

The Study of Knowledge and Attitudes of Students in Chinese Universities Toward
Canadian Political and Local Issues

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Executive Summary

Sino-Canada relations are more important than people have realized, because of the increasingly crucial role China plays in globalization and the large amounts of Chinese immigrants to Canada. This paper provides a specific perspective of Sino-Canada relations by studying the knowledge and attitudes of Chinese students toward Canadian political and local issues. The author conducted 134 questionnaires to analyze the level of knowledge and attitudes the participants had and what factors contributed to their knowledge and attitudes. At last, the author found out that the participants had very little knowledge about Canada and had fairly negative attitudes toward Canada compared to other countries such as the US, Japan or the UK. Moreover, the author tested her hypotheses by using Chi-square and Lambda. It turned out that some factors impacted the knowledge and attitudes among the participants. These factors are: sex, places of birth, graduate schools, travel places, and English language skills. According to these findings, the author gave her suggestions to the government in order to gain more visibility and favor among Chinese people. These suggestions include: establishing language/cultural centers, encouraging exchange programs, and so on. Finally, the original questionnaire is attached in the Appendix.

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Introduction

Relations between China and Canada are very important to economic development in both countries and also for political cooperation between them on the international stage. Canada has many immigrants from China, so studying Chinese people can contribute to the sustainable development of Canada. However, although there is enough research about the economic partnership between Canada and China, research in the political fields is lacking. Therefore, this study tries to focus on the political relations between these two countries. Moreover, with the pace of globalization, many big cities in Canada have realized the threats from international competitors and have started to strengthen their own global competence. Hence, in the bilateral communication between China and Canada, not only the federal government, but also the provincial and local government should expand common interests between the two countries.

Moreover, little research has focused on the study of Chinese students. In my opinion, however, since the students in the best universities in China will very likely become leaders or other important figures in China, their attitudes toward Canada may have a big impact on future relations between China and Canada. Good understandings and positive attitudes toward Canada from the perspective of Chinese students can contribute to better economic and political partnership between China and Canada, and attract more international students, tourists, and immigrants from China to Canada.

This research is designed to study the knowledge and attitudes of students from several Chinese universities toward Canadian local and political issues. Chapter one provides a theoretical framework of Sino-Canada relations and the Canadian government's policies toward Chinese issues. Chapter two describes the basic research methods including hypotheses, research design, and case selection. Chapter three mainly focuses on data analysis. There are two essential parts in terms of data analysis. One part

describes the degree of knowledge and attitudes that these Chinese students had about Canada, and another part describes the relations between independent variables (for example, age, sex, majors, English language skill of students) and dependent variables (knowledge and attitudes of students toward Canada). Last, Chapter 4 contains conclusions and suggestions.

Chapter 1: Theoretical framework

Burton (2011) states that “there is a high degree of consensus across all the Canadian federal parties that Canada’s priorities with regard to China are, first, to promote prosperity through trade and investment, and, second, to encourage high-quality Chinese immigrants to move to Canada” (p. 43). Keeping these two focuses of Canada’s priorities toward China in mind, we can have a look at how well these two priorities are implemented.

The Canadian Chamber of Commerce (2010) mentions the roles that not only the federal government plays to enhance and develop cooperation between the two countries, but also the roles of the provincial and local government. Also, it provides some advice to eliminate the barriers that exist to fully cooperate. One significant point mentioned is that if Canada wants to open and expand the domestic Chinese market, it should increase its visibility in China.

Chen (2011) argues that although China is the second largest economic partner to Canada, just behind the US, the bilateral relations between the two countries are still below potential. He uses economic figures to demonstrate that import, export, and foreign direct investment (FDI) figures both from Canada to China and from China to Canada are below the predicted numbers and below some of the numbers between Canada and other G7 countries. Similarly, McKinsey&Company states in its Report to the Canadian Council

of Chief Executives that Canada is far away from achieving its full potential as a partner with China. The report points out that “China is Canada’s 2nd largest national trading partner, while Canada is China’s 13th largest trading partner... Canada remains a much smaller partner to China than other countries with similar complementary sectors... There is huge opportunity for partnership, but Chinese capital will move elsewhere if Canadian markets prove hostile” (p. 5-7). Furthermore, the report argues that Canada lacks a substantial diplomatic presence in China’s megacities. Canada does not have a consulate in two (Shenzhen, Tianjin) of the six current Chinese megacities.

Potter and Adam (2011) have many important articles contained in their book which discusses various fields of relations between China and Canada. Evan (2011) lists results of public opinion among Canadians toward China from APF Canada polls. One conclusion is that most Canadians regard China as increasingly important, especially in economic areas. As well more Canadians have started to consider China as one of the most essential partners to Canada. Although China is the second most important partner to Canada, Canada, however, is not fully involved in China’s economic growth, at least, compared to other developed countries. Mcknight (2011) notices that in the departments of International Relations of top Chinese universities, there is no resident Canadian specialist. There are plenty of scholars who study the US, Asia, Japan, Russia, EU or Africa, but there seems to be few people interested in Canada. Paltiel (2011) describes provincial and local governments’ foreign policies in China. He points out that their policies are different than those of the central government, which sometimes has intentions to protect state-owned companies. Chinese provincial and local governments always want to attract foreign investment and capital to develop the local economy.

Li (2011) discusses immigrant flows from China to Canada. The author points out the increasing trend of immigrants moving from China to Canada and the consequences

of immigration. Since Canada is a country driven by an immigrant labour force, and Chinese immigrants make up a large part of its immigrant population, Chinese immigrants contribute greatly to the Canadian labour force. Besides that, as the Asia-Pacific Foundation of Canada has pointed out, 20 percent of the world's people of Chinese descent outside of China live in Canada, and more than 300,000 Canadians are living and working in China today (Lgnatieff, 2010). In 2011, 22,500 student permits were issued to Chinese students and nearly 250,000 Chinese visited Canada (Nossal & Sarson, 2013). This is a living relationship.

Burton (2009) identifies some issues existing in Canada-China relations that are related to this paper. First of all, he points out that Canadian governmental officials who work in China lack basic language skills and cultural awareness. Second, he strongly suggests that in addition to engaging with the Ministry of Foreign Affairs and International Cooperation offices, Canada should be directly engaging real policy-makers in the Chinese government and Communist Party, because the higher-level Party members and Council officials are the people who have decision-making authority in China. (The participants of this survey hopefully will become some of them.) Third, as other scholars state, Canada is not as important as other countries like the US, the UK, France, Germany, Australia, Japan or Italy in terms of investment and import in the Chinese market. Those other countries rather than Canada are considered by the Chinese government as "strategic partners" but Canada never is. While China is important to the Canadian government, Canada is not so important, in political terms at least, to the Chinese government. Fourth, Burton addresses another important issue—immigrants from China to Canada. In his words, "the important issue for Canada's interest in China with regard to immigration remains how to get the best people to apply to emigrate to Canada and how Canada can compete effectively with other advanced industrialized nations for

those desirable immigrants” (p. 8). Last, he discusses that the Canadian “brand” does not have as much presence in China as that of other nations, which also is proved by my survey where many students ranked Canada as one of the least familiar nations. “Canada lacks such an international cultural character that makes Canada stand out among the many nations pursuing high levels of engagement in trade and diplomacy in China” (p. 16). More than that, “Canada is also known in China as where the alleged Chinese, Lai Changxing, and a number of corrupt Chinese Communist officials, have sought refuge” (p. 16). Except that, “Canada benefits from a generally positive image in China, but from the Chinese people’s general perspective, Canada is not important enough to warrant much attention, except as a desirable destination for emigration by those who aspire to leave China in search of a freer and better life far away” (p.17).

Kwan (2013) studies Confucius Institutes in Canada as a tool for the Chinese government to enhance Chinese culture. This could be a good idea for Canada: as a country where English is the dominant language, and when it is the time that all Chinese regard English as an essential tool to succeed, Canada should grasp this opportunity to establish Canadian English schools in China to give Chinese the chances to know about Canada because “one of the public diplomacy strategies is the use of education, either through study abroad programs or the use of cultural centers in foreign countries, to bring awareness of a nation’s beliefs and values” (p. 11). It is a good investment to establish language or cultural institutes or centers in China because the existence of a pre-relationship between Canadian culture and Chinese students can help attract more Chinese students to study in Canada, and furtherly deepen educational bonding between these two countries.

In the book *The China Challenge: Sino-Canadian Relations in the 21st Century*, Chinese as well as Canadian scholars give their opinions about Canada’s China policy

and suggestions of future Sino-Canada relations. Cao (2011) states the reason why “a sustained dialogue between Canadian experts on China and practitioners is needed” (p. 6) is that “as China’s position in world politics has become central, understanding China is no longer confined to academia, but is also becoming a priority among government policy analysts and policy-makers across policy areas” (p. 6). In this book, Bild (2011) takes us back to the history of Sino-Canada relations. He concludes that “while the search for trade and investment opportunities was often a dominant motive, for a long time relations were mostly of an exploratory or hopeful nature and, when they were successful, it was more a result of luck rather than of precise planning” (p. 29). This statement reveals the nature of lack of strategy of the Canadian government toward China, so Canada is often seen by Chinese people as a “follower” of the US. However, Canada needs to realize that China has replaced Canada as the largest trade partner to the US (Paltiel, N.D.) and in fact, the US is more a competitor rather than a “friend” to Canada in the Chinese market. Comprehensive diplomatic strategies toward China should be proposed in a Canadian specific context, not in a “North American” one. Bild continues arguing that “economic opportunities were frequently missed simply because of conflicting short-term political aims...” (p. 29). Due to China’s specific political culture and political system, it is hard to open the Chinese domestic market without establishing a good relation with the Chinese government first. Like Evan (N.D.) argues, “cold politics, warm economics” will not be consistent if you are dealing with the Chinese government. This makes it even more essential for the Canadian government to have a long-term political partnership with the Chinese government. That is why while economic relations between these two countries are always the focus, political relations can never be ignored.

This paper aims to analyze the political relations between China and Canada, because as stated above, the study of political relations between the two countries is

lacking, while significant. Also, this paper focuses on the knowledge of Chinese students about Canadian local and political issues and their attitudes toward Canada. Studying Chinese students' knowledge and attitudes can help the Canadian government realize the problems and challenges that they face in terms of Canada's recognition and favor among Chinese students, and good recognition and positive attitudes among Chinese students can help improve and strengthen the relations between these two countries.

Chapter 2: Methodology

Research Design:

The basic methodology is to gather information from questionnaires. Questionnaires were handed out by researchers (friends of the author and also current students in the programs where I conducted my research) online to students at Peking University, Tsinghua University and Renmin University of China. The online questionnaire software is Wenjuan Star, which is designed to conduct questionnaires online all over China. I sent the link of the questionnaire on Wenjuan Star to the researchers, and they sent the questionnaire link to all their classmates through a Chinese Social Network Software—Wechat. Wechat is gradually replacing the role of messages and becoming the major way for people to communicate, so conducting the survey on Wechat can help improve the response rate of students. The students just needed to click the link of the questionnaire and they would be able to see and answer all the questions. The questionnaires were given to the students from the Schools of Public Administration and International Relations. The students were informed about the confidentiality and voluntary nature of this research. After they submitted their answers, I had access to look at their responses from the Wenjuan Star website.

