

Internationalization in Higher Education – International Student’s Chinese Learning as Serious Leisure in Taiwan

GLOBALISATION DE L'ENSEIGNEMENT SUPÉRIEUR – L'APPRENTISSAGE DU CHINOIS EN TANT QUE LOISIR SÉRIEUX DES ÉTUDIANTS ÉTRANGERS À TAIWAN

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Abstract: Due to the economic and commercial rise of China, the economic value, political value, and instrumental advantages produced by Chinese have become more significant. The fever for learning Chinese continues to intensify all over the world, and Chinese instruction has become increasingly popular. Taiwan is a country with Chinese as its official language; and an important issue rose in international educational policy is how to attract international students to study Chinese in Taiwan. At the same time, Taiwan has promoted the internationalization of universities in the recent years; it hopes to elevate the visibility of its universities on the international stage, and intends to broaden diplomacy and promote economic development.

This study found that international students who came to Taiwan to learn Chinese tended to be Asians. The different original residence locations of international students would significantly affect learning Chinese as serious leisure. International students who rented apartments with others off-campus or who chose home-stays had greater life planning, effort in Chinese learning, continuous benefits from Chinese learning, and a sense of community identification with their learning peers, as compared to international

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*Received 16 September 2010; accepted 28 October 2010

students who lived in school dormitories or lived alone off-campus. International students who had more disposable income each month were more likely to gain lasting benefits from Chinese learning and strong community identification with their learning peers.

Key words: International education; International students; Chinese learning; Language learning as serious leisure

Resumé: En raison de l'essor économique et commercial de la Chine, la valeur économique, la valeur politique et les avantages instrumentaux produits par les Chinois sont devenus plus importants. L'enthousiasme pour apprendre le chinois continue de s'intensifier dans le monde entier, et l'enseignement du chinois est devenu de plus en plus populaire. La langue officielle de Taiwan est le chinois, et l'une des questions importantes dans la politique éducative internationale est de savoir comment attirer des étudiants étrangers à étudier le chinois à Taiwan. En même temps, Taiwan a favorisé l'internationalisation des universités dans les années récentes. Il espère rehausser la visibilité de ses universités sur la scène internationale et il a l'intention d'élargir la diplomatie et promouvoir le développement économique.

Cette étude a révélé que les étudiants étrangers qui sont venus à Taiwan pour apprendre le chinois sont plutôt des Asiatiques. Les localisations différentes de résidence originale des étudiants étrangers auraient une influence significative sur leur apprentissage du chinois en tant que loisir sérieux. Les étudiants étrangers qui ont loué des appartements avec d'autres étudiants en dehors du campus ou ceux qui ont choisi une famille d'accueil avaient une planification de vie plus longue et un effort d'apprendre le Chinois plus grand. Ils bénéficiaient des avantages continus de l'apprentissage du chinois et avaient un sentiment d'identification de communauté avec leurs partenaires de l'apprentissage, par rapport aux étudiants étrangers qui vivaient dans les dortoirs scolaires ou vivaient seuls en dehors du campus. Les étudiants étrangers qui avaient un revenu disponible plus élevé chaque mois étaient plus susceptibles d'obtenir des avantages durables de l'apprentissage du chinois et avaient une identification forte de communauté avec leurs partenaire de l'apprentissage.

Mots-clés: éducation internationale; étudiants internationaux; apprentissage du chinois; apprentissage de langue en tant que loisir sérieux

1. INTRODUCTION

1.1 Research Motives, Purposes, and Expected Contributions

The global demand for international higher education is anticipated to increase from three million international students in 2009 to more than eight million in 2025 (Bohm et al., 2002; Fischer, 2009). Internationalization is one of the main issues in policies for higher education in many countries, and language education is the primary medium in this process (Education for Global Leadership, 2006). The focus on language education in the twenty-first century is on using language and cultural knowledge as a way to communicate and connect with others around the globe (Eaton, 2010). International students play a key role in the internationalization of higher education and can bring massive economic benefits to the host country. They create opportunities for commerce and trade, further create cultural exchange, and stimulate interaction and mutual benefits between countries, which in turn facilitate a global view in domestic students (Arthur, 2004). In recent years, Taiwan has promoted the internationalization of universities, and hopes to elevate the visibility of universities on the international stage. There is also the latent meaning of broadening diplomacy, promoting economic development, and elevating competitiveness. In the "Plan for

