International students' participation in Chinese cultural activities and their Chinese proficiency

Hsiaowen Huang
Chang Jung Christian University, Taiwan

Yongsheng Chang

Abstract

The study investigates the status of international students' participation in local Chinese cultural activities and the relationship between their Chinese proficiency and level of participation in Chinese cultural activities. The results found that, among five categories of Chinese cultural activities, the activities in which international students participated, from the highest level of participation to the lowest were as follows: "Others," "Intellectual activities," "On-line," "Exhibitions," and "Performances." In general, international students' participation in Chinese cultural activities varies with their Chinese proficiency. However, this study found that there was no significant relationship between international students' participation in the dimension of "Other" Chinese cultural activities and their Chinese proficiency, in other words, international students' Chinese proficiency will not interfere with their participation in such activities. It could be inferred that there is no need to possess prior knowledge or ability to participate in such activities. Moreover, this study found that a key factor affecting international students' participation in "On-line" Chinese cultural activities is their "Chinese literacy". International students' "Chinese listening ability" and "Chinese composing ability" are the two key factors affecting their participation in three dimensions of Chinese cultural activities, namely, "Intellectual activities," "Exhibitions," and "Performances." And then, international students' cultural impression of Taiwan, as well as the memories of their study, can be enriched by experiencing Chinese cultural activities.

Keyword: Chinese cultural activities, Chinese proficiency, international student, Chinese cultural curriculum, Taiwan

Introduction

Research motives, purposes, and contributions

As mentioned in the report "A Study on the Economic Benefits and Scale of Industries for the Recruitment of International Students" (2007) completed by the Taiwan Institute of Economic Research, there are three aspects, interaction between international students and teachers, interaction between international students and Taiwanese classmates, and the learning environment of school were rated medium to high. However, the level of satisfaction with external life and cultural environment was relatively lower. In recent years, the Taiwanese government has spared no efforts to aggressively plan and promote cultural activities. The Council of Cultural Affairs has recruited relevant units to discuss the development of policies for cultural visits (Council of Cultural Affairs, 1997) in order to preserve cultural and intellectual assets in Taiwan, discover local cultural potential, promote the development of cultural and creative industries and tourist industries, enrich national life, and promote social harmony through the promotion of cultural activities. The development of cultural and creative industries undoubtedly enables individuals to absorb the cultural essence of Chinese culture, which can also be used in the Sino-sphere (including Japan, Korea, Singapore, Malaysia, Vietnam, etc.) to form a larger cultural creative and cultural market. Wu (2007) indicated that, by providing foreigners with adequate quality of life and environment, Taiwan can more easily attract foreigners to stay, study, or work for long durations to further promote economic growth and increase Taiwan's international competitiveness.

A convenient living environment and a high-quality cultural environment are key factors to increase international students' willingness to study in Taiwan. In terms of assisting international students in living in Taiwan, English versions of "Guide to Living in Taiwan" are currently available and the facilities of foreign language support in Taiwan are increased, including English versions of rental contracts, medical services, maps, road signs, etc., which all facilitate international students' study and living in Taiwan. Moreover, it is important to provide international students with local Chinese cultural activities. For example, the festive activities held in Tainan City aggressively introduce the culture and customs of Taiwan to international students, which enables them to further experience the beauty of Chinese culture, and is one of the research motivations as well. Furthermore, in addition to encouraging international students to spend more time experiencing Chinese culture and life, the establishment of cultural learning in Chinese teaching provides them with diversified cultural courses and introduces them to Chinese learning. Feng et al. (2004) indicated that the major characteristic of short-term Chinese learning courses in Taiwan are the integration of language with culture and tourism, which not only meets learners' needs for Chinese courses, but also their interest in experiencing Chinese cultural and local historic activities. In the past two decades, theorists have demonstrated different forms of self constructed across cultures referred to as "modes of being" that are fostered, encouraged, and maintained by a variety of cultural practices and lay theories (Kitayama & Duffy, 2004). Therefore, in addition to improving the quality of higher education in Taiwan, it also introduces Chinese cultural activities and courses into Chinese learning, which is an important start for the internationalization of higher education in Taiwan, and is another one of the research motivations. Mestenhauser and Ellingboe (1998) mentioned that the imperative to integrate the intercultural perspective into all university courses and programs. In other words, to internationalize the curriculum requires sufficient intercultural sophistication on the part of faculty. Universities and colleges in Taiwan should find ways creating both opportunities for professional development and incentives that would motivate the faculty to internationalize their courses and instructional methods.

The subjects in this study were international students of different cultural backgrounds, who were investigated in order to understand their differences in participation in Chinese cultural activities, as well as their preferences and needs. In addition, the relationship between international students' Chinese proficiency and their participation in Chinese cultural activities was further analyzed. Therefore, the purposes of this study were: 1) to understand the actual status of international students' participation in Chinese cultural activities; and 2) to analyze the differences in international students' participation in Chinese cultural activities due to the differences in Chinese proficiency. Moreover, as there are few

studies focused on "international students," "Chinese cultural activities," "introduction to Chinese cultural courses into Chinese learning," or "Chinese cultural creativity and industrial development," the research results of this study can be provided as reference to studies on relevant issues. In addition, this study further probes into "international students' preferences and needs for Chinese cultural activities during their studies in Taiwan," "Chinese teachers' teaching strategies for Chinese culture-related courses," "international students' language awareness and development of cultural learning strategies," and "establishment of introduction of cultural courses into Chinese learning environment" and takes governmental units' budget into consideration to propose specific suggestions, enabling international students to learn Chinese and cultivate cross-cultural competence more efficiently in order to further experience Taiwan and the beauty of Chinese culture.

Definitions

1. Chinese cultural activities

The Council of Cultural Affairs (1985) defined Chinese cultural activities as an entire process of spiritual and intellectual activities from which literature, art, morality, rule of law, science, technology, etc. are derived. Participants of activities can further understand the traditional conditions and cultural background of the Chinese people by their actual participation in activities.

2. Chinese proficiency

In this study, Chinese proficiency refers to the comprehensive abilities composed of the Chinese phonetic system usage ability, Chinese listening ability, Chinese speaking ability, Chinese literacy, Chinese character writing ability, Chinese language reading ability and Chinese composition ability.

3. International students

In this study, international students refer to students of other nationalities who are formally studying at colleges or universities in Taiwan.

