

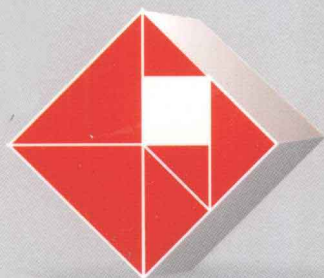
中国学生的学习文化研究

技巧、意识和跨文化适应

Researching Chinese Learners:

Skills, Perceptions and Intercultural Adaptations

主编：金立贤（英） Martin Cortazzi（英）

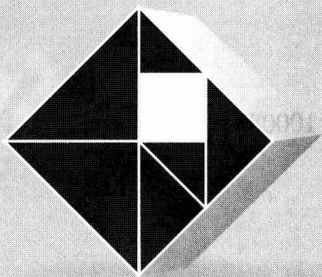


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Many thanks also to the Chinese teachers and teachers from the West in China and in universities in the above countries/regions who participated in these projects.

We are grateful for their cooperation and assistance in this research and we hope that the results will be of direct or indirect assistance to their learning and that of future cohorts of Chinese learners and their teachers in China and around the world. No doubt some will in their turn continue to research aspects of the learning of Chinese students and teachers.

Lixian Jin and Martin Cortazzi

致 谢

本书编者与全体撰稿人对数以百计甚或千计参与本书各章所涉研究项目的来自中国内地和香港以及英国、澳大利亚、新西兰和加拿大的中国学生致以真诚的谢忱。

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金立贤、马丁·柯太极

Notes on Contributors

Dr Jenny Barnett is a Senior Lecturer and key researcher in the Centre for Studies in Literacy, Policy and Learning Cultures at the University of South Australia where she has been working since 1987. Much of Dr Barnett's current teaching lies in supervising doctoral students on diverse topics in TESOL (Teaching English to Speakers of Other Languages), literacy education and Indigenous education, which are also the main areas of her own research.

Dr Jonathan G. Bayley is an Associate Professor in the Faculty of Education, University of Windsor, Canada. He co-supervises Yi Zhou's dissertation with Dr Shijing Xu. In addition to performing, teaching, adjudicating and music workshop activities, Dr Bayley has published numerous articles, arrangements and original works. His research interests focus on music and arts education, survey research and design, interviewing as qualitative research, and historical research with a curriculum focus.

Prof. Jill Bourne was Professor and Dean of the Faculty of Education at the University of Strathclyde, Glasgow. She was previously a Vice President of the International Association of Applied Linguistics and Chair of the British Association for Applied Linguistics. Prof. Bourne specializes in the detailed analysis of classroom interaction, with a particular interest in multilingual classrooms and in raising the attainment of students from disadvantaged backgrounds. With her husband, Euan Reid, she edited the *World Yearbook of Education 2003: Language Education* (London: Routledge Falmer).

Prof. Martin Cortazzi is a Visiting Professor in the Centre of Applied Linguistics at Warwick University, UK and at a number of key universities in China. He is also Academic Advisor for English at the Polytechnic University of Hong Kong in China and at the University of Science in Malaysia. He has taught applied linguistics courses for English teachers in Britain, China, Turkey, Lebanon, Malaysia, Singapore, Iran, Brunei, Norway, Cyprus and elsewhere. He has extensive experience of teaching and serving as external examiner for MA courses and supervising and examining for PhD degrees in Britain and internationally. He has published books and articles on narrative analysis, the application of metaphor analysis, issues in language and education such as literacy, vocabulary learning, and cultures of learning. His current research examines narratives and students' metaphors as a way to explore issues in intercultural experience, identity and cultures of learning.

Dr Peter Crisp has lived and taught in the Chinese mainland and Hong Kong SAR for the past 25 years, at the Chinese University of Hong Kong for 22 of those years. Prof. Crisp has recently begun to divide his time mainly between Hong Kong of China and Dublin of Ireland. He was originally trained as a literary scholar but in the context of 1970s literary 'theory' turned to a more serious approach to literary studies by drawing on linguistics and stylistics. He has been largely involved in the areas of semantics and pragmatics and for the past 15 years has concentrated on the study of metaphor and metonymy. Most recently he has been involved in the study of allegory and has had a large number of articles published in this area. Despite his continuing literary focus,

he has supervised a number of PhDs in Applied Linguistics, most of which have involved issues of metaphor and metonymy and cross-cultural/linguistic issues between Chinese and English.