Preliminary Work in Important Social Development Projects” for 2009, the Ministry of Education emphasized that there should be improved cultural and educational exchange with other countries, and planned to attract more international students to study in Taiwan, which would in turn allow Taiwanese students to come in contact with the languages and cultures of different countries, to broaden their international perspectives, and to strengthen Taiwan’s competitiveness on the international stage (Ministry of Education, 2007). Furthermore, due to the economic and commercial rise of China, the economic value, political value, and instrumental advantages produced by Chinese have also become more significant. The fever for learning Chinese continues to intensify all over the world, and Chinese instruction has become increasingly popular. This study treats international students learning Chinese as serious leisure as subjects, and analyzes the relationships between traits of Chinese learning as serious leisure and demographic variables of international students. Also, Taiwan is a country with Mandarin Chinese as its official language; and an important issue rose in international educational policy is how to attract international students to study Chinese in Taiwan.

The purposes of this study are as follows, 1) to understand the current demographic variables of international students who came to Taiwan to learn Chinese; and 2) to understand the influence of demographic variables of international students who learn Chinese as serious leisure in Taiwan. This study can be used as a reference for future studies on the conceptual and cognitive aspects of *Chinese learning as serious leisure* by international students whose native languages are not Mandarin Chinese. We reinforce the extant literature by providing new evidence on Chinese language learning as serious leisure. Results of this study can provide concrete practical and policy suggestions in order to help international education policy-making bodies and various universities to determine related policies and strategies to enhance recruitment, counseling, and management of international students. An analysis on current international student backgrounds and their Chinese learning was conducted to provide references for international students with multicultural backgrounds to study Chinese and satisfy their needs of Chinese learning and promote learning interests/capacities in Taiwan; at the same time, it was also hoped to accelerate the cultural exchange and internationalization of higher education in Taiwan.

1.2 Definitions

- (1) International students: refers to foreign students learning Mandarin Chinese in Taiwan, Asia.
- (2) Chinese learning: refer to learners who do not have Mandarin Chinese as mother tongue, and who treat Mandarin Chinese as target language of learning.
- (3) Language learning as serious leisure: serious leisure means to profoundly become involved through amateur interest or voluntary activities without making profits; and in the process, the participants become interested and further develops such skills, and thus, fulfills self-realization of plans (Stebbins, 2001). This study probes into the language learning as serious leisure.

1.3 Literature Review

1.3.1 The current state of international students learning Chinese in Taiwan

Before 1987, less than 4,000 people came to Taiwan to learn Chinese, and most were overseas Chinese; currently, the number of international students who learn Chinese in Taiwan is growing. Table 1 uses the distribution of the five continents to show the obvious changes in numbers of international students in recent years (Directorate-General of Budget, Accounting, Statistics, Executive Yuan, 2009).

1.3.2 Demographic variables of international students

Shahmirzadi (1998) reported that female international students had fewer self-perceived problems than males regarding their studying. Financial aid was a factor for African, Asian, Latin American, and Middle Eastern students to study overseas (Okafor, 1996; Shahmirzadi, 1998). Shanker (1987) agreed that international students who have lived longer in the host country were better adjusted and had fewer

communication problems. Sonair (1998) found no significant differences between the international students according to the length of stay in the host country, level of educational background, or gender.

Table 1: Number of international students who learn Chinese in Taiwan (1997-2009)

| Year | Total | Asia | Americas | Europe | Africa | Oceania |
|------|--------|-------|----------|--------|--------|---------|
| 1997 | 4,731 | 3,112 | 915 | 526 | 72 | 88 |
| 1998 | 4,511 | 2,906 | 881 | 564 | 65 | 95 |
| 1999 | 4,337 | 2,863 | 773 | 569 | 51 | 81 |
| 2000 | 5,724 | 4,137 | 887 | 551 | 48 | 101 |
| 2001 | 6,579 | 4,821 | 942 | 614 | 63 | 139 |
| 2002 | 5,263 | 3,568 | 1,008 | 506 | 63 | 118 |
| 2003 | 6,048 | 4,093 | 1,071 | 664 | 85 | 135 |
| 2004 | 6,276 | 4,219 | 11,115 | 680 | 108 | 154 |
| 2005 | 7,647 | 4,986 | 1,512 | 845 | 138 | 166 |
| 2006 | 8,182 | 5,063 | 1,768 | 954 | 140 | 257 |
| 2007 | 9,135 | 5,417 | 2,010 | 1,325 | 163 | 220 |
| 2008 | 10,177 | 5,834 | 2,417 | 1,484 | 187 | 255 |
| 2009 | 10,651 | 6,247 | 2,510 | 1,489 | 148 | 257 |

