

## Academic Summaries

Guo, S., & Chase, M. (2011). Internationalisation of higher education: integrating international students into Canadian academic environment. *Teaching In Higher Education*, 16(3), 305-318. doi:10.1080/13562517.2010.546524

The article “Internationalization of higher education: integrating international students into Canadian academic environment”, written by Guo and Chase, illustrated the methods that students use to integrate foreign environment comprehensively. Firstly, the university should hold some internationalizing courses, in which international students who have different culture background have the chance to practice their English, share learning strategies, and exchange their ideas and opinion. Secondly, it is also important for universities to consider and deal with the problem that international students will have, such as homesick, alienation, self-basement, and lack of the sense of belong, by organizing some activities. Thirdly, they claim that the curriculum should be internationalization so that the knowledge international students get does not have to reflect culture of this country and could be utilized in corporations in any country. The authors conclude that cross-culture communication not only helps international students to adapt the foreign society easily, but also borders their horizon and enriches their knowledge, which becomes valuable experience for students to think about their future life

The reason I choose this article is because it not only illustrates the problems international students will face when they come to a new country, but also introduce some methods or University’s activities to help them to overcome the problem. The skill students will learn from

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the help support my perspective that studying in North America and Europe improve student's adaptability.

Liang-Hsuan, C. (2007). Choosing Canadian graduate schools from afar: East Asian students' perspectives. *Higher Education*, 54(5), 759-780. doi:10.1007/s10734-006-9022-8

The article "Choosing Canadian graduate schools from afar: East Asian students' perspective", written by Liang-Hsuan Chen, indicates the reasons that led to the increased number of international students in Canada. At the beginning, the author introduces recent perspective in most Asian parents' mind that studying aboard allows their children to receive advanced-education and be more independent. In addition, it uses the synthesis model to make the parents' decision-making process more concise, which analyses the difference between studying at the local and foreign university. Furthermore, the article mentions the relationship between students' characteristics and the country or school that they choose. It lists many factors that may influence the students' decisions, such as weather, living express, and health environment, etc. Finally, there are some external conditions students have to consider. For instance, it is easier for students to get study visa in Canada than in the United States. To sum up, since more and more parents want their children to receive a better education and have deeper experience, the number of international students in Canada is increasing.

The information given by this article shows that advance knowledge can help students to improve themselves. It gives students advanced ideas to do something's or plan for their future,

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which achieves their self-interest. It is one of the most important benefit international students will receive.

Kuo, B. C., & Gingrich, L. (2005). Correlates of Self-Construals among Asian and Caucasian Undergraduates in Canada. *Guidance & Counseling, 20*(2), 78-88.

The article "Correlations of Self-Construals among Asian and Caucasian Undergraduates in Canada", written by Kuo, Ben Chung-Hosing and Gingrich, Laurie, illustrates how the gender, socioeconomic status, and English efficiency affect the interdependent and independent relationship between Asian and local students. They argue that, people who spent time as a student for example in Canada are more independent. In addition, since Asian Canadians and Asian international students experience a process of integration into local society, they are more interdependent than Caucasians. As authors think, such factors as acculturation, stress, and coping habits also contribute to increased interdependence. What's more, they state that Canadians are more independent than Asian international students, and Asian international students are more interdependent. It may be caused by different teaching theories and mode. Western countries prefer to focus on personal interest and ability, while Eastern countries emphasizes on team spirit. The authors conclude that independence and interdependence caused by studying abroad enriches people's lives and allows them to improve themselves.

The information provided by this article support my idea that studying in North America and Europe improve students' sociability. Although people who come from different country has

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different level of independent and interdependent ability, communication is an effective way for international students and local people to know each other and improve on their weakness.

Walker, G. J., & Wang, X. (2008). A Cross-Cultural Comparison of Canadian and Mainland Chinese University Students' Leisure Motivations. *Leisure Sciences*, 30(3), 179-197.  
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In the article, “A Cross-Cultural Comparison of Canadian and Mainland Chinese University Students’ Leisure Motivations”, Gordon J. Walker and Xiye Wang break down motivation into four parts in order to clearly explain the difference in leisure motivation between the Canadians and Chinese. First of all, they use self-determination theory to find the relationship between culture and motivation. The way people are educated may affect the motivation when they do some activities in their leisure time. Canadian students are limited by rules, while Chinese people are restricted by their own thoughts. For instance, Taiwanese have higher introjected motivation; Americans emphasize identified motivation; Chinese are focused on intrinsic motivation. However, since more and more students become internationalized by watching foreign countries’ movies, TV series and magazines, they have a chance to know other people’s perspectives so that their motivation will change. For example, people who immigrate to Canada share the same rate of identified motivation in leisure with local Canadians. The author concludes, although people who come from different countries have different ways to express their emotions, they do have the same motivations to do something in their leisure time.

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The article explains the difference concept between Asian people and North American people. It helps me to illustrate how hard for international students to integrate into a new country, and the rich experience student will gain when they start to understand local culture and mix two cultures together.