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**PhD Research Proposal**

**Cultural Adaptation and Cross-Cultural Learning Strategies in  
Teaching Chinese as a Second Language: A Case Study of an  
International School in Guangdong Province, China**

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### 1.1 Introduction

In an era of rapid globalization, an increasing number of international students are choosing to study Chinese in China. However, cultural differences present significant challenges to their adaptation and learning processes. As Dai and Hardy (2023) argue, cross-cultural learning strategies play a vital role in language acquisition. Despite this, there is limited research on their specific application in the context of teaching Chinese as a second language (TCSL). This study aims to investigate how such strategies influence learning outcomes and to propose effective pedagogical practices for improving Chinese language instruction. This chapter outlines the study's background, problem statement, objectives, research questions and hypotheses, significance, scope, limitations, and key operational definitions to establish a foundation for subsequent analysis.

### 1.2 Background of the Study

With increasing global interaction, the demand for learning Chinese as a second language (CSL) has surged. Many international students choose to study in China, yet cultural differences often hinder their academic success and social integration (Wu, 2021; Zhang, 2019). Cross-cultural learning strategies have been shown to promote positive learning outcomes by helping learners navigate cultural barriers (Chen & Sun, 2018; Liu, 2019). However, as Dai and Hardy (2023) argue, there remains a lack of focused research on the implementation of these strategies within the context of Teaching Chinese as a Second Language (TCSL). Deardorff's (2006) intercultural competence model and Berry's (1997) acculturation theory also emphasize the importance of psychological adaptation in cross-cultural educational settings. Thus, by examining how these strategies function in international schools in China, this study aims to address existing gaps and provide both theoretical insight and practical pedagogical guidance for Chinese language instruction.

### 1.3 Statement of Problem

Despite the growing global interest in Chinese language education, international students often experience substantial cultural adaptation difficulties that negatively affect their academic performance and intercultural communication skills (Gao & Zhang, 2022; Wu, 2021). While research has acknowledged the value of cross-cultural strategies in supporting language learners (Chen & Sun, 2018; Liu, 2020), empirical studies specifically examining their application in TCSL contexts remain limited. According to Huang (2020), much of the current literature either focuses on Western language learning or lacks empirical rigor in examining Chinese-specific learning environments. This research, therefore, seeks to explore the influence of cross-cultural learning strategies on language acquisition outcomes and identify effective instructional practices that enhance both language proficiency and cultural adaptability. The study also responds to calls for more culturally inclusive frameworks in language pedagogy (Zhang, 2019; Wang, 2021).

### 1.4 Purpose of the Study

This study aims to explore the impact of cross-cultural learning strategies on the effectiveness of Chinese language acquisition among international students. Specifically, it seeks to analyze how learners from various cultural backgrounds adapt during the CSL process, identify key factors influencing their learning outcomes, and offer pedagogical strategies for enhancing teaching effectiveness and cultural adaptability.

### 1.5 Objectives of the Study

The specific objectives of this study are to:

1. Identify the main cultural adaptation challenges faced by international students learning Chinese as a second language.
2. Examine the impact of cross-cultural learning strategies on students' language acquisition outcomes.
3. Evaluate the differences in strategy use among students from different cultural

backgrounds.

4. Propose actionable teaching strategies to enhance the effectiveness of Chinese language instruction.

## 1.6 Research Questions

The study addresses the following research questions:

1. What are the major cultural adaptation challenges in teaching Chinese as a second language?
2. How do cross-cultural learning strategies influence the effectiveness of Chinese language acquisition?
3. How do learners from different cultural backgrounds differ in their use and effectiveness of these strategies?
4. How can teaching strategies be optimized to improve learning outcomes and cultural adaptability in TCSL contexts?

## 1.7 Research Hypotheses

This study is guided by the following hypotheses:

1. The implementation of cross-cultural learning strategies significantly improves international students' Chinese language learning outcomes.
2. There are significant differences in the effectiveness of cross-cultural learning strategies among students from diverse cultural backgrounds.

## 1.8 Significance of the Study

Theoretically, this research contributes to the limited body of literature on the application of cross-cultural learning strategies in Chinese language education, enriching existing frameworks in language acquisition and intercultural pedagogy. Practically, it offers educators evidence-based strategies to improve language instruction and support international students' cultural adaptation, thereby promoting the goals of international education and intercultural exchange.