Dr Joan Cutting is a Senior Lecturer in TESOL at the University of Edinburgh, specializing in EFL (English as a foreign language) methodology, and text and discourse for TESOL. She researches spoken English, with an interest in vague language and in-group code and applications to TESOL. One of Dr Cutting's main research areas is the needs of Chinese students in UK universities: she has studied the grammar of Chinese students speaking English, and requirements of EAP (English for Academic purposes) design for Chinese students, focusing in particular on their interactions in seminars and tutorials, and their adaptation to the UK university system. She considers the implications for non-language-specialist-staff development. She is the author of *Analysing the Language of Discourse Communities* (2000), *Vague Language Explored* (2007) and *Pragmatics and Discourse* (2008), and co-editor of the Edinburgh Textbooks in TESOL series.

Dr Kathy Durkin is a Senior Lecturer at the Media School, Bournemouth University where, for the past ten years, she has taught research methodology, cross-cultural communication, study skills and critical thinking. She has conducted research in China, Israel and Australia, as well as in the United Kingdom, investigating how international students adapt to the norms of academic critical thinking and argumentation in different cultures. Her current research interest is the marketization of education and its effect on critical thinking as an important component of higher education.

Dr Qing Gu is an Associate Professor in the School of Education, University of Nottingham, UK. She is a member of the Executive Committee of the British Association for International and Comparative Education (BAICE), a member of the *Compare* Editorial Board and Reviews Editor of the *International Journal of Educational Development*. Her research interests are teacher professional development, school improvement and the internationalization of higher education. Dr Gu is the author of *Teacher Development: Knowledge and Context* (2007), co-author of *Teachers Matter* (2007) and *New Lives of Teachers* (2010), and Guest Editor of the Special Issue of *Language and Intercultural Communication* on 'The role of culture in teaching English as an international language' (2009). Her articles on Chinese learners have been published in academic journals including *Compare*, *European Journal of Education*, *Language and Intercultural Communication* and *Language, Culture and Curriculum*.

Prof. Jane Jackson (PhD, Ontario Institute for Studies in Education, University of Toronto) is Professor in the English Department at the Chinese University of Hong Kong. Her research interests include intercultural communication/pragmatics, reticence and anxiety in L2 learners, identity (re)construction and student residence abroad. With the support of competitive research grants, she is investigating the learning of study-abroad students. Prof. Jackson serves on the editorial board or manuscript review panels of several applied linguistics and intercultural communication journals. She has published numerous articles and book chapters in peer-reviewed applied linguistics, intercultural communication/education, and study-abroad journals. Recent monographs include *Language, Identity, and Study Abroad: Socio-cultural Perspectives* (2008) and *Intercultural Journeys: From Study to Residence Abroad* (2010). She is currently editing the *Routledge Handbook of Intercultural Communication*.

Dr Lixian Jin is Professor of Linguistics and Intercultural Learning at De Montfort University, UK and Visiting Professor at a number of key universities in China. She is the Director for the Centre of Intercultural Research in Communication and Learning (CIRCL) at De Montfort University. Internationally, she is an Executive Editorial Board Member for *International Journal of Language & Communication Disorders*, UK and USA; the Review Editor for *Asian Journal of English Language Teaching*, Hong Kong of China; and a board member for other international journals. She has taught applied linguistics courses and trained English teachers and speech and language therapists at universities in the Chinese mainland and Hong Kong SAR, Cyprus, Turkey and Britain and supervised research students from different countries. She is regularly invited to give public lectures, keynote speeches and workshops to international and professional audiences, for example by British universities, the Royal Colleges of Speech and Language Therapists, Nursing, and General Practitioners, by the British Council and by universities in the Chinese mainland, Taiwan Province of China, Hong Kong SAR and in Middle Eastern and European countries. Her research interests and publications are in the areas of cultures of learning, bilingual language assessments, narrative analysis, metaphor analysis, academic intercultural communication and Chinese learners of English.

