CONTACT POINTS

Enabling international students during critical incidents

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Executive Summary

This project was carried out through funding from the Victorian State Government's International Student Welfare Grant. This project sought to mitigate the risks that international students face in critical and emergency incidences. This project thus aimed to understand how to effectively communicate key messages to international students facing critical incidents when they may be in danger or at risk. Data for this project was collected in two phases; 1) through 2 focus groups with emergency and health service providers, and 2) with 7 focus groups with international students over a 9 month period (November 2018 to July 2019). The researchers:

1. collected 20 key critical incident messages from emergency and health service providers which were crucial for international students;

2. refined these key messages to make them as understandable and accessible to international students after discussing with different groups of international students across education sectors

3. sought advice and clarification from international students about how these messages can be shared by international students amongst their peers, through social media or otherwise.

4. sought advice and clarification from Chinese international students on the appropriateness and effectiveness of the key messages once translated into Chinese, and how the messages can be shared by Chinese international students amongst their peers, through social media or otherwise.

While the international students are aware of the significance and importance of the critical nature of the emergency and health messages, the messages were not effectively penetrating into international student communities for two reasons. One was due to a lack of perceived urgency since international students were introduced to these messages in non-urgent or non-critical times (e.g. during Orientation). Second, while the messages are commonly used in Australia, international students found difficulty understanding them. These challenges arose from issues around the creation of meaning – i.e. language and colloquialisms – and context – i.e. situations and experiences which were unfamiliar to students. Language proficiency was an extra burden for ELICOS students who struggled with comprehending the messages despite them being short (1 to 2 sentences in length).

The results from the report is a set of 20 key messages which can be conveyed to a broad range of international students in forms that are easily understandable. These final suggested messages often include contextual information. The messages are also translated into Chinese in forms that are appropriate and easily understandable to Chinese international students. The final part of the report includes some key social media platforms that are most often used by international students and thus where these messages can be shared.

Introduction

Research and industry reports have pointed out that it can be challenging to communicate effectively with international students on a mass scale. This challenge is in part due to the diversity of country of origin, language, culture, educational sector, lived experience, access to different social media and online platforms. At the same time, researchers and industry practitioners acknowledge that there are a lot of crucial information that students might need in order to thrive while they are studying in a new host country. At the best of times, most international students are able to navigate their everyday life quite successfully by harnessing the various resources (e.g. online social networks, friends, websites, teachers) they have to make daily decisions. However, in times of crisis, quick decisions might need to be made which often require specific information immediately in order to access help.

This project focuses on such critical incidents; which are situations where a student might be in danger or at risk. Examples of critical incidents might include accident, assault, fire, or robbery. These are not everyday incidents and therefore information related to what to do in these situations are not always at the forefront of students' minds. It is also important to note – particularly with younger international students – that critical incidents might not be something they have had experience dealing with. Therefore, for international students, facing a critical incident in a new host country can be particularly difficult because it usually requires both deep understanding of the host country context and whole sets of assumed knowledge.

In their work on international students' information seeking behaviour, Chang and Gomes (2017) showed that although international students tend to be highly engaged with academic information from their educational institutions, they tend to use a myriad of other sources of information to help them navigate their everyday life. Importantly, many international students continue to use information sources from their home countries. Within this context, emergency and health service providers often struggle to communicate with international students who do not feel they need such information.

This report seeks to address the above challenges by:

5. highlighting the key critical incident messages that are crucial for international students,

6. refining these key messages to make them as understandable and accessible to international students, and

7. exploring ways these messages can be shared by international students amongst their peers, through social media or otherwise.

This Report covers a brief review of literature on the information seeking behaviours of international students, a discussion on the need of the project, the methodology employed and the results which include key messages for international students, and practical implications.

Background

As of May 2019, there were 622,050 international students enrolled in Australian institutions with numbers set to grow to almost a million by 2025 (Department of Education and Training, 2019; Australian Government, 2016). The increasing numbers of international students mean that Australia is host to young people from diverse countries and cultures. These students have to navigate their way in a country that is foreign to them without the support of family and friends, and the familiarity of systems which govern their safety. Research has shown that international students face many challenges when they make the move from home to host country for study. In order to assist students with the transition as well as with sustained guidance concerning their wellbeing, institutions and service providers aim to arm international students with useful information that will assist them throughout their sojourn in the host nation. Here international education stakeholders have unsurprisingly embraced the online space as an important platform for broadcasting information to potential, new and existing students. However, evidence from literature (Chang and Gomes, 2017) on their information seeking behaviour shows that international students do not always immediately understand how to seek out information in the receiver country particularly when procedures, processes and language can be alien to them. Knowing who to contact when they face, witness or know of life threatening, harmful or criminal behaviour becomes of critical urgency. Do international students know who to contact when they face critical incidents?

Information-seeking Behaviour of International Students

In their work on international students' information-seeking, Chang and Gomes show that international students live in an information bubble often made up of other co-national international students (Chang et al., 2012; Gomes et al., 2015). Thus when international students seek information on critical incidents, they do so by relying on fellow international students who know as much as them. In other words, when international students seek out information, they tend to rely on familiar sources from home countries. Alzougool, Chang, Gomes and Berry (2013) found that due to accessibility, students may continue to rely on home country online sources.

Familiar Sources may not be the Right Sources

If students are able to find the information they are looking for in "home sources", they are likely to be satisfied with that despite any perceived risk of relevance or reliability. This is called "satisficing behaviour" where students "justify a conservative information strategy, retaining established strategies as far as possible and completing tasks with minimum information-seeking effort" (Warwick, Rimmer, Blandford, Gow, & Buchanan, 2009). Warwick et al (2009) found this behaviour generally amongst undergraduate students – which applies to international undergraduates too. There are clear indications that within the online space, international students are more likely to stay in their familiar digital comfort zone of websites and communities (Gomes, 2015). While this is not surprising, the lack of knowledge of what to do and where to look for information regarding critical incidents can have tragic consequences.