Literature Review

Chinese cultural activities and categories

Chinese culture refers to the culture jointly created by various ethnic groups in Chinese regions. With the migration of the Chinese, Chinese culture has taken root and developed at various locations around the world, constructing a global Chinese cultural network. Chinese cultural activities are the aggregation of Chinese spiritual activities, including academic culture, religious culture, educational culture, artistic culture, folk culture, and the participation and appreciation of activities such as literature, calligraphy, seal cutting, drama, music, sculpture, architecture, dancing, food and drink, clothing, sacrificing, weddings, funerals, festivals, etc. (Lai et al., 2009). Chinese culture includes traditional, modern, and ethnical differences, as well as the legacy of history. Chinese cultural activities refer to behaviors mainly derived from Chinese culture. The emotional connection and interactions of these activities enable cultural activities to be integrated with the daily life of the Chinese in order to further develop unique Chinese culture characteristics and spaces throughout fundamental areas of life. Every culture is characterized by its own primitiveness, space, and inclusiveness; many activities are developed from it, which includes the behaviors exhibited in daily life. Therefore, cultural activities can be divided according to three different characteristics, space, function, and time (Su & Su, 2004). Chu (2004) indicated that among the behaviors developed from culture activities, subjective awareness is affected by preference and habits to develop predetermined motivations and purposes. However, objective awareness is mutually affected by social stratum, and self-reflection and adjustment are developed as local residents accumulate experiences and knowledge.

Chu (2004) divided cultural activities into “intellectual activities”, “exhibitions”, “performances”, and “others”. Chang (2007) divided cultural activities into “exhibitions”, “intellectual activities”, and “others”. To summarize the above, this study divided Chinese cultural activities into: 1) Intellectual activities: Webster dictionary defines “knowledge” as the familiarity with a fact, a perception, and an understanding, which have to be obtained via individual perceptions and learning. Therefore, any experience and skill that can all be transformed into individual competence or intelligence is an “intellectual activity.” 2) Exhibitions: exhibitions refer to visual art creation-based activities with a specific exhibition period. In this study, any static exhibition of creative artistic creation with a specific exhibition period is viewed as an exhibition. 3) Performances: performances mainly refer to dynamic performances. 4) On-line activities: refer to the Chinese culture activities-related websites, including news, communities, and on-line courses, and any Chinese-related information accessible online is classified into this category. 5) Others: any activities other than the activities mentioned above.

Relationships among language proficiency, language learning and cultural activities

Shen (1999) and Liu et al. (2000) suggested that language and culture significantly affect each other. From the perspective of “culture determining language,” there are three major characteristics between them: 1) language and culture depend on each other for existence, and every culture is bound to have its corresponding language; 2) language is used to record culture and is the major vector and symbol of culture; 3) the richness of language activates the development of culture, as well as the growth of language. Therefore, culture plays an important role in the use of language. In addition, because the use of language is affected by customs, different languages will be used according to the differences in objects, environment, and topics during interpersonal interactions among people, namely, the so-called “register; stylistics.” With the reciprocal effect between language and culture, in order to achieve greater mutual communication, to precisely use register has become the key to language learning. Since the 1980s, language teaching accentuated that language learning should include the learning of social and cultural backgrounds of a language, while cultural cognitive learning places emphasis on language situations, namely, context. Therefore, during Chinese teaching, it is important to pay attention to the reflection of social and culture contexts and the accuracy level of actual conversations (Ting, 1999). In other words, Bennett (1993) described that becoming inter-culturally competent is a function of increasing sophistication in responding to cultural difference and the construction of reality as increasing capable of accommodating cultural difference that constitutes development. He also posited that as individuals mature in how they experience and construct difference, learners move from ethnocentrism, assuming that the world-view of their own culture is central to reality, perceiving different cultures as variable and viable construction of reality.

Cognitive develop mentalists such as Lev Vygotsky, who took a socio-cultural approach, also analyzed the relationship between language and culture. For Vygotsky, “the overlapping parts, thought and speech coincide to produce verbal thought” (Wink & Putney, 2002, p. 42). That is to say, words become meaningful as soon as they are a representation of the speakers’ world, of the speakers’ reality. Vygotsky also viewed language as a tool and as a psychological function; in the process of learning a second language, students are expected to create a new reality of their experience with the second language and the new social context. Therefore, in every social interaction speakers create a shared social world. Cultural competence could possibly assist in understanding this shared social world (Vygotsky, 1978). According to Kumaravadivelu (2008), culture involves rights and responsibilities, and it “offers human a rationale for their behavior, a prism through which to see it, a measurement by which to evaluate it. It is therefore at this point that language becomes an essential component of culture, as it becomes the vehicle to transmit the ideological system. According to Benjamin Whorf, culture and language are linked as a result of the impact that language has on shaping our conceptualization of the world. Interpretations of the world are done through the union of language with the culture where it is spoken. In their theory, Whorf and Sapir maintained that “culture shaped the consciousness, or worldview, of the speaker, and the consciousness was revealed in language” (Subbiondo, 2005, p.151).

Language teaching and cultural teaching should complement each other. Under the

premise of language teaching, the purpose of cultural teaching is to increase learners' understanding of a target language and to reduce cross-cultural conflicts through language. Chen (2007) mentioned that, because language and culture are closely related, during the learning of a target language, it is necessary to understand its culture as well. With the integration of cultural courses and language courses, learners' understanding and application of a target language can be gradually increased. Kuo (2007) indicated that there is a chain reaction among learners' progress in a language, cultural identity, and spontaneous learning motivation. Cultural researcher Hofstede (1997) had mentioned that every person carries within him or herself patterns of thinking, feeling, and potential acting which were learned throughout his /her lifetime, and his work has provided the framework for hundreds of studies of differences in cultural orientations. In addition to encouraging international students to spend more time experiencing cultural activities, the establishment of cultural learning in language teaching is also an important way through providing them with diversified cultural courses. Education programs that include this cross-cultural element are successful because they include knowledge about culture that provides insight into the learned behaviors of groups. "It helps one to gain awareness of what makes a people unique–their customs, their traditions, their values and beliefs, attitudes and concepts, hierarchies and roles, time and space relations, and verbal and non verbal communication processes" (Harris & Moran, 1987, p. 20). As a consequence, cultural awareness is essential to successful teaching of all students. Similarly, a study by Wright (2000) revealed a clear consensus on the importance of teaching the culture of the second language that the students are learning as a way to improve their attitude and achievement toward the second language. Wright researched the use of constructivist theories about culture to improve motivation and attitudes toward the second language. The results of Wright's research showed that when students are given the chance to consider their own personal ideas about their culture and to compare them with the second language culture, there are more positive responses toward the second language culture.

Research Method

Research scope and subjects

This study treated the international students learning Mandarin Chinese in the three universities of Tainan metropolitan, with Chinese language centers as subjects. International students of the three universities totaled to 459 (Department of Statistics, Ministry of Education, 2009). First, a total of 285 questionnaires were distributed, and next 215 were returned. Finally, there were 204 valid questionnaires, for a return rate of 72% in this study.

Research instruments and data analysis

1. The Scale of Chinese Cultural Activities

This study adopted a questionnaire survey, with analysis based on SPSS. Analytical approaches included descriptive statistics (mean, frequency distribution and standard deviation), and inferential statistics refer to t-test and one-way ANOVA. The questionnaire used in this quantitative study included two parts.

