Chinese Students in Hungary: Reasons, Challenges and Changes

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Abstract

Because of China’s growing globalization, a large number of Chinese students choose studying abroad reflecting ambition and a desire for greater social mobility. In recent years, Hungary has become for Chinese students a ‘hot location’ study abroad country. This thesis explores the reasons of Chinese students to choose to come to Hungary and how Chinese students have changed as a result. According to research Chinese students changed, in order to understand and adapt to the difference of Chinese culture or/and education mode between Hungary culture or/and education mode. Besides, the growth of the Chinese students groups, Chinese the thesis explores challenges facing Chinese students in Hungary and tries to identify the best solutions.

Key words: Capital theory, Chinese students, Social Class Mobility, cultural barrier
Table of content

1. Introduction---------------------------------------------------------------------------------------------3

2. Literature Review----------------------------------------------------------------------------------------4
   2.1 The Importance of Cultural Capital in Motivating Chinese Students to Come to Hungary and an analysis of their experiences---------------------------------------------------------4
   2.2 Adjustment of Chinese Students Studying in Hungary---------------------------------------------------10
   2.3 Challenges Faced by Chinese Students Studying in Hungary------------------------------------------12
   2.4 Summary---------------------------------------------------------------------------------------------14

3. Methodology---------------------------------------------------------------------------------------------14
   3.1 Code of ethics----------------------------------------------------------------------------------------15
   3.2 Research methods-------------------------------------------------------------------------------------16

4. Data collection and Analysis
   4.1 Conclusion Quantitative research: -----------------------------------------------------------------17
   4.2 Qualitative analysis-----------------------------------------------------------------------------------22

5. Conclusion---------------------------------------------------------------------------------------------28

6. Recommendation-----------------------------------------------------------------------------------------30

7. Bibliography---------------------------------------------------------------------------------------------32

8. Appendix---------------------------------------------------------------------------------------------35
   8.1 Appendix 1-------------------------------------------------------------------------------------------35
   8.2 Appendix 2-------------------------------------------------------------------------------------------37
   8.3 Appendix 3-------------------------------------------------------------------------------------------38
Chinese Students in Hungary: Reasons, Challenges and Changes

1. Introduction

“When thousands of Chinese students from abroad come back to China, China will develop rapidly.”

-Xiaoping Deng

With the deepening of economic globalization, China is enhancing communication and interaction with the world in various fields, particularly in the sphere of economic activity, migration, and study. Thus, increasingly numbers of Chinese students study abroad. According to the statistics, 459.8 thousand Chinese students have studied abroad up to 2015 (ICEF Monitor - Market intelligence for international student recruitment, 2016). In addition, there are nearly 40 thousand Chinese students in Hungary (Edunhu.org. 2016). In this thesis, a key concept is cultural capital. Cultural capital can be defined as long-lasting dispositions of the mind and body; of relevance to this thesis is what Bourdieu (1986) called the institutionalized state, in other words educational qualifications, which confers cultural capital which gives access to actual or potential resources and networks

“When endeavoring to evaluate the profits of scholastic investment, they can only consider the profitability of educational expenditure for society as a whole, the ‘social rate of return’, or the ‘social gain of education’ as measured by its effects on national productivity” (Becker 1964b, pp. 121, 155).

In other words, cultural capital is one of the social capitals that can be transformed into economic capital and/or political capital. Thus, more and more Chinese students choose to study abroad to obtain forms of cultural capital that will allow them to succeed (Bourdieu, 1986). As stated by the leader of China Xiaoping Deng, the benefits of studying abroad for Chinese students include: Social Mobility, Social Capital, New Culture, Stronger English, Better education than China, and International Jobs/opportunity (Cucas.edu.cn. 2016). Because of such huge advantages that can be gained, more and more Chinese students decide to study
abroad under the approval of parents. However, with the development of society, this advantage is diminishing. Personally speaking, these reasons may explain why Chinese students choose to study in Hungary. However, the advantages accrued by these Chinese academic elites will be diminished with the increase of numbers. Why are the numbers growing?

1. Studying in Hungary is cheaper than in UK, USA, Canada and some western European universities.
4. Introduction of friends or relatives.
5. Globalization. (Government support students to obtain language skills and Western knowledge)(Jordan, T. 2016).

On the one hand, studying abroad has some advantages. On the other hand, however, it will generate a few risks. Some of Chinese graduates want to find a good job, while some students cannot graduate in time because they leave school during the learning process. I mainly divide the challenge of Chinese students into three parts: academic level, life and language. In the table, it clearly shows what challenges Chinese students will encounter when they study abroad. In the literature review, I will explore these points in more detail.

In the thesis, I will make reference to some studies in the USA and other countries. It may be the case that parallels/similarities exist with Hungary. Based on the interviews with Chinese students in Hungary, I make a comparison and meanwhile focus on exploring the changes, adaptation and challenges of Chinese students as they study in Hungary.

2. Literature Review

2.1 The Importance of Cultural Capital in Motivating Chinese Students to Come to Hungary and an analysis of their experiences
2.1.1. Capital Theory

The forms of capital can present itself in three fundamental guises: economic, cultural, and social capitals. Economic capital is convertible into money and may be institutionalized in property rights. In Bourdieu's (1998) capital theory, he explained the distribution of social resources among different social groups and the interactive and intra-generational conversion of capital forms. For example, parents can transform their economic capital into their children's cultural capital through paying the fee for higher education. The product value is established when economic capital is transferred into cultural capital. The monetary value can be exchanged in the labor market when cultural capital relates to other qualification holders by the same given qualification holders. Social capital which consists of social obligations can become economic capital in certain conditions and may be institutionalized to denote social rank in the form of titles. Parental capital in any form can be inherited and conferred on children.