In order to provide international students with the information they need to know about what to do and who to call when faced with or witnessing incidents which are life threatening, harmful and/or critical, this project was guided by the following two questions:

a. What are the messages (e.g. what to do and who to call) emergency and health services want students to know when faced with or witness to incidents that are life threatening, harmful and/or criminal?

b. What are the best ways to communicate these messages to international students?

Armed with these questions, the research team conducted a series of workshops with emergency and health services providers, and international students based in Victoria.

Method

Data for this project was collected in 3 phases over a 9 month period (November 2018 to July 2019). Phase 1 focused on the key messages that emergency and health service providers wanted to convey to international students. Phase 2 focused on whether international students understood these messages and if they were willing to share the messages amongst their peers. Phase 3 focused on whether Chinese international students understood the Chinese translations of the finalised messages which could then be used in Chinese social media. Recruitment of participants for both phases was initiated after ethics approval was granted by RMIT's College Human Ethics Advisory Network (0000021631).

Phase 1

Two 2-hour long focus groups were held in Melbourne: one with Emergency services and the other with health service providers. Participants for these focus groups were recruited via direct contact. The research team communicated directly with emergency and health services provider organisations to send representatives to the workshops. The primary exercise for both focus groups was to identify a series of key messages they deemed important for students in critical incidences.

Tables 1 and 2 provide lists of attendees from both these groups.

Table 1: List of emergency services represented

Organisation	Number in attendance
Victoria Police	4
Crime Stoppers	2
Melbourne Fire Brigade	2
Commonwealth Ombudsman (Overseas)	1
Inner Melbourne Community Legal	1
Study Melbourne Student Centre	1

Table 2: List of health service providers represented

Organisation	Number in attendance
Melbourne University Health Services	1
Allianz	1
Medibank	1
Bupa	1
Refuge for Hope	1
Melbourne Sexual Health Centre	1
ISANA Intern	1

During these workshops, representatives from emergency and health services were asked the following questions which guided the discussions:

1. What are some key emergency/health situations you have experienced, in relation to international students?

2. Please describe what preventative information would be useful for students to have in those situations?

3. What are the key messages we need to include in a preventative context?

4. Please describe what just-in-time information would be useful for students to have in situations?

5. What are key messages that we need to include during a critical incident?

6. Do you have strategies which you have used to reach out to international students? What has worked and what hasn't?

7. What can institutions/people who work closely with international students do when emergency situations arise?

Participants were also asked to write down the key messages which they wanted international students to know. These messages were then collated, sieved and then presented to international students during the student-centric workshops.
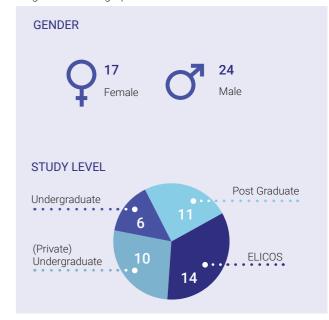
Phase 2

Six 2-hour long focus groups were conducted (4 in Melbourne and 2 in regional Victoria) with international students (undergraduates and postgraduates from state universities, undergraduates from private institutions and ELICOS students). Participants for the workshops with international students were recruited on behalf of the research team by student services staff in metro and regional institutions who are ISANA members. A recruitment poster designed by the research team was used as the recruitment tool. To entice student participants from regional Victoria, the research team offered compensation ($30 Coles vouchers) for their time. Workshops in this phase were held from March to April 2019 and centred on the messages the research team gathered from emergency and health services providers.

Diagram 1 shows the basic demographics of students. A total of 41 students participated in Phase 2.

Diagram 1: Demographics of students

GENDER

17 Female

24 Male

STUDY LEVEL

Undergraduate — 6
Post Graduate — 11
(Private) Undergraduate — 10
ELICOS — 14

At these focus groups, participants were presented with 20 messages, derived from Phase 1 (see Table 3: Messages for International Students). With each message, students were asked the following questions:

1. What do you understand by each of the following messages?

2. What are the best ways to share this information with you, your friends and other international students?

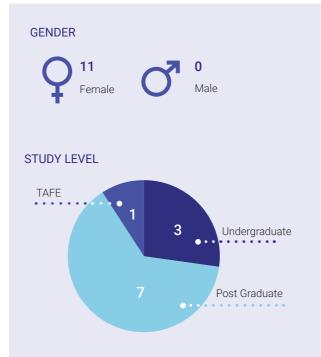3. When are the best times to share each of these messages?

The students discussed the messages and provided the research team with advice on improving the messages they felt were not international student friendly. They also informed the research team on creative ways of disseminating the messages to international students and when best to do these. The research team also used an iterative approach where variations on messaging suggested by previous focus groups were also checked with subsequent focus groups.

Phase 3

In Phase 3, the key messages from Phase 2 were first translated by AusRecent (professional Chinese translation service) into Chinese. A focus group of Chinese students then discussed and provided feedback on the translated messages. The translated Chinese messages were checked for understandability, meaningfulness, and appropriateness.

One 2-hour long focus group was conducted with Chinese international students (undergraduates and postgraduates from state universities, and TAFE students) who speak Mandarin as their first language. Participants for this focus group were recruited from the Australia-China Youth Association Women Network, the Australia-China Alumni Association, and Melbourne Polytechnic. Emails and WeChat invitation messages were used as the primary recruitment tools. To entice student participants, the research team offered compensation ($30 Coles vouchers) for their time. Diagram 2 shows the basic demographics of students. A total of 11 students participated in the focus group.

Diagram 2: Demographics of students

GENDER

11 Female

0 Male

STUDY LEVEL

TAFE 1

Undergraduate 3

Post Graduate 7

At this focus group, participants were presented with 20 messages firstly in English, then in Chinese (see Table 4). With each message, students were asked the following questions:

1. What do you understand by each of the messages?

   a. First, students were shown the English version of the message and asked what they understood by that message.

   b. Second, they were asked how they would translate the message in focus.

   c. Third, they were shown the Chinese version of the message immediately after their translation attempt. A discussion then followed on appropriateness and meaningfulness of the message, and what might be the best Chinese version of that message.