1.3.3 Language learning as serious leisure

Murphy (1974) suggested that language learning or reading is the serious leisure as it involves functions of entertainment, education, and psychological therapy. Leisure reading in a second language can considerably enhance students' motivation to read, facilitate comprehension, and increase reading rate and pronunciation accuracy (Hickey, 1991). Reading increases its position at the top of the list of main leisure activities. Nearly one-half of learners want to learn about things they have not previously studied, and subjects of informal study include computers and foreign languages (Edwards, R., Hanson, A., & Raggatt, P., 2006). As *language learning* theory has shifted from a highly guided to a more open *learning* process, the *language learning* philosophy called *learning for life* as a great way to motivate students *learning a foreign language* (Fernando, 2009).

2. RESEARCH METHOD

2.1 Research scope and subjects

This study treated the international students of two universities with Mandarin Chinese learning centers, namely, the National Cheng Kung University, the Southern Taiwan University, and the Chang Jung Christian University, with Mandarin Chinese courses in Tainan City and County as subjects. There were 714 participants (Table 2).

Table 2: Number of international students in three universities of Tainan (2009)

| | Male | Female | Total |
|---------------------------------|------|--------|-------|
| National Cheng Kung University | 249 | 270 | 519 |
| Southern Taiwan University | 107 | 83 | 190 |
| Chang Jung Christian University | 3 | 2 | 5 |
| Total | 359 | 355 | 714 |

2.2 Research instruments

The research tool was a questionnaire, divided into two parts. The first part was “demographic data”, including seven demographic variables, namely, homeland, age, education, living situation, average monthly disposable income, and number of years in Taiwan. The question of homeland was based on the

Directorate-General of Budgets, Accounting, Statistics' categorization (2009) of the five continents, Europe, Asia, the Americas, Africa, Oceania, and other. The second section is "Scale of language learning as serious leisure". The questionnaire items of traits of serious leisure were translated and modified by six traits, as indicated by Stebbins (1992). Cronbach's α , reliability of scale of language learning as serious leisure was 0.942. Cronbach's α of 21 items was 0.887~0.897, thus indicating a high internal consistency and positive reliability. A Likert 5-point scale was used to measure the weight distribution, ranging from "strongly agree" to "strongly disagree" (5~1), and included 21 items. Traits of language learning as serious leisure and content of items are as shown in Table 3. A total of 260 questionnaires were distributed, and 229 were returned. There were 216 valid questionnaires, for a return rate of 83.1%.

Table 3: Dimensions and items of scale of language learning as serious leisure

| Dimensions | Numbers of items, and items |
|---------------------------------|---|
| Perseverance | 1. When I encounter difficulties, I will be persistent. 2. When I encounter difficulties, I will not give up. |
| Career | 4. Throughout this activity, I will recognize the goal of my career. 8. Long-term learning in this activity will enhance the development of my career. 17. Participation in this activity is part of my life. |
| Effort | 3. When I am frustrated, I will continue to make efforts. 7. I try hard to overcome the difficulties of this activity. |
| Lasting benefit | 5. By joining in this activity, I experience the delight of self-growth. 9. I think that it is meaningful to participate in this activity. 12. By joining in this activity, I experience self satisfaction. 18. By joining in this activity, I recognize a strong sense of achievement. |
| Strong community identification | 6. I strongly identify with this activity. 11. Even though others question me, I continue to be persistent. 13. This activity reveals positive meaning in my life. 19. I think it is worthy to promote this activity. |
| Subculture | 10. All participants follow the same behavioral regulations. 14. All participants share the same beliefs. 15. By joining in this activity, I feel sense of belonging. 20. By joining in this activity, I have the opportunity to interact with others. 21. All participants share similar attitude toward life. |

2.3 Data processing and analysis

This study was primarily quantitative, and used the SPSS software for data analysis. It was supplemented with qualitative interviews in order to understand the influence of international student demographic variables on their Chinese learning as serious leisure. Analytical approaches included descriptive statistics (mean, frequency distribution and standard deviation), and inferential statistics refer to t-test and one-way ANOVA. Qualitative interview utilized convenience sampling, and some interviewed international students were interviewed in order to understand the actual conditions of their Chinese learning in Taiwan.