### 1.9 Scope of the Study

This study focuses on international students enrolled in an international school in Guangdong Province, China. The research spans a four-month period and investigates how cross-cultural learning strategies affect students' Chinese language performance and cultural adaptability through empirical methods.

### 1.10 Limitations of the Study

The study has several limitations. The sample size is relatively small, and the research duration is limited. Cultural bias may also influence data interpretation. Moreover, as the study is restricted to international schools in China, findings may not be generalizable to different educational contexts or regions. These limitations highlight the need for further large-scale and cross-regional research.

### 1.11 Operational Definitions

#### a. Cross-Cultural Learning Strategies:

Techniques and approaches used by students to adapt and learn effectively in culturally diverse environments.

#### b. Chinese Language Learning Effectiveness:

The degree to which students improve in language proficiency and cultural adaptability through CSL education.

#### c. Cultural Adaptability:

The ability to adjust one's behaviors, values, and communication styles to navigate new cultural environments successfully.

#### d. Teaching Chinese as a Second Language (TCSL):

Instructional practices aimed at teaching Chinese to non-native speakers, particularly in international or foreign contexts.

#### e. International Schools in Guangdong Province:

Educational institutions that follow foreign curricula and primarily serve expatriate populations, with limited integration of Chinese language and culture in their programs.

### **1.12 Summary**

This chapter introduced the study's context, rationale, objectives, significance, and scope, while clarifying the research problem and hypotheses. By investigating the role of cross-cultural learning strategies in TCSL, the study aims to contribute meaningful insights to both academic theory and classroom practice. The following chapter will review relevant literature on cross-cultural education, second language acquisition, and the effectiveness of learning strategies in multilingual settings.

## Chapter 2: Literature Review

### 2.1 Introduction

This chapter reviews existing research on cross-cultural learning strategies and cultural adaptation in the context of teaching Chinese as a second language (TCSL). It begins with a discussion of relevant theories and models, followed by an analysis of key concepts and constructs. The chapter then summarizes major findings from previous studies and concludes by presenting the theoretical and conceptual frameworks underpinning the current research. The goal is to establish a strong theoretical foundation and highlight the study's academic contribution.

### 2.2 Related Theories and Models

The foundation of this study lies in the theoretical frameworks of cross-cultural learning strategies and cultural adaptation. Berry's (1997) model of acculturation conceptualizes cultural adaptation as a multidimensional process involving cultural acceptance, conflict, and transformation. It emphasizes the psychological and behavioral adjustments individuals make when interacting with different cultural environments (Berry, 1997; Zhang, 2019).

Complementing this, Deardorff's (2006) model of intercultural competence outlines a developmental sequence progressing from attitude (e.g., openness and respect), to knowledge and skills (e.g., cultural self-awareness and empathy), leading to both internal outcomes (adaptability, flexibility) and external outcomes (appropriate and effective behavior in intercultural contexts). These theoretical perspectives provide a robust foundation for analyzing how international students engage with Chinese language learning in culturally diverse environments (Deardorff, 2006; Huang, 2020; Gao & Zhang, 2022).

### 2.3 Key Constructs and Concepts



This study centers on three key constructs: cross-cultural learning strategies, cultural adaptation, and Chinese language learning effectiveness.

Cross-cultural learning strategies refer to the cognitive, metacognitive, and social methods learners adopt to navigate and succeed in multicultural educational settings. These strategies often include collaborative learning, cultural comparison, and reflective adaptation, all of which contribute to enhanced language learning (Chen & Sun, 2018; Liu, S., 2019).

Cultural adaptation, as defined by Berry (1997), involves the psychological and behavioral shifts <sup>53</sup> that enable individuals to function effectively in new cultural environments. It is considered a central component of intercultural communication competence and is particularly relevant in second language acquisition (Zhang, 2019; Wu, 2021).

Chinese language learning effectiveness is operationalized in this study as measurable improvement in students' linguistic proficiency and cultural adaptability throughout their participation in TCSL programs (Xu, 2018; Gao & Zhang, 2022).