Part one was the "Scale of Chinese Cultural Activities," with questions drawn up based on the Scale on Cultural Activity, as designed by Chu (2004), after proper amendments were made to strengthen the characteristics of Chinese cultural activities. The scale included five dimensions, which enabled the actual status of international students' participation in Chinese cultural activities to be analyzed. The five dimensions were "Intellectual activities," "Exhibitions," "Performances," "Others," and "On-line" Chinese cultural activities. A Likert 5-point scale, with option selections of "always," "frequently," "sometimes," "seldom," and "never," were used to assess the frequencies and distribution of international students' participation in Chinese cultural activities of Taiwan. The higher point score, the higher the frequencies and distribution of international students' participation in Chinese cultural activities is. The five dimensions and the contents of items are indicated in Table 1 (Appendix). The Cronbach's α coefficient of "Scale of Chinese Cultural Activities" was 0.940, while that of the thirty-two questions n the range 0.834 to 0.935. Therefore, the internal consistency of

"Scale of Chinese Cultural Activities" was high, suggesting that the reliability was high. Moreover, in order to test the adequacy and representativeness of the contents and questions in the scale, it is necessary to perform content validity analysis. Kaiser-Meyer Olkin measure of sampling adequacy (KMO) is used to determine adequacy and representativeness. In general, the value of KMO is between 0 and 1. When the value of KMO is greater than 0.5, the content validity is high, and thus, the scale is representative. The KMO value of Scale of Chinese Cultural Activities was 0.870, while that of the 32 questions was in the range of 0.790 and 0.876. Therefore, the content validity of Scale of Chinese Cultural Activities was high, suggesting that the scale was representative.

2. The Scare of Chinese Proficiency Self-Assessed

Part two of the questionnaire was the "Chinese Proficiency Self-Assessed Scale," were developed based on the Test of Chinese as a Foreign Language (TOCFL), which is a foreign language proficiency test for non-native speakers of Chinese (Steering Committee for the Test of Proficiency-Huayu, 2010) those who wish to know about their level of Chinese proficiency, or those who want to study, work or do business in Chinese speaking countries. The predecessor of the test TOCEL was Test of Proficiency-Huayu (TOP), which includes the test on the traditional orthographic characters in Taiwan and ancient characters over two thousand years. TOCFL is administrated in four levels, for beginners, basic, intermediate, and advanced, which Steering Committee for the Test of Chinese as a Foreign Language was authorized to design by the Ministry of Education. A most of the subjects in this study did not take the TOCEL, a self-assessed scale was used and international students were requested to check the boxes of the points for themselves in order to comprehensively assess their own Chinese proficiency. This test provides assessment on various Chinese abilities, including Chinese phonetic system usage ability, Chinese listening ability, Mandarin speaking skills, Chinese literacy, the ability to write Chinese characters, Chinese language reading ability and Chinese composing ability. In this study, a 5-point Likert Scale, ranging from 5, meaning "very poor" to 1, meaning "excellent", was utilized to measure international students' responses. The lower the point score, the higher the Chinese ability is. The Cronbach's α coefficient was used to test each factor and dimension to measure the internal consistency among all the questions. The Cronbach's α value of the Chinese Proficiency Self-Assessed Scale was 0.879, suggesting that the correlation among questions was high, as was the internal consistency of the scale. The validity of the scale could be determined by the value of the Kaiser-Meyer Olkin measure of sampling adequacy (KMO). The KMO value of the Self-Assessed Scale was 0.880, which was greater than 0.50, suggesting that the content validity of the Self-Assessed Scale was high and the scale was representative.

Research Results

Status of international students' participation in Chinese cultural activities

1. Statistics of international students' participation in Chinese cultural activities

The overall mean scores of the categories and status of Chinese cultural activities participated by international students from the highest to the lowest were expressed in the order (1), (2), (3), (4), and (5), as indicated in the field following the mean in the Table 2 (Appendix). The order was as follows: "Others" (m=2.75), "Intellectual activities" (m=2.66), "On-line" (m=2.34), "Exhibitions" (m=2.27), and "Performances" (m=1.99), as shown in Table 2. In terms of the sub-items of each category of Chinese cultural activities, the activities most frequently participated by international students were "visiting places" (m=3.32) of "Intellectual activities," followed by "watching Chinese language films" (m=3.02), and "reading Chinese language materials/Chinese reading club" (m=2.55). The activities most frequently participated by international students were "photographic exhibitions" (m=2.33) of "Exhibitions," followed by "painting exhibitions" (m=2.31), and "crafts exhibitions" (m=2.27). The activities most frequently participated by international students were "dance performances" (m=2.39) of "Performances," followed by "Chinese Kung -Fu martial arts" (m=2.22), and "Chinese music performance" (m=2.07). The activities

most frequently participated by international students were “browsing websites on Chinese cultural activities or news” (m=2.66) of “On-line” Chinese cultural activities, followed by “exchanging information/files/opinions on Chinese cultural activities with other people on the internet” (m=2.57), and “search the internet or buy books in the Chinese language study grant, digital textbooks” (m=2.26). And then, the activities most frequently participated by international students were “Chinese cuisines/local food specialties and food tasting” (m=3.08) of “Others” Chinese cultural activities, followed by “watching Chinese language TV programs or movies” (m=3.05), and “festive events” (m=2.94).

As a whole, among the five categories of Chinese cultural activities, “Others” were most frequently participated by international students, while the mean of “visiting places (traditional architectural buildings, historic monuments, museums, etc.” (m=3.32) was the highest. The data also revealed the characteristics of the ancient capital Tainan City. In addition, in order to understand the culture of the county/city where their school is located, the most direct method is to pay a visit to tourist attractions nearby, and Tainan City possesses the largest number of historic interest, religious beliefs, and historic buildings. In terms of international students’ participation in “Others” Chinese cultural activities, “watching Chinese language TV programs or movies” (m=3.05), “Chinese cuisines/local food specialties and food tasting” (m=3.08), and “festive events” (m=2.94) were the preferred activities. Therefore, they not only enjoyed the sensation of direct stimuli, but were also exposed to Chinese listening, speaking, and learning via the participation in these Chinese cultural activities. In addition, among the five categories of Chinese cultural activities, “On-line” was the fastest method for international students to search relevant Chinese information. For international students just arriving in Taiwan, and were afraid to talk directly to Taiwanese, they could assist themselves in learning Chinese via the internet, such as “browsing websites on Chinese social and cultural activities or news (m=2.66).”