3. RESEARCH RESULTS

3.1 Analysis of the current state of international student demographic variables

Due to geographic and cultural background proximity, a total of 56% foreign students who have come to Taiwan for Chinese instruction were Asians. About 75.9% of the international students were aged between 21-30, in their early adulthood with good learning and adaptive abilities. There were about 45% of international students who lived in school dormitories because it was less expensive, and school support was easier to obtain. And 25% of international students had between 5,001NT and 10,000NT (NT: New

Taiwanese Dollar) in monthly disposable income. About 62.0% of the students had been in Taiwan for less than one year. Thus, most international students who chose to learn Chinese in Taiwan pursued short-term language learning or cultural experiences (table 4).

Table 4: State of international student demographic variables

| Variable | Distribution |
|---------------------------|---|
| Homeland | 56% of international students were Asians. |
| Gender | 52.8% of international students were male. |
| Age | 75.9% of the international students were aged between 21-30 |
| Level of Education | 61.6% of the international students were pursuing degree of Bachelor. |
| Dwelling | 45% of international students lived in dormitories. |
| Monthly disposable income | 25% of international students had between 5,001NT and 10,000NT (NT: New Taiwanese Dollar) in monthly disposable income. |
| Stay period in Taiwan | 62.0% of the students had been in Taiwan for less than one year. |

3.2 Analysis of Chinese learning as serious leisure

Table 5 shows the situation of international students' Chinese learning as serious leisure. Most international students agree that they are perseverant in accomplishing the activity (mean=4.00), and Mandarin Chinese learning allows them to be constantly benefited (mean=4.00); they will make efforts to overcome the difficulties of the process (mean=3.98). Besides, Mandarin Chinese learning influences their career planning (mean=3.83); and they share the beliefs and subculture with colleagues learning Mandarin Chinese (mean=3.64).

Table 5: Situation of Chinese learning as serious leisure

| Variable | Mean | Standard deviation |
|------------------------------------|------|--------------------|
| Perseverance | 4.00 | 0.87 |
| Career | 3.83 | 0.72 |
| Effort | 3.98 | 0.76 |
| Lasting benefit | 4.00 | 0.72 |
| Strong community Identification | 3.85 | 0.68 |
| Subculture | 3.64 | 0.69 |

3.3 Significance analysis of international student demographic variables on Chinese learning as serious leisure

This section used independent sample t-tests and One-way ANOVA to analyze the influence of international student demographic variables on Chinese learning as serious leisure. Due to different homelands of the international students, they displayed significant differences in the five dimensions of Chinese learning as serious leisure, namely, perseverance (mean=4.00), effort (mean=3.98), lasting benefit (mean=4.00), strong community identification (mean=3.85), and subculture (mean=3.64). This indicated that the nationalities and cultures of international students would affect their Chinese learning as serious leisure (Table 6).

Table 6: Difference analysis of homeland and Chinese learning as serious leisure

| Dimensions | Homeland | Mean | Standard deviation | F value | P value |
|---------------------------------|----------|------|--------------------|---------|---------|
| Perseverance | Europe | 4.16 | 0.78 | 5.659 | 0.000* |
| | Asia | 3.75 | 0.91 | | |
| | Americas | 4.40 | 0.66 | | |
| | Africa | 5.00 | - | | |
| | Oceania | 4.25 | 0.35 | | |
| | other | 4.33 | 0.49 | | |
| | total | 4.00 | | | |
| Career | Europe | 3.82 | 0.65 | 1.826 | 0.109 |
| | Asia | 3.71 | 0.77 | | |
| | Americas | 4.05 | 0.61 | | |
| | Africa | 4.33 | - | | |
| | Oceania | 4.00 | 0.94 | | |
| | other | 3.97 | 0.66 | | |
| | total | 3.83 | | | |
| Effort | Europe | 4.11 | 0.67 | 2.946 | 0.014* |
| | Asia | 3.83 | 0.83 | | |
| | Americas | 4.23 | 0.59 | | |
| | Africa | 5.00 | - | | |
| | Oceania | 3.75 | 1.06 | | |
| | other | 4.17 | 0.49 | | |
| | total | 3.98 | | | |
| Lasting benefit | Europe | 4.11 | 0.56 | 3.848 | 0.002* |
| | Asia | 3.82 | 0.78 | | |
| | Americas | 4.34 | 0.49 | | |
| | Africa | 3.75 | - | | |
| | Oceania | 4.50 | 0.71 | | |
| | other | 4.13 | 0.68 | | |
| | total | 4.00 | | | |
| Strong community Identification | Europe | 3.92 | 0.57 | 4.478 | 0.001* |
| | Asia | 3.69 | 0.71 | | |
| | Americas | 4.15 | 0.60 | | |
| | Africa | 4.40 | - | | |
| | Oceania | 4.10 | 0.71 | | |
| | other | 4.01 | 0.61 | | |
| | total | 3.85 | | | |
| Subculture | Europe | 3.52 | 0.63 | 2.334 | 0.043* |
| | Asia | 3.56 | 0.71 | | |
| | Americas | 3.87 | 0.60 | | |
| | Africa | 3.80 | - | | |
| | Oceania | 3.30 | 0.99 | | |
| | other | 3.97 | 0.67 | | |
| | total | 3.64 | | | |