Legacy is of the greatest importance in the Chinese traditional culture. Premier Zhou has once said: “It never has a poor education, even though we are very poor it never let the child to be poor, even though we are very poor.” (Wenwen.sogou.com, 2016) This sentence becomes one of the rules in the life of Chinese parents. According to Parkin (1979), “In modern society, the two main factors to maintain the class position at present are those surrounding the institutions of property and academic or professional qualifications and credentials.” Collins (1979) considered that education is a kind of cultural currency that enables those who hold it to purchase certain kinds of occupation and status. Marginson (2004) identified higher education credentials as "positional goods" (which determine social position) over which the student-consumers struggle in the highly competitive markets. Chinese parents prefer to finance their children's educational and professional credentials, solidifying their class position on the dimension of human capitals. These concepts are also relevant to the present study. (Mei Li and Mark Bray, 2007).
In Marginson’s (2004) positional goods theory, students pursue advantages and position values in all forms of higher education, and produce differentiated needs. When the opportunity of upward mobility is restricted at home, transnational education is especially essential. Some ambitious and rich Chinese students have both internal and external choices. At the same time, as the demand for higher education in China is greater than the supply, many students choose to study abroad. As these students value the courses and associated benefits (McGraw-Hill, 2007), they see non-local study as prestigious and know that external programs offer better study conditions, resources, and professional opportunities which are not available at home.

The Chinese education supply may also be either substitutive or differentiated. To be more specific, substitutive supply means that foreign universities compensate for an insufficient supply of higher education in the domestic market. On the other hand, differentiated supply means that universities offer quality courses in specializations which are not available in the internal market.

2.1.2. Social Class Mobility and Capital Intergenerational Conversion

Social mobility can be divided into vertical (up and down) migration and lateral migration of individuals or groups. Vogt (1997) argued that the social stratification structure defines a society with unequal distribution of goods between social individuals and groups. Many types of goods are unequally distributed in any society. As a type of commodity, education means that other products may not be an equal distribution. After the execution of the open-door policy, China experienced both social and economic changes from a planned economy to a market economy, from agriculture to industry and service economy. These changes in turn result in fundamental changes to a person’s social class status. In the late 1970s, the social class mainly depended on natural elements, such as political consciousness and family status. Since the reform and the open-door policy, social class has been classified basically according to occupation, education certificate, capital and income. (Li & Chen, 2004)
China's social class structure has changed dramatically since the early 1950s. The general trend is a decline in the proportion of the working class, as well as the rise of the upper class and middle class. An important part of the study (Li & Chen, 2004) found that China currently has 10 major social classes. Among them, officials/administrator, manager and private owners belong to the upper class (4.7%); professional and technical personnel and small traders belong to the middle class (18.9%); the staff in the service sector, workers, farmers, and unemployed people belong to the lower classes (76.4%). The upper and middle classes usually have education (23.6%), while the underclass is usually suffering from unprecedented pressure due to the lack of education.

In general, three types of capital determine the possibility of upward social mobility, including politics, economy and culture. The ownership of the dominant political capital party belongs to cadres and government officials. Senior managers, entrepreneurs and businessmen with higher education have economic capital. As mentioned above, the three capitals may be converted and overlapping. Officials can secure economic and cultural capitals by transforming their political capital (position and power) (Li and Bray, 2007). Private entrepreneurs or some one was rich can pay for their children's higher education. Also, people with higher education can be promoted to executive. The ultimate realization of the upward mobility of the middle and lower classes can only be achieved through the build up economic or cultural capital. In this sense, higher education plays a key role, in creating opportunity to the society. Thus, if Chinese parents want to advance to the middle and lower classes, the best way is let their children get a better education. Thus, it is important to raise their children’s cultural capital. The aim is transforming cultural capital into political capital and economic capital in the future. (Li and Bray, 2007)

2.1.3. Cultural Tradition and the Value of Higher Education

China's 4,000 years of Confucian philosophy and practice have put emphasis on
social levels. Each level is embedded in the social network of individuals and groups
determined by the family status. Today, these values are still very important, allowing
an individual to successfully influence the family and group. Parents sometimes may
let their children pursue higher social levels, and ignore their ability and family
resources. In China, education pursuit of higher social level is a convenient and
reliable way to achieve this goal. Hence, Chinese families tend to invest a lot of
money and effort in their children’s education. In the past, social level was greatly
determined by family status (HENZE, J. and ZHU, J. 2012). However, in the
contemporary Chinese society, higher education functions like the civil service exam
under the influence of Confucian ideas. Confucius said: “the government should be
led by people with merit instead of those with inherited status. The creation of the
imperial examinations and bureaucracies should be open only to those who have
passed the tests. (Confucius, p.473) ” Thus, governmental or social citizens would
consider that superior achievement is for the positions of leadership. In fact, all the
citizens should have the opportunity to develop their abilities and make achievement.
Elite ideal has become a test of using controversial means due to association
knowledge ability, such as the scholastic aptitude test, and college and universities
specification for the recruitment of elites. Many people believe that a person’s
performance in these tests reflects his or her social status and family environment (Li
and Bray 2007).

In the traditional Chinese society, manual work is considered as a humble
occupation, while officials and scholars are highly respected. Such professional
hierarchy still exists in nowadays. However, since the execution of the reform and
open policy by the Chinese government in the late 1970s, merchants’ social status has
become higher than farmers and workers, as the economic capital of their own can be
transferred to capital or even power. The positions of new professionals, such as
doctors, lawyers, teachers, engineers, managers and accountants have therefore
increased (Lu, 2004). Therefore, in modern society, not only officials and scholars but
also businessmen and professionals belong to the upper or middle-class. The
self-raised funds of higher education can the family of rich transfer their economic and political capitals into their children’s education. Thus, the Chinese people’s pursuit for higher education overseas is not only for economic benefits, but also for the improvement of their social position (Li and Bray 2007).