2. Statistics on the frequencies of international students’ participation in Chinese cultural activities

The statistics on the maximum “always” and minimum “never” frequencies of international students’ participation in Chinese cultural activities are shown in Table 3 (Appendix) based on the analysis on the categories of Chinese cultural activities participated by international students. In terms of “never,” Chinese cultural activities “Chinese monologue story-telling, Xiangsheng” and “summer camp, winter camp” were least frequently participated by international students. 56.4% of international students had never participated in “Chinese monologue story-telling, Xiangsheng,” and 50.0% had never participated in “summer camp, winter camp.” It is impossible for international students to be exposed to these two activities unless they actively participate in them. Therefore, for international students spending less time in Taiwan, these two activities were more unfamiliar to them, as opposed to other Chinese cultural activities. 46.0% of international students had never participated in “traditional puppet shows,” and 43.6% had never participated in “exchanging information/files/opinions on Chinese social and cultural activities with others on the internet.” In terms of “seldom,” 34.8% of international students seldom participated in “dance performances,” and 33.6% seldom participated in “Chinese cultural art exhibitions.” The reason why international students seldom participated in Chinese cultural activities, such as aboriginal dance and traditional lion/dragon dance, was that most only appreciated such activities from a tourism perspective and did not actually intend to participate in such activities. Because cultural art exhibitions are mainly held in Taipei area, the international student in Tainan City seldom had the opportunity to participate in such activities. In terms of “sometimes,” the option “visiting places” was chosen by 35.2% of international student. Tainan City possesses the largest number of traditional historic interests, temples, historic buildings, or museums in Taiwan; therefore, international students studying in Tainan City would become involved in learning environments filled with cultural atmosphere from a tourism perspective. These historic interests, buildings, and museums also become their best learning spaces. In terms of “frequently,” the option “visiting places” was also chosen by most international students (30.0%). In terms of “always,” 14.4% of international students chose “visiting places,” 14.0% chose “watching Chinese language TV programs or movies,” and 12.4% chose “Chinese cuisines/local food specialties and food tasting.” The data

revealed that international students attached more importance to enjoying sensational stimuli during their participation in Chinese cultural activities, and they preferred participating in tourism activities or tasting local food specialties than in learning activities.

According to the statistics on international students' participation in Chinese cultural activities, it was found that the main categories of Chinese cultural activities participated by international students were in the order as follows: "Intellectual activities," "Others," and "On-line." Regarding the sub-items of these activities, "visiting places," "watching Chinese language TV programs or movies," and "Chinese cuisines/local food specialties and food tasting" were most frequently participated by international students. On the other hand, "Chinese monologue story-telling, Xiangsheng" and "summer camp, winter camp" were least frequently participated by international students.

Analysis on international students' Chinese proficiency

The various Chinese abilities of international students were analyzed, and statistical information ranging from the maximum value of "excellent" to the minimum value of "very poor" was tabulated in Table 4 (Appendix). The results showed that most of the subjects, including 18 students (8.8% of all subjects completing the scale), suggested that their ability to write Chinese characters was very poor. International students suggested that their Chinese writing ability was the poorest and was the most difficult to learn, followed by Chinese literacy and Chinese language reading ability, the boxes of which were checked by 16 students (7.8%), respectively. Most of the subjects, including 71 students (34.8%), suggested that their ability to write Chinese characters was poor. Most of the subjects, including a total of 115 students (56.4%), suggested that their Mandarin Chinese speaking skills were acceptable, and checked the box entitled "not bad." Most of the subjects, including a total of 36 students (17.6%), suggested that their Chinese phonetic system usage ability was excellent. The Chinese phonetic system is usually the first item learned when studying Chinese in Taiwan, therefore the students were more proficient at it.

According to the Chinese Proficiency Self-Assessed Scale, the lower the point score, the higher the Chinese proficiency ability is. International students' learning performance of the Chinese phonetic system usage ability was the best (m=2.65) among all the abilities, possibly because phonetic practice is the first and the most fundamental approach used to learn Chinese. Therefore, international students' proficiency in using the Chinese phonetic system was higher than that of other Chinese abilities, followed by Chinese listening ability (m=2.80). International students could passively listen to Chinese information in their daily life and did not have to spontaneously try to expose themselves to a Chinese listening environment. Therefore, international students could increase their Chinese listening ability in a short time, which was the main reason why they left their countries to learn Chinese in Taiwan. The descriptive statistics of international students' Chinese proficiency are shown in Table 5 (Appendix).

Analysis on the relationship between international students' Chinese proficiency and participation in Chinese cultural activities

1. **Difference analysis of international students' Chinese phonetic system usage ability and participation in Chinese cultural activities**

The one-way ANOVA was conducted in order to determine whether a significant difference existed between the means of international students' Chinese phonetic system usage ability and their participation in Chinese cultural activities. After the one-way ANOVA analysis, the results as shown in Table 6 (Appendix), indicated that there was significant difference existed between international students' Chinese phonetic system usage ability and their participation in the two dimensions "Intellectual activities" ($F = 2.768$, $p = .029 < .05$) and "On-line" ($F = 2.654$, $p = .034 < .05$) Chinese cultural activities. However, the corresponding ANOVA analysis indicated no significant difference between international students' participation in "Exhibitions," ($F = 0.946$, $p = .439 > .05$) "Performances," ($F = 0.225$, $p = .924 > .05$) or "Others" ($F = 1.477$, $p = .211 > .05$) Chinese cultural activities and their Chinese phonetic system usage ability. In addition, the Scheffé method posteriori comparisons

revealed that, there was no significantly between-group difference in the two dimensions of international students' participation in "Intellectual activities" and "On-line" Chinese cultural activities due to the difference in Chinese phonetic system usage ability.

2. Difference analysis of international students' Chinese listening ability and participation in Chinese cultural activities

The one-way ANOVA was conducted in order to determine whether a significant difference existed between the means of international students' Chinese listening ability and their participation in Chinese cultural activities. After the one-way ANOVA analysis, as shown in Table 7 (Appendix), indicated that there was significant difference existed between international students' Chinese listening ability and their participation in the three dimensions "Intellectual activities" ($F = 6.235$, $p = .000 < .05$) , "Exhibitions" ($F = 6.977$, $p = .000 < .05$) and "Performances" ($F = 4.951$, $p = .001 < .05$) Chinese cultural activities. However, the corresponding ANOVA analysis indicated no significant difference between their participation in "Others" ($F = 1.588$, $p = .179 > .05$) and "On-line" ($F = 1.318$, $p = .265 > .05$) Chinese cultural activities and their Chinese listening ability. Moreover, the Scheffé method posteriori comparisons revealed that, the level of participation in the two dimensions of "Intellectual activities" and "Exhibitions" Chinese cultural activities by international students, whose Chinese listening ability was "excellent", was higher than those whose Chinese listening ability was "good,""not bad,""poor," and "very poor." And then, in terms of the dimension of "Performances," the level of participation in "Performances" Chinese cultural activities by international students whose Chinese listening ability was "excellent" was higher than those Chinese listening ability was "good," "not bad," and "poor."