p < .05*

Due to different dwelling situations, international students displayed significant differences among the six dimensions of Chinese learning as serious leisure, namely, perseverance (mean=4.00), career (mean=3.83), effort (mean=3.98), lasting benefit (mean=4.00), strong community identification (mean=3.85), and subculture (mean=3.64). Then, the Scheffe's post-test was applied; and it reveals that for "perseverance" and "subculture", international students who lived alone off-campus shows significantly higher mean scores and had greater perseverance in learning Chinese and identification to subcultures with

learning peers than those who lived in school dormitories. In addition, Scheffe's method reveals that, regarding "career", "effort", "lasting benefit", and "strong community identification", international students who rented apartments off-campus with others or chose home-stays shows significantly higher mean scores than those lived in school dormitories (Table 7).

Table 7: Difference analysis of dwelling and Chinese learning as serious leisure

| Dimensions | Dwelling | Mean | SD | F value | P value | Scheefe's method |
|------------------------------------|---|--------------|------|---------|---------|---|
| Perseverance | dormitories | 3.82 | 0.96 | 4.067 | 0.018* | live alone off-campus > dormitories |
| | live alone | 4.19 | 0.65 | | | |
| | off-campus | | | | | |
| | live with others (home-stays) total | 4.11 4.00 | 0.85 | | | |
| Career | dormitories | 3.67 | 0.79 | 4.248 | 0.016* | live with others (home-stays) > dormitories |
| | live alone | 3.94 | 0.63 | | | |
| | off-campus | | | | | |
| | live with others (home-stays) total | 3.97 3.83 | 0.65 | | | |
| Effort | dormitories | 3.85 | 0.88 | 3.436 | 0.034* | live with others (home-stays) > dormitories |
| | live alone | 4.02 | 0.63 | | | |
| | off-campus | | | | | |
| | live with others (home-stays) total | 4.18 3.98 | 0.62 | | | |
| Lasting benefit | dormitories | 3.82 | 0.84 | 6.778 | 0.001* | live with others (home-stays) > dormitories |
| | live alone | 4.07 | 0.58 | | | |
| | off-campus | | | | | |
| | live with others (home-stays) total | 4.24 4.00 | 0.54 | | | |
| Strong community identification | dormitories | 3.69 | 0.74 | 5.359 | 0.005* | live with others (home-stays) > dormitories |
| | live alone | 3.92 | 0.59 | | | |
| | off-campus | | | | | |
| | live with others (home-stays) total | 4.04 3.85 | 0.61 | | | |
| Subculture | dormitories | 3.48 | 0.73 | 5.473 | 0.005* | live alone off-campus > dormitories |
| | live alone | 3.80 | 0.62 | | | |
| | off-campus | | | | | |
| | live with others (home-stays) total | 3.75 3.64 | 0.62 | | | |

p<.05*

International students with different amounts of monthly disposable income displayed significant differences in the dimensions of lasting benefit (mean=4.00) and strong community identification (mean=3.85) in Chinese learning as serious leisure. International students with greater amounts of monthly disposable income found it easier to gain lasting benefit of Chinese learning and strong community identification of their Chinese learning peers (Table 8).