Dr Divya Jindal-Snape is a senior lecturer in the School of Education, Social Work and Community Education at the University of Dundee, UK. She has experience of working in primary and secondary schools, and higher education in different countries. Dr Jindal-Snape's research interests lie in the field of educational transitions and inclusion. A significant proportion of her work has been with children and young people with additional support needs, especially children and young people with visual impairment, autism, learning difficulties, and emotional and behavioural needs. This has also involved developing social interaction through drama techniques and other forms of creative arts education.

Dr Danny Chung-hong Leung received his PhD degree in applied English linguistics from the Chinese University of Hong Kong (CUHK) in 2008. In the same year, he joined the Department of English at CUHK, where he is currently assistant professor and director of the MA Programme in Applied English Linguistics. Having been teaching in the English as a Second Language (ESL) context in Hong Kong SAR as well as conducting applied cognitive linguistics research for nearly a decade, Dr Leung understands both the linguistic and conceptual difficulties facing L2 learners of English when learning L2 figurative language. His research interests encompass a wide range of education-oriented issues in applied cognitive linguistics such as L2 figurative language teaching and learning, L2 metaphoric and metonymic competence, and cross-linguistic/cultural analysis of idioms.

Dr Xiuping Li holds several posts related to Chinese as a Second Language (CSL) and Foreign Language (CFL), including Language Instructor at the Faculty of Oriental Studies, University of Oxford; Lecturer at Newcastle College; Adviser at Open Access Centre (OAC), School of Modern Languages, Newcastle University; Head of Chinese Language Content Writers Team for Routes into Languages, North East, UK; Exam Moderator with a university and a leading awarding body in the UK; Associate Editor of *Asian EFL Journal*. She has nearly 30 years' experience of teaching English and Chinese in a variety of contexts in China and the UK, covering primary,

secondary and higher education with interest in applied linguistics, cross-cultural communications and bilingual education skills teacher training. Dr Li's latest research focuses on *Chinese Community Language in Newcastle*; her latest publications are as a joint author of textbooks and teacher resource books, *Edexcel Chinese for AS* (2008) and *Edexcel Chinese for A2* (2009).

Dr Meihua Liu is Associate Professor of English at the Department of Foreign Languages, Tsinghua University, China. Her research interests mainly include second/foreign language teaching and learning in Chinese contexts, reticence and anxiety in EFL classrooms, individual differences, and second language writing. Dr Liu is a reviewer for such journals as *The Journal of Asia TEFL*, *Indonesian Journal of English Language Teaching* and *Chinese EFL Journal*. She has published in a number of journals such as *Modern Language Journal*, *TESL Canada Journal*, *TESL Reporter*, *System*, *ITL: International Journal of Applied Linguistics*, *Asian Journal of English Language Teaching*, *Indonesian Journal of English Language Teaching*, *The Journal of Asia TEFL* and *Asian EFL Journal*. Her recent monograph is *Reticence and Anxiety in Oral English Lessons* (2009).

Heather Parris-Kidd is a teacher of English as a Second Language with over 15 years' experience throughout Asia, Europe and Australia. She completed her Master's Education by research on 'Cultures of learning and student participation: a study in two multicultural classrooms for English as an Additional Language' at the University of South Australia in July 2007 under the Supervision of Dr Jenny Barnett. She is working as the Director of Studies and International Office Manager for Southern Cross University, Coffs Harbour Campus in New South Wales, Australia.

Dr Nick Pilcher is a lecturer in In-sessional English for Academic Purposes (EAP) at Edinburgh Napier University, Edinburgh, UK. He taught EAP at Heriot Watt University, Edinburgh, from 2001 to 2009, where he also received his doctorate in 2007. He is interested in EAP teaching, qualitative research, experiences and perceptions of learning, and the dissemination and usage of qualifications framework.