3. Difference analysis of international students' Chinese literacy and participation in Chinese cultural activities

The one-way ANOVA was conducted in order to determine whether a significant difference existed between the means of international students' Chinese literacy and their participation in Chinese cultural activities. After the one-way ANOVA analysis, as shown in Table 8 (Appendix), indicated that there was significant difference existed between international students' Chinese literacy and their participation in the dimension "On-line" ($F = 6.361$, $p = .000 < .05$). However, the corresponding ANOVA analysis indicated no significant difference between their participation in "Intellectual activities" ($F = 0.808$, $p = .522 > .05$), "Exhibitions" ($F = 0.878$, $p = .478 > .05$), "Performances" ($F = 0.175$, $p = .951 > .05$) and "Others" ($F = 0.907$, $p = .461 > .05$) Chinese cultural activities and their Chinese literacy. Moreover, the Scheffé method posteriori comparisons revealed that, the level of participation in the dimension of "On-line" by international students, whose Chinese literacy was "not bad", was higher than those whose Chinese literacy was "good," and "poor."

4. Difference analysis of international students' ability to write Chinese characters and participation in Chinese cultural activities

The one-way ANOVA was conducted in order to determine whether a significant difference existed between the means of international students' ability to write Chinese characters and their participation in Chinese cultural activities. After the one-way ANOVA analysis, as shown in Table 9 (Appendix), indicated that there was significant difference existed between international students' ability to write Chinese characters and their participation in the two dimensions "Intellectual activities" ($F = 3.663$, $p = .007 < .05$) and "On-line" ($F = 6.185$, $p = .000 < .05$) Chinese cultural activities. However, the corresponding ANOVA analysis indicated no significant difference between their participation in "Exhibitions" ($F = 2.160$, $p = .075 > .05$), "Performances" ($F = 1.009$, $p = .404 > .050$ and "Others" ($F = 1.679$, $p = .156 > .05$) Chinese cultural activities and their Chinese ability to write Chinese characters. Moreover, the Scheffé method posteriori comparisons revealed that, in terms of the dimension of "Intellectual activities" the level of participation in Chinese cultural activities by international students whose ability to write Chinese characters was "not bad" was higher than those whose ability to write Chinese characters was "good" and "very poor."

And then, in term of the dimension of "On-line", the level of participation in Chinese cultural activities by international students whose ability to write Chinese characters was "not bad" and "poor" were higher than those whose ability to write Chinese characters was "good" and "very poor."

5. Difference analysis of international students' Chinese reading ability and participation in Chinese cultural activities

The one-way ANOVA was conducted in order to determine whether a significant difference existed between the means of international students' Chinese reading ability and their participation in Chinese cultural activities. After, the one-way ANOVA analysis, as shown in Table 10 (Appendix), indicated that there was significant difference existed between international students' Chinese reading ability and their participation in the three dimensions "Intellectual activities" ($F = 4.040$, $p = .004 < .05$), "Exhibitions"($F = 2.825$, $p = .026 < .05$) and "On-line" ($F = 2.862$, $p = .025 < .05$). However, the corresponding ANOVA analysis indicated no significant difference between their participation in "Performances" ($F = 2.013$, $p = .094 > .05$) and "Others" ($F = 1.208$, $p = .309 > .05$) Chinese cultural activities and their Chinese reading ability. Moreover, the Scheffé method posteriori comparisons revealed that, in terms of the dimension of "Exhibition" the level of participation in Chinese cultural activities by international students whose Chinese reading ability was "not bad" was higher than those whose Chinese reading ability was "poor." However, the Scheffé method posteriori comparisons also found that, there was no significantly between-group difference in the dimensions of international students' participation in "Intellectual activities" and "On-line" due to the difference in Chinese reading ability.

6. Difference analysis of international students' Chinese composing ability and participation in Chinese cultural activities

The one-way ANOVA was conducted in order to determine whether a significant difference existed between the means of international students' Chinese composing ability and their participation in Chinese cultural activities. After, the one-way ANOVA analysis, as shown in Table 11 (Appendix), indicated that there was significant difference existed between international students' Chinese composing ability and their participation in the three dimensions "Intellectual activities" ($F = 4.388$, $p = .002 < .05$), "Exhibitions" ($F = 3.504$, $p = .009 < .05$) and "Performances" ($F = 3.685$, $p = .006 < .05$). However, the corresponding ANOVA analysis indicated no significant difference between their participation in "On-line" ($F = 1.448$, $p = .220 > .05$) and "Others" ($F = 1.492$, $p = .206 > .05$) Chinese cultural activities and their Chinese composing ability. Moreover, the Scheffé method posteriori comparisons revealed that, in terms of the dimension of "Intellectual activities" and "Exhibition" the level of participation in Chinese cultural activities by international students whose Chinese composing ability was "good" was higher than those whose Chinese composing ability was "very poor." And then, in terms of the dimension of "Performances" the level of participation in Chinese cultural activities by international students whose Chinese composing ability was "good" was higher than those whose Chinese composing ability was "poor" and "very poor."

Above of all, the results of the foregoing analysis on the relationship between individual international students' various Chinese ability and their participation in Chinese cultural activities of this section designed indicated that: 1) there was no significant relationship between international students' Chinese proficiency and their participation in "Others" Chinese cultural activities; 2) improvements in Chinese literacy is beneficial to increase international students' participation in "On-line" Chinese cultural activities; 3) improvements in Chinese listening, reading, and composing abilities is beneficial to increase international students' participation in "Exhibitions" Chinese cultural activities; 4) improvements in Chinese listening, Chinese literary, and composing abilities is beneficial to increase international students' participation in "Intellectual activities" Chinese cultural activities; 5) improvements in Chinese listening and composing abilities is beneficial to increase international students' participation in "Performances" Chinese cultural activities. Therefore, with the exception of "Others" Chinese cultural activities, international students' level of participation in different categories of Chinese cultural activities varied with their

Chinese proficiency. However, in general, there was a positive relationship between them, suggesting that good Chinese proficiency is beneficial to the participation in Chinese cultural activities.

Conclusions

This study found that there was no significant relationship between international students' participation in the dimension of "Others" Chinese cultural activities and their Chinese proficiency, suggesting that international students are not required to possess good Chinese proficiency to participate in "Others" Chinese cultural activities, in other words, international students' Chinese proficiency will not interfere with their participation in such activities. It could be inferred that there is no need to possess prior knowledge or ability to participate in such "Others" Chinese cultural activities. Therefore, it is advised that international students' participation in "Other" Chinese cultural activities can be further extended, planned, and designed as cultural courses and introduced into the teaching of Chinese. In particular, because it was also found that "Other" Chinese cultural activities were most preferred and frequently participated by international students, the introduction of such cultural courses into the curriculum can arouse international students' interest in Chinese language and Chinese cultural learning. International students' preference for Chinese cultural activities originates from the direct sensation of enjoyment and curiosity, and their favorites are activities such as Chinese cuisines/local specialties tasting, as there are various local cuisines and snack food in Tainan City. Therefore, it is also advised that relevant units should aggressively plan holding group activities, such as local cuisines exhibitions, exotic food exhibitions, Chinese films appreciation, festive actives, cultural visits, and mutual exchange group activities in order to improve international students' satisfaction with cultural environments in Taiwan. In addition, relevant units can provide international students with specially prepared manuals, and even one-on-one consulting services, in order to enrich their cultural experiences in Chinese social life of Taiwan.