## <sup>72</sup> 2.4 Review of Previous Studies

### 2.4.1 Cross-Cultural Learning Strategies and Language Learning

Numerous studies have underscored the significant role of cross-cultural learning strategies in enhancing second language acquisition. For instance, Liu (2020) found that students employing intercultural strategies—such as language socialization, culture-based reflection, and adaptive communication—achieved notably higher proficiency in Chinese than peers lacking such strategies. Similar findings were reported by Liu, S. (2019), who emphasized the strategic link between intercultural sensitivity and long-term language retention.

However, existing literature remains disproportionately focused on Western languages

such as English or French, with limited attention to the dynamics of strategy use in the context of learning Chinese as a second language (Huang, 2020). This study aims to address that gap by exploring the unique demands and affordances of Chinese language learning within multicultural classroom settings.

#### 2.4.2 Cultural Adaptation and Learning Outcomes

Cultural adaptation has been widely acknowledged as a critical mediator of language learning success. As Chinese language programs expand globally, international students face both linguistic and sociocultural challenges that require nuanced adaptation strategies. Wu (2021) demonstrated a strong correlation between cultural adaptation and language learning outcomes among university-level Chinese learners.

However, research by Wang (2021) and Gao & Zhang (2022) points out that existing studies often lack diversity in participant age, nationality, and educational background. Most samples are limited to higher education contexts, thus omitting younger learners or those enrolled in K-12 or private language institutions. This study responds to that limitation by examining a more diverse sample in international school settings, thereby contributing to a broader understanding of cultural adaptation across different learner profiles.

### 2.5 Frameworks of the Study

This study draws on both Berry's cultural adaptation model and Deardorff's intercultural competence model to establish its theoretical framework. These models collectively offer a robust explanation of how students from different cultural backgrounds experience and manage the process of learning Chinese. Furthermore, a conceptual framework is proposed to illustrate the interrelationship between cross-cultural learning strategies, cultural adaptation, and language learning outcomes.

#### 2.5.1 Theoretical Framework

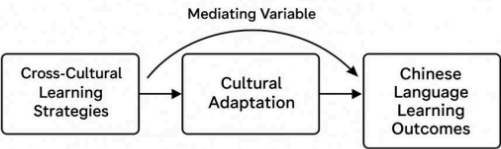
Berry’s model provides insights into the psychological stages of adaptation, including initial cultural conflict and eventual integration. Deardorff’s model offers a process-oriented view of developing intercultural competence, emphasizing not only knowledge and skills but also attitudes such as openness and respect. These theories support the study’s hypothesis that effective learning strategies enhance adaptation, which in turn supports academic success.

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### 2.5.2 Conceptual Framework

The conceptual framework in Figure 1 positions cross-cultural learning strategies as independent variables and Chinese language learning outcomes as dependent variables. Cultural adaptation serves as a mediating variable, facilitating the relationship between strategy use and learning effectiveness. This framework aligns with prior research and enables a structured analysis of how pedagogical interventions influence learner outcomes in multilingual, multicultural contexts.

Figure 1: Conceptual Framework



### 2.6 Summary

This chapter reviewed major theoretical perspectives and key constructs related to cross-cultural learning strategies and cultural adaptation in TCSL. While prior studies offer valuable insights, most are limited in scope—focusing predominantly on English language learning and specific learner groups. The current study aims to bridge these

gaps by applying established theories to a new context and learner population. The next chapter will outline the study's methodological approach, including its design, data collection procedures, and analysis strategies.

## Chapter 3: Methodology

### 3.1 Introduction

This chapter outlines the methodology used to examine the impact of cross-cultural learning strategies on Chinese language learning outcomes. It covers the research design, study location, participants, sampling procedures, data collection instruments, data analysis methods, and ethical considerations. The research methods were selected to ensure the reliability, validity, and scientific rigor of the study. The research design follows recommendations by Creswell (2013) and Fraenkel et al. (2019) to ensure methodological rigor and alignment with research objectives.

### 3.2 Research Design

A mixed-methods approach was adopted, integrating both quantitative and qualitative methods to provide a comprehensive understanding of the research problem (Teddlie & Yu, 2007; Creswell, 2013). The quantitative component, grounded in positivism, involved structured questionnaire surveys to gather large-scale data. The qualitative component, rooted in interpretivism, consisted of semi-structured interviews and classroom observations to explore in-depth the application and effectiveness of cross-cultural learning strategies in context (Miles, Huberman, & Saldaña, 2014).

