a homogenous effect on all students; rather, it only worked to reduce the odds of reported loneliness for those Chinese students who were interested in the host society and people.

The existing research on Chinese students is focused on the academic life of Chinese students. According to Helen Spencer-Oatey (2017), he did the research on Chinese students in British. He pointed that there has been surprisingly little research in relation specifically to the social integration of Chinese students. Hodkinson and Proropat (2014) said that much of the research into Chinese students studying abroad has focused on their academic life, with full attention paid to their levels of participation in class and less attention paid to problems. As the author mentioned above, most studies found that these Chinese students are experiencing language and interpersonal difficulties on Thai campuses and there are few research exploring Chinese students' difficulties on integration into society. Providing that Chinese student is the majority international students in Thailand (Zhang,2014), We should pay more attention to Chinese student's language barriers and Social Networks problems out of Campuses.

However, Thai language is predominant language in the society. Language might be the main obstacle of this integration.

2.2. The Integration of Chinese overseas students

Language as obstcale of the integration

About the integration of Chinese overseas students, current research focus on Chinese students who study in Western countries. Most of studies now focused on Western countries where Chinese overseas students study, such as the United Kingdom, Canada and the United States. By referring to Furnham and Bochner (1982), they explored Chinese students studying at UK English language schools experienced amount of difficulties in dealing with daily social situations. They found that those students who were from culturally distant cultures reported more problems than those from northern Europe. In Hanwei Li (2018) research, she found that Chinese students who had moved to Finland recently had the fresh experience of 'culture shock', while more senior students gave lively accounts about how they had managed to overcome integration problems at different stages, following their development trajectories. She found that the difference between Eastern and Western cultures has caused the difference between Chinese students and other students. Because of the influence of Eastern Confucianism, Chinese students are more shy and introverted than Western students, and are not good at expressing themselves. While there were many references to the widespread phenomenon that 'Asians stick together' in the respondents (Hanwei

Li, 2018). In the words of Yajing Chen and Heidi Ross: "All too often, administrators and media outlets have fallen back on staid stereotypes – the meek, quiet, or standoffish Chinese student unwilling to integrate into the 'rest' of campus life" (Chen and Ross, 2015).

Chinese students dare not express themselves in the new environment. According to Hanwei Li (2018), most of the Chinese students reported difficulties in integration into Finland Society at the beginning of their studies. Several reasons contributed to such difficulties. Firstly, she pointed out the students' English skills were inadequate in meeting the study demands of their universities. Even though they had studied English for many years and had passed an English language test before moving to Finland, the students still required an adaptation period to become familiar with using English in their studies and daily lives. Same with Li, Helen Spencer-Oatey (2017) also found that Chines students' bad language ability led a worse relationship between Chinese students and other student groups. Secondly, the interviewees needed time to adjust to their teachers' accents. Many students reported that their teachers' accents when speaking English was quite different from the American or British accent to which they were previously accustomed to. The students thus needed some time to learn to understand their teachers' speech. Li (2017) said because of the unfamiliar language and academic atmosphere, it is difficult for Chinese students to integrate into the social and academic circles abroad. Because the Thai education system learns from western

education system, Chinese students studying in Thailand could also encounter language problems.

As mentioned before, there has been much less research on Chinese students' social interaction with local society. According to the survey from Education International Corporation Group (EIC), a Chinese international student agency, the report shows that when imagining potential difficulties overseas, 38.2 percent students were worried about their integration into the host society. Language barriers and Social Networks with local people, two factors that were identified as the major obstacles for Chinese students overseas (EIC, 2015). From the research of Daniel Dauber (2017), Chinese overseas students who study in British are less satisfied with their opportunities for friendships with British students and with other international students than students of other nationalities. Some also feel that they have greater difficulty than other students in making friends with non-Chinese students. Especially in non-English-speaking countries, Hanwei (2017) also referred that the familiarity with the local language has left Chinese students in a difficult position, leaving them with little contact with the local population. Meanwhile, Lin (2014) did her research about Chinese students in Thai universities proved that because of the different languages, it is difficult for Chinese students to re-establish a new social network in the host university. Lack of social support and loneliness make students feel trouble. In an atmosphere of similar culture, such as Singapore, Van (2016) found that Chinese overseas students are rarely involved in the social activities and festivals of other ethnic groups in the local community, and

they rarely have contact with people other than Chinese. In addition to the difficulties

of language, Chinese overseas students perceive a range of barriers to social integration;

some of which are contextual (e.g. the large number of Chinese overseas students on the

campus and limited opportunities to meet people from the local community).

From the existing research, the problems Chinese students encounter in

integrating into the new environment are mainly language ability and re-establish social

relationships. These two problems could also be factor that make Chinese students

encounter difficulties in integration into Thailand.

2.3 Attitudes and Values towards Chinese Students in Overseas

Paige (2008) described international students as "individuals who temporarily

reside in a country other than their country of citizenship, in order to participate in

international educational exchange as students". Western researcher Stig (2016) found

the common phenomenon: "silent Chinese student", which explains the fact that most of

international Chinese students without language confidence usually keep quiet during

classes or extracurricular activities. Poropat (2014) said that this behavior impedes the

interaction of international Chinese students with their teachers and peers restricting

collaboration and limiting their educational achievement. According to Bin and Wei

(2016) Mainland Chinese students arrive in great number and tend to form their own

circle of friends. They do not interact with the rest of the students foreign or otherwise

in the same way as other foreign students. They seem withdrawn from the local life and a little too sheltered.

Lots of literature mentioned cultural difference or values difference between Chinese students and host people. Chinese students have long been considered old-fashioned and stubborn. Therefore, many host people are unfamiliar of Chinese students. According to Helen Spencer-Oatey (2017), a few of the students, however, mentioned that spending too much time with other Chinese people was boring. Europeans lay great emphasis on their privacy and opinions. "They are very direct in expressing themselves... Chinese tend to be more obedient" said by respondents in his research. Meanwhile some Chinese students said that foreign students were very polite, but they did not show any intention of talking much to you... or making friends with you. Chen (2014) wrote in his research that there are special programs for Chinese students in Thailand. The classes are all Chinese students, and the teachers are taught in Chinese. However, this does not help Chinese students to integrate into the new environment because they did not exchange ideas with Thai classmates in class.

The above studies show the host country's people attitudes and views on the inability of Chinese students to integrate into the new environment, mainly reflecting the problem of Chinese students' language ability and the less contact between Chinese students and local society. When we do the research in Thailand, these two factors also should be considered.

The existing papers are mainly about the social integration of Chinese students in Western countries. Little have been done on the integration of Chinese student into Asian and non-English society. Thailand is an Asian country with cultural similarity to China. It should facilitate integration of Chinese students to the country.

2.4 Motivation and reasons for studying in Thailand

Different motivations and reasons for studying abroad lead the different way they integrate into the host society. Only by understanding the motivation of the international students can we make a basic understanding of the students' study abroad status.

Studying abroad means a lot of changes for Chinese students. They began to live in different cultures, lifestyles and social networks. They must leave their familiar hometown, family and friends. Chirkov (2007) believed that "entering and living in a different country is a very important change for life." However, most of the contemporary Chinese students are born in the context of the "family planning" policy. As the Only child, they are the center of the family and are given the best care.