The length of questionnaires was two pages, and each questionnaire contained 24 questions. The language was Mandarin, which is the mother tongue of most Chinese students. Furthermore, the language was precise, brief and direct. Almost all questions were close-ended to save the time of students and improve their willingness to answer the questions.

Sample:

267 questionnaires were sent to the students. These included: 49 questionnaires to the students in the School of International Relations at Renmin University, 34 questionnaires to the School of Public Administration at Renmin University; 19 questionnaires to the School of International Relations at Peking University; 63 questionnaires to the School of Government at Peking University; 71 questionnaires to the School of Public Administration at Tsinghua University; 31 questionnaires to the Schools of International Relations at Tsinghua University. Sample numbers varied according to the total number of students in each program. Researchers guaranteed that almost all students were covered and sent questionnaires to. 150 of the questionnaires were sent back to researchers. 134 of the questionnaires were completed and effective. These include: 27 from the students in the School of International Relations at Renmin University, 27 questionnaires from the School of Public Administration at Renmin University, 6 questionnaires from the School of International Relations at Peking University, 29 questionnaires from the School of Government at Peking University, 37 from the School of Public Administration at Tsinghua University, 8 from the School of International relations at Tsinghua University.

The reason why I chose these three schools to study is that these three schools are outstanding schools in China, so the students in these schools have good chances to

become the people who can lead and change policies in China. Besides that, due to limited time and resources, it was hard to study a larger number of universities.

Hypotheses:

1. There is no relation between sex of the students and their knowledge about Canadian political or local issues and there is no relation between their sex and their attitudes toward Canada.
2. If the student was born in Beijing, Shanghai, Guangdong, Hongkong, Macao, Zhejiang, Jiangsu or Taiwan, he or she would tend to have more knowledge toward Canadian political and local issues than the students born in other less urban places, but there is no relation between their places of birth and their attitudes toward Canada.
3. There is no relation between graduate schools of the students and their knowledge or attitudes toward Canada (because there is no big difference among these three schools in terms of quality).
4. If the student did undergraduate studies from Peking University, Tsinghua University, Renmin University of China, Fudan University, Zhejiang University, Shanghai Jiao Tong University, Nanjing University, Wuhan University, Xiamen University, or Zhongshan University¹, he or she would tend to have more knowledge about Canadian political or local issues than the students from other universities. However, there is no relation between their undergraduate schools and their attitudes toward Canada.
5. If the student's undergraduate major was Political Science or related, he or she would tend to have more knowledge about Canadian political or local issues than the

¹ These are the top ten universities in China.

students from other majors. However, there is no relation between their undergraduate majors and their attitudes toward Canada.

6. If the student had traveled to any of these places (the US, the UK, Canada, Australia), he or she would tend to have more knowledge toward Canadian political or local issues, and he or she would tend to have a more positive attitude toward Canada.
7. The more advanced the students' English language skill, the more knowledge about Canadian political or local issues they would have, and he or she would tend to have a more positive attitude toward Canada.
8. If the student had more knowledge about Canada, he or she would tend to have a more positive attitude toward Canada.

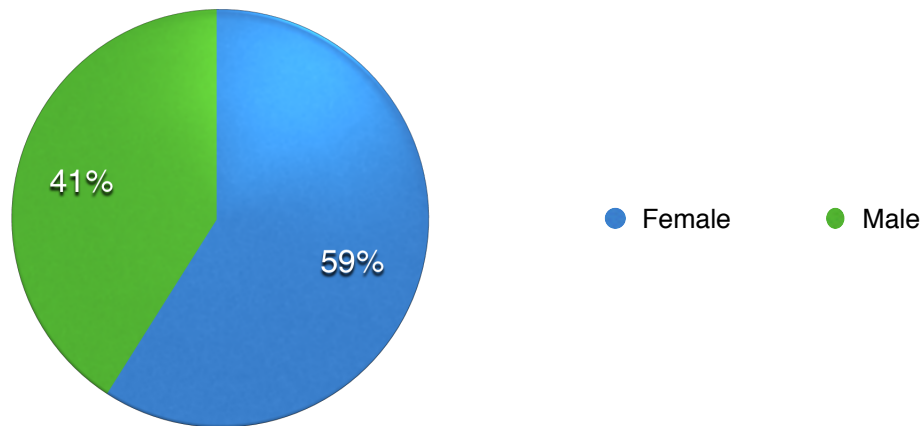
Chapter 3: Data analysis:

The average time spent on finishing questionnaires was around 5 minutes. Considering the relative large amount of questions, there was a low possibility that the students searched answers online or from other sources. Hence, I had confidence to assume that all students answered questions based on their own knowledge and experience.

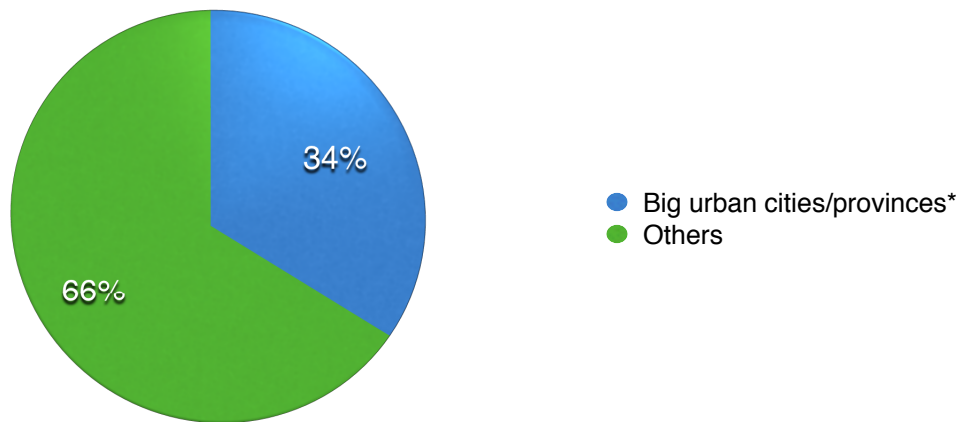
After I collected the data from the questionnaires, I analyzed the data in the following ways using SPSS database (to see the original questionnaire, please refer to Appendix 1).

- A. The description of the participants and their knowledge and attitudes toward Canada
(this part only provides raw frequencies):

1) Sex



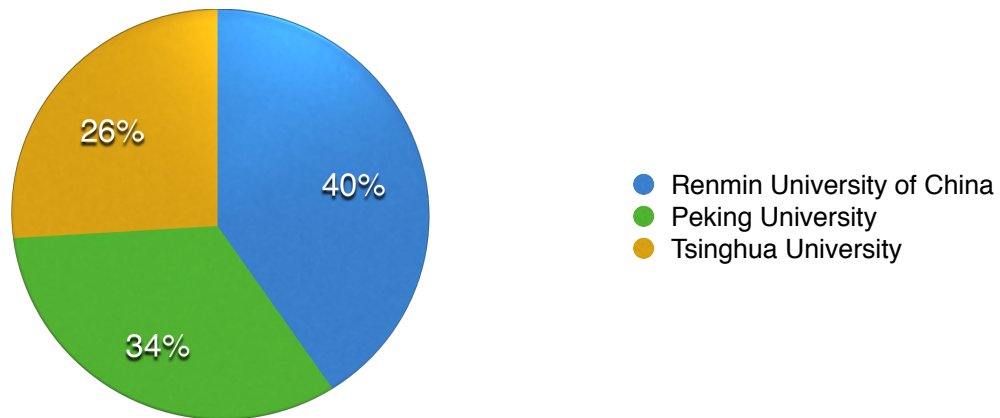
41% of the participants were male while 59% of them were female.

2) Places of birth²

34% of the participants were born in big urban cities/provinces while 66% of them were born in other cities/provinces.

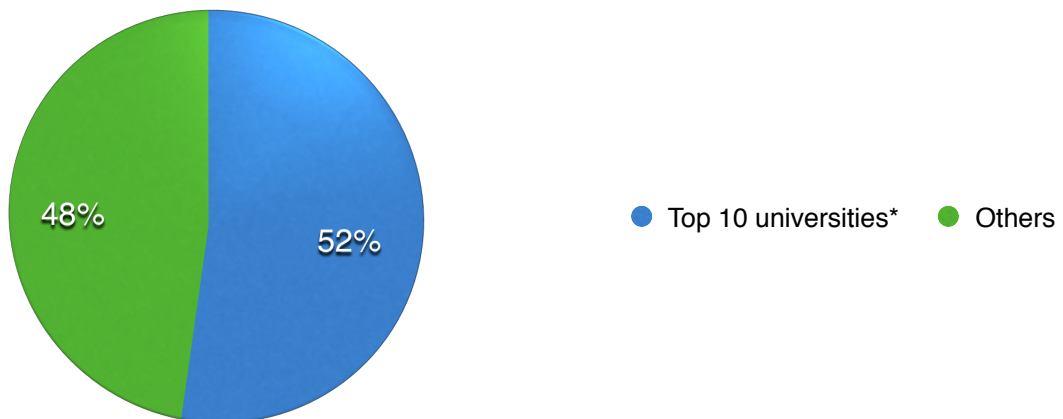
² Big urban cities/provinces include: Beijing, Shanghai, Guangdong, Hong Kong, Macau, Zhejiang, Jiangsu, Taiwan.

3) Graduate schools



26% of the students were from Tsinghua University, 34% of them were from Peking University, and 40% of them were from Renmin University of China.

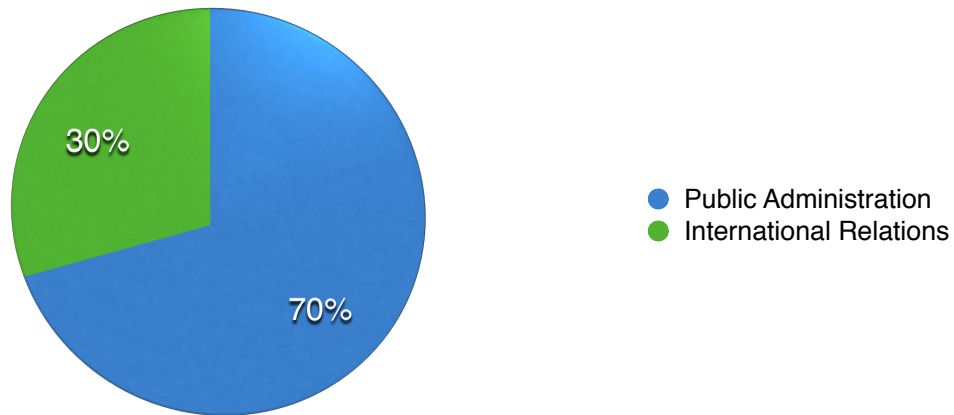
4) Undergraduate Schools³



52% of the participants' undergraduate schools were top 10 universities while 48% of their undergraduate schools were other universities.