### 3.3 Location of the Study

The study was conducted at the International Department of a top-tier public school in Shenzhen, part of the Guangdong–Hong Kong–Macao Greater Bay Area. Shenzhen's strategic location as a major economic and international hub allows it to integrate diverse educational resources, international curricula, and multicultural teaching models. These conditions make it an ideal setting for exploring cross-cultural learning in Chinese language education. The selected school maintains an internationally diverse student body, employs a culturally competent teaching team, and promotes global perspectives—factors essential for this study.

### 3.4 Population and Sample

The target population includes students from Chinese international schools and language training institutions. The final sample consists of 200 students from diverse cultural backgrounds. The selection was based on participants' experience with cultural adaptation challenges during their Chinese language learning.

#### 3.4.1 Sample Size Determination

The sample size was determined using G\*Power software, based on Cohen's (1992) guidelines for statistical power analysis. With an expected effect size of 0.5, statistical power of 0.80, and significance level of 0.05, a sample of 200 participants was deemed adequate to achieve robust and generalizable results.

#### 3.4.2 Sampling Method

A combination of stratified random sampling and purposive sampling was employed.

- a. Stratified random sampling: Participants were first stratified by cultural background and age group. A random sample was then drawn from each stratum to ensure diversity and representativeness.
- b. Purposive sampling: Selected students and teachers from within the main sample participated in unstructured interviews. This approach allowed for rich, contextualized insights into individual adaptation experiences and instructional practices.

### 3.5 Instruments of the Study

The study employed questionnaires, interviews, and classroom observations as the main data collection tools (Dillman, Smyth, & Christian, 2014; Miles et al., 2014). Questionnaires were based on established instruments, including those developed by Liu (2020) and adapted for the cross-cultural learning context described by Chen and Sun (2018). Three primary instruments were used:

- a. Questionnaires assessing cross-cultural learning strategies and cultural

adaptation.

- b. Semi-structured interviews exploring students' lived experiences and coping mechanisms.
- c. Classroom observation protocols documenting behaviors and interactions related to language learning and cultural engagement.

All instruments are detailed in the appendix.

### 3.5.1 Validity and Reliability of Instruments

To ensure measurement accuracy, the questionnaire's content validity was reviewed by experts and pilot-tested with students. Reliability was verified using Cronbach's Alpha, with all subscales exceeding the 0.70 threshold recommended by Nunnally and Bernstein (1994). The validation approach was consistent with standard psychometric practices (Xu, 2018; Liu, 2019).

### 3.5.2 Pilot Study

A pilot study involving 20 students was conducted to refine the questionnaire and interview guide. Based on the findings, ambiguous items were revised to enhance clarity and ensure alignment with the study's objectives.

## 3.6 Data Collection Techniques

Data were collected in three phases:

- a. Questionnaire survey (October–December 2024): Conducted online.
- b. Interviews (January 2025): Conducted after the survey, each lasting approximately 30 minutes.
- c. Classroom observations: Conducted weekly throughout the semester; one class was randomly selected each week for observation.

## 3.7 Intervention Plan

The study introduced cross-cultural learning strategies into selected classes over a two-month intervention period. Strategies included cultural exchange activities, group

discussions, and project-based learning tasks. Students' progress in cultural adaptation and language proficiency was assessed before and after the intervention to evaluate its effectiveness.

### **3.8 Controlling of Threats to Internal Validity**

To minimize threats to internal validity:

- a. Random assignment was used to create experimental and control groups.
- b. The experimental group received the intervention, while the control group continued with traditional instruction.
- c. A double-blind approach was employed during data collection and analysis to reduce researcher bias.

### **3.9 Procedure of the Study**

The research was carried out in four stages:

- a. Preparation (July–August 2024): Instrument design and pilot testing.
- b. Data collection (September–October 2024): Questionnaires, interviews, and observations.
- c. Data analysis (November–December 2024): Quantitative and qualitative analysis.
- d. Reporting (January–March 2025): Writing of the final report and dissertation.

