Chapter 80

The Readiness, Challenges, and Expected Support for Chinese Students' Overseas Study:
A Focus on Business and Management Programmes

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ABSTRACT

This empirical investigation focuses on the readiness of the overseas study of potential Chinese business and management programme students and the challenges anticipated by them as well as their expected support from the destination institutes/staff based on a research conducted with undergraduate students from a top public university in China. The chapter presents insights on the relevant issues meaningful for Higher Education Institutes (HEIs) in English-Speaking Developed Countries (ESDCs, such as UK) that are the main host countries for Chinese international students. The research findings provide an informed guidance to British/ESDCs' HEIs in facilitating and teaching Chinese students to ensure their fruitful learning experience and to enhance their academic competence; the findings can also inform the Chinese institutes to prepare their students for a successful overseas education.

INTRODUCTION

Currently, in English speaking developed countries (ESDCs) such as UK, the number of international students is increasing rapidly (Warwick & Moogan, 2013; Ryan, 2012). Within the international student groups in British HEIs, the Chinese cohorts are the largest (HESA, 2012). Alike the other Asian students, Chinese students have met difficulties in their learning process. Based on a small scale interview conducted by the authors on Chinese business and management programme students in the UK, one can claim that the identified difficulties (Bamford, 2008; Sawir, 2005; Hellstén & Prescott, 2004; Wong, 2004) facing other Asian students are also troubling the Chinese students.

Under the above mentioned circumstances, that to develop appropriate international teaching/learning strategy and materials is a necessity to ensure an effective and efficient learning process and to maintain the progression and retention of these students, this in turn enhances the Britsh/ESDC HEIs' appealingness to Chinese students. The findings from this research can inform and be used for British and other ESDCs' HEIs' teaching and learning strategy for their current and potential Chinese students.

Nowadays, the graduates from business/management (focused) programmes are very welcome by industrial and academic organizations, thus these type programmes are very appealing to potential students (HUST, 2010; BFSU, 2011). Meanwhile, the international students enrolling in the business/management focused programmes are holding the largest percentage of all the overseas students (HESA, 2007; UKCISA, 2012), including many Chinese students (HESA, 2012).

Thus, the authors carried out this research project, investigating on the readiness of the Chinese students and their anticipated challenges as well as expected support for overseas study. The findings from the research can be used to inform British and other ESDC HEIs' curriculum/teaching and learning strategy for internationalisation,

and consequentially to provide the Chinese and/or other international student groups a fruitful and enjoyable learning experience, which will in turn contribute positively to the healthy survival and development of the host higher education institutions.

In the chapter, next section is the literature review introducing the background of the research, which is followed by the methodology for the research, then the empirical findings and analysis are presented, the conclusions and future research finalise the chapter.

LITERATURE REVIEW

Globalisation is the contemporary trend of businesses, higher education institutions (HEIs) are among those organizations actively internationalising their service provisions (education). Higher education's internationalisation can provide substantial benefit to the HEIs and contribute positively to the national economy where the HEIs locate. The higher education provision's internationalisation is mainly driven by (Yemini, 2012; Bodycott & Lai, 2012; Welikala, 2011; Qiang, 2003; Altbach, 2002; Scott, 1998): 1) The globalisation of economy and social activities require that HEIs supply the professionals to the real world organisations with the knowledge and skills of dealing with the complexity of different cultural, economical, social and even political dimensions; 2) To increase the scope and scale of research requires extensive cooperation of researchers from different countries; 3) The availability of information and communication technology (ICT) and the improved English language level of potential international students and the acceptance of English as an international communication language; 4) The increment and betterment of the HEIs' financial income and the positive contribution to the national economy from tuition fees paid by the overseas students. Naturally the HEIs have a strong willingness for

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