In Ward's (2001) model of cultural adaptation process, the motivation to study abroad plays an important role in determining the degree of integration. Therefore, the motivation for studying abroad of Chinese students is the first stage of this study. The most commonly used research model for studying the reasons for studying abroad is Altbach's "Push-pull" theory. The theory divides the factors affecting study abroad into

two categories: "Push factors" and "Pull Factors". "Push factors" refers to some factors of home country that encourage students to go abroad in the country of study abroad, which is generally unfavorable and backward. "Pull Factors" refers to the driving factors of the host country of the study abroad in attracting talents of foreign students. combined with the "Push-pull" theory and Paweena (2014) and Liu research, this paper divides the factors and motivations that affect Chinese students' study in Thailand into the following three points:

Degree is acknowledged by both Thailand and China

It is well known that people with higher education degrees will have a better chance of enjoying good job salaries and job satisfaction than those without higher education. According to statistics from Higher Education Finance Specialist, an average higher education graduate earns 50% more than the non-higher education graduates throughout the work life cycle. In China, higher degree diplomas will increase the competitiveness of job seekers in the job market. The universities in Thailand have studied the advanced values of education and teaching from the West and have cooperated with many famous universities in the West. Students also have the opportunity to use this learning experience as a springboard to learn in a better university. In recent years, Thailand has taken advantage of the "Belt and Road policy" to absorb a large number of Chinese students. Many universities China have cooperated with higher education institutions in Thailand. The Diploma of the University of

Thailand is acknowledged by the Chinese Ministry of Education. From the student sample interviews in this study, they all believe that if they can obtain a master's degree from a higher university in Thailand, this will increase their competitive advantage in employment after graduation.

By studying in Thailand, I can expand my horizons and exercise my abilities. The most important thing is that this experience will increase my employment competitiveness (CU, male).

With the launch of the Belt and Road Initiative, more and more Chinese companies are investing in Southeast Asia. In some recruitment websites, some companies will indicate that "people having experience in studying in Southeast Asia is preferred".

I chose to come to Thailand because my undergraduate major makes me have few choices to get a job. In recent years, China has invested a lot in Southeast Asia. I come here to study for add chance to get a job in future (CU, male).

Less competitive pressure

As we all know, China has a unified entrance examination. According to the statistics of the Ministry of Education in 2019, the number of college entrance examinations in China reached 10.31 million, and the number of postgraduate examinations was 2.9 million. The number of applicants is increasing year by year and the competition is very fierce.

In this study, most undergraduates chose to come to Thailand after losing the Chinese college entrance examination. They could not accept another one-year review to take the college entrance examination again, so they would choose Thailand because of relatively easy access.

For graduate students, the graduate program in Thailand is an application system and there is no uniform entrance exam. Students who are interested in pursuing graduate studies only need to have a bachelor's degree. A good university will need a language score, like IELTS score 6, but a general university does not need it. More importantly, Thailand allows undergraduates to convert their undergraduate programs while continuing graduate studies. Compared with the rigid examination system in China, this flexible postgraduate application system meets the needs of students to the greatest extent. It is one of the "pull" of Thai higher education attracting overseas students.

Stable relationship between China and Thailand

On July 1, 1975, China established diplomatic relations with Thailand. In April 2012, the two countries established a comprehensive strategic partnership. In October 2013, the two governments issued the "Vision for the Development of China-Thailand Relations." China and Thailand have close cooperation in culture, politics and economy. It can be seen that China-Thai relations are very stable. It provided a reliable external environment for Chinese students to study in Thailand.

Historically, many Chinese have immigrated to Thailand, and through their hard work in Thailand, the social status of Chinese in Thailand has improved. This layer of blood relationship makes Chinese students more psychologically close.

Sino-Thai relations are very stable in my point of view. Most Thai people are very friendly to the Chinese, and some of the Thai culture has been influenced by Chinese culture, making me feel very kind.

The following figure summarizes the relationship between several factors that affect Chinese studying in Thailand:

When asked whether the study abroad was arranged by the family or made a decision by themselves, only three interviewees were arranged by the parents, not by themselves.

I didn't want to come to Thailand at first. I always had rebellious feelings, but when I came here, I knew that I had to actively adapt to the new life here (DPU, female).

Chirkov (2007) said that taking initiative to studying abroad plays a positive role in the cross-cultural integration of international students. If a student is willing to go abroad, he is more likely to integrate into the new environment. According to the previous interview data, most Chinese students did not resist going to Thailand to study. It will be a good beginning to help them try to integrate into Thai society.

2.5 Conclusion

Providing that Chinese students are the main group of international students who come to study in Thailand. Improving Chinese students' integration into Thai

society is worthy of our study. At the same time, some studies have shown that Chinese

students do encounter some problems in Thailand. According to previous research, the

main reasons for Chinese students' difficulties to integrate in other regions are language

ability and Social Networks, so language ability and Social Networks could also be

factor that influence Chinese students, integration into Thai Society.

Chapter 3

Research findings

According to previous study, successful integration means that international students have established relatively robust relationships with the host community, while maintaining both their home community relationships and ethnic identities. So the author conducted a survey at Chulalongkorn University and Dhurakij Pundit University to research Chinese students' social networks and integration problems they encountered. This chapter will present the research findings into three parts in turn:

1. Social networks patterns of the respondents,

2. Main barriers of integration,

3. Lukewarm attitude of Thai community towards Chinese students

Based on the research plan, this study selects Chinese students in Chulalongkorn university and Dhurakij Pundit University as the study case.

Chulalongkorn university

Chulalongkorn university located in Bangkok's Siam Area, it is the oldest university in Thailand and is regarded as "the most prestigious university in the country". In the 2018 QS World University Rankings, Chulalongkorn University ranked 245th in the world, and ranked first among Thai universities on the list. In the QS World University Rankings, the international student ratio accounts for 5%, Therefore,

Chulalongkorn University has a high degree of diversity. It could be a good sample of students, integration in our research.

Dhurakij Pundit University

According to data, Dhurakij Pundit University has more than 2,000 Chinese students, and it is one of the universities with the most Chinese students in Thailand. In 2013, Dhurakij Pundit University established CHINA-ASEAN International College (CAIC) to enroll bachelor, master and doctoral students. All the courses are taught in Chinese and have the strongest lineup of Chinese teachers overseas. It could be a good sample of Chinese students, integration in research.

3.1 Demographical data of respondents

In terms of data collection, the interview method is the main collection method of this study. The author selected a total of 35 Chinese students from different majors and 6 university teachers or office staffs. This study designed different interview questions for students as well as teachers or staffs (see Appendix I). In addition, observation is another method of data collection in this study. The author selected 5 of the 35 students as observation subjects and observed their behavior and reactions by joining in social activities with them together. This will help to understand the social and cultural life of international students more clearly. Table 1 below provide a brief overview of the basic information of 35 Chinese students:

Table 1 Demographical data of respondents

	Age /Gender	Educational attainment	Major	Time study in Thailand	University
1	22/male	B.A	Psychology	10 months	CU
2	22/female	B.A	Engineering	9 months	CU
3	23/female	M.A	Economics	18 months	CU
4	25/male	M.A	Economics	17 months	CU
5	24/female	M.A	Economics	18 months	CU
6	24/male	M.A	Education	17 months	CU
7	22/female	B.A	Communication	9 months	CU
8	21/male	B.A	Communication	9 months	CU
9	23/female	B.A	Arts	11 months	CU
10	26/female	M.A	Public Health Science	14 months	CU
11	26/female	M.A	Business	11 months	CU
12	26/male	M.A	Business	11 months	CU
13	28/female	M.A	Business	18 months	CU
14	32/male	PHD	Education	2 years	CU
15	30/male	M.A	Law	6 months	CU
16	25/male	M.A	Political Science	10 months	CU
17	24/female	B.A	Education	11 months	CU
18	20/female	B.A	Digital media	6 months	DPU
19	19/female	B.A	Business administration	8 months	DPU

