

Instruments

Demographic Information Survey. The survey was designed to gather basic information on each participant (see Appendix A). Chinese international students who participated in the study were asked to provide the following information: gender, age, academic level, length of residency in the United States, marital status, religious background, and previous counseling experience. For example, the questions regarding previous counseling experience include: “have you sought professional counseling help (e.g., social worker, counselor, & psychologist) in the United States?” This question requires respondents to provide “yes” or “no” answer. If “no” is selected, the participants will be requested to answer the following question regarding the reason why they did not seek professional counseling help. The follow-up question includes “I did not seek professional counseling help because” as well as three options: (a) “I am not aware of my problem that requires professional counseling help,” (b) sometimes I need help but I do not go, and (c) other reasons.

Measure of English Proficiency (TOEFL Scores). TOEFL (Test of English as a Foreign Language) scores are shown as a reliable and valid measurement of English proficiency of learners learning English as a foreign language. It has been used by more than 8,500 colleges, agencies, and other institutions as a measure of international students’ ability to use and understand English at the university level (Educational Testing Service, 2012). TOEFL scores are based on participants’ performance on the questions in various areas of the test. For example, a TOEFL iBT (Internet-based Test) test includes four sections of reading, listening, speaking, and writing. In each section, scores range from 0-30 and the total score of the test is between 0 and 120. Following is a descriptive interpretation of the TOEFL scores provided by the

Educational Testing Service (ETS, 2012). For the current study, the English proficiency measure was obtained from participants' self-reported TOEFL scores.

Figure 4.

TOEFL iBT Performance Rubric for Test Takers

Reading Skills		
Scores	Level	Description
22-30	High	Have a very good command of academic vocabulary and grammatical structure; can understand and connect information, make appropriate inferences and synthesize ideas, even when the text is conceptually dense and the language is complex.
15-21	Intermediate	Have a good command of common academic vocabulary, but still have some difficulty with high-level vocabulary.
0-14	Low	Have a command of basic academic vocabulary, but their understanding of less common vocabulary is inconsistent; have limited ability to understand and connect information.
Listening Skills		
22-30	High	Understand main ideas and important details, whether they are stated or implied; distinguish more important ideas from less important ones.
15-21	Intermediate	Understand explicitly stated main ideas and important details, especially if they are reinforced, but may have difficulty understanding main ideas that must be inferred or important details that are not reinforced.
0-14	Low	Understand main ideas when they are stated explicitly or marked as

important, but may have difficulty understanding main ideas if they are not stated explicitly.

Speaking Skills		
3.5-4.0 /26-30	Good	Indicate an ability to communicate personal experiences and opinions effectively in English. Overall, speech is clear and fluent.
2.5-3.0 /18-25	Fair	Indicate an ability to speak in English about personal experiences and opinions in a mostly clear and coherent manner. Speech is mostly clear with only occasional errors.
1.5-2.0 /10-17	Limited	Indicate some difficulty speaking in English about everyday experiences and opinions. Listeners sometimes have trouble understanding you because of noticeable problems with pronunciation, grammar and vocabulary.
0-1.0 /0-9	Weak	Have incomplete responses. Responses have contained little or no content and are difficult for listeners to understand.
Writing Skills		
4.0-5.0 /24-30	Good	Lack imprecision slight in the summary of some of the main points, and/or use of English that is occasionally ungrammatical or unclear.
2.5-3.5 /17-23	Fair	Have important idea or ideas missing, unclear or inaccurate; it may not be clear how the lecture and the reading passage are related; and/or grammatical mistakes or vague/incorrect uses of words may make the writing difficult to understand.
1.0-2.0 /1-16	limited	Lack understanding of the lecture or reading passage; deficiencies in relating the lecture to the reading passage; and/or many grammatical

errors and/or very unclear expressions and sentence structures.

Note. TOEFL iBT Performance Rubric for Test Takers. Adapted from ETS TOEFL IBT

Performance feedback for Test Takers, by Educational Testing Service. Retrieved from

http://www.ets.org/Media/Tests/TOEFL/pdf/TOEFL_Perf_Feedback.pdf Copyright © 2007 by

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Suinn-Lew Asian Self-Identity Acculturation Scale (SL-ASIA). The Suinn-Lew Asian Self-Identity Acculturation Scale (SL-ASIA; see Appendix B), developed by Suinn, Rickard-Figueroa, Lew, and Vigil (1987), is a widely used acculturation measure for people of Asian or Asian-American background. For instance, the response options for the question, “what language can you speak”, include: (1) Asian only (Chinese, Japanese, Korean, Vietnamese, etc.); (2) Mostly Asian, some English; (3) Asian and English about equally well (bilingual); (4) Mostly English, some Asian, and (5) Only English. The original SL-ASIA had 21 items that examined language preference (4 questions), ethnic identity (4 questions), friendships (4 questions), behaviors (5 questions), generation-geographic history (3 questions) and attitudes (1 question). Scores could range from a low of 1.00, indicative of high Asian identity (or low acculturation) to a high of 5.00, indicative of high Western identity (or high acculturation).

The original SL-ASIA scale has recently been modified and extended to 26 items, which can further measure acculturation in an orthogonal way (e.g., Asian identified, Western identified, bicultural, & alienated). The current study used a new version of the 26-item SL-ASIA modified by Suinn, Khoo, and Ahun (1992). Items in the SL-ASIA are rated by participants on a five-point Likert scale. The response options for the new item, “rate yourself on how much you believe in Asian values” (e.g., about marriage, families, education, work), for example, range from a low of