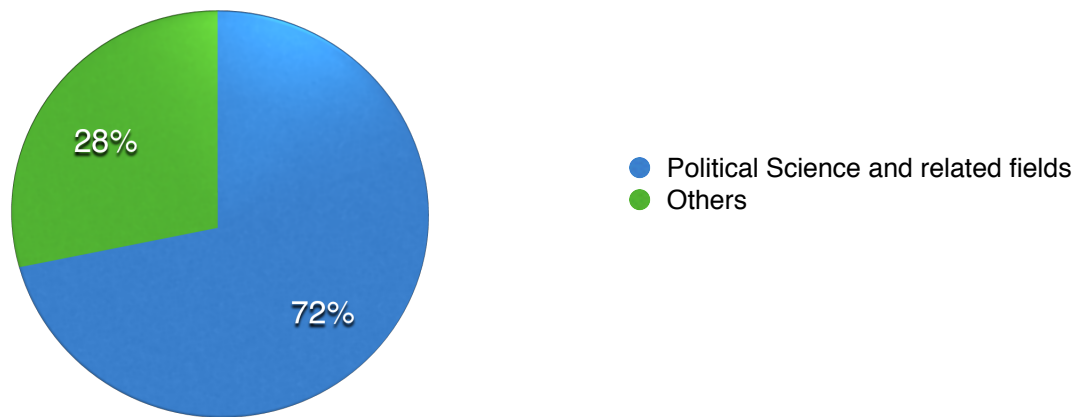
³ Top ten universities include: Peking University, Tsinghua University, Renmin University of China, Fudan University, Zhejiang University, Shanghai Jiao Tong University, Nanjing University, Wuhan University, Xiamen University, Zhongshan University.

5) Graduate school majors



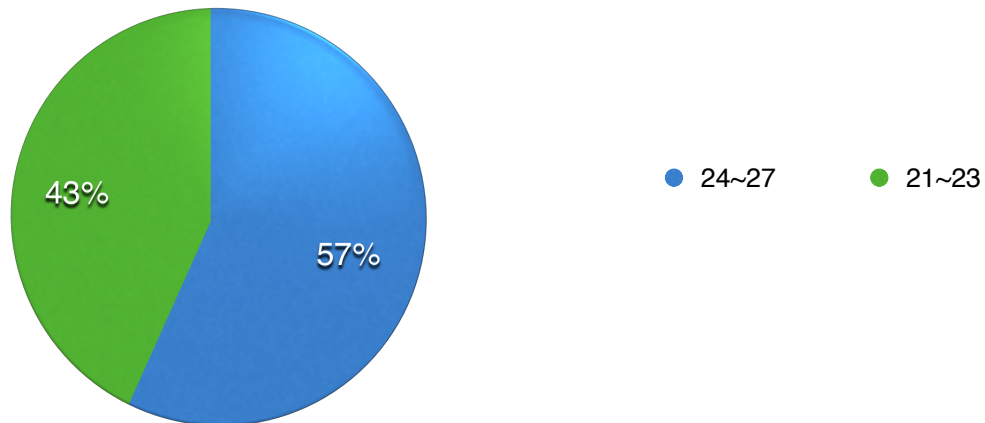
30% of the participants were from the School of International Relations while 70% of them were from the School of Public Administration.

6) Undergraduate school majors

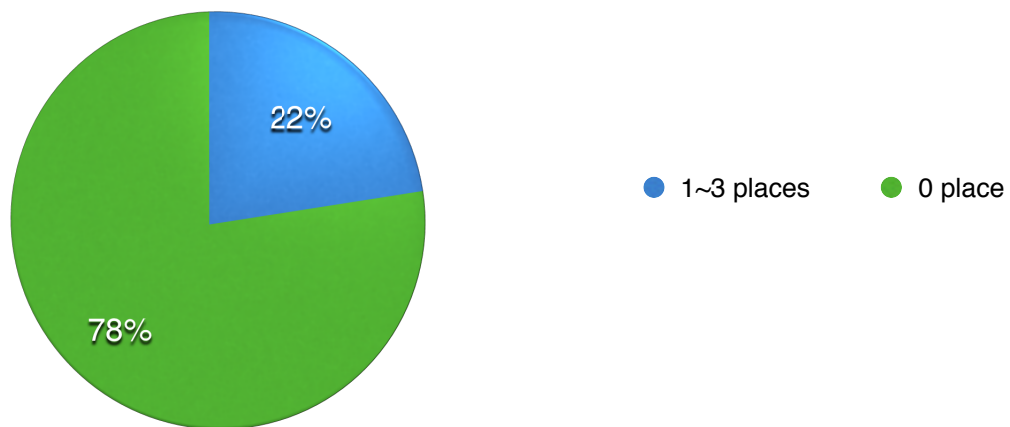


72% of the participants' undergraduate school majors were Political Science and related fields while 28% of them were from other undergraduate school majors.

7) Age



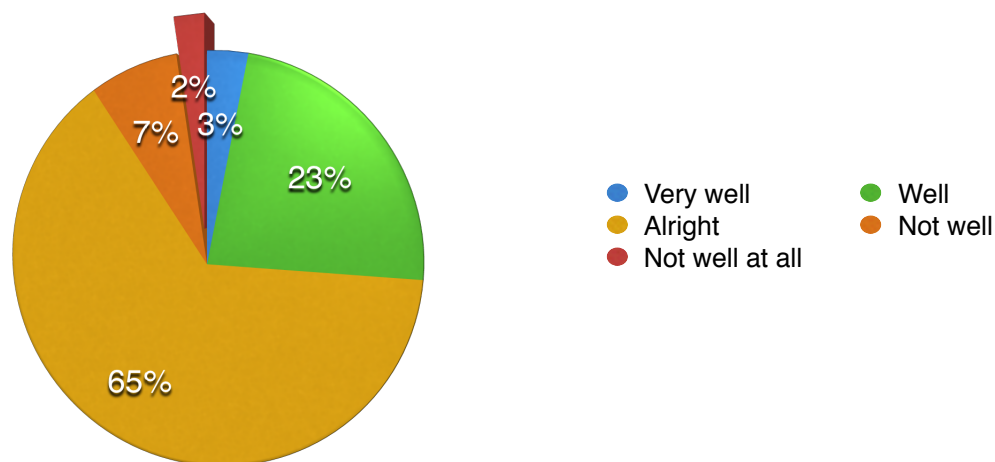
43% of the participants were 21~23 years old while 57% of them were 24~27 years old.

8) Travel places⁴

22% of the participants traveled to at least one of the places while 78% of them did not travel to any of the places.

⁴ Travel places include: the US, the UK, Canada, and Australia.

9) English language skill

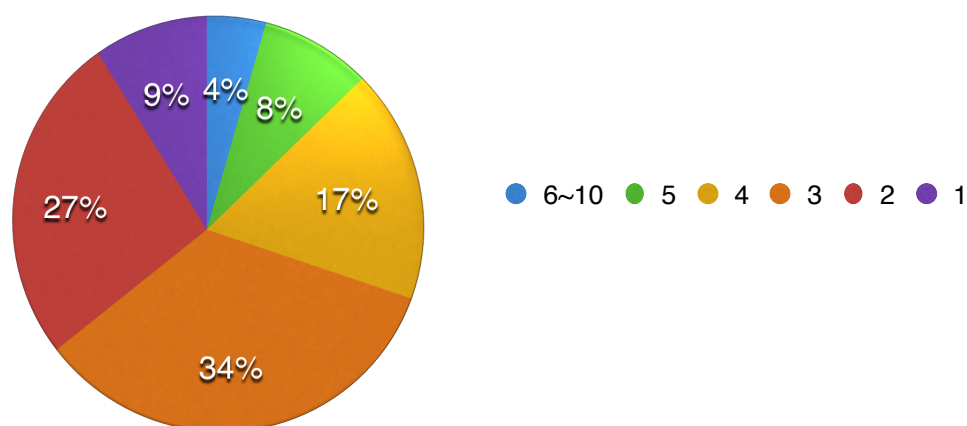


3% of the participants chose their English language skill as “very well”, 23% of them chose their English language skill as “well”, 65% of them chose their English language skill as “alright”, 7% of them chose their English language skill as “not well”, while 2% chose their English language skill as “not well at all”.

10) Provinces that the students knew about

	Frequency	Percent
Ontario	121	90.3
Quebec	119	88.8
Newfoundland and Labrador	56	41.8
British Columbia	54	40.3
Alberta	26	19.4
New Prince Edward Island	16	11.9
Brunswick	6	4.5
Nova Scotia	5	3.7
Saskatchewan	4	3.0
Manitoba	3	2.2
None of them	0	0

Numbers of provinces they knew about:



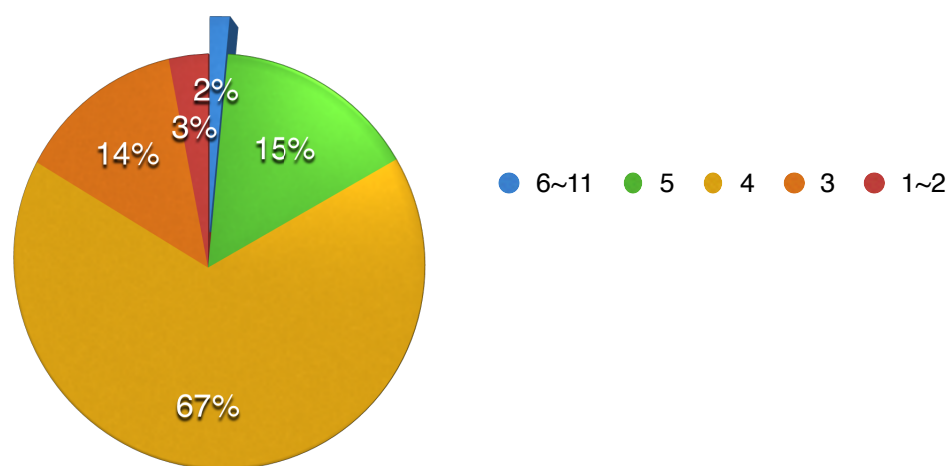
90.3% of the participants had heard about Ontario, 88.8% of them had heard about Quebec, 41.8% of them had heard about Newfoundland and Labrador, 40.3% of them had heard about British Columbia...while 0% of them had heard about none of the provinces. 4% of the participants had heard about 6~10 provinces, 8% of them had heard about 5 provinces, 17 % of them had heard about 4, 34% of them had heard about 3, 27% of them had heard about 2, while 9% of them had heard about 1 province.