20	26/female	M.A	Economics	9 months	DPU
21	25/male	M.A	Economics	10 months	DPU
22	26/female	M.A	Economics	14 months	DPU
23	21/female	B.A	Tourism	10 months	DPU
24	19/female	B.A	Tourism	10 months	DPU
25	26/male	M.A	Education	14 months	DPU
26	18/male	M.A	Education	7 months	DPU
27	18/male	M.A	Education	7 months	DPU
28	26/female	M.A	Finance	14 months	DPU
29	26/female	M.A	Education	17 months	DPU
30	22/male	B.A	Art& Design	10 months	DPU
31	23/female	B.A	Art& Design	10 months	DPU
32	23/female	B.A	Business administration	11 months	DPU
33	27/male	M.A	Education	14 months	DPU
34	23/male	B.A	Education	11 months	DPU
35	35/female	PHD	Education	29 months	DPU

Source: Data collected from Thai universities

Figure 2 shows language ability of respondents. In this study, Because Thai and English are used most frequently in Thailand, good language ability means that the respondents have both language skills, fair means respondents have one language ability at least, and poor means that both language skills are bad.
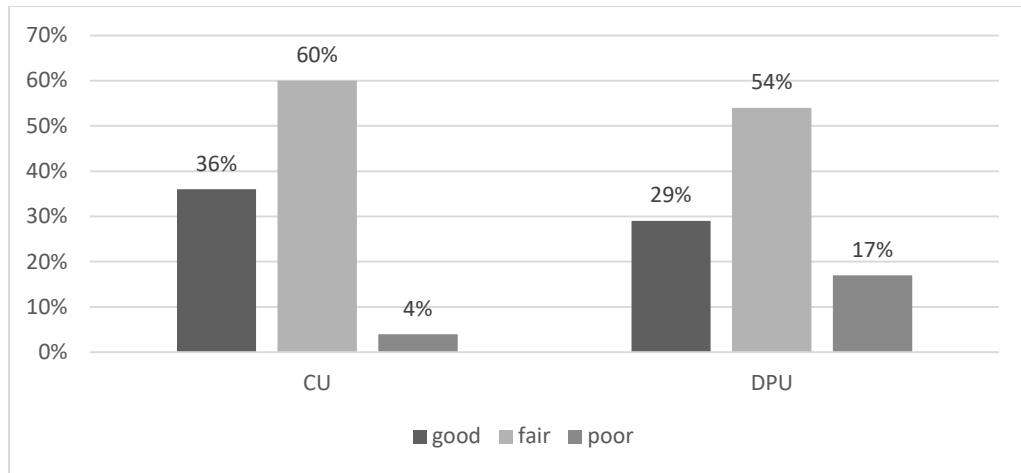
Figure 2 Language ability of respondents

Source: Data collected from Thai universities

3.2 Social networks patterns of respondents

□ mainly Chinese
□ half Chinese, half non-Chinese
■ mainly non-Chinese
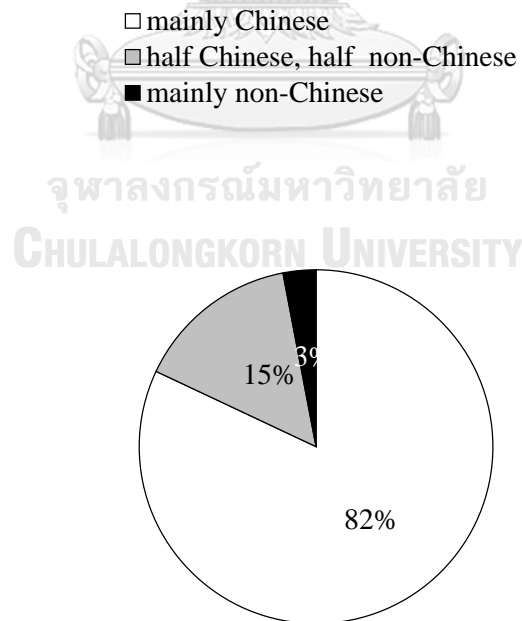
Figure 3 Social networks patterns of the respondents in DPU

□ mainly Chinese
▤ half Chinese, half non-Chinese
■ mainly non-Chinese
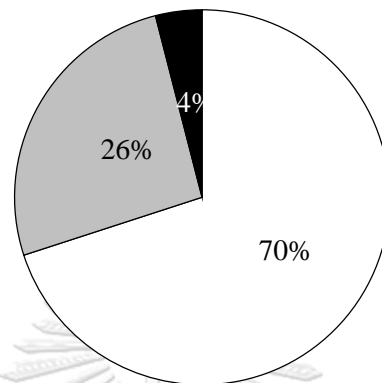
Figure 4 Social networks patterns of respondents in CU

Figure.3&4 shows the social networks patterns of the respondents. As can be seen, a range of patterns are represented, indicating that a variety of viewpoints and experiences are likely to be expressed.

From the chart, we can see that the patterns of Chinese students' interpersonal relationship in the two universities is basically Chinese, but there is a difference between these two groups. The proportion of Chinese students at Chulalongkorn University is 70%, and that of Chinese students in Dhurakij Pundit University is 82%. Compared with Dhurakij Pundit University, Chulalongkorn University is more international, has better diversity student group. Therefore, at Chulalongkorn University, Chinese students have more opportunities to enrich their social relationships and improve their language ability. In the interview, some students also said that "our school is one of the most famous universities in Thailand. There are many

students from different countries. Because we have lots of chance to communicate with

other people, our language ability could be improved".