Moreover, this study found that a key factor affecting international students' participation in "On-line" Chinese cultural activities is their "Chinese literacy." Therefore, it is advised that "On-line" Chinese cultural activities can be further extended, planned, and designed as cultural courses and introduced into the teaching of traditional Chinese literacy. For example, the Chinese characters website (http://taiwan99.tw/) in Taiwan comprehensively provides online information and teaching materials. The e-learning resources of Overseas Chinese Affairs Commission "Speak Mandarin in Five Hundred Words" (http://edu/ocac.gov.tw/home.htm/) and "E-learning of Chinese" (http//cel.wtuc.edu.tw/) also provide online information. Moreover, the research results also found that international students most frequently participated in "On-line" activities, such as "browsing websites on Chinese cultural activities or news," "participation in the Chinese language internet network interaction or learning," and "searching the internet or buying books in the Chinese language study grant, digital textbooks." Therefore, it is advised that relevant units should strengthen the provision of English websites, and colleges should rapidly update the latest news and web-links with relevant Chinese cultural activities and discussion boards of Chinese interactive learning to enable international students to immediately understand different information. Furthermore, photographs of various activities can also be uploaded to websites to enable international students to appreciate and browse online. Information on cultural activities hosted by museums, art museums, art centers, and eco-parks can also be integrated into websites to enable international students to further understand the local environment and cultural beauty of Taiwan.

In addition, this study also found that international students' "Chinese listening ability" and "Chinese composing ability" are the two key factors affecting their participation in three dimensions of Chinese cultural activities, namely, "Intellectual activities," "Exhibitions," and "Performances." In other words, improvements in Chinese listening and composing abilities can increase international students' Chinese cultural learning and experiences. Therefore, it is advised that, in order to further increase international students' cultural cognition and leaning, "Intellectual activities," "Exhibitions," and "Performances" Chinese cultural activities should be further extended, planned, and designed as cultural courses, and be introduced into traditional Chinese listening and composing teaching curriculum. Moreover, the teaching and

learning strategies for international students' Chinese listening and composing abilities should also be implemented and developed in order to increase their level of Chinese cultural learning. For example, the National Taiwan University (2009) cooperates with TutorABC to establish a global Chinese learning website "NTUtorMing" (http://www.NTUtorMing), which provides an e-learning platform to instantaneously correct students' Chinese pronunciation, accent, and intonation via interactive live video. This course only includes basic Chinese conversation practice and the introduction of Chinese cultural contents; therefore, international students can learn about Laozi and Zhuangzi via the website.

In particular, the research results found that "visiting places" (such as: traditional architectural buildings, historic monuments, museums, etc.), was a favorite activity among "Intellectual activities" participated by international students. The most direct method for international students in Tainan City to integrate with local culture is to visit historic interests and buildings, while museums are good places to tell Chinese cultural stories, as professional guide services are provided. In terms of the dimension of "Exhibitions," photographic exhibitions, painting exhibitions (Chinese brush paintings, oil paintings, watercolor paintings, etc.), and crafts exhibitions (Chinese/Taiwan traditional crafts, sculpture, glass art, weaving, etc.) were favorite activities participated by international students. Therefore, it is advised that the information concerning international students' frequency of participation in Chinese cultural activities and preferences can be provided as reference to higher education units for designing professional cultural courses, and planning the introduction of cultural courses of "Intellectual activities" into Chinese learning to enable international students have an in-depth understanding of Chinese culture. During the arrangement of cultural courses, in addition to traditional Chinese painting, calligraphy, and Tai-chi-quan, annual festive activities can be integrated into quarterly courses. Such courses enable comprehensive appreciation and investigation of Chinese cultural insights; moreover, their topics can be extended to various aspects of Chinese learning. Multimedia instruction or outdoor education can strengthen students' Chinese listening and speaking abilities, and the processes of appreciation and discussions can guide international students to incorporate lessons into practice. The use of Chinese cultural contents corresponding to actual life and social contexts for instruction should include Chinese cultural symbols, cultural products, and cultural practices into Chinese courses to render Chinese learning more interesting, which also facilitates international students' changes of future behaviors. Therefore, if scenario-based teaching can be applied to Chinese course contents, and actual language environments can be provided, comparative thinking will be triggered in teaching activities, thus, the effectiveness of international students' Chinese learning will be increased. In addition, educators must be aware of the different worldviews they may encounter in a classroom, and work toward understanding and gaining knowledge of the cultural differences of students. As a result, educators need training in obtaining input on students' backgrounds. Therefore, in terms of course planning and design, the status of international students' participation in cultural activities of their native countries should first be studied and discussed. For Chinese learning, as international students' living environments, language backgrounds, and cultural contents are different, they may obtain inspiration and conduct comparative thinking during participation in Chinese cultural activities, which increases learners' abilities in self-construction, which is consistent with their original knowledge framework. Furthermore, because international students' backgrounds and culture are diversified, their learning and discussions during the participation in activities are inevitably diversified. Therefore, international students can better understand the commonality and individuality of languages, which also increases the width and depth of their Chinese learning in the aspects of knowledge and culture.

International students' cultural impression of Taiwan, as well as the memories of their study, can be enriched by experiencing Chinese cultural activities. In addition, participation in Chinese cultural activities can attract more international students to study in Taiwan, which increases the cultural exchange between Taiwan and other countries. The research results found that the favorite activities among "Performances" participated by international students were "dance performances (such as: dances with Chinese/Taiwanese cultural characteristics, lion dance or aboriginal dances)," "Chinese music performance (such as: erhu fiddle, Chinese zither, Chinese orchestra performance, etc.)," and "Chinese Kung-Fu martial arts (such as: tai chi). Among which, tai-chi-quan is a popular Chinese cultural activity around the world, and

student clubs with similar properties are available at colleges in Taiwan. Thus, it is advised that club activities of higher education units can be used to help international students further understand and experience Chinese cultural life. Because club activities indirectly get international students further involved into campus life, thus increasing their exchanges and interactions with Taiwanese students, international students' participation in club activities can shorten the gaps between them and Taiwanese students, increase international exchange, and enrich their life during their study in Taiwan. The improvement in Chinese listening and composing abilities is beneficial to increase international students' participation in "Performances."