Dr Gillian Skyrme is a lecturer in linguistics, second language teaching and English for Academic Purposes in the School of Language Studies at Massey University, New Zealand. She completed her PhD in 2008, investigating the experiences of Chinese international undergraduate students studying in a New Zealand university from a socio-cultural perspective. She was winner of the Applied Linguistics Association of New Zealand Best PhD Thesis award for that year. Articles from this research have appeared in *Studies in Higher Education*, *New Zealand Studies in Applied Linguistics* and *Journal of English for Academic Purposes*. Dr Skyrme is co-editor of *New Zealand Journal of Applied Linguistics*. Other research interests include the learning of English by migrants in community settings.

Dr Phiona Stanley is a lecturer in Academic Development at the University of South Australia. She holds master's degrees in Education and Politics and for her PhD she investigated the training needs, roles and identities of Western English language teachers at a university in China. Since 1993, she has worked in TESOL in six countries including China, where she worked as an educational consultant for a multinational company that conducts language-teaching operations in 60+ Chinese cities. Since arriving in Australia in 2004, she has trained English language

teachers on Cambridge CELTA (Certificate in English Language Teaching to Adults) courses and has taught on master's programmes in Applied Linguistics and Education at the Universities of Adelaide, South Australia and Sydney, the latter including teaching on offshore master's courses at Fudan University, China. Her research interests include the internationalization of higher education, transnationalism, interculturality, identity and gender.

Prof. Keith Topping is Professor of Educational and Social Research in the School of Education at the University of Dundee. His main research interest is peer learning in many contexts and subject areas. Other interests include parents as educators, problematic behaviour and social competence, and computer-assisted learning and assessment. Prof. Topping has published 140 peer-reviewed journal papers, 44 chapters and 19 books, including *Peer-Assisted Learning* (1998), *Thinking Reading Writing* (2001), *Inclusive Education* (2005) and *Cultural and Educational Adaptation of Chinese Students in the UK* (2009). He has consulted with national government and large organizations in several countries and his work has been translated into 11 languages.

Prof. Cynthia White is Professor of Applied Linguistics in the School of Language Studies, Massey University, New Zealand. She has research interests in language-learning strategies, learner autonomy, distance learning environments, e-learning and language, and settlement issues among migrants and refugees. In 2004, Prof. White received the International TESOL Virginia French Allen Award for Scholarship and Service. In 2003, her book *Language Learning in Distance Education* was published, and a co-edited book entitled *Languages and Distance Education: Evolution and Change* appeared in 2005. Prof. White's articles appear in *System*, *TESOLANZ Journal*, *Distance Education*, *Open Learning*, *Journal of Distance Learning*, *Hong Kong Journal of Applied Linguistics* and *Innovation in Language Learning and Teaching*. She serves on the editorial boards of seven international journals and two national journals. In 2008, she was invited presenter at the Bertelsmann Foundation, Berlin, on language, settlement and social cohesion among immigrant youth.

Dr Shijing Xu is an Affiliated Research Associate at the National Research Centre for Foreign Language Education, Beijing Foreign Studies University, China, and Assistant Professor, Faculty of Education, University of Windsor, Canada. She was formerly Associate Professor of English as a Foreign Language (EFL) and Associate Dean of Humanities and Social Sciences, University of Science and Technology Beijing. Dr Xu's research interests focus on narrative approaches to intergenerational, bilingual and multicultural educational issues and school–family–community connections in cross-cultural curriculum studies and teacher education. Her current research is on the reciprocal adaptation and learning of newcomers and the Canadian society. She is concerned about international and intercultural communication of values in education.

Dr Tianshu Zhao is an Associate Professor of the School of Foreign Languages at Shenyang Normal University, China. She received her PhD (Applied Linguistics for Language Teaching) in the School of Education, University of Southampton, UK in 2007. Dr Zhao's research interest is in classroom interaction and intercultural communication, especially intercultural adaptation. In June 2009, she attended the 8th CAFIC (China Association for Intercultural Communication) International Conference, and her paper entitled 'An ethnographic study of the two-way

intercultural adaptation process between Chinese students and British lecturers in the UK' has been included in the volume entitled *Intercultural Communication between China and the World: Interpersonal, Organizational and Mediated Perspectives*, published in China (2010).