2. What are the best ways to share this information with you, your friends and other international students?

During the discussion of the 20 translated Chinese messages, students suggested improvements on readability and effectiveness of the translated messages. By resequencing elements of the sentence, refining the flow in the target language, shortening the length of the messages, the students helped enhance fluency of the translated messages.

As for how to effectively disseminate these messages on Chinese social media, the students recommended including the key information in articles related to trendy topics targeted at international students, such as studying abroad, travelling, job applications and to be posted on a variety of official WeChat accounts of institutions and providers. This enables Chinese students to share article links (which include the key messages) in WeChat Moments so that their WeChat friends can also read and learn about them. In summary, the Chinese international students suggested that the key to achieving maximum reach for these messages was promoting them in creative and attractive formats.
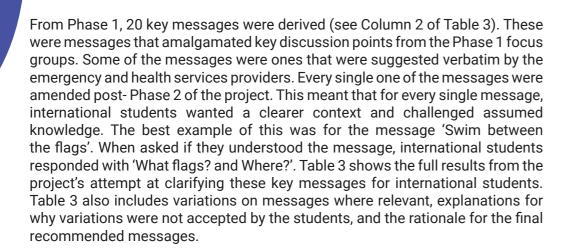
FINDINGS

Clarity of Messages

From Phase 1, 20 key messages were derived (see Column 2 of Table 3). These were messages that amalgamated key discussion points from the Phase 1 focus groups. Some of the messages were ones that were suggested verbatim by the emergency and health services providers. Every single one of the messages were amended post- Phase 2 of the project. This meant that for every single message, international students wanted a clearer context and challenged assumed knowledge. The best example of this was for the message 'Swim between the flags'. When asked if they understood the message, international students responded with 'What flags? and Where?'. Table 3 shows the full results from the project's attempt at clarifying these key messages for international students. Table 3 also includes variations on messages where relevant, explanations for why variations were not accepted by the students, and the rationale for the final recommended messages.

Digital Technology and Social Media

International students mentioned that with digital technology, they prefer notifications tied to their institution (e.g. on institutional websites, social media pages, and for some, on email). This does not mean relying on one particular channel but to have the messages across multiple channels. The messages need to look official for them to be valid.

International students mentioned that they are less likely to utilise websites for emergency services (including Crime Stoppers and Surf Lifesavers), and preferred phone numbers that they can call direct. They said that some messages spread through social media could be considered spam, or fake news, unless they were from official channels.

Table 3 outlines the general findings around the timing, channel and format of messages, that international students have suggested. This report does not seek to be prescriptive of when and how messages should be promoted. However, it does provide insights into what may or may not work.

Table 4 presents the recommended messages in Chinese, as well as alternative forms and why the alternatives were not used. Often, the translations had to take into consideration both contextual understandings as well as appropriate and common terms in Chinese language and parlance.

Table 5 outlines the general considerations for channels, platforms and strategies for sharing these key 20 messages.

Table 6 outlines the key social media platforms international students use, including Chinese social media, which can be used for the dissemination of the 20 messages.

Table 3: Messages for International Students

CRIME & SAFETY		
Original Message Identified by Service Providers	**Alternate Versions of this message and Reason for not Using Alternate versions**	**Final Message Suggested for International Students (Rationale)**
'If you are in danger, Call '000''	(a) *'Do you want to live? Call '000''* *'Suggest having question rather than statements, but this is also seen as too direct and alarmist.'* (b) *'In an emergency, when you are in danger, call '000''* *'Danger is yet another word that is not always clear. The extent of danger could become an internal debate.'*	**'Call '000' for any emergency, ambulance, fire or police'** *'(In a number of cases, international students were not sure if there were different numbers of each of the services. Therefore, a clarification that shows emergency is related to ambulance, fire or police makes is much clearer. Students indicated that ambulance, fire or police is clearer than 'if you are in danger'.)'*

Original Message Identified by Service Providers	Alternate Versions of this message and Reason for not Using Alternate versions	Final Message Suggested for International Students (Rationale)
'If your friends are in danger, Call '000''	N.A.	**'If your friends are in danger, help them, Call '000''** '(This message is became clearer after the previous discussion. Therefore the first message above should always come first. The 'helping' element was suggested by students themselves to show it's actually helpful to call, if needed.)'
'If you feel you are in danger find a safe space - a shop, well-lit area or call the police for help.'	*'Save yourself first, then call the Police '000''* *'Including '000' in the message allows students to know exactly who they are calling. However, 'save yourself first' had no clear context.'*	**'If you feel you are in a risky situation, find a crowded and well lit area, then call the police '000' for help.'** '(Replace 'danger' with 'risky situation' – students felt this is clearer. Include finding spaces where there is a crowd. Omit shop since shops can be closed.)'
'If you are affected by a crime, reporting it to the police will not affect your visa.'	N.A.	**'If you are victim of a crime (e.g. online/phone scams, assault, theft), reporting it to the police '000', will not affect your visa, police checks, job applications, studies or grades.'** '(Including '000' in message allows students to know exactly who to call. Including police checks and job applications allows students to know other crucial aspects of their stay are not affected. Include examples of crime. However, some students reported that the Police cannot help all cases, especially theft.)'