11) Cities that the students knew about

	Frequency	Percent
Toronto	134	100.0
Vancouver	131	97.8
Ottawa	127	94.8
Montreal	112	83.6
London (Canada)	21	15.7
Calgary	6	4.5
Burnaby	3	2.2
Gatineau	2	1.5

	Frequency	Percent
Vaughan	2	1.5
Longueuil	0	0.0
Markham	0	0.0
None of them	0	0.0

Numbers of cities they knew about



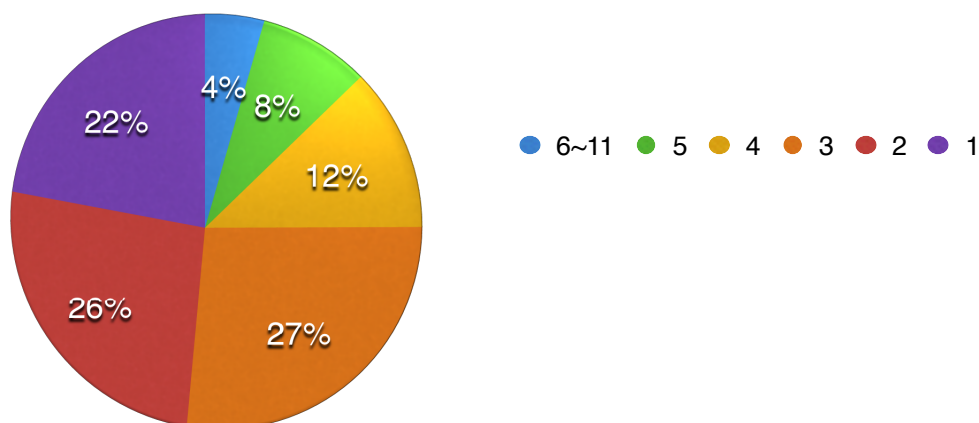
100% of the participants had heard about Toronto, 97.8% of them had heard about Vancouver, 94.8% of them had heard about Ottawa, 83.6% of them had heard about Montreal...while 0% of them had heard about none of the cities. 2% of the participants had heard about 6~11 cities, 15% of them had heard about 5 cities, 67% of them had heard about 4, 14% of them had heard about 3, 3% of them had heard about 1~2 cities.

12) Universities that the students knew about

	Frequency	Percent
University of Toronto	133	99.3
University of Waterloo	54	40.3
Queen's University	45	33.6

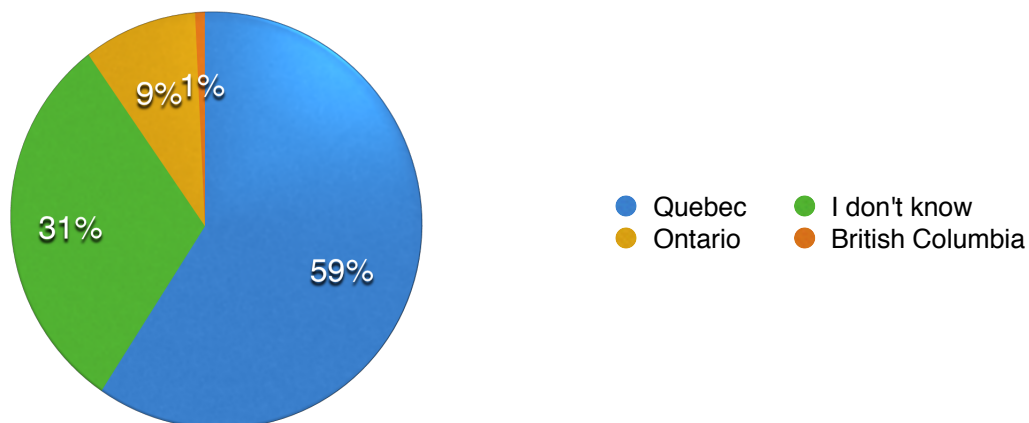
	Frequency	Percent
University of British Columbia	43	32.1
McGill University	38	28.4
Western University	36	26.9
Memorial University of Newfound	8	6.0
Carleton University	4	3.0
University of Sherbrooke	2	1.5
University of Guelph	1	0.7
University of Saskatchewan	1	0.7
None of them	0	0.0

Numbers of universities they knew about



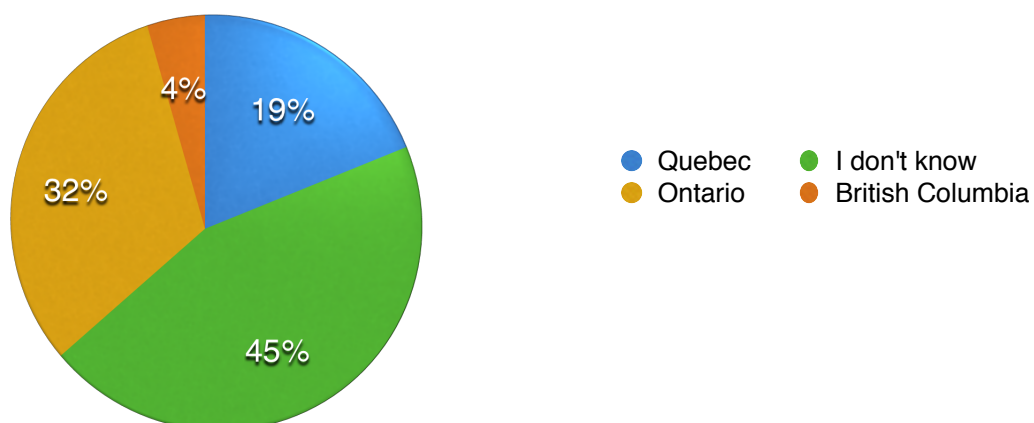
99.3% of the participants had heard about the University of Toronto, 40.3% of them had heard about the University of Waterloo, 33.6 of them had heard about Queen's University, 32.1 of them had heard about the University of British Columbia...while 0% of them had heard about none of the universities. 4% of the participants had heard about 6~11 universities, 8% of them had heard about 5 universities, 12% of them had heard about 4, 27% of them had heard about 3, 26% of them had heard about 2, while 22% of them had heard about 1 university.

13) Knowledge about which province speaks French



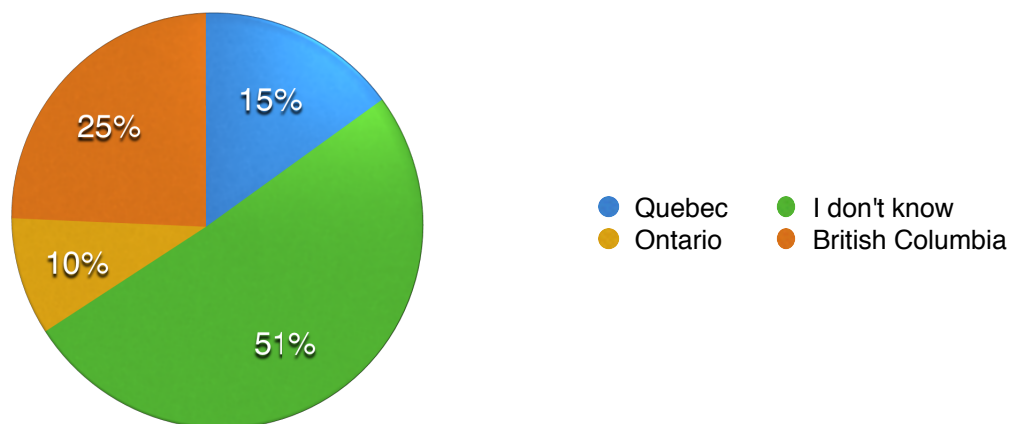
59% of the participants chose "Quebec" as the province that speaks French, 31% of them chose "I don't know", 9% of them chose "Ontario", while 1% of them chose "British Columbia".

14) Knowledge about which province has the largest population



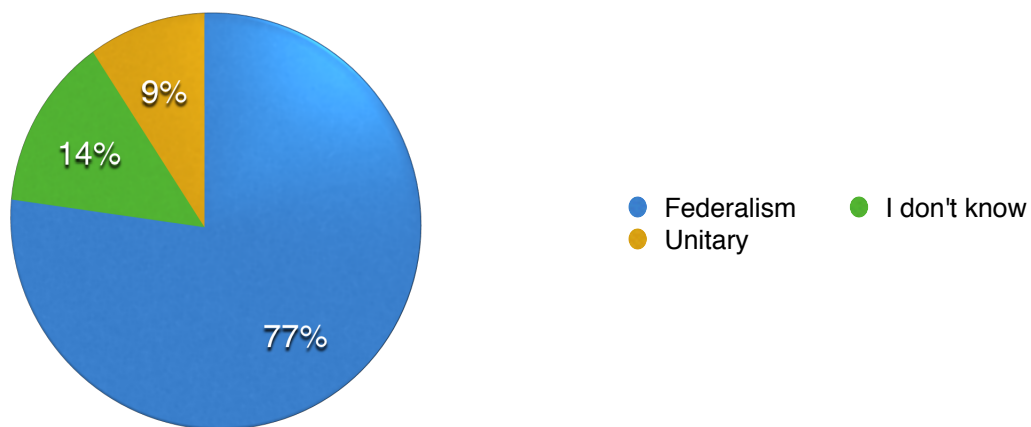
45% of the participants chose "I don't know" as the province that has the largest population, 32% of them chose "Ontario", 19% of them chose "Quebec", while 4% of them chose "British Columbia".

15) Knowledge about which province locates on the West coast of Canada



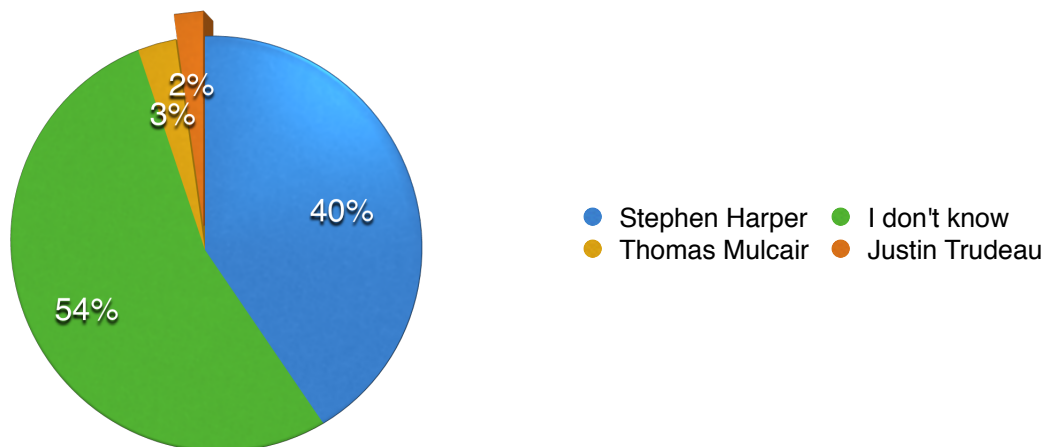
51% of the participants chose “I don’t know” as the province that located on the West coast of Canada, 25% of them chose “British Columbia”, 15% of them chose “Quebec”, while 10% of them chose “Ontario”.

16) Knowledge about the Canadian political system



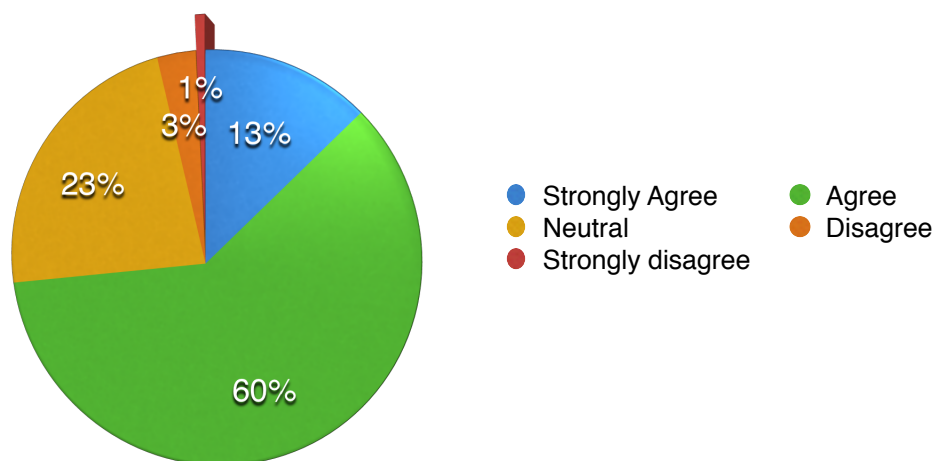
77% of the participants chose “federalism” as the Canadian political system, 14% of them chose “I don’t know”, while 9% of them chose “unitary”.