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Appendix

Table 1: Dimensions/items on the Scale of Chinese Cultural Activities

Dimensions	The number of items and items
Intellectual activities	1. Learning activities (flower arranging, tea ceremony, cultural creativities)
	2. Lectures and seminars
	3. Visiting places (traditional architectural buildings, historic monuments, museums)
	4. Watching Chinese language films
	5. Reading Chinese language materials/Chinese Reading Club (magazines, newspapers, fictions)
	6. Chinese language book fairs
Exhibitions	1. Painting exhibitions (Chinese brush paintings, oil paintings, watercolor paintings)
	2. Photographic exhibitions
	3. Calligraphy exhibitions
	4. Crafts exhibitions (Chinese/Taiwan traditional crafts, sculpture, glass art)
	5. Installation Art exhibitions
Performances	1. Dance performances (dances with Chinese/Taiwanese cultural characteristics , lion dance or aboriginal dances)
	2. Chinese Kung-Fu martial arts (such as: tai chi)
	3. Chinese Opera performances (Taiwanese Operas, Beijing Operas, Nanguan / Peiguan music, etc.)
	4. Theater performances (such as: stage plays)
	5. Traditional puppet shows (glove puppet shows, shadow shows, etc.)
	6. Chinese monologue story-telling, Xiangsheng (Crosstalk, a Chinese comic dialogues shows)
	7. Chinese music performance (erhu fiddle, Chinese zither, Chinese orchestra performance, etc)
On-line	1. Browsing websites on Chinese social and cultural activities or news
	2. Exchanging information/files/opinions on Chinese social and cultural activities with other people on the internet
	3. Participation in the Chinese language internet network interaction or learning (such as: Chinese Cultural Academy Global Network)
	4. Joined the Chinese language on the internet learning community, sharing of resources and cultural exchange

	5. Search the internet or buy books in the Chinese language study grant, digital textbooks
Others	1. Acrobatic activities(pinching a dough figurine, rope skipping, yo-yo, shuttlecock) 2. Religious activities held by temples / shrines 3. Chinese cuisines/local food specialties and food tasting 4. Festive events (dragon boat race and making rice dumplings, Chinese New Year, starch balls, etc) 5. Design exhibitions (Chinese architect designs, fashion clothes, advertising, furniture designs, etc.) 6. Chinese cultural art exhibitions (Chinese ancient civilization, antiques, etc.) 7. Watching Chinese language TV programs or movies 8. Race (Chinese language competition, Chinese songs singing competition) 9. Summer camp, winter camp(Chinese literature camp or cultural experience)

Table 2: Statistics of international students' participation in Chinese cultural activities

Dimensions	Items of Chinese social and cultural activities	Mean	Standard deviation
Intellectual activities	Learning activities (flower arranging, tea ceremony, cultural creativities, dancing, etc.)	2.52	1.257
	Lectures and seminars	2.51	1.209
	Visiting places (traditional architectural buildings, historic monuments, museums, etc.)	3.32	1.075
	Watching Chinese language films	3.02	1.157
	Reading Chinese language materials/Chinese reading Club (magazines, newspapers, fictions)	2.55	1.248
	Chinese language book fairs	2.01	1.107
	Total mean	2.66(2)	
Exhibitions	Painting exhibitions (Chinese brush paintings, oil paintings, watercolor paintings, etc.)	2.31	1.228

	Photographic exhibitions	2.33	1.193
	Calligraphy exhibitions	2.20	1.151
	Crafts exhibitions (Chinese/Taiwan traditional crafts, sculpture, glass art, weaving, etc.)	2.27	1.229
	Installation Art exhibitions	2.25	1.220
	Total mean	2.27(4)	
Performances	Dance performances (dances with Chinese/Taiwanese cultural characteristics , lion dance or aboriginal dances)	2.39	1.004
	Chinese Kung-Fu martial arts (such as: tai chi)	2.22	1.143
	Chinese Opera performances (Taiwanese Operas, Beijing Operas, Nanguan / Peiguan music, etc.)	1.94	1.108
	Theater performances (such as: stage plays)	1.97	1.075
	Traditional puppet shows (glove puppet shows, shadow shows, etc.)	1.79	1.004
	Chinese monologue story-telling, Xiangsheng (Crosstalk, a Chinese comic dialogues shows)	1.58	0.874
	Chinese music performance (erhu fiddle, Chinese zither, Chinese orchestra performance, etc)	2.07	1.061
	Total mean	1.99(5)	
On-line	Browsing websites on Chinese social and cultural activities or news	2.66	1.095
	Exchanging information/files/opinions on Chinese social and cultural activities with other people on the internet	2.57	1.131
	Participation in the Chinese language internet network interaction or learning (such as: Chinese Cultural Academy Global Network)	2.19	1.160

	Joined the Chinese language on the internet learning community, sharing of resources and cultural exchange	2.08	1.148
	Search the internet or buy books in the Chinese language study grant, digital textbooks	2.26	1.104
	Total mean		
Others	Acrobatic activities(pinching a dough figurine, rope skipping, yo-yo, shuttlecock, etc)	2.34(3) 1.87 2.27	1.036 1.150
	Religious activities held by temples / shrines		
	Chinese cuisines/local food specialties and food tasting	3.08	1.181
	Festive events (dragon boat race and making rice dumplings, Chinese New Year, starch balls, etc.)	2.94	1.200
	Design exhibitions (Chinese architect designs, fashion clothes, advertising, furniture designs)	2.23	1.167
	Chinese cultural art exhibitions (Chinese ancient civilization, antiques, etc.)	2.42	1.054
	Watching Chinese language TV programs or movies	3.05	1.214
	Race (Chinese language competition, Chinese songs singing competition, etc.)	2.30	1.214
	Summer camp, winter camp(Chinese literature camp or cultural experience)	1.86	1.041
	Total mean	2.75(1)	

Table 3: Statistics on the frequencies of international students' participation in Chinese cultural activities

Dimensions	Items	never (%)	seldom (%)	sometimes (%)	frequently (%)	always (%)
Intellectual	Learning activities	25.5	28.9	20.6	17.2	7.8
	Lectures and seminars	27.5	21.6	27.0	19.6	4.4