Original Message Identified by Service Providers	Alternate Versions of this message and Reason for not Using Alternate versions	Final Message Suggested for International Students (Rationale)
'Reporting a crime or making a complaint will not effect your visa.'	N.A.	**'Don't be scared - Reporting a crime (e.g. online/phone scams, assault, theft), or making a complaint will not effect your visa, police checks, job applications, studies or grades.'** '(Start message assuring students not to be scared. Including police checks and job applications allows students to know other crucial aspects of their stay are not affected. Include examples of what are crimes.)'
'You can get free, independent and confidential legal advice from your local Community Legal Centre (www.fclc.org.au)'	N.A.	**'You can get free, independent and confidential legal advice for your troubles (e.g. landlord issues, work and employment issues) from your local Community Legal Centre (call 1300 792 387 or visit www.fclc.org.au)'** '(There is lack of clarity on what is meant by legal advice. Add 'from your troubles' for clarity and provide examples of legal advice. There is general confusion about legal advice and what it entails. Therefore Community Legal Centre is even more complex. Some students equated Legal advice with visa advice. Add phone number.)'
'If you witness a crime, and are not in danger, report to https://www.crimestoppersvic.com.au/ which is 100% confidential'	N.A.	**'If you see a crime in public (e.g. assault, robbery), and are not in danger, call 1300 333 000 or report to www.crimestoppersvic.com.au. They are 100% confidential.'** '(Add 'in public' for clarity. Add examples. Add phone number.)'

FIRE SAFETY

Original Message Identified by Service Providers	Alternate Versions of this message and Reason for not Using Alternate versions	Final Message Suggested for International Students (Rationale)
'It is compulsory to have a working smoke alarm in your house. They save lives.'	*'Make sure you have a working smoke alarm in your house.'* *'This is not much better than the original. A smoke alarm could be working but have no battery.'*	**'It is compulsory to have a working smoke alarm in your house. Check that batteries are still good. They save lives.'** '(This clarifies without a doubt what we mean by a working smoke alarm. Some students remove the batteries. There were some suggestions that it might be useful to include statistics on fatalities.)'
'Make sure you have an escape plan where you live, in case of fire.'	*'Make sure you have an evacuation plan at home'* *'Some students struggled with the word evacuation. Mostly, this was confusing for students who have never thought of an escape route.'*	**'Just in case of fire, make sure you have a running away plan where you live.'** '(Escape changed to 'running away' example given for clarity. Could potentially add consequence of having no escape plan.)'
'Do not leave your cooking unattended'	*'Do not leave the kitchen when you are cooking'* *'This was perhaps a bit extreme.'*	**'Do not leave your cooking alone – cook your food, not your house.'** (Substituted 'unattended' for 'alone'. Added slogan. Note that students indicated they are less likely to share this particular message on social media)
'If there is a fire or explosion, there is no charge for calling the Fire Brigade'	*N.A.*	**'If there is a fire or explosion, calling the Fire Brigade '000' is free'** '(Provide number. Rewrite to emphasise 'free' rather than no charge and message is now more direct. There were some suggestions that it might be useful to include statistics on fatalities.)'

PERSONAL SAFETY

Original Message Identified by Service Providers	Alternate Versions of this message and Reason for not Using Alternate versions	Final Message Suggested for International Students (Rationale)
'Do not leave your personal belongings unattended in public areas'	*N.A.*	**'Do not leave your personal belongings unattended in public areas (including library, campus, where there are cameras). Lose your spot, not your stuff.'** '(Provide examples, as students didn't always think that Universities and Libraries are 'public' Added possible slogan)'
'If you go to the beach, swim between the red and yellow flags (https://sls.com.au/)'	*'Swim between the flags'* *'"What flags? Australian flag? and Where?"'*	**'At the beach, swim between the red and yellow flags. If you don't, you could drown (Surf Life Saving: https://sls.com.au/)'** '(More dramatic message. Hyperlink website to Surf Life Saving clarified. The negative messaging was preferred by the students.)'

HEALTH INSURANCE

Original Message Identified by Service Providers	Alternate Versions of this message and Reason for not Using Alternate versions	Final Message Suggested for International Students (Rationale)
'Use your OSHC helpline and websites to know your health insurance benefits'	*N.A.*	**'Know your OSHC and what it pays for. Use their websites or call them to know your health insurance benefits'** '(Rewritten to emphasise knowing OSHC and what it covers. Replace 'Helpline' with – students thought 'helpline' means assistance.)'

Original Message Identified by Service Providers	Alternate Versions of this message and Reason for not Using Alternate versions	Final Message Suggested for International Students (Rationale)
'https://www.betterhealth.vic.gov.au is a useful website to find out more about your health '	*N.A.*	**'For better health (physical, mental, emotional, sexual) click here: https://www.betterhealth.vic.gov.au'** '(Rewritten for punchier message. Hyperlink the website)'
'Your OSHC website will list Doctors you can seek help from'	*N.A.*	**'Your OSHC website and app will list international student friendly Doctors you can seek help from. The insurance provider will pay these doctors on your behalf.'**

HEALTH CARE

Original Message Identified by Service Providers	Alternate Versions of this message and Reason for not Using Alternate versions	Final Message Suggested for International Students (Rationale)
'If you are feeling bad, it is ok to talk to a Health Professional. Your University or College will have free services that are confidential.'	*N.A.*	**'If you are feeling unwell, unusual, stressed or unhealthy, it is ok to talk to a Health Professional. Your University or College will have free services that are confidential.'** '(Students did not like the word 'bad' and suggested other adjectives. Possible Slogan added)'
'If you are worried about sexual health, use this site for information; https://www.mshc.org.au/'	*N.A.*	**'If you care about sexual health (e.g. diseases, pregnancy), see Melbourne Sexual Health Centre (https://www.mshc.org.au/) for more information. Their services are confidential.'** '(Name MSHC (hyperlink). Provide examples, and confidential is added. Students indicate they are less likely to share this one. "Worried" was seen as too negative.)'

Original Message Identified by Service Providers	Alternate Versions of this message and Reason for not Using Alternate versions	Final Message Suggested for International Students (Rationale)
'If you are feeling bad or depressed, there is free help available: https://www.beyondblue.org.au/get-support/get-immediate-support'	*N.A.*	**'If you are feeling unwell, unusual, nervous, lonely, stressed or depressed, there is free confidential help (e.g. counselling) available from Beyond Blue (call 1300 224 636 or visit https://www.beyondblue.org.au/get-support/get-immediate-support)'** '('Bad' was disliked by students. Rewritten with more examples. Clarify what help is available, and confidential is added.)'
'If someone is in crisis or needs suicide prevention, use lifeline, https://www.lifeline.org.au/'	*N.A.*	**'If someone is in crisis or needs suicide prevention, use Lifeline, call 13 11 14 or visit https://www.lifeline.org.au'** 'Students prefer phone numbers rather than websites. So, both are provided.'