As China's economic growth continues and leads to even greater interaction with globalization, the cost and difficulty about studying abroad are greatly reduced. Thus, more and more students have decided to study abroad. Until 2014, there were 459.8 thousands Chinese students studying abroad. Jessica Griner and Allison Sobol consider that most people think overseas students can find a decent job more easily than domestic college students (Jessica Griner and Allison Sobol, 2014). In China, however I think this conclusion is imperfect. The employment blue book of 2014 Chinese students studying abroad shows just 48.5% overseas students find the work of their satisfaction (ICEF Monitor - Market intelligence for international student recruitment, 2016). With the increase in the number of international students, an increasing number of companies do not think this is advantageous when the Chinese students graduate abroad. Thus, I think the reason for Chinese students studying overseas is their keen interest in new cultures and the ambition to live in overseas.

In recent years, a rapidly growing number of Chinese students have been studying in Hungary. The reason for that is Hungary has a perfect education system as well as a stable and safe social environment (Pal Nyiri, 2006). I quite agree with this point, as a Chinese student studying in Hungary. I would like to add two reasons. For one, the learning costs have reduced and a lot of middle class families can afford the expense to support their children studying overseas. On average, a Chinese student spends about 5 thousand Renminbi a year studying in Hungary (li Wenjia, 2013). This is just 1/5 of the fee in the United States and 1/6 of the fee in the United Kingdom. This is an important reason why an increasing number of Chinese students choose to study in Hungary. Another one is supported by the Chinese government policy. In 1978, China began to form open relations with the international community after a period of
isolation, making a significant number of students gain education abroad (Zhang, 2000). Chinese students felt the pressure both from national and global forces to abandon some old traditions and welcome these transformations (Jianjun, 2012). Deng Xiaoping realized the importance of universal education to enhance the knowledge of Chinese students and bring that information back to China (Zhang, 2000).

### 2.2 Adjustment of Chinese Students Studying in Hungary

For Chinese students studying abroad, they need to adjust to the different academic cultures and learning and teaching styles (Hungary). Until the last decade, the main learning way for Chinese students is “rote learning”. Such type of learning behavior stems from the traditional Confucian culture in a wider range of social and education background (CHCs). In recent years, there have been both Asian and western education systems and the learning style can be divided into two opposite classes. Chen (1989) divided the United States and East Asian education systems according to their main purpose, teaching mode and course orientation (Chen, P.129). It would be suitable for the education of western nations and China.
There are a number of articles about the adaptation experience when Chinese students are studying abroad. It may be the case that parallels/similarities exist in Hungary. I think when a Chinese student studies in Hungary, he or she has to adapt to the new learning and living environments. There will be two new fields for Chinese students. Facing the difficulties, it is paramount for Chinese students to know the differences in higher education between China and Hungary, and develop a proper strategy by making the necessary adjustment to deal with the new challenge. Smith and Smith (1999) also criticized the learner's polarization which leads to an inappropriate response to the teacher's teaching. In addition, the image of Chinese students has been described as a passive, rote learning and good students, while students in western culture are described as active, creative and critical. At the same time, based on the two dimensions—cultural maintenance and contact and participation, Berry (1997, 2005) put forward four acculturation strategies: integration, assimilation, separation/segregation, and marginalization. Wang (2009) found that among Chinese students studying in the US, the assimilation approach functioned as the best acculturation strategy, considering the difficulties to make an integration.
strategy less feasible.

A primary focus of the study is to find the frequency of these differences in Hungary. Chinese learners are classified as the opposite of their western counterparts. In addition, Chinese students are considered to be passive, rote learning and good students, whereas western students are described as active, creative and critical. Nonetheless, nowadays, the situation is changing. In the past few years, many scholars have expressed strong criticism on the basic assumption behind the prime example of learning style in recent years, especially in the Asian or Chinese way of learning. Secondly, in terms of living, Henze, Jurgen and Zhu Jiani divide it into two parts: frequent contacts with co-national friends as well as loneliness and depression. They think frequent contacts with co-national friends may prevent students from getting to know the local culture and improving their language. According to their research, the levels of loneliness and depression among Chinese and other international students can be found, which makes a strong case for them to receive more adequate personal and social support. Universities should regularly organize some activities to help international students to build a connection with local families, in order to enrich their experience in the host country. I think the same may be applied to Hungary.

2.3 Challenges Faced by Chinese Students Studying in Hungary.

According to Henze Jurgen and Zhu Jiani’s (2012) research, Chinese students in Hungary can be divided into three parts: academic, life and language. Chinese students may also have these problems in Hungary. Good mastery of language is a difficult challenge for them. For most Chinese students, language is the most difficult thing for their learning and living. Besides, Chinese students often have advanced English skills, which is the product of years of rote learning and exam-oriented education. However, they have not studied or lived in the environment of western culture, which may affect their floating in the Chinese communities. There is a growing population in many universities. Living four years of easy life in a western
country, some students do not even make friends with the locals. However, it is an important way to deeply know the local culture through academic or classroom activities (Jiang, 2015). Chinese students always keep silent in class and barely interact with the teachers. Even if some students have good ideas, they barely talk with their teachers. The main reason may be the Chinese concept of “face” (Mian zi). Chinese students are usually not used to answer a question or make a comment in class, because they are afraid of coming up with a wrong answer that other students may laugh at. If they want to ask questions, they are afraid that the teacher and other students may criticize them for not understanding the lecture. In a questionnaire survey, 37% of the students think if they often express ideas in class or answer questions, other students will think they are showing off; 13% of the students think it is better to remain silent as others should have known their ideas; the remaining 8% of the students considered that keeping silent is the result of comprehensive shaping of many factors, including language, learning attitude, etc. Meanwhile, Chinese students studying in Hungary is facing another problem that their teachers’ accent can be heavy as Hungary is not an English speaking country (Henze, Jurgen and Zhu Jiani, 2012).