Yi Zhou is a PhD Candidate at the Faculty of Education, University of Windsor, Canada. She holds master's degrees in Linguistics and Education. She used to teach English as a Foreign Language (EFL) at a Chinese university. Her research interests include intercultural language teaching and learning, EFL teacher education and language-learning motivation. Her doctoral research focuses on Chinese EFL teachers and their intercultural competence teaching.

Dr Yuefang Zhou is a Research Fellow in the Bute Medical School, University of St Andrews. She was awarded an MSc with distinction in applied research methods in 2003 and a PhD on 'Processes of cultural pedagogical shock and adaptation of Chinese postgraduate students in the UK' in 2006, both by the University of Dundee. Her main research interest lies in the field of intercultural communication and cultural and educational adaptation. Dr Zhou's main publications include 'Chinese students in the UK: a two-way reciprocal adaptation' (2008), 'Patterns of adaptation of Chinese students in the United Kingdom' (2009) and 'Cultural and educational adaptation during transition from Chinese to UK universities' (2010). She is the co-author of the book *Cultural and Educational Adaptation of Chinese Students in the UK* (with Keith Topping and Divya Jindal-Snape, 2009).

撰稿人简介

珍妮·巴尼特博士，南澳大学读写能力、政策与学习文化研究中心高级讲师和主要研究者。她自1987年以来一直在南澳大学工作，目前从事的主要教学工作是指导对说其他语言的人的英语教育（TESOL）、读写教育和原住民教育等方向的博士研究生，这些也是她自己的主要研究领域。

乔纳森·贝利博士，加拿大温莎大学教育学系副教授。他与许世静博士共同指导了周毅的博士学位论文。除了表演、教学、做评委和举办音乐研讨班等活动之外，贝利博士发表了多篇论文、课程计划和原创作品。他的研究兴趣集中在音乐和艺术教育、调查研究与设计、定性访谈研究以及课程理论史研究。

吉尔·伯恩教授，格拉斯哥斯特拉斯克莱德大学教育学系主任。她曾经担任国际应用语言学学会副主席和英国应用语言学协会主席。伯恩教授擅长课堂互动的精细分析，并且对多语言课堂和促进无优势背景学生学业进步持有特别兴趣。她与丈夫尤安·里德一起主编了《2003 世界语言教育年鉴》（伦敦：鲁特莱奇—法莫出版社）。

马丁·柯太极教授，英国华威大学应用语言学中心和中国数所重点大学访问教授，中国香港理工大学和马来西亚科技大学的英语学术顾问。他先后在英国、中国、土耳其、黎巴嫩、马来西亚、新加坡、伊朗、文莱、挪威、塞浦路斯等国为英语教师讲授应用语言学课程。他拥有在英国和其他国家从事教学工作、硕士课程评估以及博士研究生指导方面的丰富经验。他出版了多部专著，发表了多篇论文，涉及叙事分析、隐喻分析、语言问题和语言教育，如读写、词汇学习以及学习的文化。他最近的研究是通过叙事和学生的隐喻来对跨文化体验、身份认同和学习的文化进行探索。

彼德·柯柏德博士25年以来一直在中国内地和香港生活和从事教学工作，在香港中文大学任教达22年。因工作原因，柯柏德教授最近开始往返于中国香港和爱尔兰的都柏林两地之间。他最早作为文学学者接受训练，但是在20世纪70年代，他的研究方向从文学理论转向更为严肃的语言学和文体学。他的研究领域主要是语义学和语用学，在最近的15年致力于隐喻和转喻研究。目前正在有关寓言的研究，并发表了大量相关论文。虽然从事文学研究多年，他却指导了一些应用语言学方向的博士研究生论文，其中大多数是有关隐喻与转喻以及中文和英语之间的跨文化和语言学问题。