17) Knowledge about the Canadian prime minister



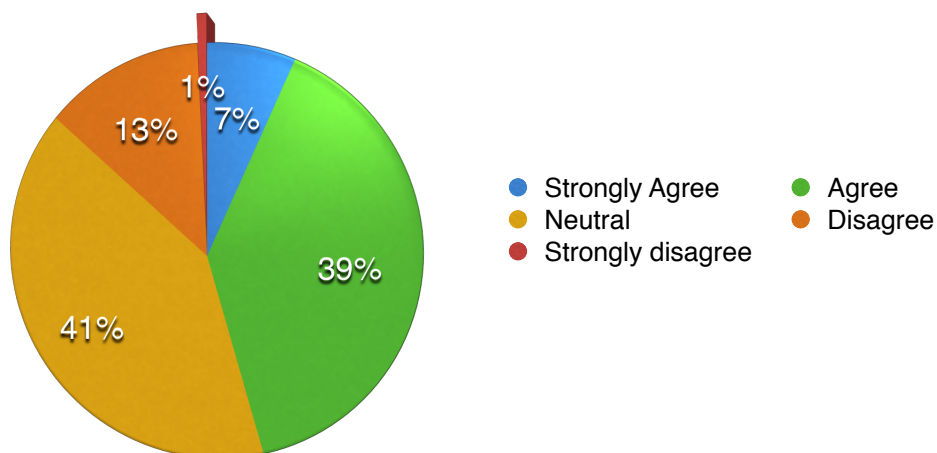
54% of the participants chose “I don’t know” as the Canadian prime minister, 40% of them chose “Stephen Harper”, 3% of them chose “Thomas Mulcair”, while 2% of them chose “Justin Trudeau”.

18) Attitudes about Canada’s importance as an economic partner to China



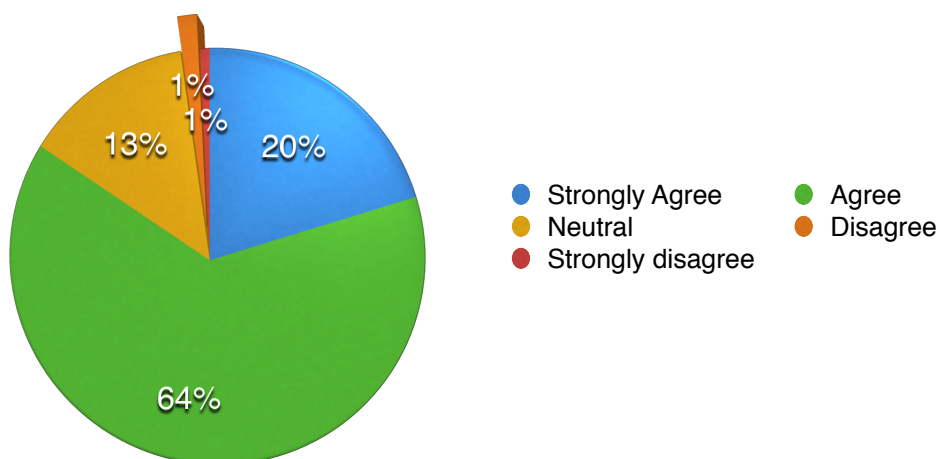
13% of the participants chose “strongly agree” that Canada is an important economic partner to China, 60% of them chose “agree”, 23% of them chose “neutral”, 3% of them chose “disagree”, while 1% of them chose “strongly disagree”.

Attitudes about Canada's importance as a political partner to China



7% of the participants chose “strongly agree” that Canada is an important political partner to China, 39% of them chose “agree”, 41% of them chose “neutral”, 13% of them chose “disagree”, while 1% of them chose “strongly disagree”.

Attitudes about the importance of local communication and partnership between these two countries



20% of the participants chose “strongly agree” that local communication and partnership between these two countries was important, 64% of them chose “agree”, 13%

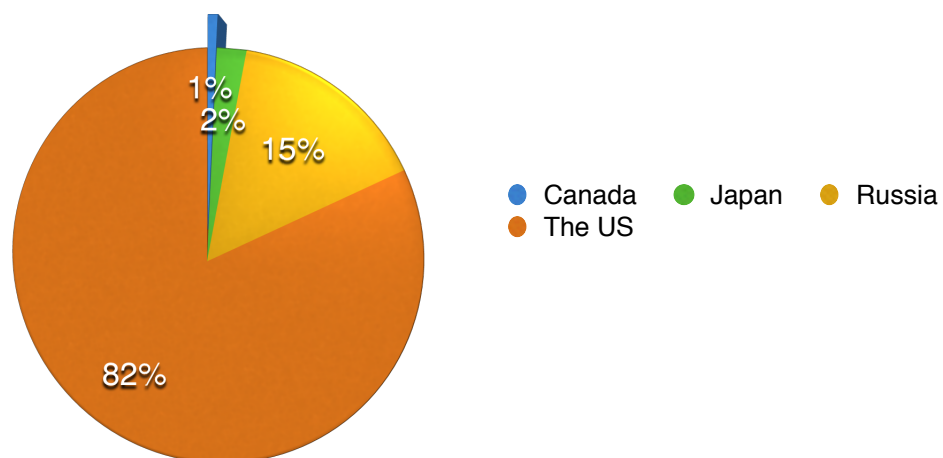
of them chose “neutral”, 1% of them chose “disagree”, while 1% of them chose “strongly disagree”.

19) The rank of countries from the most important to China to the least important

The rank of Canada⁵

	Frequency	Percent	Cumulative Percent
No.1	1	0.7	0.7
No.2	0	0.0	0.7
No.3	4	3.0	3.7
No.4	3	2.2	5.9
No.5	11	8.2	14.1
No.6	17	12.7	26.8
No.7	55	41.0	67.8
No.8	43	32.1	99.9
Total	134	99.9	99.9

Countries that ranked No.1 (the most important)



⁵ “No.1” means the rank of Canada is the first place (the most important), and “No.8” means the rank of Canada is the last place (the least important).

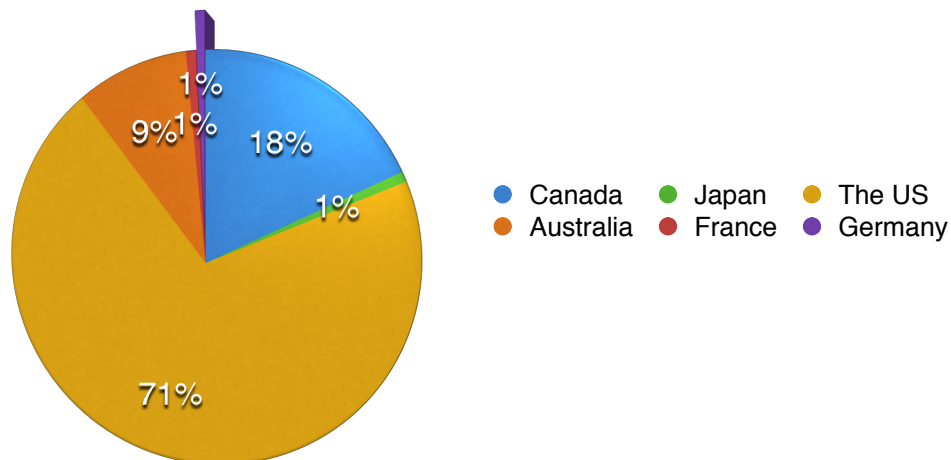
0.7% of the participants chose Canada as the most important country to China, 0% of them chose Canada as the second most important, 3% of them chose Canada as the third, 2.2% of them chose Canada as the fourth, 8.2% of them chose Canada as the fifth, 26.8% of them chose Canada as the sixth, 12.7% of them chose Canada as the seventh, and 41% of them chose Canada as the least important one. 82% of the participants chose the US as the most important country to China, 15% of them chose Russia as the most important one, 2% of them chose Japan, while 1% of them chose Canada.

20) The rank of countries from the most attractive to Chinese immigrants to the least attractive

The rank of Canada

	Frequency	Percent	Cumulative Percent
No.1	24	17.9	17.9
No.2	38	28.4	46.3
No.3	42	31.3	77.6
No.4	13	9.7	87.3
No.5	11	8.2	95.5
No.6	6	4.5	100
No.7	0	0	100
No.8	0	0	100
Total	134	100	100

Countries that ranked No.1



17.9% of the participants chose Canada as the most attractive country to Chinese immigrants, 28.4% of them chose Canada as the second most attractive, 31.3% of them chose Canada as the third, 9.7% of them chose Canada as the fourth, 8.2% of them chose Canada as the fifth, 4.5% of them chose Canada as the sixth, 0% of them chose Canada as the seventh, and 0% of them chose Canada as the least attractive one. 71% of the participants chose the US as the most attractive country to Chinese immigrants, 18% of them chose Canada as the most attractive one, 9% of them chose Australia, 1% of them chose Japan, 1% of them chose France, while 1% of them chose Germany.

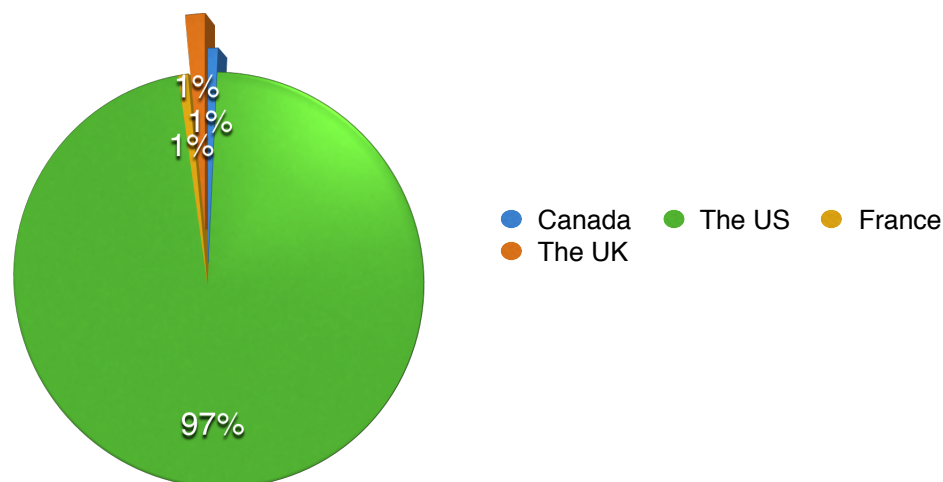
21) The rank of countries from the most attractive to Chinese students to the least attractive in terms of choosing study destination

The rank of Canada

	Frequency	Percent	Cumulative Percent
No.1	1	0.7	0.7
No.2	2	1.5	2.2
No.3	32	23.9	26.1

	Frequency	Percent	Cumulative Percent
No.4	29	21.6	47.7
No.5	21	15.7	63.4
No.6	31	23.1	86.5
No.7	16	11.9	98.4
No.8	2	1.5	99.9
Total	134	99.9	99.9