Table 8: Difference analysis of monthly disposable and Chinese learning as serious leisure

(NT: New Taiwanese Dollars)

| Dimensions | Monthly disposable | Mean | Standard deviation | F value | P value |
|---------------------------------|---------------------------|-------------|---------------------------|----------------|----------------|
| Perseverance | under 5,000NT | 3.78 | 1.046 | 1.479 | 0.187 |
| | 5,001NT-10,000NT | 3.98 | 0.78 | | |
| | 10,001NT-15,000NT | 4.02 | 0.81 | | |
| | 15,001NT-20,000NT | 3.92 | 0.95 | | |
| | 20,001NT-25,000NT | 4.17 | 0.57 | | |
| | 25,001NT- 30,000NT | 4.29 | 0.77 | | |
| | other | 3.71 | 1.19 | | |
| total | 4.00 | | | | |
| Career | under 5,000NT | 3.60 | 0.86 | 2.930 | 0.062 |
| | 5,001NT-10,000NT | 3.78 | 0.66 | | |
| | 10,001NT-15,000NT | 3.90 | 0.69 | | |
| | 15,001NT-20,000NT | 3.97 | 0.52 | | |
| | 20,001NT-25,000NT | 3.74 | 0.69 | | |
| | 25,001NT- 30,000NT | 4.11 | 0.58 | | |
| | other | 3.81 | 1.00 | | |
| total | 3.83 | | | | |
| Effort | under 5,000NT | 3.77 | 0.92 | 1.720 | 0.118 |
| | 5,001NT-10,000NT | 3.95 | 0.72 | | |
| | 10,001NT-15,000NT | 4.04 | 0.76 | | |
| | 15,001NT-20,000NT | 4.08 | 0.60 | | |
| | 20,001NT-25,000NT | 3.86 | 0.74 | | |
| | 25,001NT- 30,000NT | 4.28 | 0.58 | | |
| | other | 4.00 | 0.91 | | |
| total | 3.98 | | | | |
| Lasting benefit | under 5,000NT | 3.81 | 1.03 | 2.420 | 0.050* |
| | 5,001NT-10,000NT | 3.91 | 0.60 | | |
| | 10,001NT-15,000NT | 4.09 | 0.65 | | |
| | 15,001NT-20,000NT | 3.98 | 0.60 | | |
| | 20,001NT-25,000NT | 3.93 | 0.52 | | |
| | 25,001NT- 30,000NT | 4.32 | 0.49 | | |
| | other | 4.11 | 0.59 | | |
| total | 4.00 | | | | |
| Strong community identification | under 5,000NT | 3.70 | 0.87 | 2.162 | 0.048* |
| | 5,001NT-10,000NT | 3.74 | 0.60 | | |
| | 10,001NT-15,000NT | 3.94 | 0.58 | | |
| | 15,001NT-20,000NT | 3.88 | 0.64 | | |
| | 20,001NT-25,000NT | 3.73 | 0.50 | | |
| | 25,001NT- 30,000NT | 4.16 | 0.62 | | |
| | other | 3.86 | 0.86 | | |
| total | 3.85 | | | | |
| Subculture | under 5,000NT | 3.53 | 0.88 | 2.107 | 0.054 |
| | 5,001NT-10,000NT | 3.51 | 0.66 | | |
| | 10,001NT-15,000NT | 3.79 | 0.54 | | |
| | 15,001NT-20,000NT | 3.68 | 0.57 | | |
| | 20,001NT-25,000NT | 3.41 | 0.46 | | |
| | 25,001NT- 30,000NT | 3.89 | 0.64 | | |
| | other | 3.80 | 0.63 | | |
| total | 3.64 | | | | |

p < .05*

4. CONCLUSIONS

International students who choose to learn Chinese in Taiwan are mostly Asians. In-depth interviews showed that international students from Southeast Asia chose to come to Taiwan because Taiwan had higher standards in technology and management techniques than their countries of origin, and Taiwan is a democratic and liberal country with a safe school environment, which was more attractive than China. Thus, learning Chinese fulfilled more instrumental purposes for Southeast Asian students. However, Southeast Asian countries had already had strong interaction with the Chinese culture; thus, learning Chinese resulted in a lesser cultural impact on them, allowing them to become part of the Chinese learning environment with greater ease and enjoy learning Chinese. Therefore, there should be continued enhancement in enrollment promotions and recruitment advantages for Asian international students, while accelerating promotion into the European and North American markets in order to understand European and American student needs in Chinese learning and to establish channels. This would be more beneficial for the sustained management of internationalization in higher education. Differences in the homeland of international students would produce significant differences in Chinese learning as serious leisure; thus, the instructional strategies should understand the differences between international students of different nationalities and cultural backgrounds to enhance learning accomplishments. According to Hellstén (2002), educational reform and implementation must first understand and explore instructional materials suitable for international students, and consider how they adapt to the local social culture. By doing so, it would help in developing communication and interaction models between schools, teachers, and international students, and blending the original ethnic and cultural characteristics of international students into evaluations and considerations of their learning issues.