琼·卡汀博士，爱丁堡大学英语教学高级讲师。专长是英语作为外语的教学方法、文本和话语分析。她从事英语口语研究，主要兴趣是模糊语言和组内语码及其在英语教学中的应用。卡汀博士的主要研究领域之一是在英国大学留学的中国学生的学习需求，她已经对中国留学生的英语语法、学术英语设计要求进行过研究，特别是他们在研讨会和导师指导过程中的互动以及对英国大学体系的适应。她也关注非语言专业教师的发展。她出版的学术著作包括《话语社区的语言分析》（2000）、《模糊语言探索》（2007）和《语用学与话语》（2008）；她还是爱丁堡英语教学系列教材的编者之一。

凯西·德金博士，伯恩茅斯大学传媒学院高级讲师。她已经在那里工作了十年，教授研究方法、跨文化交流、研究技巧和批判性思维等课程。她曾在英国、中国、以色列和澳大利亚就国际学生如何适应不同文化背景下的学术研究批判性思维和论述规范进行调查研究。她目前的研究兴趣是教育的市场化及其对作为高等教育要素之一的批判性思维的影响。

顾青博士，英国诺丁汉大学教育学院副教授，英国国际和比较教育协会执行委员会委员，《比较》杂志编委和《教育发展国际期刊》评审编辑。她的研究兴趣是教师职业发展、学校改革和高等教育国际化。顾博士是《教师发展：知识与环境》（2007）的作者，《教师问题》（2007）和《教师的新生命》（2010）的合著者，以及《语言与跨文化交流》杂志关于“文化在作为国际语言的英语的教学中的作用”特刊（2009）的特邀编辑。她撰写的有关中国学习者的论文发表于《比较》、《欧洲教育》、《语言与跨文化交流》以及《语言、文化与课程》等学术期刊。

简·杰克逊博士（毕业于多伦多大学安大略教育学院），香港中文大学英语系教授。她的研究兴趣包括跨文化交际/语用学、二语学习者的缄默和焦虑、身份重构和留学生国外生活。在优胜研究基金资助下，她正在进行留学生学习研究。杰克逊教授担任数本应用语言学和跨文化交际期刊的编委或审稿人。发表论文多篇，并参与多部学术著作的写作，涉及领域包括应用语言学、跨文化交际与教育以及国外留学。近期出版的学术专著有《语言、身份与国外留学：社会语言学视角》（2008）和《跨文化旅程：国外学习与生活》（2010）。目前，她正在编写《鲁特莱奇跨文化交际手册》。

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迪雅·金达尔—斯内普博士，英国邓迪大学教育、社会工作和社区教育学院高级讲师，拥有在不同国家的小学、中学和高校工作的经验。金达尔—斯内普博士的研究领域为教育过渡和包容。她的主要工作对象是需要额外帮助的儿童和青少年，尤其是有视觉缺陷、自闭症、学习困难和情感与行为需求的儿童和青少年。她的工作还涉及通过戏剧技法和其他形式的创造性艺术教育来发展社会互动能力。

梁松康于2008年获得香港中文大学应用语言学博士学位，同年，开始在香港中文大学英语系任教，目前是应用英语语言学助理教授和研究生项目主任。梁博士在香港从事英语教学多年，从事应用认知语言学研究也将近十年，熟知二语（英语）学习者学习比喻性语言时所面临的语言和概念方面的困难。他的研究兴趣是应用认知语言学领域的教育问题，如二语比喻性语言教与学、二语隐

喻和转喻能力以及跨语言和跨文化习语分析。

李秀萍博士担任着数个与中文作为二语和外语教学有关的职位,包括牛津大学东方学系语言教师、纽卡斯尔学院讲师、纽卡斯尔大学现代语言学院开放中心顾问、英国东北中文内容作者团队负责人、英国一家主要奖励机构和一所大学的测试评判人以及《亚洲英语教学》杂志助理编辑。她的兴趣在于应用语言学、跨文化交际和双语教育教师培训,拥有近三十年在中国和英国的不同环境下教授英语和中文的经验,包括小学、中学和高校。李博士最新的研究论文发表于《纽卡斯尔中文社区语言》,最新的著作是与他人合著的教材和教师参考书《爱德思中文 AS 级》(2008)和《爱德思中文 A2 级》(2009)。