In addition to the different language environment, figure 5&6 also show the

friendship patterns of different age groups and different education level.
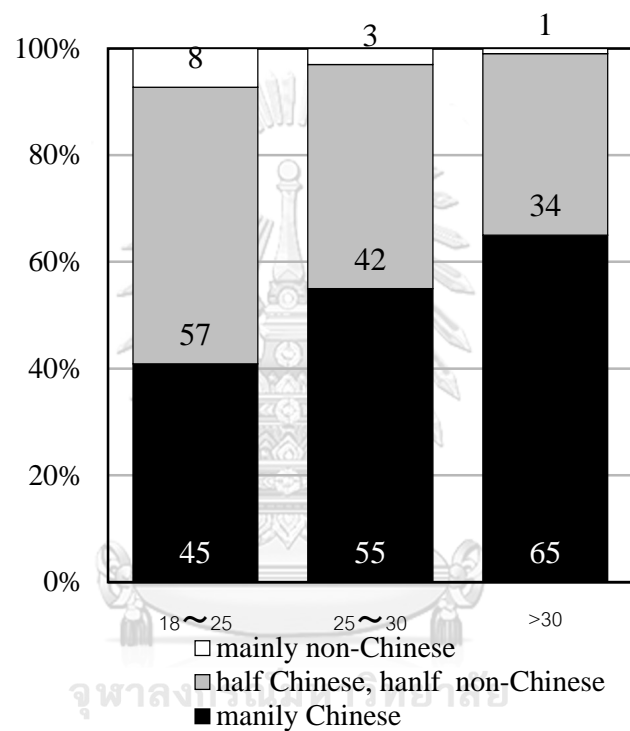
Figure 5 Friendship patterns of different age groups
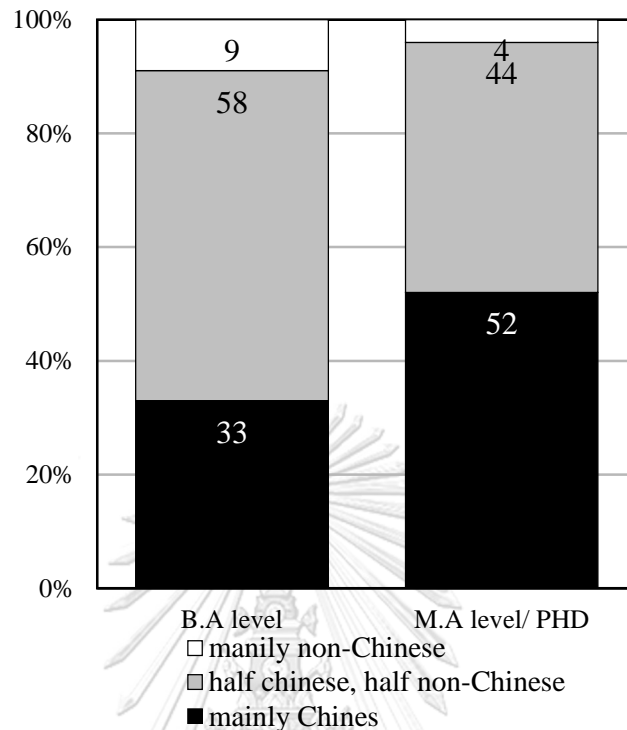
Figure 6 Friendship patterns of different education level

Firstly, we can see from the age group, as age group is higher, most students'

social networks are made up by Chinese. In the 18~25 years old students, 52% of them

have a multi-national friendship, compared with the other age groups, they show more

enthusiasm for building new relationships and are willing to pay more attention on it.

And for those over 30 years old, one of them has tried but failed, and some have reacted

that they are not interested in knowing new friends. They enjoy the relationships they

are already in and they are not willing to spend more energy to meet new friends.

Obviously, the increase in age will kill the enthusiasm of the respondents trying to

integrate into the new society, and the younger students will show a stronger

willingness to integrate into the new culture. Some of those interviewers said "To expand

our social network, we must first communicate with others, which means we need to use the same language. But compared to young people, we don't have the time and energy to master or improve our language level, which is the main reason why we cannot expand our social circle."

Figure 3.6 reflects friendship patterns of different education level. Undergraduate students have more diversity interpersonal relationships than masters and doctors. According to M.A and PHD. students in the sample, they care more about whether they can achieve academic achievements instead of integration. Success in academics can bring them more satisfaction. This view is also recognized among undergraduates. An undergraduate student said: "When I concentrate on learning and get a good grade at the end of the semester, I don't care if I can integrate into the new environment, because good grades have made me achieve teacher's and classmate's recognition."

3.2 Main barriers of social integration

Interviewed data showed that social integration barriers have yielded five major categories. These are shown in Table 2. The author reported these five main categories in turn.

Table 2 Main categories to social integration

Barriers	Frequency (n=40)
Language	36
Cultural distance	27
Host people	22
Individual factors	17
Environment(i.e campus location...)	4

Language

Language is the most important issue. Except four respondents, all respondents raised language issues.

The language is very important. We are all good at expressing our ideas in our native language... Maybe Chinese students can only talk to foreigners about simple things. (male)

However, they hold different views on the impact of language on integration. Some people think this is a decisive factor. Some people think that this is mainly a question of trust, while others think that language should not be used as an excuse.

It is difficult to make friends with foreigners... The first and most important is language. This is the key factor (CU, female).

If they can come to the university to study, they can express themselves. It has nothing to do with language fluency, but more about confidence. They don't

believe that they are good enough, no matter how good their Thai level is, but in fact their English level may be better than many people (CU, female).

Language is a tool, not a big problem... The main purpose of exchanging opinions... I often communicate with foreigners, but that doesn't mean I can speak Thai or my English is great. As long as you can express yourself, even if they are not good at English, they can understand you (DPU, female).

Cultural distance

Cultural distance is clearly another issue for respondents. Their comments related to two different sides, cultural differences with non-Chinese and sense of cultural affinity with Chinese students. Regarding the former, differences mentioned included different habits/preferences, different background knowledge, different conceptions of friendship and different ways of interacting and coping with unfamiliar taboos, as the following sample quotations illustrate:

I really don't like social activities. I can force myself to speak English or Thai and get to know foreign friends, but I don't want to join in their social activities, such as drinking or clubbing. It is a pity. This is a serious cultural conflict (DPU, female).

I really do not know what to talk with them. I only focus on things happening in China, but they talk about things happening in Thailand (CU, female).

Young Thai people are more like Westerner, they lay great emphasis on their privacy and opinions. They are very direct in expressing themselves. Meanwhile older Thai people are more traditional... Unfortunately, Chinese students are unable to integrate into two groups. Because they are less Westernized than young Thai people and they are less traditional than older Thai people (CU, female).

Whilst many believed that these differences contributed to their reluctance to build friendships with "foreigners", a few felt these factors were not a barrier but rather offered an opportunity to "learn about other people's thoughts".

In terms of cultural affinity, the issues mentioned include the emotional bond with the Chinese, mutual concern and problem solving, prevention of loneliness and the common view of the world. The following notes illustrate these points:

The emotional bond becomes stronger and important in this foreign land (CU, male).

Sometimes you are more willing to stay with Chinese (DPU, female). When your discussions proceed to in-depth issues like ideologies, the differences in the value of thinking would occur (CU, male). Chinese students are ethnic groups here. We stay together so that we can take care of each other...if you meet some trouble, others will care about you (DPU, male).

Chinese students do not want to be lonely here, so they need friends. That is

the prerequisite and the reason they stay with each other (CU, female).

However, A few of the students mentioned that spending too much time with

other Chinese people was not helpful for them to integrate.

Host people

Many respondents believe that it is important for local people to be interested

in establishing connections. They believe that the attitudes of local people are crucial. It

has been mentioned that although they have made friends with Thai people who has

"good characteristics", they "can't do anything if the other side is close-minded". Others

talked about the importance of foreigners' interest in China or Chinese culture.

Some respondents said that "Thai people are very polite, but they are not going to talk

to you... or make friends with you" (male, CU). On the other hand, someone have opposite

views,

Everyone is open to you if you want to integrate, Chinese students should take

the initiative. If you want to establish a new social network, you must rely on

yourselves (CU, female).

Individual factors

The respondents also mentioned that the individual factor is the reason for the lack of social integration. The personal motivation (or lack of motivation) of social integration was considered as a key issue. For example, a student comments as follows:

> Some students do not come here for the interaction; instead, they just want to study and get the diploma; So you have to notice that individual differences contributed to this (DPU, male).

Several respondents believe that Chinese students do not have to make friends with foreigners because they have their own groups and do not need to do so because "they can make friends on WeChat and the Internet and they can live without Thai friends".

Another frequently occurring theme is the importance of personal characteristics. Some people think that open-minded and extroverted people are usually better than introvert student.

> I am a shy person, I don't like face-to-face communication, so it is difficult for me to integrate into Thai society because of my individual characteristics (CU, female).