In terms of dwelling, international students who rented off-campus apartments with others or chose home-stays had greater levels of career planning, Chinese learning effort, lasting benefits of Chinese learning, and a strong sense of identification with their learning peer communities, as compared to international students who lived alone or in school dormitories. Some international students chose to rent apartments with friends who were also international students, even if they were not of the same nationality; they may be able to provide information and support on Chinese learning, answer each other's questions, and encourage each other through interaction. This result of the study is consistent with Jin, Talbot, and Geelhoed (1998), the peer learning of domestic and international students can more effectively help to overcome the problems of cross-cultural adaptation and local living. Sawir (2008) also suggest that the creation of more successful educational engagements between international students and local students could reduce international student's cultural loneliness and social loneliness at the same time. Additionally, those who chose local home-stays might have more frequent interaction with host families and became more interested in learning Chinese, and experienced greater ease in living in Taiwan, which produced a good cycle that increased the need for learning Chinese. In other words, local home stays could play a central role in satisfying the need of international students to belong, in what for many is a very different country.

International students with greater monthly disposable income were more likely to gain lasting benefit of Chinese learning and strong community identification with their learning peers. In fact, in recent years, Taiwan has integrated existing resources into higher education; and due to the increased emphasis on international students, it began to offer Southeast Asian scholarships for 65 students in 2002. In 2003, Taiwan government subsidized universities to implement an international student's exchange program. The numbers and methods for awarding international student special and regular scholarships were adjusted in 2004. In the following 2005 year, various universities and affiliated language centers were encouraged to establish their own regular scholarships for international students to encourage outstanding international students. In 2006, "Taiwan scholarships" were instituted to encourage and attract international students to study in Taiwan; it was divided into four types, Ministry of Foreign Affairs scholarships, Ministry of Economic Affairs scholarships, National Science Council scholarships, and Ministry of Education scholarships. As for non-degree students, the Ministry of Foreign Affairs and the Ministry of Education provided pre-degree language scholarships. The amounts of the scholarships differed; based on the

programs or degrees, it ranged from 25,000NT to 30,000NT per month per person, for a maximum of five years (Ministry of Education, 2007). In terms of monthly disposable, in-depth interviews showed that those originally from Europe or North America thought that the scholarships provided by the Taiwanese government were very attractive; this was a primary reason for the selection of Taiwan. A possible reason was that European and North American learners believed that learning Chinese had high “serious leisure” meaning; thus, the assistance of scholarships can allow them to fully enjoy language learning and the Taiwanese culture without the worry of expenses. Therefore, scholarships can effectively attract European and North American learners. However, for Southeast Asian students, Southeast Asian countries have policies that send many university graduates or bureaucrats to learn industries or management techniques in Taiwan. Thus, their governments (such as Vietnam) would provide these students with most of their necessary funds while in Taiwan. Therefore, these students rely more on their own governments’ subsidies, and do not place as much emphasis on Taiwanese scholarships. This study also found that when European and North American students studied in Taiwan, they also engaged in teaching English, since many Taiwanese people believe that Europeans and North Americans are more likely to be helpful in teaching them English. Southeast Asian students hoped to return to their countries of origin as soon as their studies were completed; their studying in Taiwan was considered as study abroad, and when they returned to their countries of origin to work, they also had elevated social status. As a result, the number of Southeast Asian students studying Chinese in Taiwan has continued to rise. Therefore, educational authorities should provide financial aids to international students based on the differences in nationalities and cultures, and at the same time improve upon the provision and planning for the living environments of international students. Both methods are helpful for the lasting motivation and effect of their Chinese learning, and are at the same time beneficial for interaction with their learning peers. These results conform to the research results of Okafor (1996) and Shahmirzadi (1998).

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