	Visiting places	4.4	17.2	36.3	26.0	16.2
	Watching Chinese language films	10.3	23.0	31.4	24.0	11.3
	Reading Chinese language materials, Chinese Reading Club	23.5	29.9	23.5	13.7	9.3
	Chinese book fairs	41.2	31.9	14.7	8.8	3.4
Exhibitions	Painting exhibitions	31.4	30.9	19.6	10.8	7.4
	Photographic exhibitions	28.9	33.3	19.6	11.8	6.4
	Calligraphy exhibitions	33.3	31.9	21.1	8.3	5.4
	Crafts exhibitions	33.3	30.4	18.1	11.3	6.9
	Installation Art exhibitions	33.8	30.9	19.1	8.8	7.4
Performances	Dance performances	19.1	38.7	28.9	10.3	2.9
	Chinese martial arts	32.4	32.8	18.6	12.3	3.9
	Chinese Opera performances	46.6	26.5	17.2	5.9	3.9
	Theater performances	42.4	32.8	12.3	10.8	2.0
	Traditional puppet shows	50.5	28.9	12.7	5.9	2.0
	Chinese monologue story-telling, Xiangsheng	63.2	18.6	14.2	3.9	0
	Chinese music performance	37.7	29.9	20.6	10.3	1.5
On-line	Browsing websites on Chinese social and cultural activities or news	13.2	37.3	25.0	19.1	5.4
	Exchanging information/files/opinions on Chinese social and cultural activities with other people on the internet	17.2	37.3	22.1	18.1	5.4
	Joined the Chinese language on the internet learning community,	43.6	19.1	26.0	7.8	3.4

	sharing of resources and cultural exchange					
	Search the internet or buy books in the Chinese language study grant, digital textbooks	29.9	31.9	23.0	12.3	2.9
Others	Acrobatic activities	46.1	31.9	12.7	6.9	2.5
	Religious activities held by temples / shrines	29.9	33.8	20.1	11.3	4.9
	Chinese cuisines/local food specialties and food Tasting	9.3	24.0	29.4	23.5	13.7
	Festive events	12.7	24.5	29.9	21.1	11.8
	Design exhibitions	31.9	33.8	19.1	9.3	5.9
	Chinese cultural art exhibitions	20.6	36.8	25.0	15.2	2.5
	Watching Chinese language TV programs or movies	10.3	25.0	27.9	22.1	14.7
	Race	28.4	29.9	27.5	11.3	2.9
	Summer camp/winter camp	50.5	23.0	17.2	8.3	1.0

Table 4: Statistics of international students' various Chinese proficiency

Variable		Very poor	Poor	Not bad	Good	Excellent
Chinese Phonetic system usage ability	number distribution	10 4.9 %	35 17.2 %	70 34.3 %	53 26%	36 17.6%
Chinese listening ability	number distribution	8 3.9 %	32 15.7 %	86 42.2 %	67 32.2 %	11 5.4%

Mandarin speaking skills	number distribution	9 4.4 %	36 17.6 %	115 56.4 %	38 18.6 %	6 2.9%
Chinese literacy	number distribution	16 7.8 %	63 30.9 %	63 31.9 %	55 27.0 %	5 2.5%
Ability to write Chinese characters	number distribution	18 8.8 %	71 34.8 %	68 33.3 %	40 19.6 %	7 3.4%
Chinese language reading ability	number distribution	16 7.8 %	59 28.9 %	73 35.8 %	52 25.5 %	4 2.0%
Chinese composing ability	number distribution	4 2.0 %	26 12.7 %	80 39.2 %	66 32.4 %	28 13.7%

Table 5: Descriptive statistics of international students' Chinese proficiency

Items of Chinese proficiency	Mean	Standard deviation
Chinese Phonetic system usage ability	2.65	1.105
Chinese listening ability	2.80	0.906
Mandarin speaking skills	3.01	0.812
Chinese literacy	3.14	0.986
Ability to write Chinese characters	3.25	0.985
Chinese language reading ability	3.15	0.957
Chinese composing ability	3.43	0.946

Table 6: Difference analysis of international students' Chinese phonetic system usage ability and participation in Chinese cultural activities (SD: standard deviation)

Variable	SD	F	*p* value	Scheffé method
Mean	value			(posteriori comparisons)
Intellectual	5.25		0.029*	
15.97	2.768			
Activities				

Exhibitions	5.37		0.439	
11.39	0.946			
Performances	5.71		0.924	
14.00	0.225			
On-line	4.63		0.034*	
11.78	2.654			
Others	6.66		0.211	
22.06	1.477			

$p<.05$* $p<.01$** $p<.001$***

Table 7: Difference analysis of international students' Chinese listening ability and participation in Chinese cultural activities (SD: standard deviation)

Variable	SD	F	*p* value	Scheffé method
Mean	value			(posteriori comparisons)
Intellectual	5.25		0.000***	excellent＞good、not
15.97	6.235			bad、 poor、very poor
activities				
Exhibitions	5.37		0.000***	excellent＞good、not
11.39	6.977			bad、 poor、very poor
Performances	5.71		0.001***	excellent＞good、not
14.00	4.951			bad、poor
On-line	4.63		0.265	
11.78	1.318			
Others	6.66		0.179	
22.06	1.588			

$p<.05$* $p<.01$** $p<.001$***

Table 8: Difference analysis of international students' Chinese literacy and participation in Chinese cultural activities (SD: Standard deviation)

Variable	SD	F	*p* value	Scheffé method
Mean	value			(posteriori comparisons)
Intellectual	5.25		0.522	
15.97	0.808			
activities				
Exhibitions	5.37		0.478	
11.39	0.878			

Performances	5.71		0.951	
14.00	0.175			
On-line	4.63		0.000***	not bad＞good、
11.78	6.361			poor
Others	6.66		0.461	
22.06	0.907			

$p<.05$* $p<.01$** $p<.001$***

Table 9: Difference analysis of international students' ability to write Chinese characters and participation in Chinese cultural activities (SD: Standard deviation)

Variable	SD	F	*p* value	Scheffé method
Mean	value			(posteriori comparisons)
Intellectual	5.25		0.007**	not bad＞good、
15.97	3.663			very poor
Activities				
Exhibitions	5.37		0.075	
11.39	2.160			
Performances	5.71		0.404	
14.00	1.009			
On-line	4.63		0.000***	not bad、poor＞
11.78	6.185			good、very poor
Others	6.66		0.156	
22.06	1.679			

$p<.05$* $p<.01$** $p<.001$***

Table 10: Difference analysis of international students' Chinese reading ability and participation in Chinese cultural activities (SD: Standard deviation)

Variable	SD	F	*P* value	Scheffé method
Mean	value			(posteriori comparisons)
Intellectual	5.25		0.004**	
15.97	4.040			
Activities				
Exhibitions	5.37		0.026*	not bad＞poor
11.39	2.825			
Performances	5.71		0.094	
14.00	2.013			

On-line	4.63	0.025*	
11.78	2.862		
Others	6.66	0.309	
22.06	1.208		

$p<.05$* $p<.01$** $p<.001$***

Table 11: Difference analysis of international students' Chinese composing ability and participation in Chinese cultural activities (SD: Standard deviation)

Variable	SD	F	*p* value	Scheffé method
Mean	value			(posteriori comparisons)
Intellectual	5.25		0.002**	good＞very poor
15.97	4.388			
Activities				
Exhibitions	5.37		0.009**	good＞very poor
11.39	3.504			
Performances	5.71		0.006**	good＞poor、very poor
14.00	3.685			
On-line	4.63		0.220	
11.78	1.448			
Others	6.66		0.206	
22.06	1.492			

$p<.05$* $p<.01$** $p<.001$***