> I have many Thai friends. They often praise my personality, I think it is because of my open personality that they can accept me (DPU, male).

Meanwhile, the degree of willingness to overcome difficulties is also referred by some respondents.

I have tried to integrate in the past, but I failed, and I don't want to try it anymore (female, CU).

I am very satisfied with my life. If I want to integrate into their circle, I have to spend my energy and time, it will make me feel very tired (female, CU).

In addition to the two factors mentioned above, there are other factors. For example, some people feel the prejudice of Thai society towards Chinese people, so that they give up the idea about integration.

Opportunity to integrate

Finally, few respondents mentioned the impact of the environment. Issues mentioned included the influence of friends, the campus location, the (lack of) opportunity for internships or part-time jobs and the responsibility of the university/department to promote integration. See, for example, following sample comments:

There are a lot of Chinese students, and we rarely get in touch with Thai people (male, DPU).

Our school is similar to the Chinese community, and unlike the local Thai society, it is impossible for me to reach the real Thai society (DPU, female).

I want to try some internship as you can integrate better when you are in a company. But unfortunately, it is illegal for our international students to work in Thailand (female, CU).

3.3 Lukewarm attitude of Thai community towards Chinese students

Lots of respondents made open comments on Chinese students, they express their opinions on Chinese students' integration into Thai society and these were selected for analysis. They were collected into the six categories shown in Table 3.

Table 3 Thematic comments on Chinese students made by different Thai people groups

Comments	Frequency of comments made about Chinese students (n=16)
Making Chinese friends	4
Improve cultural exchanges opportunity	1
Large numbers of Chinese/too many	7
uncooperative/frivolous	10
Speak in Chinese	5
Participate little	3

Five people made positive or neutral comments, they think they can have Chinese friends. but rest of comments were critical. The most obvious is that Chinese students lack necessary language skills and lack communication with local society. As can be seen from the Table 3.8, the Chinese students were commented that have some problems in integrating into Thai society. The following comments illustrate this:

I can hear Chinese students speak Chinese everywhere in school, which makes me feel like a school in China. They seldom speak Thai or English to communicate with other classmates (Thai student).

Compared with the past, the number of Chinese students has grown tremendously in recent years, which broken the balance in some perspectives (University stuff).

More and more Chinese students are appearing in my class. In some subjects, there are more Chinese students than Thai students (professor).

Other respondents outside university have negative comments on Chinese students, saying that Chinese students do not want to integrate into Thai society, rarely interact with non-Chinese people, have poor language skills, and have no willing to communicate with other people. They speak too much Chinese together and did not try to improve their language ability. Some comments are very strong:

Chinese students always take group actions and rarely socialize with others (Thai student).

I don't mean to offend, but I want to say that the social etiquette of Chinese students may be different from us. In our opinion, they are not very polite (citizen).

Thailand is a smile country, but when you talk to Chinese students, they are always expressionless. It makes us feel not comfortable (citizen).

Compared with Chinese students, we welcome international students from other countries (Thai student).

At the same time, some leaders of Chinese student organizations also talked about lukewarm attitudes towards Chinese students. "Some Chinese students' incorrect behavior has had a negative impact. This is something that all Chinese students need to notice and correct, Chinese students' language skills and closed social networks are the two commonly mentioned issues. In our opinion, this is also the reason that affects the integration of Chinese students into Thai society".

Chapter 4

Language Proficiency and Social Network as significant factor of Chinese students' integration

In chapter three the author summarized the problems encountered by Chinese students in the process of integration. Through collating interview materials, language and communication were the most mentioned factors. This chapter will analyze the influence of these two factors in integration of Chinese students.

4.1 Academic integration

Academic integration. The sample of Chinese students selected for this study is actively working to adapt to new academic requirements and standards. In the end, they all achieved good academic results and academic integration results. Because of the differences in higher education system between China and Thailand, Chinese students have encountered many difficulties in the process of academic integration. These difficulties generally include different academic language standard and academic relationships with teachers.

However, the correct use of standard academic English and Thai is the biggest challenge for Chinese students. For these difficulties, Chinese students have their own learning strategies to adapt to British academic standards. The following is a

comprehensive analysis of the academic differences between the two countries and the difficulties encountered by Chinese students.

Differences between educational philosophy

Selby and Woods (1966) also found that the psychological problems of international students are closely related to academic achievement. After finishing the interviews, the author finds that the main purpose of most international students coming to Thailand is to obtain a degree, and the difficulties the students met in the study will bring more pressure to them. According to the Need-hierarchy theory, individuals will only have higher levels of need when they meet the basic needs. If the basic needs are not met, the individual will be dissatisfied or even under pressure. Some of the respondents have psychological problems due to academic pressure.

Most of he Chinese students interviewed expressed that it is very different on the teaching forms between China and Thailand. Some reasons contributed to such differences. First of all, the difference between the Chinese and Thai education systems has caused difficulties for Chinese students coming to Thailand to study. Chinese education emphasizes the connection between students and the classroom. The teacher hopes to let the students master more things in the classroom. However, the Thai classroom is not as strict as China. The teacher encouraged students to express their opinions, activate the atmosphere of the classroom, and make teaching more like exchange ideas. They hope to train students to learn and think by themselves and make

students keep a state of learning at any time. This difference makes Chinese students unable to keep up with other students. the flexible and seemingly relaxed "learning environment" in the Thai higher education system also poses challenges for Chinese students. In China, students often face the pressure of teachers and classmates to study hard. Each class has a monitor that distributes learning-related information to students to help them improve their education and daily life. However, higher education institutions in Thailand need more self-discipline. Students must guide their learning at their own pace and manage their learning independently. In order to achieve academic success in Thailand, students must have intrinsic motivation and strict discipline. Therefore, for Chinese students who lack discipline, integration in such a flexible education system can be a challenge. One of the interviewees said

> Some students believe that the educational environment in Thailand is very relaxed and flexible. They did not take a serious learning attitude towards the classroom and the teacher, they will spend more time on playing. But the teacher's lack of strictness does not mean that we can become lazy and not working hard. They just think that this is your own business, we need to motivate ourselves to study hard. Thai students who grow up in this environment know this. However, as a foreign student, I realized that it was too late (CU, male).

In some papers, some researchers mentioned the 'Pedagogical differences' between Chinese education systems and other countries education systems. Chinese

students are often evaluated by teachers for lack of critical thinking and the ability to think independently. Because Chinese pedagogy traditionally focusses on lectures, pushing the students' ability to memorize the material and repeat it in exams. When they study abroad, this is especially challenging for students who struggle to comprehend the learning material well enough to produce critical opinions based on it. In addition, the lack of "critical thinking" and questioning training has made it difficult for Chinese students to participate in class discussions. After years of teaching, they respect the views of authoritative sources. On the one hand, some students are accustomed to giving "correct answers" to teachers' questions, Second, their silence in the classroom may also be due to their personality characteristic, such as shyness and modesty. Third, some students are unable to communicate effectively in the classroom due to lack of sufficient language skills. Finally, some students think they need a better understanding of what they are teaching so that they can provide their opinions and feedback during class discussions. Furthermore, differences in 'intellectual background' and 'content of teaching' made it difficult for some Chinese students to understand the content of teaching when sufficient instructions were not given. Although these students are generally the same subjects they studied in early China, some of them still find it difficult to adapt to Thailand teaching due to differences in teaching content and methods.