Table 4: Chinese Messages for Chinese International Students

CRIME & SAFETY		
Original Message Identified by Service Providers	Alternate Versions of this message and Reason for not Using Alternate versions	Final Message Suggested for International Chinese Students (Rationale)
'Call '000' for any emergency, ambulance, fire or police'	*(a)* '若发生任何紧急情况，或需要救护车、消防员或者警察的帮助，都请拨"000"。' *'Is not logically cohesive. Ambulance, fire and police are main parts of emergency services, but '或 (or)'cannot indicate the logical link.'* *(b)* '若发生任何紧急情况，包括需要救护车、消防员或者警察的帮助，都请拨"000"。' *'Puts "包括 (such as)" before"需要 (need)", which doesn't present the information of " if you need any emergency services such as ambulance, fire or police, please call '000'." '.'* *(c)* '若发生任何紧急情况，需要包括救护车、消防员或者警察的帮助，都请拨打"000"。' *'Is not fluent in the target language because in Chinese, a sentence flows better if logical links are presented implicitly.'*	**'若发生任何紧急情况，需要救护车、消防员或者警察的帮助，都请拨"000"。'** '(Removing "包括 (such as)", the logic conjunction, makes the message sound natural in Chinese.)'

Original Message Identified by Service Providers	Alternate Versions of this message and Reason for not Using Alternate versions	Final Message Suggested for International Chinese Students (Rationale)
'If your friends are in danger, help them, Call '000'.'	*(a)* '若您的朋友处于危险，想要对他们实施救援，请拨"000"。' *""处于危险 (be in danger)" in (a) is not a common phrase in Chinese. It's better to put it as "遇到危险".* *(b)* '若您的朋友遇到危险，请拨"000"。'	**'若您的朋友遇到危险，想要对他们实施救援，请拨"000"。'** '(Even if "想要对他们实施救援 (in order to help them)" seems to be a redundancy, it inspires and encourages more people to save their friends when something emergent happens.)'
'If you feel you are in a risky situation, find a crowded and well lit area, then call the police '000' for help.'	*(a)* '若您感觉身处危险情况下，请迅速转移到人群聚集、灯光明亮的地方，并拨打"000"向警方寻求帮助。' *The attributive "人群聚集、灯光明亮（where there is a crowd, a well lit are)" in (a) is too long and not concise.* *(b)* '若您感觉身处危险，请迅速转移到人多光亮的地方，并拨打"000"向警方寻求帮助。' *Removing "情况下 (under the circumstances)" weakens the tone.*	**'若您感觉身处危险情况下，请转移到人多光亮的地方，并拨打"000"向警方寻求帮助。'** '("人多光亮" is a good way of describing a crowded and well lit area − which in turn − helped us modify the English version of the message from the original.)'
'If you are a victim of a crime (e.g. online/phone scams, assault, theft), reporting it to the police '000', will not affect your visa, police checks, job applications, studies or grades.'	*(a)* '若您是某起案件（例如网络或电话诈骗、人身攻击、盗窃）的受害者，请立即拨打"000"向警方求助，报案不会影响您的签证、警方无犯罪记录证明、求职、学习与毕业。' *(b)* '若您是某起案件（例如网络或电话诈骗、人身攻击、盗窃）的受害者，请要包括救护车、消防员或者警察的帮助，都请拨打"000"。请拨打"000"向警方求助，报案不会对您的签证、警方无犯罪记录证明、求职、学习与成绩造成影响。'*	**'若您受到侵害（例如网络或电话诈骗、人身攻击、盗窃），请拨打"000"向警方求助，报案不会影响您的签证、警方无犯罪记录证明、求职以及学习情况。'** '("学习情况 (academic performance)"covers both grades and graduation. It fits well in the context.)'

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	(c) '若您遇到侵害（例如网络或电话诈骗、人身攻击、盗窃），请拨打"000"向警方求助，报案不会影响您的签证、警方无犯罪记录证明、求职、学习情况。' *'The predicate in the conditional adverbial clause in (a) and (b) is interrupted by additional information enclosed in the brackets, which reduces the readability.* *"毕业 (graduation)"in (a) is not consistent with the source, and might cause misunderstanding.* *"受到侵害 (be a victim of a crime)"is a common phrase in Chinese which is more effective and straightforward than "遇到侵害"in (c) and "是某起案件的受害者"in (a) and (b).'*	
'Don't be scared - Reporting a crime (e.g. online/phone scams, assault, theft), or making a complaint will not effect your visa, police checks, job applications, studies or grades.'	*(a)* '无需惧怕！举报犯罪（如网络或电话诈骗、人身攻击、盗窃等）或投诉，不会影响您的签证、警方无犯罪记录证明、求职、学习与成绩 。' *(b)* '无需惧怕！举报犯罪（如网络或电话诈骗、人身攻击、盗窃等）或投诉，不会影响您的签证、警方无犯罪记录证明、求职、学习与毕业 ' *'The tone of* '无需惧怕' *is far stronger than 'Don't be scared'.* • *The gerund in the imperative sentence is*	**'不要害怕！举报犯罪或投诉（如网络或电话诈骗、人身攻击、盗窃等），不会影响您的签证、警方无犯罪记录证明、求职与学习情况。** '(The tone of "不要害怕" is softened and is at the same level as 'don't be scared'. It is more straightforward to put additional information enclosed in brackets after