In terms of living, according to Henze Jurgen and Zhu Jiani’s research the following are the seven major areas of foreign students’ adjustment cited by the commission: (1) academic or curriculum issues; (2) language problems; (3) economic problems; (4) housing difficulties; (5) being socially accepted; (6) difficulties in health and recreation; and (7) racial prejudice problems. It may be the case that the issues raised by Jorgen and Jiani are relevant to Hungary. Herein, this study will discuss this.

There are two sections, including participation in class and academic convention. (Muir-Herzig, 2004) In terms of participation in class, language problem is regarded as the main reason. However, a topic which will be explored later is whether Chinese-style education law is another important reason. In China, most students’ parents and teachers will give them stronger pressure. It is traditionally believed that
making a mistake is not allowed and the key point is the right answers. However, western teachers hope students participate in class discussion instead of giving the right answer. Under the influence of Chinese education mode, lots of students would remain silent in class as they fear they may give the wrong answer. Wenli Yuan (2011) found that although Chinese respondents from different disciplines of education in the United States express different opinions, they all think that English is the biggest obstacle in school. He had an interview with two American professors, pointing out the same problem. A professor called for "international students (including China) should be immersed in English and resist their friends talking in their mother tongue." Inferior oral English skills also block the Chinese students to take an active part in class discussion. He noticed that every time a teacher to ask a question, only the Chinese students remain silent. The professor told me that he often has to force the Chinese students to participate in class discussion. He believed that "Chinese students tend to be quiet and remain silent in class compared with other students." When he asked a Chinese student from his class about why he did not talk in class, he explained it was because his English skills. His classmate, Song, expressed a similar view, "I often worry that others will laugh at me, may not understand me when I talk." Students from other departments have a similar dilemma. King, for example, said she has some good ideas, yet does not know how to express them in English Academic convention. I completely agree with her point. It is the main reason why Chinese students always remain silent in class. And learning to observe the new academic rules is another challenge to Chinese students.

2.4 Summary

In my literature review, I have focused on research about transformation, adaptation and challenges in other countries. I think there are similarities in these cases of Hungary. In addition, these articles make me develop clearer direction and avoid some problems. I notice that gender balance has been barely mentioned in these researches. Thus, I will try to conduct research on this aspect. According to the literature review, I divide the reasons why Chinese students choose Hungary into 5
parts:

1. Studying in Hungary is more economic than studying in UK, USA, Canada and some other western countries;
2. Advertising effect in China;
3. Chinese students’ ambitions;
4. Introduction of friends or relatives
5. Globalization (Government supports students with language skills and western knowledge).

Chinese students mainly need to adapt to two aspects when studying in Hungary, including learning and living. As for challenges, I still explore this problem from academic, living and language aspects. After that, I will combine with data analysis.

3. Methodology

This thesis adopted Interpretive and Quantitative approaches. In other words, the research was based on stronger qualitative and quantitative data. Interpretism is research conducted in a natural environment, according to field experience and includes open interviews, participatory and participatory observation, the method of literature analysis and long-term research of social phenomenon in detail in order to study a case,. With reference to quantitative research it is a kind of objective existence.and its object is objective, independent of the researchers. The interviewing enabled me to understand and explore the social realities. With the focal questions in mind, I focused on the change, adaptation and challenge of Chinese students when they studied in Hungary. Furthermore, I gained Quantitative data from a small online questionnaire, which reveals the real situation of a wide range of Chinese students in Hungary. In my qualitative approach, I served as an interpretative researcher, meaning that I would like to interpret and analyze the questionnaire results. I thus adopted a mixed method approach according to the interview and focused on the group to
explore the deeper reasons. Mixed method research consists of two or more than kinds of research methods. It includes collection and analysis of the qualitative and/or quantitative data. The advantages in my thesis of a mixed method approach is of corroborating the investigation results for stronger deduction and understanding of more complex and richer social phenomenon (FoodRisC Resource Centre, 2016).

3.1 Code of ethics

In this research, I abide by the ethical rules of social research. I admit the tentative and relative characteristics of my research results, and meanwhile my thesis does not have any interest to donate to. Moreover, I will attempt to keep an unbiased attitude. In both quantitative and qualitative research, I have tried my best to protect the privacy of research subjects in accordance with the international sociological association code of ethics (ISA). Since the questionnaire is anonymised, I solicit opinions from the interviewees during the interview and replace their names with false ones. Furthermore, my thesis is participatory research. Participatory research is through an open, community participation process where they are invited to contribute to analyze of findings by giving an opinion on the data (Bergold and Thomas, 2016). Hence interviewees had the right to intervene to correct any kind of misinterpretation or misuse of their answers. Besides, this I gave my interviewees a one-page summary of my initial findings and asked for further feedback. I believe that this inclusivity will make my research more ethical.

3.2 Research methods

I have used two methods for data collection, including online questionnaire and one-to-one qualitative interview. (1) The questionnaire has approximately 10 simple questions (the question answer is just ‘true or false’), the purpose of which is to get some Chinese students’ slight apprehension about their study in Hungary. I believe that this data show the main problem concerning my topic. See Appendix 1. (2) Regarding the Interview, the questions are more in-depth and comprehensive than the questionnaire. During the field research, I have conducted qualitative interviews with
6 people in all, which are further described below. Firstly, I choose six students and talk about their views concerning Chinese students who study in Hungary.

Mr. Ben is my first interviewee. As a student of Sociology in Hungary Corvinus University, he has already studied in Hungary for three years. Besides, he comes from a middle-class family.