### **3.10 Ethical Concerns**

The study strictly followed ethical guidelines for educational research. All participants signed informed consent forms outlining the research objectives, procedures, and any potential risks. Confidentiality was ensured throughout data collection, analysis, and storage, and participants' identities were anonymized to protect their privacy.

### **3.11 Data Analysis**

Quantitative data were analyzed using SPSS software, employing descriptive statistics, correlation analysis, and regression analysis. Qualitative data were analyzed using NVivo software through thematic analysis, which involved coding interview and



observation transcripts to identify patterns and key themes.

### 3.12 Summary

This chapter detailed the methodology adopted to investigate the role of cross-cultural learning strategies in Chinese language education. The use of mixed methods enabled a comprehensive examination of both generalizable trends and context-specific insights. The following chapter will present and analyze the findings generated through these methods.

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## Appendices

### 1. Questionnaire

#### 国际学校中文学习适应性调查问卷

尊敬的同学：

您好！我们正在进行一项关于国际学校学生中文学习适应性的调查，旨在了解大家在学习过程中的感受、遇到的挑战及建议，以便我们更好地改进教学方法和支持体系。您的意见对我们非常重要，请您花几分钟时间认真填写以下问卷。本问卷采用匿名形式，您的回答将仅用于研究目的。

#### 基本信息

1. 您所在的年级：\_\_\_\_ 年级
2. 您学习中文的年限：\_\_\_\_ 年
3. 您的性别是\_\_\_\_
4. 您来自哪个国家？\_\_\_\_\_
5. 您的母语是\_\_\_\_\_
6. 您目前的中文水平自评（如：初学者、基础、流利、高级）：\_\_\_\_\_

#### 学习环境与资源

7. 您对学校的中文学习环境（如：课堂氛围、学习资源）满意吗？
  - A. 非常满意
  - B. 满意
  - C. 一般
  - D. 不满意
  - E. 非常不满意
8. 您认为学校提供的中文学习资源（如：教材、在线课程、图书馆资料）是否充足？
  - A. 非常充足
  - B. 充足
  - C. 一般
  - D. 不足

E. 非常不足

#### 教学方法与活动

9. 您对当前中文课堂的教学方法（如：讲解、互动、实践等）满意吗？

A. 非常满意

B. 满意

C. 一般

D. 不满意

非常不满意

10. 您希望增加哪些类型的中文学习活动？（可多选）

A. 文化体验活动（如：节日庆祝、手工艺制作）

B. 口语交流机会（如：语言交换伙伴、演讲比赛）

C. 阅读与写作训练

D. 多媒体学习材料（如：视频、音频课程）

E. 其他（请具体说明）\_\_\_\_\_

#### 学习挑战与需求

11. 您在学习中文过程中遇到的主要挑战是什么？（可多选）

A. 发音与听力

B. 词汇记忆

C. 语法理解

D. 阅读理解

E. 写作表达

F. 学习动力不足

G. 课后辅导不足

H. 其他（请具体说明）\_\_\_\_\_

12. 您希望学校或老师如何帮助您克服这些挑战？（开放性问题）

#### 个人感受与建议

A. 您对中文学习的兴趣如何？

B. 非常感兴趣

C. 感兴趣

D. 一般

- E. 不太感兴趣
- F. 完全不感兴趣

13. 您对提升国际学校中文学习体验有什么建议或想法?

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#### 结束语

感谢您抽出宝贵时间完成此问卷! 您的反馈是我们进步的重要动力。我们将认真考虑每一条建议, 努力为大家创造更好的中文学习环境。

请根据实际情况调整问卷内容, 确保问题清晰、不引起歧义, 并鼓励学生表达真实想法。

## 2. Semi-Structured Interview Outline

### 国际学校学习中文情况适应性半结构化访谈大纲

#### 引言

自我介绍并简要说明访谈目的：了解您在国际学校学习中文的经历、感受及适应性情况，以便我们更好地支持您的学习。强调访谈的匿名性和保密性，确保学生的回答不会被用于非研究目的。询问学生是否对访谈有任何疑问，并邀请他们随时提出。

#### 基本信息

1. 能否告诉我您目前的年级和学习中文的年限？
2. 您如何评价自己目前的中文水平？（如：初学者、基础、流利、高级）
3. 您对学校的中文学习环境满意吗？为什么？
4. 您觉得学校提供的中文学习资源（如教材、在线课程、图书馆资料等）是否满足您的学习需求？有哪些资源您认为特别有用或希望增加的？
5. 足您的

