

Title: Transition and Adaptation of International Students

Abstract: The presentation considers the complexity of the adaptation process encountered by Far Eastern, principally Chinese students, undertaking higher education studies on transnational and international programmes of study. English-speaking Chinese learners on what are often 'top up' programmes are required to make significant lifestyle and pedagogic changes simply to be able to integrate into a new and challenging learning environment.

In order to be successful, international students must cope with the considerable demands of living and learning through the medium of English. The research also illustrates that, in addition to adapting both pedagogically and culturally, students must cope with the considerable demands of living and learning through the medium of English, although one-to-one support for English as a Foreign Language (EFL) has ensured both a smoother transition for students and helped improve academic performance.

However, language is not the only major issue and the research also outlines the impact of the concept of 'face' upon Chinese learners and considers how this may affect their performance and engagement on UK managed programmes.

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