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	interrupted by additional information enclosed in the brackets, which reduces the readability. *"毕业 (graduation)"in (a) is not consistent with the source, and might cause misunderstanding.'*	the gerund in Chinese. "学习情况 (academic performance)"covers both grades and graduation. It fits well in the context.)'
'You can get free, independent and confidential legal advice for your troubles (e.g. landlord issues, work and employment issues) from your local Community Legal Centre (call 1300 792 387 or visit www.fclc.org.au)'	*(a)* '如您遭遇纠纷（如租房问题），您可以向当地的社区法律中心寻求免费、独立且保密的法律建议（请访问www.fclc.org.au或拨打 1300 792 387 查询）。' *(b)* '如您遭遇纠纷（如租房、打工等问题），您可以向当地的社区法律中心寻求免费、独立且保密的法律建议（请拨打1300 792 387或者访问www.fclc.org.au查询）。' *'In (a), the example in the first brackets doesn't not provide enough information to help students understand when to seek help; Putting website before the hotline doesn't fulfill people's first reaction to troubles.* *"独立 (independent)"in (b) cannot explain that local community legal center is a third party distinct from other organizations.'*	**'如您遭遇纠纷（如租房、打工问题），可以向当地的Community Legal Centre（社区法律中心）寻求第三方免费且保密的法律建议（请拨打1300 792 387或者访问www.fclc.org.au查询。'** '(Having more examples in the first bracket enables the readers to understand when to consult free legal advice. In order to specify what "independent" is, it is translate into "第三方"(the third party))'

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'If you see a crime in public (e.g. assault, robbery), and are not in danger, call 1300 333 000 or report to www. crimestoppersvic. com.au. They are 100% confidential.'	'若您在公共场合目击违法犯罪行为（例如人身攻击、抢劫等），且自身无安全威胁，请通过访问www.crimestoppersvic.com.au（您的信息将会绝对保密），或拨打1300 333 000进行举报。' "通过（by means of）" is a redundancy in the sentence. The additional tip in the brackets interrupts two solutions. It doesn't place hotline before website which doesn't correspond to people's first reaction when in need of help. It is more appropriate to put the additional tip of "您的信息将会绝对保密 ('information provided will be confidential)", in the end of the sentence so as not to distract readers from two solutions.	'若您在公共场合目击违法犯罪行为（例如人身攻击、抢劫等，且自身无安全威胁，请拨打1300 333 000 或者访问www.crimestoppersvic.com.au进行举报（您的信息将会绝对保密）。'

FIRE SAFETY

Original Message Identified by Service Providers	Alternate Versions of this message and Reason for not Using Alternate versions	Final Message Suggested for International Chinese Students (Rationale)
'It is compulsory to have a working smoke alarm in your house. Check that batteries are still good. They save lives.'	(a) '您的房屋内必须安装完好的烟雾报警器，请检查电池电量是否充足，这能保您的生命及财产安全。' (b) '您的房屋内必须安装完好的烟雾报警器，请检查电池电量是否充足，这能确保您的生命安全。' '"完好 (intact)", doesn't mean "working well". Touching on "财产安全(asset security)", is not only inconsistent with the source,	'您的房屋内必须安装正常运作的烟雾报警器，请检查电池电量是否充足，这能确保您的生命安全。' '("正常运作" means functionally working well. "生命安全" is consistent with 'saving lives'.)'

Original Message Identified by Service Providers	Alternate Versions of this message and Reason for not Using Alternate versions	Final Message Suggested for International Chinese Students (Rationale)
	but weakens the emphasis on "saving lives".'	
'Do not leave your cooking alone – cook your food, not your house.'	'请不要在无人看管的时候做饭。毕竟您是在烧菜，而不是烧房子。' '"无人看管(unattended)", is contextually right here but doesn't sound natural for Chinese speakers.'	'请不要在做饭中途离开。毕竟您是在烧菜，而不是烧房子。' '("不要在做饭中途离开 (don't' leave in the midst of cooking)" is more common in Chinese.)'
'Just in case of fire, make sure you have a running away plan where you live.'	'确保您的住所有可靠的逃生路线，谨防火灾来临。' 'The tone of "谨防" is stronger than "in case of".'	'确保您的住所有可靠的逃生路线，以防火灾来临。'
'If there is a fire or explosion, calling the Fire Brigade '000' is free'		'如果发生火灾或爆炸，请拨打免费火警热线"000"。'

PERSONAL SAFETY

Original Message Identified by Service Providers	Alternate Versions of this message and Reason for not Using Alternate versions	Final Message Suggested for International Chinese Students (Rationale)
'Do not leave your personal belongings unattended in public areas (including '	'在任何公共场所（即便是有摄像头的图书馆、校园等地方），不要让您的私人物品无人看管。座位没了不要紧，您的物品要看好。' 'In Chinese language, predicate is placed	'请看管好您的私人物品（即便是在有摄像头的图书馆、校园等公共场所）。座位没了不要紧，您的物品要看好。'

Original Message Identified by Service Providers	Alternate Versions of this message and Reason for not Using Alternate versions	Final Message Suggested for International Chinese Students (Rationale)
library, campus, where there are cameras). Lose your spot, not your stuff.'	*before adverbial.* *Affirmative sentences rather than negative sentences sound more straightforward and effective to Chinese speakers.'*	'(" 请看管好您的私人物品 (do not leave your personal belongings unattended)" is put in an affirmative way. It also moves the " 公共场所 (public area)" in the brackets along with some examples as an additional information, which helps emphasize the key message "do not leave your personal belongings unattended.")'
'At the beach, swim between the red and yellow flags. If you don't, you could drown (Surf Life Saving: https://sls.com.au/)'	*(a)* ' 若您在插有红黄警示旗的安全水域之外游泳，可能会发生溺水危险 (了解水域救生信息请访问https://sls.com.au/) ' *(b)* ' 请在插有红黄警示旗的安全水域内游泳，谨防溺水 (了解水域救生信息请访问https://sls.com.au/) 。' *'Affirmative sentences rather than negative sentences sound more straightforward and effective to Chinese speakers.* *(b) doesn't highlight the scenario, seaside, as well as the negative outcome(drowning).'*	'谨防海边溺水，请在红黄警示旗之内的安全水域游泳 (了解水域救生信息请访问https://sls.com.au/'