Countries that ranked No.1



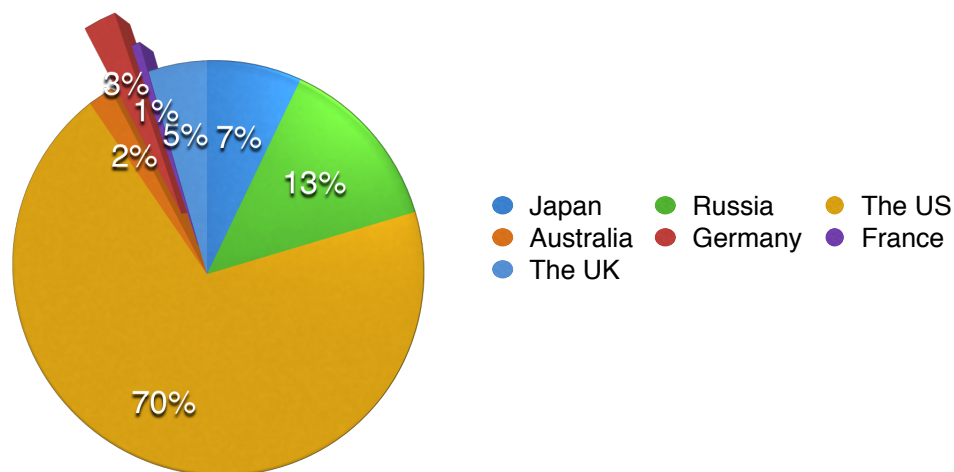
0.7% of the participants chose Canada as the most attractive country to Chinese students, 1.5% of them chose Canada as the second most attractive, 23.9% of them chose Canada as the third, 21.6% of them chose Canada as the fourth, 15.7% of them chose Canada as the fifth, 21.3% of them chose Canada as the sixth, 11.9% of them chose Canada as the seventh, and 1.5% of them chose Canada as the least attractive one. 97% of the participants chose the US as the most attractive country to Chinese students, 1% of them chose Canada as the most attractive one, 1% of them chose France, while 1% of them chose the UK.

22) The rank of countries from the most familiar to the participants to the least familiar

The rank of Canada:

	Frequency	Percent	Cumulative Percent
No.1	0	0	0
No.2	1	0.7	0.7
No.3	3	2.2	2.9
No.4	5	3.7	6.6
No.5	19	14.2	20.8
No.6	20	14.9	35.7
No.7	48	35.8	71.5
No.8	38	28.4	99.9
Total	134	99.9	99.9

Countries that ranked No.1



0% of the participants chose Canada as the most familiar country to them, 0.7% of them chose Canada as the second most familiar, 2.2% of them chose Canada as the third, 3.7% of them chose Canada as the fourth, 14.2% of them chose Canada as the fifth, 14.9% of them chose Canada as the sixth, 35.8% of them chose Canada as the seventh, and 28.4% of them chose Canada as the least familiar one. 70% of the participants chose

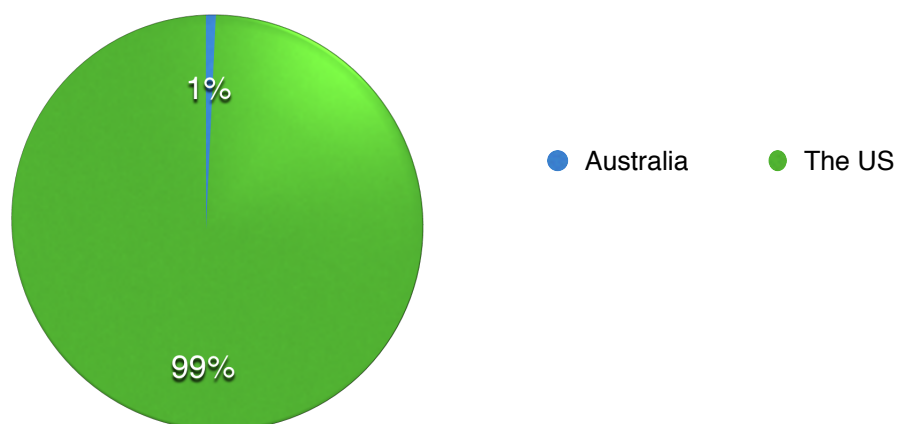
the US as the most familiar country to them, 13% of them chose Russia as the most familiar one, 7% of them chose Japan, 5% of them chose the UK, 3% of them chose Germany, 2% of them Chose Australia, while 1% of them chose France.

23) The rank of countries from the most competitive in globalization to the least competitive

The rank of Canada

	Frequency	Percent	Cumulative Percent
No.1	0	0	0
No.2	0	0	0
No.3	3	2.2	2.2
No.4	5	3.7	5.9
No.5	15	11.2	17.1
No.6	36	26.9	44.0
No.7	55	41.0	85.0
No.8	20	14.9	99.9
Total	134	99.9	254.1

Countries that ranked No.1



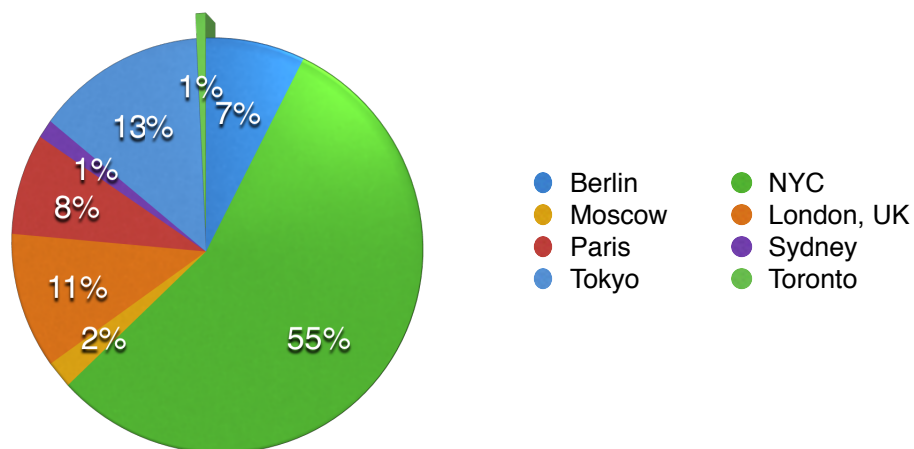
0% of the participants chose Canada as the most competitive country in globalization, 0% of them chose Canada as the second most competitive, 2.2% of them chose Canada as the third, 3.7% of them chose Canada as the fourth, 11.2% of them chose Canada as the fifth, 26.9% of them chose Canada as the sixth, 41% of them chose Canada as the seventh, and 14.9% of them chose Canada as the least competitive one. 99% of the participants chose the US as the most competitive country in globalization, while 1% of them chose Australia as the most competitive one.

24) The rank of cities from the most familiar to the participants to the least familiar

The rank of Toronto

	Frequency	Percent	Cumulative Percent
No.1	1	0.7	0.7
No.2	1	0.7	1.4
No.3	1	0.7	2.1
No.4	6	4.5	6.6
No.5	11	8.2	14.8
No.6	16	11.9	26.7
No.7	20	14.9	41.6
No.8	78	58.2	99.8
Total	134	99.8	99.8

Cities that ranked No.1



0.7% of the participants chose Toronto as the most familiar city to them, 0.7% of them chose Toronto as the second most familiar, 0.7% of them chose Toronto as the third, 4.5% of them chose Toronto as the fourth, 8.2% of them chose Toronto as the fifth, 11.9% of them chose Toronto as the sixth, 14.9% of them chose Toronto as the seventh, and 58.2% of them chose Toronto as the least familiar one. 55% of the participants chose New York City as the most familiar city to them, 13% of them chose Tokyo as the most familiar one, 11% of them chose London, UK, 8% of them chose Paris, 7% of them chose Berlin, 2% of them chose Moscow, 1% of them chose Sydney, while 1% of them chose Toronto.

B. The relations between independent variables (sex, age, graduate schools, and so on) and dependent variables (knowledge and attitudes) to test my hypotheses

The relation between the students' sex and their attitudes about Canada

		Independent variable		
		Male	Female	Total
Dependent variable	Score of 0~6*	22	45	67
	Score of 7~15	33	34	67
Total		55	79	134

*In question 18(1), (2), and (3), if the student chose “Strongly agree”, he or she would be assessed a score of 1; if the student chose “Agree”, he or she would be assessed a score of 2; if the student chose “Neutral”, he or she would be assessed a score of 3; if the student chose “Disagree”, he or she would be assessed a score of 4; if the student chose “Strongly disagree”, he or she would be assessed a score of 5. Then the sum of the score was calculated. The lower the score is, the more positive the students’ attitudes are.

Chi-Square	df	Significance	Lambda	Strength
3.732	1	Yes-at a more than 90% confidence level	0.164	Weak

There is a significant relation between the students’ sex and their attitudes toward Canada. Female students tend to have more positive attitudes toward Canada. This relation is significant at a more than 90% confidence level. However, this relation is weak.

The relation between the students’ sex and the rank of Canada

		Independent variable		
		Male	Female	Total
Dependent variable	Score of 0~34*	21	46	67
	Score of 35~48	34	33	67
Total		55	79	134

*In questions 19, 20, 21, 22, 23 and 24, the score is the rank of Canada (for example, if Canada ranked No.1 in one questionnaire, this would be indicated by a score of 1; If Canada ranked No.2 in one questionnaire, this would be indicated by a score of 2). Then the sum of the score was calculated. The lower the score is, the higher rank that Canada has.

Chi-Square	df	Significance	Lambda	Strength
5.212	1	Yes-at a more than 97.25% confidence level	0.194	Weak

There is a significant relation between the students’ sex and their ranks of

Canada. Female students tend to have higher ranks (more positive attitudes) of Canada. This relation is significant at a more than 97.25% confidence level. However, this relation is weak.

The relation between the students' places of birth and their knowledge about Canadian provinces, cities and universities

Independent variable				
		Other provinces	Beijing, Shanghai, Guangdong, Hongkong, Macao, Zhejiang, Jiangsu, Taiwan	Total
Dependent variable	Participants know about 0~9 provinces, cities and universities	52	16	68
	Participants know about 10~32 provinces, cities and universities	37	29	66
Total		89	45	134

Chi-Square	df	Significance	Lambda	Strength
6.255	1	Yes-at a more than 97.5% confidence level	0.197	Weak

There is a significant relation between the students' places of birth and their knowledge about Canadian provinces, cities and universities. Students who were born in more urban cities/provinces (Beijing, Shanghai, Guangdong, Hong Kong, Macao, Zhejiang, Jiangsu and Taiwan) tend to have more knowledge about Canada. This relation is significant at a more than 97.5% confidence level. However, this relation is weak.

The relation between the students' places of birth and their knowledge about the Canadian political system and prime minister, and provincial locations, language, and population

Independent variable				
Dependent variable		Other provinces	Beijing, Shanghai, Guangdong, Hongkong, Macao, Zhejiang, Jiangsu, Taiwan	Total
	Participants answer right of 0~2 of the questions*		53	21
Participants answer right of 3~5 of questions		36	24	60
Total		89	45	134

*Questions 13, 14, 15, 16 and 17.