Standard academic language problems

Compared to the differences in educational philosophy, language is more important to Chinese student. The students, language skills including Thai language and English language were inadequate in meeting the study demands of their universities. Most of Chinese students arrived Thailand without Thai language abiity. Even though they had studied English for many years and had passed an English language test before moving to Thailand, the students still required an adaptation period to become familiar with using English in their studies and daily lives. There are also some students who can not speak Thai and English. For them, it is even more difficult for them to integrate into the academics of Thailand. Many researchers agree that language ability plays a very important role in academic integration. Some teachers believe that the language ability of Chinese students affects their academic performance. "Their biggest problem is language ability. Many Chinese students are very intelligent students. If they read this master's degree in Chinese, they will no doubt get the master's degree easily" One teacher said that. Remburth and Tani (2009) found that language problems are a common problem among international students in their research. As Chinese students who need to use both English and Thai, they will encounter many questions about language. These issues affect their academic performance.

However, there are also some Chinese students who come to Thailand to attend Thai classes to learn Thai language. Improving the level of Thai and English will help them deal with these difficulties. As one interviewees said, improved language skills

and a better understanding of class content brought about more confidence when speaking in class.

> When I improved my language skills, I found that I was more confident, dared to participate in the interaction of teachers and classmates in the classroom, raised my questions, and the teacher encouraged me to actively respond to the teaching (CU, female).

Improving language skills is very helpful for Chinese students in academic integration.

Relationship between teachers and students

"Good teacher-student relationships can help students better adapt to new academic standards."(Spencer- Oatey, H & Xiong , Z, 2006) In all the student interviews, the students reflected that, compared with the relationship with Chinese teachers, they enjoyed the relationship with Thai teachers more, making them feel equal and relaxed. Thai teachers respect the views of students and rarely blame classmates. Under the influence of Confucianism, the relationship between Chinese teachers and classmates is established in a hierarchical relationship. Regardless of whether students are willing or not, they take the teacher's instructions as an obligation. However, although the teacher-student relationship is more equal than in China, it is difficult for students to establish a good relationship with the teacher outside the classroom. In some case, language could also be obstacle to relationship.

In China, it's easy to express some problems in Chinese, but it's difficult for teachers to understand some problems in Thailand. It's tiring to describe my problems in English and Thai, so I prefer to ask my friends to solve the problem (DPU, female).

Students think the help they receive from the teacher is extremely limited. If they encounter difficulties, they are more inclined to solve it by themselves or ask other Chinese students for help. The conclusion of the interview is same with the conclusion of the teacher's interview. Teachers think that Chinese students rarely actively ask academic questions, and do not ask for help in time even if they encounter difficulties. For a long time, it has not helped the students' academic integration.

In short, for academic integration, Chinese international students have been working hard to adapt to the new academic standards. On the one hand, they strive to improve their English ability and learn Thai language, on the other hand, Chinese students try to expand relationships with teachers and other classmates to overcome differences in education culture between Chinese and Thai.

4.2 Social integration

According to Bochner's "Friendship patterns of overseas students: a functional model", international students are roughly in three networks: (1) a relationship network with compatriots: (2) a relationship network with host members; (3) a relationship

network with a multicultural. Different networks of relationships provide different functions. Function of compatriot relationship network is to affirm and express the cultural source; Function of host members' relationship network is to promote the achievement of academic and professional goals; and function of multicultural relationship network is to gain entertainment.

Obviously, many Chinese students want cross-cultural communication and companionship while studying abroad. However, it is not easy to establish a network of friendships with locals or international students, from previous interview data, Chinese students in two universities are mainly consisted with other Chinese group, especially if the language skills of the students are not fluent. According to previous study (Lin ,2014), Chinese students often feel lonely and lack social support when studying in Thailand. In a sense, loneliness is a situation that must be experienced for international students, but if they can't overcome loneliness, it may be difficult to integrate into the new environment. The data shows that if a student has a partner, the relationship reduces the chance of loneliness reported by international students in Thai universities. When students feel strong cohesiveness in the Chinese student population in the university, the united ethnic relationship has greatly reduced their loneliness. The network of compatriots is the most basic relationship network. Help from compatriots can help international students reduce stress and anxiety in cross-cultural adaptation. Hcndrickson (2011) pointed out that help from compatriots can make "newcomers" quickly familiar with the new cultural environment.

Compared with Thai people, I prefer to communicate and be friends with Chinese people here. This can help me reduce loneliness. Most Thai people are very friendly to me and I am very willing to communicate with them. But communicating with Chinese makes me feel more relaxed and easier to express my thoughts because our language and culture are the same (CU, male).

Maundeni (2001) pointed out that international students often need to seek emotional help among their compatriots. In the interaction with compatriots, international students have greatly improved their self-esteem and gained recognition of cultural identity. The interviewees mentioned how Chinese students often support each other in academic work, such as planning timetables, discussing assignments, sharing research experiences, and writing papers. Chinese students have also established organizations to help each other with their academic and social life. In the past, Chinese students established student organizations at Thai universities to help each other's academic and social life. Many interviewees have participated in the Chinese Students and Scholars Association. Nowadays, with the popularity of mobile phones and the popularity of various chat software, the communication of Chinese students has become more convenient. Students will set up discussion groups through the network. Once students have problems, they will get other students's help in a short time. During the Chinese festival, the discussion group will also hold events to strengthen the links between Chinese students.

On the contrary, for some Chinese students, it seems relatively easy to establish a "national social network". Studies have shown that national social networks provide students with the information they need to live in their home country and provide the necessary social and psychological support. Some interviewees who have foreign friends say that they feel that these local friends are very concerned about them, and these friends are willing to help them. This is very helpful for their integration into the local community. They had noticed that engaging with only the Chinese community could be problematic for integration as it slows down the development of local language skills and reduces interaction with the local society and local culture

Many Chinese students come here and only live in the Chinese community, it is comfortable for them to stay in comfort zone. But in fact, it makes them unable to connect with the local community, and the language skills can not be improved, so it is meaningless to their social integration (DPU, female).

In terms of multinational social networks, some students emphasized the importance of independence and initiative to socialize outside the Chinese student community. The study also showed that some students may have difficulty in balancing between their local Chinese community social network and international networks. On the one hand, students cannot completely exclude themselves from the local Chinese community. On the other hand, if they do not actively interact with host countries and international students, then they only have the opportunity to connect with the local Chinese community. Some interviewees mentioned that they meet some problems on

their social and academic integration in their communication with local Chinese communities.

> Some of my former friends, who came to Thailand with various purposes, but no one is for the purpose of learning. They never listened carefully in the class, and they spent their time in shopping centers and bars. They didn't care about grades. Finally, I decided to stop contacting them because it was not good to me (DPU, male).

According to respondents, socializing with international students and local communities is clearly beneficial to them. These students have improved their English and Thai skills and they have acquired knowledge about different cultures by participating in the international community. But the data also shows that having local Thai friends itself did not have a homogenous effect on all students; rather, it only worked to reduce the loneliness for those Chinese students who were interested in the host society and people.

Some Chinese student respondents reported difficulties in establishing a "social network with Thais". Several factors can be seen to cause this difficulty. First, almost all of the respondents indicated that they rarely have the opportunity to participate in Thai society, which makes it difficult for Chinese students to connect with locals. Secondly, although many of the respondents mentioned the common phenomenon of "Chinese people united together"; some interviewees said that Thais also have closed circles, and it is difficult for outsiders to join these circles. At the same time, another important factor is the limited ability of Chinese students to speak Thai.