➕ HEALTH INSURANCE

Original Message Identified by Service Providers	Alternate Versions of this message and Reason for not Using Alternate versions	Final Message Suggested for International Chinese Students (Rationale)
'Know your OSHC and what it pays for. Use their websites or call them to know your health insurance benefits'	*(a)* ' 如何了解您的海外学生医疗保险 (OSHC) 和您可享受的保障?可通过访问您所属的保险公司网站或拨打其电话，具体了解您的医疗保险受益信息。' *(b)* ' 请对您的海外学生医疗保险 (OSHC) 及其保障范围有所了解。您可以访问所属的保险公司网站或拨打其电话，具体了解您的医疗保险受益信息。' ' '通过', *'by means of ' is redundancy.* *(b) is reframed in a more readable way, but putting a rhetorical question in the beginning is a better way to guide readers to visit the website or make a phone call to learn more about their insurance benefits.'*	'想要了解您的海外学生医疗保险 (OSHC) 和您可享 受的保障? 您可以访问所属的保险公司网站或拨打其电话，具体了解您的医疗保险受益信息。'
'For better health (physical, mental, emotional, sexual) click here: https://www.betterhealth.vic.gov.au'.	*N.A.*	'如果您想了解更多关于身体健康，精神健康，心理健康及性健康等方面信息，可访问https://www.betterhealth.vic.gov.au。'
'Your OSHC website will list international student friendly Doctors you can seek help from. The insurance provider will pay these doctors on	*(a)* ' 您的海外学生医疗保险 (OSHC) 服务商网站，会列出特别针对国际学生提供相关服务的医生名单，保险公司会代您向他们支付相关费用。' *(b)* ' 您可以在您海外学生医疗保险 (OSHC) 公司网站上找到针对国际学生提供相关服务的医生名单，保险公司会代您向他们支付相关费用。'	'您可以在海外学生医疗保险 (OSHC) 公司网站上找到专为国际学生提供相关服务的医生名单，保险公司会代您向他们支付相关费用。' '(By adding专为 (focus on),

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your behalf.'	' (a) is contextually right, but it is more common to rephrase "网站会列出特别针对国际学生提供相关服务的医生名单(website will list international student friendly doctors)" as "您可以在网站上找到针对国际学生提供相关服务的医生名单(you can find a list of internationalstudent friendly doctors in the website.)". In (b), "friendly" needs to be defined.'	it indicates that international student friendly doctors are experienced and familiar with international students patients. Even though this is not 100% consistent with thesource, both research team and focus group students find it more informative and understandable to add more explanation.)'

➕ HEALTH CARE

Original Message Identified by Service Providers	Alternate Versions of this message and Reason for not Using Alternate versions	Final Message Suggested for International Chinese Students (Rationale)
'If you are feeling unwell, unusual, stressed or unhealthy, it is ok to talk to a Health Professional. Your University or College will have free services that are confidential.'	(a) '身体不适，无需担心。若您感觉身体不适、出现不正常症状或者精神压力过大等健康状况不佳的表现，可向医疗从业人员进行咨询，您的大学或学校将保护您的隐私并提供相关免费服务，并绝对保密。' (b) '身心不适，无需担心。若您出现身体不适、精神压力过大等健康问题，可向医护人员进行咨询，您的学校或教育机构将保护您的隐私并提供相关免费服务。' '"身体不适" doesn't cover mental heath problems. "健康状况不佳(unhealthy)"sounds too negative in Chinese. "医疗从业人员" is not a common expression in this scenario. Both do not differentiate 'university', from 'college' in Chinese.'	**'身心不适，无需担心。若您出现身体不适、精神压力过大等健康问题，可向医护人员进行咨询，您的学校或教育机构将保护您的隐私并提供相关免费服务。'** '("身心不适" covers both physical and mental health problems, which is more related to the context. "健康问题" is more neutral than "健康状况不佳(unwell, unhealthy)". "医护人员(doctors and nurses)" is a common expression in this context for Chinese students.

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		In order to differentiate "university" from "college" in Chinese, it is more eloquent to put "学校和教育机构 (university, college, institute and education organization)". "保护您的隐私(protect your privacy)" is equivalent to "private free service" and "confidential". Therefore it is not necessary to put "并绝对保密(confidential)" in the translated version.)'
'If you care about sexual health (e.g. diseases, pregnancy), see Melbourne Sexual Health Centre (https://www.mshc.org.au/) for more information. Their services are confidential.'	(a) '如您想了解更多两性健康问题(如性传播疾病、怀孕等)，可访问墨尔本性健康中心(https://www.mshc.org.au/)获取更多信息，他们也可为您提供绝对保密的服务。' (b) '如您想了解更多两性健康问题(如性传播疾病、怀孕等)，可访问墨尔本性健康中心网站(https://www.mshc.org.au/)获取更多信息，他们也可为您提供绝对保密的服务。' 'For both (a) and (b): "了解 (learn about or understand)" is more neutral than "care about". It's more effective to provide students with both English and Chinese names of the websites to help the readers understand and memorize this information.'	**'如您关心两性健康问题(如性传播疾病、怀孕等)，可访问Melbourne Sexual Health Center(墨尔本性健康中心)网站(https://www.mshc.org.au/)获取更多信息，以及绝对保密的服务。'** '(The name of the website is translated in Chinese and put in the brackets so that readers can not only search the website with original name but better understand the Chinese meaning of the English website. The tone of "关心 (care about, pay a close attention to)" is consistent with the source.)