Mr. Barnett is a student of International Relations in Hungary Corvinus University. It is worth mentioning that he has six-year working experience in Huawei Company. Also, he studies computer programming in a Chinese university.

Miss. Eva is a student of Communication and Media Science in Hungary Corvinus University. Since she grew up in Hungary, her views will have characteristics of western culture.

Mr. Evan is a master student of International Economy and Business in Hungary Corvinus University. He also has three-year working experience in China. However, he is different from Mr. Barnett and he used to work in the state institution.

Miss. Albee is Hungarian and she studies in Confucius Institute in Eötvös Loránd University. She is not only good at Chinese but also has many Chinese friends. I am quite sure that she can show the views of Hungarians and assess the validity of my finding. Besides, she gave me some new ideas by being a point of contrast.

Mr. Hayden is a student of International Relations in Hungary Corvinus University. Also, he is an exchange student and he comes from a good Chinese university-Shanghai Jiao Tong University.

(3) Regarding the focus group, I have invited four people, in which three of them come from China and the one of them is studying under the western system. Personally speaking, it can help me gain a deeper understanding of the difference between Chinese education system and Western education system.

4. Data collection and Analysis:

4.1 Quantitative research:
I made a Chinese student network questionnaire for quantitative analysis, and meanwhile set up ten simple ‘yes-or-no’ questions to roughly understand the situation of Chinese students in Hungary. In the questionnaire, approximately 40 people have joined in the survey. According to the personal information, I know that about 60% of people are in Hungary Corvinus University, including the students of different degrees and different majors. Personally speaking, this questionnaire can roughly reflect the current situation of Chinese students in Hungary.

In the questions about why they choose to study abroad (Table 1),

<table>
<thead>
<tr>
<th>Why do you decide to study abroad? (Multi-choice)</th>
<th>16</th>
<th>11</th>
<th>21</th>
<th>0</th>
<th>6</th>
<th>2</th>
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<tbody>
<tr>
<td>1. Your parents’ wishes (父母的期望)</td>
<td>16</td>
<td></td>
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<tr>
<td>2. Like the foreign education system (喜欢国外的教育体系)</td>
<td>11</td>
<td></td>
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<td>3. To improve the competitiveness for the future (为将来提高竞争力)</td>
<td>21</td>
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<td>4. To prepare for future immigration (为移民做准备)</td>
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<tr>
<td>5. Under the China’s college entrance examination pressure (面临高考的压力)</td>
<td>6</td>
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<td>6. Others (其他)</td>
<td>2</td>
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</tr>
</tbody>
</table>

Table 1. Why do you decide to study abroad?

52.5% of the students point out that they want to improve competitiveness in the society and obtain more advantages after studying abroad. Moreover, it can be easy to get a high-yield work. After referring to the Literature Review, I find that this problem has two reasons. The first reason is the ambition of Chinese students. Another reason is the mobility of social class and the conversion of capital intergeneration. Social mobility can be divided into vertical (up and down) migration and lateral migration of individuals or groups. As is well known, they see non-local study as prestigious one and know that the external programs offer better study conditions, resources, and professional opportunities which cannot be available at home. According to the capital
theory, the culture capital can transfer to the economic capital and politic capital. Thus, in consideration of the future, studying abroad can become a capital in life. According to the questionnaire, about 40% of students study abroad for the purpose of satisfying their parents’ wishes. Because of the reform and the open-door policy, the Chinese society has fundamental changes to a person’s social class status, and it mainly depends upon occupation, education certificate, capital and income.

Social mobility can be classified into vertical (up and down) migration and lateral migration of individuals or groups. Hence, if Chinese parents want to advance from lower class to the middle class or advance from the middle class to the high class, the best way is to let their children obtain a better education. Thus, it is of great significance to raise cultural capital of their children. Their parent hopes to transform their cultural capital into political capital and economic capital in the future, and thereby change the current social class. Indeed, that is the reason why most of Chinese students’ parents are more willing to put money into their children’s education. Especially, under the influence of Confucius, each level is embedded into the social network of individuals and groups, which can be determined by the family status. Sometimes, parents pursue higher social levels, but ignore their ability and family resources.

In the survey, I find that most of Chinese students do not gain a better understanding of western education system before they go out of China. (Table 2)
That is the reason why some Chinese students are confronted with lots of problems in learning and life. There are about 55% Chinese students thinking that they have big or huge pressure when they study in Hungary. Besides, 60% of students consider that the pressure both comes from study and life. Indeed, there are huge difference between Chinese education system and Western education system. Under the influence of Chinese traditional culture, the teacher has absolute authority. A good student should be a good listener. Because in Chinese traditional culture, the teacher thinks that inheritance is most significant thing. The students should listen to the teachers carefully and remember their words. The behavior of discussing in class and opposing against the teacher is regarded as the disrespect for the teacher. That is why the majority of Chinese students prefer to keep silent in class. In western education system, however, the students are described being active, creative and critical.

In addition, there are 70% of students thinking that their pressure is rooted in language problems. (Table 3 and Table 4) I will focus on discussing in the qualitative analysis.
Table 3. What is the main problem of your study in Hungary?

Only 30% Chinese students are well-suited to study and live in Hungary. (Table 5)
Table 5: How do you adapt to the life of studying abroad?

There are just 5% students who make more communications with Hungarian. 57.5% of Chinese students basically communicate with compatriots. In my view, it can be linked to the Cultural Barriers to Communication. I divide it into two reasons about why Chinese students can hardly overcome the cultural barriers to communication. (Table. 6)

9. What kind of people are your friends in Hungary?

(40 students)

Table 6: What kinds of people are your friends in Hungary?