Chi-Square	df	Significance
2.006	1	No

There is no significant relation between the students' places of birth and their knowledge about the Canadian political system and prime minister, and provincial population, language and locations.

The relation between the students' graduate schools and their knowledge about the Canadian political system and prime minister, and provincial locations, language, and population

Independent variable					
		Peking University	Tsinghua University	Renmin University of China	Total
Dependent variable	Participants answer right of 0~2 of the questions	13	28	33	74
	Participants answer right of 3~5 of questions	22	17	21	60
Total		35	45	54	134

Chi-Square	df	Significance	Lambda	Strength
6.276	2	Yes-at a more than 95% confidence level	0.150	Weak

There is a significant relation between the students' graduate schools and their knowledge about the Canadian political system and prime minister, and provincial population, language and locations. The students from Peking University tend to have the most knowledge about Canada, and the students from Tsinghua University tend to have the least. This relation is significant at a more than 95% confidence level. However, this relation is weak.

The relation between the students' undergraduate schools and their knowledge about provinces, cities and universities

Independent variable				
		Top 10 universities in China	Other universities	Total

Independent variable				
Dependent variable	Participants know about 0~9 provinces, cities and universities	36	32	68
	Participants know about 10~32 provinces, cities and universities	34	32	66
Total		70	64	134

Chi-Square	df	Significance
0.027	1	No

There is no significant relation between the students' undergraduate school and their knowledge about Canadian provinces, cities or universities.

The relation between the students' undergraduate schools and their knowledge about the Canadian political system and prime minister, and provincial locations, language, and population

Independent variable				
		Top 10 universities in China	Other Universities	Total
Dependent variable	Participants answer right of 0~2 of the questions	39	35	74
	Participants answer right of 3~5 of questions	31	29	60
Total		70	64	134

Chi-Square	df	Significance
0.014	1	No

There is no significant relation between the students' undergraduate schools and their knowledge about the Canadian political system and prime minister, and provincial population, language and locations.

The relation between the students' undergraduate school majors and their knowledge about Canadian provinces, cities and universities

		Independent variable		
		Majors of political science and related fields	Others	Total
Dependent variable	Participants know about 0~9 provinces, cities or universities	50	18	68
	Participants know about 10~32 provinces, cities or universities	46	20	66
Total		96	38	134

Chi-Square	df	Significance
0.242	1	No

There is no significant relation between the students' undergraduate school majors and their knowledge about Canadian provinces, cities and universities.

The relation between the students' undergraduate school majors and their knowledge about the Canadian political system and prime minister, and provincial locations, language, and population

Independent variable				
		Majors of Political Science and related fields	Other majors	Total
Dependent variable	Participants answer right of 0~2 of the questions	51	23	74
	Participants answer right of 3~5 of questions	45	15	60
Total		96	38	134

Chi-Square	df	Significance
0.603	1	No

There is no significant relation between the students' undergraduate school majors and their knowledge about the Canadian political system and prime minister, and provincial locations, language, and population.

The relation between the students' travel places and their knowledge about Canadian provinces, cities and universities

Independent variable				
		Traveled to none of these places	Traveled to at least one of these places	Total
Dependent variable	Participants know about 0~9 provinces, cities and universities	60	8	68
	Participants know about 10~32 provinces, cities and universities	44	22	66
Total		104	30	134

Chi-Square	df	Significance	Lambda	Strength
8.967	1	Yes-at a more than 99.5% confident level	0.212	Moderate

There is a significant relation between the students' travel places and their knowledge about Canadian provinces, cities and universities. The students who had traveled to at least of these countries (Australia, the US, the UK, Canada) tend to have more knowledge about Canada. This relation is significant at a more than 99.5% confidence level. This relation is moderate.

The relation between the students' travel places and their knowledge about the Canadian political system and prime minister, and provincial locations, language, and population

Independent variable				
		Traveled to none of these places	Traveled to at least one of these places	Total
Dependent variable	Participants answer right of 0~2 of the questions	60	14	74
	Participants answer right of 3~5 of questions	44	16	60
Total		104	30	134

Chi-Square	df	Significance
1.145	1	No

There is no significant relation between the students' travel places and their knowledge about the Canadian political system and prime minister, and provincial locations, language, and population.

The relation between the students' travel places and their attitudes toward Canada

Independent variable				
		Travelled to none of these places	Traveled to at least one of these places	Total
Dependent variable	Score of 0~6	54	13	67
	Score of 7~15	50	17	67
Total		104	70	134

Chi-Square	df	Significance
0.687	1	No

There is no significant relation between the students' travel places and their attitudes toward Canada.

The relation between the students' travel places and the rank of Canada

Independent variable				
		Traveled to none of these places	Traveled to at least one of these places	Total
Dependent variable	Score of 0~34	47	20	67
	Score of 35~48	57	10	67
Total		104	30	134

Chi-Square	df	Significance	Lambda	Strength
4.295	1	Yes-at a more than 95% confidence level	0.149	Weak

There is a significant relation between the students' travel places and their ranks of Canada. The students who had traveled to at least one of these places tend to have more positive attitudes toward Canada. This relation is significant at a more than 95%

confidence level. However, this relation is weak.

The relation between the students' English language skill and their knowledge about Canadian provinces, cities and universities

		Independent variable		
		Very well & Well	Alright, Not well & Not well at all	Total
Dependent variable	Participants know about 0~9 provinces, cities or universities	16	52	68
	Participants know about 10~32 provinces, cities or universities	23	43	66
Total		39	95	134

Chi-Square	df	Significance
2.080	1	No

There is no significant relation between the students' English language skill and their knowledge about Canadian provinces, cities and universities.

The relation between the students' English language skill and their knowledge about the Canadian political system and prime minister, and provincial population, language and locations

		Independent variable		
		Alright, Not well & Not well at all	Very well & Well	Total
Dependent variable	Participants answer right of 0~2 of the questions*	57	17	74

Independent variable				
	Participants answer right of 3~5 of questions	38	22	60
Total		95	39	134

Chi-Square	df	Significance	Lambda	Strength
3.011	1	Yes-at a more than 90% confidence level	0.083	Weak

There is a significant relation between the students' English language skill and their knowledge about the Canadian political system and prime minister, and provincial population, language and locations. The students who had more advanced English language skill tend to have more knowledge about Canada. This relation is significant at a more than 90% confidence level. However, this relation is weak.

The relation between the students' English language skill and their attitudes toward Canada

Independent variable				
		Very well & Well	Alright, Not well & Not well at all	Total
Dependent variable	Score of 0~6	20	47	67
	Score of 7~15	19	48	67
Total		39	95	134

Chi-Square	df	Significance
0.036	1	No

There is no significant relation between the students' English language skill and their attitudes toward Canada.

The relation between the students' English language skill and the rank of Canada

		Independent variable		
		Very well & Well	Alright, Not well & Not well at all	Total
Dependent variable	Score of 0~34	21	46	67
	Score of 35~48	18	49	67
Total		39	95	134

Chi-Square	df	Significance
0.326	1	No

There is no significant relation between the students' English language skill and their ranks of Canada.

The relation between the students' knowledge about Canadian provinces, cities and universities and their attitudes toward Canada

		Independent variable		
		Participants know about 0~9 provinces, cities or universities	Participants know about 10~32 provinces, cities or universities	Total
Dependent variable	Score of 0~6	32	35	67
	Score of 7~15	36	31	67
Total		68	66	134

Chi-Square	df	Significance
0.478	1	No

There is no significant relation between the students' knowledge about Canadian provinces, cities and universities and their attitudes toward Canada.

The relation between the students' knowledge about Canadian provinces, cities and universities and the rank of Canada

		Independent variable		
		Participants know about 0~9 provinces, cities or universities	Participants know about 10~32 provinces, cities or universities	Total
Dependent variable	Score of 0~34	32	35	67
	Score of 35~48	36	31	67
Total		68	66	134

Chi-Square	df	Significance
1.075	1	No

There is no significant relation between the students' knowledge about provinces, cities and universities and their ranks of Canada.

The relation between the students' knowledge about the Canadian political system and prime minister, and provincial language, locations, and population and their attitudes toward Canada

		Independent variable		
		Participants answer right of 0~2 of the questions	Participants answer right of 3~5 of the questions	Total
Dependent variable	Score of 0~6*	32	35	67
	Score of 7~15	36	31	67
Total		68	66	134

Chi-Square	df	Significance
0.483	1	No

There is no significant relation between the students' knowledge about the Canadian political system and prime minister, and provincial language, locations, and population and their attitudes toward Canada.

The relation between the students' knowledge about the Canadian political system and prime minister, and provincial language, locations, and population and the rank of Canada

Independent variable				
		Participants answer right of 0~2 of the questions	Participants answer right of 3~5 of the questions	Total
Dependent variable	Score of 0~34	35	32	67
	Score of 35~48	39	28	67
Total		74	60	134

Chi-Square	df	Significance
0.483	1	No

There is no significant relation between the students' knowledge about the Canadian political system and prime minister, and provincial language, locations, and population and their ranks of Canada.

C. Analysis of participants who had the most positive attitudes toward Canada

Case No.	Sex	Graduate school	Major of grad
11	F	PKU	PA
44	F	RUC	PA
49	F	RUC	PA
54	F	RUC	PA
62	F	THU	PA

Case No.	Sex	Graduate school	Major of grad
63	F	THU	PA
69	F	THU	PA
70	F	THU	PA
76	M	THU	PA
96	F	RUC	PA
111	F	THU	PA
113	F	THU	PA
123	M	THU	PA

(F=Female; M=Male; PKU=Peking University; THU=Tsinghua University; RUC=Renmin University of China; PA=Public Administration)

81.2% of these participants were female. 72.3% of the participants were from Tsinghua University. 100% of the participants were from the major of Public Administration.

D. Analysis of participants who had the most knowledge about Canada

Case No.	Graduate school	Undergraduate school
3	PKU	Other
11	PKU	Top 10
25	PKU	Other
29	RUC	Other
42	PKU	Other
60	PKU	Top 10
63	THU	Top 10
79	PKU	Other
84	RUC	Other
92	RUC	Other

Case No.	Graduate school	Undergraduate school
103	RUC	Other
133	THU	Top 10

(Top 10=Top 10 universities in China; Other=Schools except top 10)

50% of these participants were from Peking University. 66.7% of these participants were from other undergraduate schools rather than top 10 ones.

Chapter 4: Conclusion and suggestion

Conclusion of description (Part A in Chapter 3):

As indicated in the description part above, sadly, these Chinese students had little knowledge about Canada, and their attitudes toward Canada were not as positive as that toward other countries. Most of the students knew about Ontario and Quebec. However, most of them had heard about only 2 or 3 Canadian provinces. In terms of cities, every student indicated that they had heard about Toronto as one of the Canadian cities, and only 3 out of 134 did not know about Vancouver, in my opinion, due to large numbers of Chinese immigrants in Vancouver. Most of them also knew about Ottawa and Montreal. Interestingly enough, London exceeded Calgary in terms of its popularity. I think a part of the reason is that it shares the same name as London, England. As we can tell, the biggest cities like Toronto, Vancouver, Ottawa and Montreal were very well-known among the Chinese students. However, most of the students had heard about only 4 cities. Another notable thing is that students tend to have more knowledge about cities than about provinces. 29.9% of the students knew about 4 and more than 4 provinces, while 83.6% of them knew about 4 and more than 4 cities. Also, 131 students (97.8% of total) had heard about Vancouver, but only 54 (40.3%) of them had heard about British Columbia. That is to say, many students did not have the knowledge that Vancouver is a

city in British Columbia. Speaking of universities in Canada, only one out of 134 did not know about the University of Toronto, and the next popular university was the University of Waterloo. However, only half of the students knew about the University of Waterloo, and 36 of them had knowledge of Western University. Most of them knew about only 2 or 3 Canadian universities.