#### 教学方法与活动

6. 您对目前的中文课堂教学方法有什么看法？哪些方法您觉得特别有效或需要改进？
7. 您参与过哪些中文学习活动（如文化体验、口语交流、阅读写作训练等）？这些活动对您的学习有何帮助？
8. 您希望未来能有哪些新的中文学习活动或项目？

#### 学习挑战与应对策略

9. 在学习中文的过程中，您遇到过哪些主要的挑战？您是如何克服这些挑战的？
10. 有没有某个特定的中文学习难点（如发音、词汇、语法等）让您感到特别困扰？您希望得到什么样的帮助或支持？

#### 个人感受与期望

11. 您对中文学习的兴趣如何？是什么激发了您学习中文的热情？
12. 您认为在国际学校学习中文有哪些独特的优势或挑战？
13. 对于未来的中文学习，您有什么期望或目标？您希望学校或老师能为您提供哪些支持或资源？

#### 结束语

感谢您花时间分享您的中文学习经历和看法。您的反馈对我们非常重要，将帮助我们更好地

了解学生的学习需求并改进教学。<sup>76</sup>如果您在访谈后有任何补充或想要分享的内容，<sup>18</sup>欢迎随时<sup>65</sup>联系我们。



### 3. Classroom Observation Record Form

#### 国际学校学习中文情况适应性课堂观察记录表

##### 课程基本信息

1. 日期: \_\_\_\_\_
2. 年级/班级: \_\_\_\_\_
3. 授课教师: \_\_\_\_\_
4. 课程内容/主题: \_\_\_\_\_

##### 教学环境与资源

1. 教室布置是否有利于中文学习? (如: 中文标语、文化装饰等)

描述: \_\_\_\_\_

2. 多媒体教学资源 (如 PPT、视频、音频等) 的使用情况

有效性: \_\_\_\_\_

学生反应: \_\_\_\_\_

3. 学习材料的多样性 (教材、补充读物、网络资源等)

评估: \_\_\_\_\_

##### 学生参与与互动

1. 学生整体参与度 (积极、一般、低)

描述: \_\_\_\_\_

2. 小组讨论/合作学习的实施情况

效果: \_\_\_\_\_

存在的问题: \_\_\_\_\_

3. 学生提问与回答情况

主动性: \_\_\_\_\_

问题质量: \_\_\_\_\_

4. 师生互动模式 (教师主导、学生主导、平衡)

描述: \_\_\_\_\_

5. 语言技能发展

听力理解 (通过课堂指令、对话、听力材料等)

学生表现: \_\_\_\_\_

6. 口语表达（回答问题、讨论、角色扮演等）

流利度：\_\_\_\_\_

准确性：\_\_\_\_\_

7. 阅读理解（课文、补充材料等）

理解能力：\_\_\_\_\_

阅读速度：\_\_\_\_\_

8. 写作练习（笔记、作文、小测验等）

内容质量：\_\_\_\_\_

书写规范：\_\_\_\_\_

学生适应性

1. 学生对新内容的接受程度

迅速掌握：\_\_\_\_\_

需要额外帮助：\_\_\_\_\_

2. 学生在面对挑战时的反应（如难题、发音障碍等）

应对策略：\_\_\_\_\_

求助行为：\_\_\_\_\_

3. 跨文化交流能力的体现（如：尊重文化差异、理解中文思维等）

观察点：\_\_\_\_\_

教师教学策略

1. 教学方法的多样性（讲解、示范、游戏、项目等）

实施效果：\_\_\_\_\_

2. 差异化教学策略（针对不同水平学生的教学调整）

体现程度：\_\_\_\_\_

3. 反馈与评估方式（即时反馈、同伴评价、自我反思等）

有效性：\_\_\_\_\_

总结与建议

1. 总体评价：\_\_\_\_\_

2. 亮点与成功之处：\_\_\_\_\_

3. 需要改进的地方：\_\_\_\_\_

4. 对未来教学的建议：\_\_\_\_\_

32

请根据实际情况填写上述记录表，并在观察过程中保持客观和细致，以便为教学改进提供有价值的参考。

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