Although most respondents agree that Thai language skills are essential for their integration into Thai society, most people are not fluent in Thai.

When I want to communicate with Thai people, I will consider my language skills first. Several times our communication failed because of my lack of language ability (CU, female).

All these conditions can reflect the importance of language skills in social integration.

4.3 Cultural integration

According to interviews and observations in this article, cultural integration is the most difficult and challenging for Chinese students. Most international students are generally dissatisfied with their cultural integration. The process of cultural integration is linked to cultural differences, the communication with the new cultural environment, and the knowledge of the new cultural environment (Ward, C, Okura, 1998). In addition, language and communication skills also play a very important role in the exchange between international students and the new culture. After sorting out the collected data, several key factors affecting the integration of international students in cultural integration will be analyzed in the following.

Social language ability

As mentioned earlier, "language skills", especially the "local language skills", are essential for the successful integration of Chinese students into the local community. However, most Chinese students in Thailand are studying English-speaking courses, so they do not need to learn Thai. Although most colleges offer Thai language courses, the Chinese students interviewed show that they lack the determination and perseverance to learn Thai. "If we choose Thai language courses, it will mean that we must spend more time to graduate than English courses students." . Of all the interviewees, only a few are fluent in Thai, while others have limited abilities. Many interviewees mentioned the difficulty of allocating time and effort between studying and learning a new language. They also pointed out that most Thai students speak fluent English, especially in the higher education system, while Thailand has a large Chinese population, and these ethnic Chinese in Thai society can also speak simple Chinese. Therefore, international students studying in Thailand can fully manage their daily lives without learning Thai language.

> I don't think Thai and English are necessary for me to live here. Our university provides Chinese students with Chinese-speaking courses, arranges Chinese students and other Thai students to take separate classes, and separates Chinese students' living areas. There are lots of Chinese restaurants and Chinese stores in our living area, which really provide great convenience for our lives. But in fact, this makes us feel that there is no difference between Chinese universities

and universities. There are very few opportunities to get to know Thai culture

(CU, male).

In this study, students with better language skills tend to be more willing to

communicate with other groups.

Different social life

One interviewee said that she realized that the importance of learning Thai is

not only about communication, but also about "learning about Thai culture". Chinese

students mention several aspects of life that are influenced by Thai culture and its

values. Because some Chinese students feel uncomfortable communicating with the

outside world, some students have given up on social and cultural activities. As a result,

they have become more connected with the Chinese community. However, excessive

retention of national identity can make students lack the subjective motivation to

integrate into local cultural practices. For Chinese students, this is a vicious circle. The

frequency and quality of cultural exchanges with local society are the main factors that

affect the integration of international students. If Chinese students encounter difficulties

in social life and avoid contact with the wider social life, they will lose the opportunity

to connect with the outside world, which will negatively affect their cultural integration.

It is necessary for international students to learn the skills of communication and

survival in society. Although Chinese international students will feel some cultural

differences and shocks. But these shocks can make Chinese students familiar with Thai culture.

4.4 Psychological integration

The interview data showed that although students encountered different pressures and setbacks during the integration process, basically everyone had a satisfactory psychological integration result. According to Ward's cultural adaptation process model, psychological integration is affected by social support networks and life-changing factors. Social integration is a significant factor in predicting psychological adaptation. The change of life's quality is also the most direct factor that affects the psychological status of international students.

In social integration, the author mentioned social support networks. Maintaining a good social support network is beneficial to physical and mental health and alleviating the pressure on life. The lack of a good social support network will cause negative effects. The staff of the University International Student Service Center also believe that Chinese students rarely ask the school for psychological problems compared to other international student groups. They believe that the cause of this phenomenon may be due to the language barriers of Chinese students or "silence culture" in China. However, the staff emphasized that if Chinese students did not reflect

their psychological problems in time, universities would not be able to help Chinese students solve their problems.

In fact, for Chinese international students, finding other Chinese people on psychological issues is understandable, because they have the same language and life and culture experience. But Hendrickson (2011) pointed out: Chinese students rely too much on their compatriots and neglect their interaction with foreigners, which will greatly affect the integration of social life." Many studies have found that the more contacts and exchanges with foreigners, the stronger the cultural fusion ability of foreign students (Zhou, Y, 2008).

In short, as far as psychological integration is concerned, all Chinese students studying abroad are basically psychologically integrated into the new environment. Strengthening communication with local communities can help them build a new social support network and improving language skills can also help them integrate socially and academically. On the whole, with the increase of the time spent studying abroad, their psychological pressure and difficulties are decreasing.

4.5 Language and Social Network as the tools to integration

Judging from the above-mentioned academic, social and cultural integration, there are two reasons for the Chinese students's problems coming in these two aspects: Language ability and Social networks.

Language ability

Language barriers run through the student's integration process. Language ability can be divided into social language and academic language ability.

According to daily observations, the social language ability of Chinese students, especially listening and speaking, has greatly affected the normal communication with the external cultural environment. Their social language skills are lower than academic language skills. Social language skills are a major issue for the integration of Chinese students. Previous research pointed out language is a "complex giant system that contains four subsystems of vocabulary, grammar, speech, and semantics." Language is a very complex system, and it is not easy to learn and use language proficiently. Although Chinese students have already met the host country's requirements for language before they travel to Thailand, meeting the language requirements does not mean that they are able to use the daily language to exchange in the host country's environment. As one of the important symbols and carriers of culture, it is necessary to understand the relevant cultural knowledge of the host country while mastering the language. Lewthwaite (1996) believes that "language ability refers to the ability of students to do self-recognition, expression and understanding." According to the interview results of the interview participants, they all think that social language ability is the main factors affecting the exchange of Chinese students and local culture. Due to poor language skills, some Chinese students even deliberately reduce communication with foreigners.

Compared with social language, the academic language of Chinese students is relatively good. However, they still encountered a lot of language pressure in the course. Although they received IELTS scores of 6.5 or passed the language exams, this does not prove that they are proficient in academic language skills. Many scholars agree that language ability plays a very important role in academic integration. Some of the teachers who participated in the interview believed that the language ability of Chinese students affected their academic performance. These issues affect their academic performance.

Social networks

This research mentions that Chinese students mainly rely on the help of Chinese compatriots in psychological and emotional ways. However, this study also found that Chinese students are often in close contact with other Chinese in their daily lives. In this way, they unconsciously formed a Chinese community circle. Most of their amateur cultural life is carried out in this Chinese community. All student respondents in this case study mention that most of them live in the Chinese community. Although they also have friends from local or other countries, the relationship between them is not very frequent and close. Interviews from teachers and administrative staff also reflect that Chinese students are more willing to stay with the Chinese community, and they rarely participate in activities of other groups. For international students, finding help for fellow citizens on psychological issues can be understood because they have the same language and life culture experience. However, Hendrickson (2011) pointed

out that Chinese students rely too much on their compatriots and neglect to interact with foreigners. This will greatly affect the integration of social life. It has been found in many studies: the more contacts and exchanges with foreigners, international students will get better integration.

Chapter 5

Conclusion

According to the analysis of this study, Chinese students in Thailand have encountered many problems during their studies. According to previous findings and the problems found in this study, the authors classify the factors that mainly affect social integration into two categories: language ability and Social networks.