(1). Language problems: most of Chinese students are afraid of talking with Hungarian or people from other countries, because we treat the action of making mistakes as shameful behavior in Chinese traditional culture. Indeed, they are just afraid of making mistakes. In the concept of Chinese, if you make a mistake, people...
will discriminate against you. Thus, most of Chinese students are just willing to talk with compatriots since it will be more relaxed and comfortable. (2). Nonverbal Differences: Stereotypes. Some of Chinese students think that Hungarian or people of other countries will discriminate against them, because they are Chinese. Also, that is why Chinese students always huddle with themselves.

4.2 Qualitative analysis

This thesis focuses on Chinese students in Hungary. My first interesting question is: why more and more Chinese students select Hungary rather than other ‘hot location’ study countries including America, United Kingdom and Canada. As stated by Mr. Ben, he came to study in Hungary through intermediaries. Undeniably, the advertising is one of the reasons. Actually, his parents just hope that he can improve the competitiveness for the future by studying abroad. Due to the economic reasons, he cannot go to some expensive countries, such as America and Canada. By a chance, he found Hungary in the advertisement. According to the intermediaries, he knows that the expense of studying in Hungary is cheaper than in other hot countries such as America, Britain and Canada. Hungary is a country with high level of education. Additionally, the significant thing is that Hungary belongs to a member of the European Union, NATO and the Schengen Zone, which allows visa free travel across the continent. Thus, he can travel in other European countries during the study. Also, Mr. Bob said that Schengen country is one reason why he chose Hungary. From the answer, I can find that most of Chinese students (In Hungary) are in the middle class of China and they want to raise their social status by improving the cultural capital (education level). Besides, their parents hope that their children can move to a higher social level. However, a small number of Chinese students are different. As stated by Mr. Barnett, when he came to Hungary with the favor for Hungarian culture, he has interest in new cultures and expects to live overseas.

Then, I will continue to study the difficulties and challenges when Chinese students study in Hungary. In the questionnaire, it can be known that the biggest challenge is
the language problem. This is the uppermost reason that affects Chinese students. To address this issue, I discuss with my focus group and interviewees. As stated by Mr. Bob, he is afraid of talking with people of other countries, because he is fear of making mistakes. Meanwhile, in the focus group, this is also one of the reasons for acceptance.

Then, I find out some reasons about this question. The first reason is that most of Chinese students in the quantitative analysis are influenced by Chinese traditional culture. The second reason is because of the Chinese education system. Mr. Hayden said that his English is good, yet he cannot speak it fluently. Personally speaking, this is due to Chinese education mode. In China, The College Entrance Examination imposes great pressure on students. When we study in the high school, the teacher always tells us that the college entrance examination decides your life. Hence, most of students only acquire exam knowledge. However, there is no speaking exam in Chinese College Entrance Examination. Whatever teachers or students, nobody cares about the speaking. In general, we call our English the “Dumb English.” That is why many foreigner students said that Chinese students are good at writing test but always fail in the oral test. Sometime, we joke that we study 12 years for grasping how to take the exam. It also can be linked to the literature review, so to recap I found one of reason is the Chinese tradition education mode, Chinese students usually influenced by Confucius Confucian culture, some of Chinese students afraid to speak with others. Another reason is most of Chinese student de-emphasis of English speaking. The third reason is that different areas have different English levels. To be specific, the English level in South of China is better than that in North of China. Because economic level in South of China is better than North of China, students from South of China usually have more chances to talk with people of other countries. However, some students from North of China never talk with people of other countries. In their view, the English is useless.

Thus, the South of China usually gets better education resource than North of China. As a result, more and more students from North of Chinese are changed. Of course,
there are not only Chinese problems but also language problems. The fourth reason is that Hungary is not English-speaking country. Thus some significant documents, such as the bank bills and tenancy agreement, are usually Hungarian. It brings big trouble in the life of Chinese students. Regarding the study, Mr. Barnett stated: Chinese always speak the Chinglish. Some of teachers speak English with the characteristics of Hungarian language. Sometimes, he cannot understand what the teacher is talking about. All in all, language problems become the biggest one when Chinese students study abroad.

Then, we discussed how to solve this problem. As pointed out by Miss. Albee, Chinese students should make more communication with people of other countries, especially with Hungarian people. Actually, she does not mind any language mistakes. Nonetheless, it seems that Chinese students are always shy or fearful. When she tries to talk with Chinese students, most of them do not want to chat with her. Also, Miss. Eva said that the biggest question for Chinese students is that they always stay with Chinese people and do not communicate with people of other countries. Personally speaking, the best way is to break the cultural barriers and integrate into the local culture. More and more communications with people of other countries can be conductive to practicing English. In terms of study, Chinese students also suffer from huge pressure from the professional knowledge as well as different education modes between China and Hungary.

As stated by Mr. Bob, before going to the Hungary, he just understands the western education mode from the TV series and movies. However, when he comes here, he finds that everything is different. According to the literature review, it can be known that Chinese students are good at rote memorization. In Hungary, however, the teachers prefer to let students discuss. The question has bothered many Chinese students. Indeed, Mr. Barnett, Mr. Even, Mr. Bob and Mr. Hayden all have this problem. As stated by them, they do not want to speak in class due to the influence of Chinese education mode. In China, the teachers will make all the knowledge clearly.
In Hungary, however, the teachers want the students to find questions by themselves and then ask them. In terms of the profession knowledge, the Chinese university education method is just like the cuboid. Although the students study lots of knowledge, the knowledge is not difficult. However, the western university education method is just like the pyramid and students have no need to study a lot of knowledge, but the knowledge is deeper and difficult. Also, Mr. Hayden has expressed his view about it. Because profession knowledge is difficult and meanwhile they do not want to ask the teacher, some of students perform terribly. Worse still, a few Chinese students even give up the study. Regarding the life, Mr. Even said that he always feels lonely and homesick. I have discussed this problem in the focus group. In our view, this is because of the cultural difference. In western countries, people pay more attention to individual independence. In China, however, people depend on relatives. Meanwhile, in a familiar environment, it is easy to find a sense of belonging. Nonetheless, we can hardly find a sense of belonging in a strange environment. Especially for some of students from middle class, their family’s economic situation is not enough to pay other extracurricular activities. When we discuss this problem, we fail to figure out some good ways to cope with it. We usually have to make adjustment by ourselves and talk with the friends.