When we look at the single choice questions part, we will notice that although the percentage of correct answers varies among different questions, and sometimes most of the people tended to choose “I don’t know”, the students were still aware of differences among provinces. For example, when asked about “which province speaks French”, most of them chose Quebec, and when asked “which province has the largest population”, only 18.7% of them chose Quebec, but 32.1% of them chose Ontario.

In terms of attitudes toward Canada, most of the students chose that they agreed that Canada was an important economic partner to China. However, most students held a neutral attitude about Canada being an important political partner to China. The students thought that Canada was more important in terms of economics rather than politics. Interestingly, these students were from political or related majors. At the same time, 84.3% of the students strongly agreed or agreed that local communication between these two countries was important.

Canada ranked fairly low in almost every rank question. Most students ranked Canada as No.7 or No.8 (8 countries in total) when they were asked about the importance of these countries, their familiarity with these countries, and these countries’ capacities in globalization. However, when asked about these countries’ attraction to Chinese immigrants, most of the students ranked Canada as the second or third choice, and ranked Canada as the third or fourth choice in terms of its attraction to Chinese students. In all rank questions, the US always ranked No.1.

Conclusion of relationships (Part B):

The results of testing hypotheses are:

a. Hypothesis one is proved to be half true. There is no significant relation between the sex of the students and their knowledge about Canada, but there is a significant relation between their sex and their attitudes toward as shown both in the chi-square results between sex and attitudes and sex and the rank of Canada. Female students tend to have more positive attitudes toward Canada. However, this relation is weak.

b. Hypothesis two is proved to be true. There is a significant relation between places of birth of the students and their knowledge about Canada as shown in the Chi-square result between places of birth and their knowledge about Canadian provinces, cities, and universities. The students who were born in Beijing, Shanghai, Guangdong, Hong Kong, Macao, Zhejiang, Jiangsu, and Taiwan tend to have more knowledge about Canada than the students from other places. However, this relation is weak. There is no significant relation between their places of birth and their attitudes toward Canada.

c. Hypothesis three is proved to be half true. There is a significant relation between graduate schools of the students and their knowledge about Canada as shown in the Chi-square result between graduate schools of the students and their knowledge about the Canadian political system and prime minister, and provincial locations, language, and population. The students from Peking University tend to have the most knowledge, and the students from Renmin University of China rank the second, and the students from Tsinghua University tend to have the least knowledge. However, this relation is weak. There is no significant relation between their graduate schools and their attitudes toward Canada.

d. Hypothesis four is proved to be half true. There is no significant relation

between the undergraduate schools of the students and their knowledge about Canada, and there is no significant relation between their undergraduate schools and attitudes toward Canada.

e. Hypothesis five is proved to be half true. There is no significant relation between majors of undergraduate school of the students and their knowledge about Canada, and there is no significant relation between their undergraduate school majors and their attitudes toward Canada.

f. Hypothesis six is proved to be true. There is a significant relation between travel places of the students and their knowledge about Canadian provinces, cities, and universities. The students who traveled to at least one of these countries (the UK, the US, Australia, Canada) tend to have more knowledge about Canada. The strength of the relation is moderate. Also, there is a significant relation between travel places of the students and their attitudes toward Canada as shown in the Chi-square result between travel places and the rank of Canada. The students who traveled to at least one of these countries tend to have more positive attitudes toward Canada. However, this relation is weak.

g. Hypothesis seven is proved to be half true. There is a significant relation between English language skill of the students and their knowledge about Canada as shown in the Chi-square result of English language skill and their knowledge about the Canadian political system and prime minister, and provincial locations, language, and population. The students who had more advanced English language skill tend to have more knowledge about Canada. However, this relation is weak. There is no significant relation between English language skill of the students and their attitudes toward Canada.

h. Hypothesis eight is proved to be not true. There is no significant relation between the students' knowledge about Canada and their attitudes toward Canada.

Surprisingly, I found there was no significant relation between the students' knowledge about Canada and their attitudes toward Canada. The reasons might be:

First, the sample was not big enough to get a significant relation. Although I received 134 questionnaires out of 267, the sample is still relatively too small to get some significant relations between some variables. If I could expand the sample to include more than 1000 students, I would be more confident to expect a significant relation between the students' knowledge and their attitudes toward Canada.

Second, because most of the Chinese students had fairly little knowledge about Canada, and their attitudes toward Canada were fairly negative, it might be difficult to get a significant relation between two variables which are both fairly extreme without much variance. If students who have more knowledge about Canada and more positive attitudes toward Canada could be included into the sample, the conclusion might be different.

Third, if I assume the insignificant relation has nothing to do with the sample, I will start to think about why more knowledge of students does not contribute to more positive attitudes toward Canada among them. One explanation is that more knowledge about Canada does not necessarily increase the students' favor to Canada, because knowledge cannot change facts. For example, if Canada in fact was not a competitive country in globalization, and even if the Chinese students knew much about the Canadian political system or provinces and cities, they would still insist that Canada was not a competitive country in globalization. Also, if Canada in fact was not an important partner to China, and even if the Chinese students knew much about Canadian universities or other local issues, they would still think that Canada was not an important partner to China.

However, in the other way around, if the students have more positive attitudes toward Canada, they might tend to have more knowledge about Canada because people are willing to gain more knowledge about the things they are interested in. Although this

relation does not exist either according to the statistics' result of this research, more research in the future with larger sample is needed to test this relation.

Conclusion of specific participants (Part C and D):

Looking closely at the 11 participants who had the most positive attitudes toward Canada, I found that 81.2% of these participants were female, while female students took up 59.0% of the total number. Besides that, 72.3% of the participants were from Tsinghua University, while Tsinghua University students only took up 33.6% of total students. All these 11 participants were from the major of Public Administration, while 70.1% of the students were from the major of Public Administration in total.

In terms of the 12 participants who had the most knowledge about Canada. 50% of these participants were from Peking University while only 26.1% of total students were from Peking University. Also, 66.7% of these participants were from other undergraduate schools rather than top 10 universities, while 47.8% of total students were from other undergraduate schools in total.

Policy recommendations:

Given the facts stated above, the following is policy recommendations for the Canadian government in order to increase Canada's recognition and favor among Chinese people, and more importantly, to establish a more positive relationship with China both in political and economic areas.

First, according to the significant relation between "travel places" and both "knowledge" and "attitudes", we can conclude that if more Chinese students can have the opportunity to travel to Canada, or other Western countries, they will tend to have more knowledge and more positive attitudes toward Canada. Hence, if both Chinese and

Canadian governments can encourage student exchange programs from China to Canada and from Canada to China by funding them and giving them policy convenience (for example, reduce the procedures and waiting time for visas, eliminate barriers for application), more Chinese students can have the chances to travel to or even study in Canada.

Second, because the students tend to have more knowledge about Canada if they have more advanced English language skill, the Canadian government can help Chinese students' English learning experience by establishing Canadian English schools and language centers in China. Other countries like the US, the UK and Germany have built language centers in China, but Canada has not begun to do so. Language centers can not only provide opportunities for Chinese students to learn English, but also can increase the awareness of Canadian cultures.

As indicated above, Chinese students tend to have more knowledge about Canadian cities than provinces. This gives the local government in Canada an advantage compared to the provincial government. The local government needs to realize that they have some well-known city brands, like Toronto, Vancouver, Montreal, and Ottawa. These cities are the destination for Chinese students to study abroad, Chinese immigrants, tourists, and also investors. It is important for the local government to make full use of the reputation that is already established.

My research shows a null relationship between "knowledge" and "attitudes". However, a solid and comprehensive understanding of Canada can influence Chinese people greatly when they choose a place to study, immigrate or invest. A good example is that the US is the best well-known country for Chinese people besides China, and the US is also their priority in terms of its importance and attraction. This is extremely important when Chinese students choose a study destination. Universities' global recognition plays

a very essential role in attracting international students, because they want to make sure that the schools they choose have a good international reputation that is worthy their money. Therefore, both the local government and other levels of governments should realize the problem that Chinese students have fairly little knowledge about Canadian federal or municipal issues.

In an era of globalization, the fierce competition of markets, investments, and talent is not just among countries, but also among cities, because after all, it is the cities that people live in. In Public Choice Theory, residents can “vote by feet” by choosing the municipalities that they like to live in. Nowadays, the boundary of the theory has expanded. Not only residents in the surrounding areas can “vote by feet”, but residents from all over the world can come and join this game. Canadian cities, especially the big cities, without a doubt, will want to grasp this opportunity to secure their gains.

Hopefully, in the future, these two countries can find more common political interests, and establish mutual trust and respect. China can learn from Canada and other Western developed countries in terms of its domestic governance and international behaviors. At the same time, Canada should respect China’s choices and position on its domestic issues.

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Appendix 1: Questionnaire

Part 1: basic information

1) Gender:

Male Female

2) Were you born in:

Anhui Beijing Chongqing Fujian Gansu Guangdong Guangxi Guizhou
 Hainan Hebei Heilongjiang Henan Hongkong Hubei Human Jiangsu
 Jiangxi Jilin Liaoning Macau Inner Mongolia Ningxia Qinghai Shandong
 Shanghai Shanxi Shanxi (xi'an) Sichuan Taiwan Tianjin Xinjiang Tibet
 Yunnan Zhejiang

3) Graduate school:

Peking University Tsinghua University Renmin University of China

4) Undergraduate school:

5) Major at graduate school:

6) Major at undergraduate school:

7) Age

8) Have you ever travelled to:

The US The UK Canada Australia None of them

9) How do you evaluate your English skills?:

Very well Well Alright Not well Not well at all

Part 2: Knowledge about Canada

1) Have you ever heard about the provinces shown below in Canada (please choose every province you know)?

Alberta British Columbia Brunswick Manitoba
 Newfoundland and Labrador New Prince Edward Island
 Nova Scotia Ontario Quebec Saskatchewan

2) Have you ever heard about the cities shown below in Canada (please choose every city you know)?

Toronto Montreal Calgary Ottawa
 Vancouver Burnaby London Longueuil
 Gatineau Vaughan Markham

3) Have you ever heard about the universities shown below in Canada?

University of Toronto University of British Columbia McGill University
 University of Waterloo Queen's University University of Western Ontario
 University of Sherbrooke Carleton University University of Guelph
 University of Saskatchewan Memorial University of Newfoundland

4) Which province in Canada do you think speaks French rather than English?

Ontario Quebec British Columbia I don't know

5) Which province do you think has the largest population?

Ontario Quebec British Columbia I don't know

6) Which province do you think is located on the West coast of Canada?

Ontario Quebec British Columbia I don't know