5.1 Summary of Social integration

5.1.1 Language ability

Language proficiency has been emphasized in the social integration model. Some of the literature and the interview data in this study clearly show the importance of language for the social integration of international students. If international students have good language skills and have been improving their language communication skills, they will experience positive life and a better cultural integration in new society. In this study, students' social integration and academic integration are closely linked to language skills. Because of the language barriers of some international students, they seldom take the initiative to communicate with the outside world, which creates a gap with the outside world. Over time, they will feel depressed and alienated. Although the language ability of international students has been improving, they still find it difficult

to deal with everything. Compared with academic language, students' language communication ability in society is relatively lacking. Especially in Thailand, students often need to master at least two languages to cope.

5.1.2 Social networks

Hsu (1993) found that: "The previous integration study found that we can speculate on the degree of cross-cultural integration from the interpersonal social networks of the individual studying abroad". According to the research in this study, Chinese students spend most of their time living in the Chinese community. They rely on other Chinese students to resolve their psychological difficulties and learning pressures. Although international students have friends from local or other countries, their relationship is often not deep. However, the help from compatriots will help the students who have just arrived in a different country to study to adapt to the new environment psychologically and in life in the early stage of cultural adaptation, but excessive help from the compatriots will hinder the later cross-cultural integration of the residents. The teachers and administrative staff interviewed in this article emphasize that Chinese students rarely contact outside communities and other student groups. If Chinese students are less involved in the wider community, they have little opportunity to learn about Thai culture and knowledge, which plays a negative role in their social integration. Numerous studies have shown that the more exchanges between international students and local culture and people, the sooner they learn the necessary skills and skills needed for social communication. However, for the sample of

international students studied in this paper, less than half of the students actively participated in the multicultural communication. The student's social networks is basically composed of Chinese people, and rarely establish multi-country social networks.

In the social integration model, cultural differences are also the main factors that mainly affect the integration process. In terms of social culture and academic culture, there is a big difference between China and Thailand. According to the theory of social identity, international students will not easily give up their original cultural beliefs and values to cater to the new cultural environment. Therefore, Chinese students need more time and energy to adapt to these cultural differences than other difficulties. This study believes that it is difficult for Chinese students to adapt to all new cultural environments during their short study abroad. There are also some international students who think that if they give them more time to study and live in Thailand, they will try to adapt to different cultures. In short, the cultural differences most people mention are just one of the factors that influence establish social networks, as you integrate into the new environment, the impact of cultural differences will gradually diminish.

5.1.3 Others

In addition to the two factors mentioned above, some students mentioned some individual cases.

The willingness to study in Thailand

The motivation to study abroad plays a key role in the outcome of social integration. If students are motivated to study abroad only by obtaining a Chinese and Thai certification degree to find a better job in China, they are more likely to pay attention to academic success. In comparison, they do not pay much attention to social integration. Their main time is devoted to academic life to achieve better academic results. However, if students' motivation to study abroad is not just to obtain a diploma, but to learn about the new culture and the new environment at the same time, they will take the initiative to participate in social activities. At the beginning of studying abroad, one respondent only came to the Thailand to experience new culture. He showed more positive attitudes towards social and cultural life experiences during his study. Students who are working in Thailand after graduation, also showed a tendency to actively participate in social activities and communicate with local people during their spare time. Undoubtedly, the opportunities for students to study abroad change with the progress of studying abroad. After realizing the importance and benefits of communication with different cultures, there are also some students began to change their minds. They think they should grab this rare opportunity to communicate with the outside world, not only for obtaining a diploma. However, as long as the main goal of international students is only to achieve academic success, they cannot be well integrated into the local society.

Cultural difference

In previous research, the cultural unconscious mind was considered as: "The underlying influence of culture on people's assumptions. It is unconscious, but it is the highest level of cultural influence. It determines people's perceptions, thought processes, emotions, and behaviors. Most of the consciousness is the enduring and stubborn existence of the individual in the process of socialization. In the contact between the foreign students and other people, because the cultural subconscious has precipitated in the thinking and behavior of the students for many years, it will be unconsciously represented. Through the research of this study, it is found that the cultural stereotypes and strong ethnocentrism of some Chinese students have greatly influenced their attitudes and perceptions of social integration.

When foreign students come to communicate with other students from different countries, their preconceived cultural stereotypes have a great influence on the exchanges between the two sides. The stubborn impression that international students towards other students or countries is likely to have a negative effect on communication. In addition, Chinese students have shown strong ethnocentrism, it is beneficial to enhance the national dignity and identity of the students in some perspective. But if it is over some border, this kind of emotion becomes a national conceit. Since ancient times, China has claimed to be the "central country", and its splendid culture of more than 5,000 years has been particularly eye-catching in the history of human national development. These have given Chinese students a natural sense of superiority. Chinese students are exposed superior feelings when they come into contact with students from

ancient times who surrendered to the Chinese nation. The strong sense of national superiority also causes Chinese students to explain the behavior of foreigners from their own perspective. For example, foreigners like to embrace hugs as a form of greetings, but Chinese students are often unable to accept such forms of greetings. This has made many negative effects on the exchange of Chinese students and the study of new social communication skills.

5.2 Relationships between various types of integration

According to the analysis of this study, the author has simplified and developed Ward's cross-cultural model. The relationship between language ability, social networks with host cultures, and cultural differences is that the better the language ability, the more cultural exchanges, the less affected by cultural differences.

As for the relationship between various types of integration, the final study of this study found that social integration is largely influenced by academic integration. These two points were almost verified by interviewed international students. They all think that their social and cultural activities are greatly influenced by their academic achievements. Because they need to adapt to different educational systems, they are busy with classroom lectures, papers and exams every day. Because students spend a lot of time in learning and neglect social and cultural activities, the price of better academic integration is the lack of social integration. At the same time, their cultural integration and status will fluctuate with the quality of their studies. It is interesting to note that the relationship between cultural integration and social integration is not very

close. This is largely due to the fact that international students put a lot of attention on the level of academic success. If they can overcome the difficulties in learning and achieve good results, they are psychologically well adapted to the new environment.

Finally, although the sample of Chinese students selected in this paper has different levels of cross-cultural integration, they agree that the study abroad time is a valuable asset in their lives. They have improved their independence, embraced fresh perspectives and culture, and expanded their horizons.

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Appendix I

Interview Outline

1. Please tell me some basic personal information, such as age, previous education experience, study abroad time, etc.

2. Why did you choose to study abroad? What factors prompted you to make this decision?

4. Did you prepare some information on the humanities and academic aspects of Thailand before studying abroad?

5. Are there any discrepancies between your previous expectations and the actual environment? If yes, please give some examples.

6. Can you describe your daily learning process?

7. Can you describe your pleasant experience or unpleasant things?

8. Have you experienced some psychological stress in your life? Such as anxiety, depression, etc.

9. Do you often participate in social activities? If so, what are those activities? How do you participate in social activities? If not, please tell me why.

11. How do you get information about Thailand culture and daily behavior standards? For example, imitation, communication with locals or the media.

13. Do you think that daily academic activities will affect your participation in social activities?

15. Can you talk about the differences between higher education in China and Thailand in your eyes?

16. What difficulties do you encounter in your daily study?

17. What will you do after encountering difficulties? Will you seek help from the school?

18. How do you evaluate the services provided by the school?

20. How do you evaluate your social integration into Thai society?

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VITA

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