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尼克·皮尔彻博士,英国爱丁堡内皮尔大学学术英语讲师。他 2001 年至 2009 年在赫里奥特沃特大学讲授学术英语,并于 2007 年获得该校博士学位。他的研究兴趣包括学术英语教学、质性研究、学习经验和看法、资格认证框架的普及和应用。

吉莲·史嘉姆博士,新西兰梅西大学语言学系语言学、二语教学和学术英语讲师。她于 2008 年获得博士学位,研究课题是从社会文化视角研究在新西兰一所大学留学的中国研究生的学习经验。她的学位论文荣获当年新西兰应用语言学学会的最佳博士论文奖。她的学术论文发表于《高等教育研究》、《新西兰应用语言学研究》和《学术英语》上。史嘉姆博士还是《新西兰应用语言学研究》杂志的编辑之一。她的其他研究兴趣包括社区环境下移民的英语学习等。

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基思·拓冰,邓迪大学教育学院教育与社会学研究教授。主要研究兴趣是多种环境和多种科目

下的同侪学习。其他研究兴趣包括作为教育者的父母、问题行为和社会能力，以及计算机辅助学习与评价。拓冰教授已经发表了 140 篇同行评审的期刊论文，出版合著著作中的 44 个章节以及 19 本独立著作，包括《同侪辅助学习》(1998)、《思维、阅读和写作》(2001)、《包容式教育》(2005) 以及《在英国的中国留学生的文化和学术适应》(2009)。他还为多个国家的政府和大公司提供咨询服务，其作品被翻译成 11 种语言。

辛西娅·怀特，新西兰梅西大学语言学系应用语言学教授。她的研究兴趣涉及语言学习策略、学习者自主性、远程学习环境、在线学习和语言、移民和难民的语言和定居问题。2004 年，她荣获国际对外英语教学弗吉尼亚·法兰奇·艾伦奖。2003 年，她的著作《远程教育中的语言学习》出版，2005 年，与他人合著的《语言与远程教育：进化和变化》一书出版。怀特教授的论文发表于《系统》、《新西兰对外英语教师协会杂志》、《远程教育》、《开放式学习》、《远程学习》、《香港应用语言学》以及《语言教学改革》等期刊。2008 年，她受邀担任柏林贝塔斯曼基金会移民语言、定居和社会和谐问题主讲人。

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赵天舒博士，中国沈阳师范大学外语学院副教授。她于 2007 年在英国南安普敦大学教育学院获得应用语言学博士学位。赵博士的研究兴趣是课堂互动和跨文化交流，尤其是跨文化适应。2009 年 6 月，她参加了第八届中国跨文化交际国际学术研讨会，她提交的论文题目为“英国的中国留学生和英国教师之间的双向跨文化适应过程的民族志研究”，被收入《中国与世界的跨文化交流：人际、组织和媒体视角》。该书于 2010 年出版。

周毅，加拿大温莎大学教育学系在读博士生，拥有语言学和教育学硕士学位。她曾在中国的一所大学教授英语，研究兴趣包括跨文化语言教学、英语教师教育和语言学习动机。她的博士论文研究方向为中国的英语教师和跨文化能力教学。

周月芳博士，圣安德鲁斯大学布特医学院研究员。她于 2003 年获得英国邓迪大学理科硕士学位，研究方向是应用研究方法，于 2006 年获得该校博士学位，研究课题是“留学英国的中国研究生文化和教育冲突与适应过程”。她的主要研究兴趣是跨文化交流及文化和教育适应。周博士发表的主要论文包括《中国学生在英国：双向交互适应》(2008)、《英国的中国留学生的适应模式》(2009) 以及《从中国大学到英国大学过渡期的文化和教育适应》(2010)。她还是《在英国的中国留学生的文化和学术适应》(与基思·拓冰、迪雅·金达尔—斯内普合著，2009) 一书的作者之一。

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