When I asked about the changes they have made in Hungary, Mr. Bob said that he has changed a lot in Hungary. Fortunately, he is becoming better and better. The most prominent thing is independence. He can cope with some problems and do not need to rely on others. Apart from that, he learns to study by himself rather than under the parents’ supervision. As demonstrated by Mr. Hayden, his thinking modes become more comprehensive. When he deals with some problems, it will become easier and perfect.

When we discussed this question in the focus group, we have summed up several major changes. (1) **Self confidence:** After adapting to different education modes as well as independent life and learning, we become more confident. Class discussion
makes us have to answer the questions in front of many classmates, which thereby improves our psychological quality. We live and learn independently, and it means that we have to handle everything by ourselves. (2) Independence: In a strange environment, the diversity poses enormous impact on the growth of personality shaping and personal ability development (3) Stronger divergent thinking: It is influenced by our study mode. In a lot of classes, we need to make divergent thinking to fulfill a task. For example, we firstly make brainstorming before writing the essay (4) Cooperation to accomplish things. In China, we prefer to complete anything by ourselves or depend on relationship between good friends. In Hungary, sometimes we should make cooperation to complete things with strangers. Moreover, we will care about other people’s feelings (5) Equality consciousness to enhance communication. In China, although it is an equal society, the social status is still very significant. There is an old saying in China: People would not fight the officer, Poverty does not fight the rich. (Hk.answers.yahoo.com, 2016) However, in Western society, it is generally equal. (6) Critical Thinking. That is the most significant thing when we study in western education system. In China, under the influence of Confucius, Chinese people prefer to say good rather than bad comments on any problems.

In the western education system, people prefer to find the problems, which will make the thinking more comprehensive. When I asked whether these changes will pose negative impact or positive impact on work when they return to China, I got two opposite answers. Mr. Hayden said that: definitely, it will exert positive impact on the work. His experiences make him know that he has learned very useful professional skills. More importantly, it is the change in thinking. These changes will make him do everything with innovation and logical capability. However, Mr. Barnett holds an opposite opinion and he said that: these changes may pose some impacts on some respects. However, if we want to work in the national institutions, it will pose some negative effects. In China, the government or national institutional leaders usually think that the tradition is of great significance (without technological work). In China,
employers usually need workers to do what they want to do, rather than to think what they want to do. Critical thinking is even worse thinking because it is contrary to traditional Chinese culture.

To be honest, I think that these changes will pose positive impact. Personally speaking, every change can help me live better. However, because of cultural difference, some rules are different as well. For example, in the western culture, there is no shame culture. In China, however, this is very significant rule. Before you do anything, you should think about the leader’s “face”, although sometime it is wrong. Meanwhile, many years of studying abroad life will make us very independent and the thinking modes will be more westernized. In China, however, the parents have absolute power to control their children, which is a big issue. Some of changes will come in conflict with parents.

Finally, I asked them whether they will stay at Hungary or return to China. As stated by most of them, they think that they will return to China after graduation before they come to here. Nonetheless, when they reached here, they changed. As stated by Mr. Ma, working abroad is also capital for the future, which can help him get better position in China. Meanwhile, he can study more professional working skills in the Hungary companies. Furthermore, by working in Hungary, he can not only enjoy better environment but also obtain higher salary. Miss. Zhang said: because of frequent economic trade between Hungary and China, increasing numbers of students decide to work here. Personally speaking, it can reduce the employment pressure when they return to China. With few exceptions, except Miss. Zhang, all of them claimed that they will return to China in the end.

It is hard to judge whether the advantages of study in Hungry outweighs the disadvantages of that or the way around. However, some exiting problems could be resolved to provide a better and clean learning atmosphere for Chinese students. Some authorized organizations should actively find those who need help in both physical
and mental. The social welfare for students could also be strengthened to advocate equality and properness. Besides, this essay aims to discover an applicable proposal for further research. Learning and living are the core objectives in the paper while they are analyzed alone without carefully classification. As a matter of fact, both individuals’ behavior and government’s policy should be combined and tested to judge the effectiveness of Hungry education system. Students are the product of campus which shall be examined by community and society. Although it is a complex evaluation process, the process should always be genuine and convincing.

5 Conclusion

This thesis aims to critically analyze the current situations of study in Hungry including reasons, challenges and other aspects. Using both quantitative methods and interview, this paper selects some objectives randomly to avoid systematic error caused by the lack of an adequate sample. During the interview with students in different backgrounds, it figures out the varying motivation for different major students. These factors could be inferred from educational elements, traditional concepts, pursuits and so on. To clearly illustrate the difference between study in Hungry and other countries, this paper also compares other countries such as USA, UK to highlight the strength and shortcomings of study in Hungry. However, this comparison might be limited by certain uncontrolled elements like sampling pool.

In the part of data analysis, this paper does not use the outdated data to avoid unbiased conclusion. And to guarantee the effectiveness and accuracy, the paper needs to enhance the quality of obtained data by regular updating the existing information. The students and campus data shall be fixed now and then to offer helpful figure in the research. It is also important to group those interviewers in the part of interview. The outcome of different interviewer would undoubtedly give completely different conclusion in some aspects. This is very vital to decide some useful suggestion in later research methodology or promotion channels.
During the literature review, this thesis focuses on the analysis of strengths and weakness of study in Hungry. It could be summarized as several points. First of all, the overall expense is much lower in Hungry than in other western countries with similar educational effects. The comprehensive education quality in Hungry is of high marks. Secondly, there might exist advertising effects in China if someone chooses to study in Hungry. This would give Chinese public a fresh opinion when they are considering their educational destination. Thirdly, most Chinese students have strong desires to get higher achievements with ambitions. And Hungry could somewhat satisfy these ambitions with comfortable environment and less pressure than in China. Fourthly, one student could play the role of representative or bridge to other individuals. The introduction effect would anyhow resolve some unknown difficulties to better adapt those once-existing misunderstanding. The overall remarks on Hungry educational system would be realized if more Chinese students get praise for their academic achievement or career progress. The last point is the government’s support for interaction between Chinese and western culture. Hungry has attached great importance upon Chinese students to advance countries’ understanding and cooperation in science and traditional culture.

This thesis mentions some drawbacks and shortcomings of study in Hungry at the same time. From the perspective of critical analysis, the drawbacks lie in the barrier of education system and students’ discipline during the learning process. The job career might be different for students in Hungry due to its education background. And it also matters if Chinese students receive relevant education in varying ages. The participation of class and academic research would benefit students. However, excessive enthusiasm might cause some negative effect in social skills which matters in practice.

6 Recommendation
Chinese students in Hungry should get a clear understanding of Hungry education system and themselves. It is rather important to choose the suitable learning method instead of the preferred ones. Either the advantages or disadvantages of study in Hungary should be treated according to relevant standards. What I suggest is to figure out a relative balance point at which students could improve the comprehensive expertise and strengthen practical skills in what they are interested. Or/and set up a class like an orientation course for Chinese students one or two weeks before the start of a semester and academic study. The aims of this course is introduced to the culture of Hungary, education methods, some rules of the university and given some help in life like renting a house, applying for a bank card and so on. However, a very important part of the course should be how to manage culture shock and feelings of isolation. The course could also a chance for Hungarian instructors to learn about the Chinese. Chinese students born in Hungary could also be used to help act as a cultural bridge between incoming Chinese students and the host universities.
7 Bibliography:


8 APPENDIX

8.1 APPENDIX 1

Questionnaire questions:

Tips: This questionnaire focuses on Chinese students in Hungary, the target is to investigate the current situation of students studying in Hungary and the reason of Chinese student choose studying in Hungary. I protect the privacy of research subjects as possible as I can in accordance with the international sociological association code of ethics (ISA). And this questionnaire is anonymized.

1. Why do you decide to study abroad? (Multi-choice)
   (1) Your parents’ wishes
   (2) Like the foreign education system
   (3) Improve the competitiveness for the future
   (4) To create conditions for immigrants
   (5) Under the China's college entrance examination pressure

2. How much do you know about western education before you studying abroad?
   (1) Nothing
   (2) A little
   (3) A lot of
   (4) Have a very deep understanding

3. Why do you decide to study in Hungary? (Multi-choice)
   (1) Culture
   (2) Education mode
   (3) National policy with the exchange students
   (4) Relatives and friends study or work here
   (5) Cheaper than study in hot countries such as America, Britain and Canada

4. How you adapt to study abroad?
   (1) feel comfortable and have a lot of harvest
   (2) very good, but it is difficult to adapt
   (3) just so-so
   (4) Disappointed

5. Do you have pressure because study in Hungary?
   (1) Huge
   (2) Big
   (3) A little
   (4) None

6. Where is your main pressure from?
   (1) Academic
   (2) Life (please answer question 8 direct)
   (3) Both of the above answers

7. What is the main factor influence your study in Hungary?
8. What is the main factor influence your life in Hungary?
(1) Language
(2) An alien environment
(3) Different culture
(4) Do not know

9. How about your relationships abroad?
(1) less communicate with people
(2) Basically with compatriots
(3) With the foreigners more
(4) Often with the compatriots, but also have some very good foreign friends

10. Would you want to work in Hungary or back to China if after your graduation?
(1) Must be going home
(2) Must be staying Hungary
(3) If I can't find a job Hungary, I will return home
(4) Has not been considered
8.2  APPENDIX 2

Interview and focus group questions:

In the focus group and interview, and I was not very rigorous set every problem, but along with a theme:

1. Why did you come to Hungary to study? (culture capital, meritocratic and/or Social Class Mobility)

2. Have you ever met any difficulties and challenges? And how deal with them? And what do you think what reasons cause these problem? (1. Study. 2. Socially. 3. Culturally. 4. Economically)

3. How many local friends do you have? Did you always stay with your local friends? Have you feel lonely? And how you deal with it?

4. When you face to the problem, how to deal with it? And how to adjustment by yourself? And how you improve your life and study skill in Hungary?

5. How have you changed as a result of coming to Hungary? Which aspect? How did influence you? Will it be influence you return to China? Good or bad?

6. What are your future plans? Will the Hungarian degree help you?
8.3 APPENDIX 3

Here I show the informed consent from my interviewees and focus group were given and signed. As a same time, I also signed a letter of commitment to demonstrate I strictly obeyed research ethics by my actions.

Letter of commitment

I, Wu Jiachen, the student majoring in Sociology at the Faculty of Social Science at Corvinus University of Budapest, I promise I will strictly observe research ethics and replace interviewees names with false ones. I will not be use any information from the interviewees outside of my thesis and will not reveal them to any third part.

________________________  __________________________
 (Date)                       (signature)

Informed consent

I, [named], agree with Wu Jiachen using the contents of our conversation in his thesis. And I already intervened to correct any kind of misinterpretation or misuse of my/our answers.

________________________  __________________________
 (Date)                       (signature)