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'If you are feeling unwell, unusual, nervous, lonely, stressed or depressed, there is free confidential help (e.g. counselling) available from Beyond Blue (call 1300 224 636 or visit https://www.beyondblue.org.au/get-support/get-immediate-support)'	*N.A.*	如您感到不适、焦虑紧张、孤独或抑郁，Beyond Blue会为您提供免费且保密的帮助(例如心理咨询等(https://www.beyondblue.org.au/get-support/get-immediate-support)。
'If someone is in crisis or needs suicide prevention, use Lifeline, call 13 11 14 or visit https://www.lifeline.org.au'	'若有人陷于危机或有自杀倾向需要预防，请通过访问https://www.lifeline.org.au或迅速拨打131114联系"生命热线"。' '"通过 *(by means of)*" is redundancy here. Hotline is placed after the website which doesn't correspond to people's first reaction when in need of help. "需要预防 *(need prevention)* " is redundant when " 自杀倾向*(tent to commit suicide)*" is put in the sentence. Therefore, it should be removed.'	'生命可贵，若有自杀倾向，需要帮助，请拨打Lifeline (生命热线) 131114或者访问https://www.lifeline.org.au 。' '(Even if it is not touched in the source, " 生命可贵 (life is precious and cherished .)" is put here to soothe readers' negative feelings and encourage them to seek help.)'

Table 5: List of Considerations when Seeking to Inform Students of Key Messages

WHEN SHOULD MESSAGES BE CONVEYED?
CONSIDERATIONS   **Application Season:**   Prior to studying overseas, students tend to frequently read related posts or articles online to figure out how to apply for different programs and prepare for studying overseas. This may be a good opportunity to share some of the key messages embedded in articles as appropriate. For example, in articles on living independently overseas, fire safety messages could be included.   **Pre-departure Briefings:**   Focus on OSHC and emergency issues messages at this point to alert students to the help that is available.   **During Semester:**   Reminders about some messages (e.g. working fire alarms) in 2nd, 3rd or 7th weeks of semester.   **During Semester:**   Mental health messages are important, especially during assignment and exam times   **During Mental Health week, RUOK week:**   Promote health related messages   **Non-Semester Break:**   Security information reminder is required- Students are inclined to do some research online to plan for the trip and this helps them bear security issues in mind.   **Exam & Final Results Release Time:**   Mental health messages are significant. Based on different capabilities of dealing with pressure, anxiety, and negative feelings, students' mental health needs a close attention.

Which Channels can be Used to Convey Messages?   (See Table 6 for the range of Digital Channels)
CONSIDERATIONS   Through official educational institutions' Student Portal, Learning Management System (LMS), or various official social media platforms.

Message walls of Student Services and Student Associations (e.g. websites such as those on legal advice)

Advertisements in Social Media such as YouTube, Facebook, and WhatsApp (See Table 6 for more details on these)

Articles and Messages on Chinese Social Media such as WeChat, Zhihu, Weibo and Tiktok (see Table 6 for more details on these)

What Format can be Used to Convey Messages?

CONSIDERATIONS

Orientation Package Information (Note: During Orientation people don't feel suicidal – therefore the types of information that go into Orientation Package should be appropriate – not ALL information needs to be in the Package).

Catchy messages on merchandise (fridge magnets, stickers to stick on laptops).

Video/animation of messages (e.g. what to do in an emergency, what is legal advice).

Have a picture/official banner in the foreground of messages (e.g. Vic Police, Vic Govt) so that students do not think these are fake messages.

Posters can be used for messages on safety of belongings at railway stations, and around campus.

Embed messages in trending articles targeting international students (e.g. '10 things you need to bear in mind when studying in Melbourne for the first time'; 'employment opportunities in Australia) and in attractive images (e.g. photographs). This allows users to share the article/image link with friends.

Upload creative short videos of messages (e.g. how to seek support when feeling depressed)

Are there additional notes for the ELICOS sector?

CONSIDERATIONS

Teachers to inform and discuss key messages before/during class and to explain their cultural contexts. In addition, because local newspapers (e.g. Leader) are delivered to students' doorstep, this might also be a good channel.

Posters at supermarkets, in toilets (especially health issues including sexual health) and on library tables and walls (especially on safety of belongings).

Table 6: Key Social Media Platforms for Dissemination of Messages

KEY SOCIAL MEDIA PLATFORMS	
PLATFORM	**KEY FEATURES AND REGIONAL FOCUS**
Social Networking	
Facebook	The most popular social networking platform commonly used across all demographics of international students. Facebook allows users to post text, photos and multimedia which is then shared with other users on the platform. In Victoria itself 89% of all social media users are on Facebook (Yellow, 2018).
LinkedIn	The premier professional networking platform used extensively by international and domestic students to find employment-oriented opportunities and to build a professional network especially in a new country like Australia where they start afresh.
QZone	A very popular social networking platform used commonly by Chinese international students which is similar to Facebook.
Microblogging	
Twitter	Twitter is an engaging microblogging platform which allows users to type 280 character long "tweets" in most of the major languages around the world making it an ideal platform to interact with a global population.
Weibo	Weibo is a popular Chinese microblogging platform used in Australia extensively and combines elements of both Twitter and Facebook. Topics on Weibo are mostly on entertainment, fashion, and lifestyle which go viral if trending. A large portion of the Chinese community use the Weibo (Cowling, 2019).

Photo Sharing

Instagram

Instagram is a popular photo sharing networking portal. With capabilities for users to share photos, videos, geotag, and follow other users, Instagram has captured a younger demographic. It is a platform on which international students from all countries interact together.

Snapchat

Snapchat is a multimedia sharing app with a focus on privacy which drives it popularity. Any media shared on the platform is not stored for more than 24 hours and then deleted. It also has features of virtual stickers and VR which make it very popular among the younger international students.

Social Messengers

Facebook Messenger

Facebook Messenger is the text messaging service of Facebook. Because of its integration with Facebook, 79% of the total social media messaging users in Victoria use Facebook messenger (Yellow, 2018).

KakaoTalk

The most popular mobile messaging app in South Korea and used by South Korean international students.

KIK

KIK is a popular instant messaging platform commonly used in the around the world. Users do not need to provide their mobile numbers to register. The app has been known to be controversial due to various anonymity incidents among other things.

Line

A competitor to Kakao in Korea, the Line instant communication app is also well placed in Taiwan, Thailand, Turkmenistan and Indonesia and the largest social network in Japan. It provides communication, multimedia, VoIP, payment, and news services among others making it a one stop shop for any user.

Telegram

Telegram is an encrypted messaging where the user can share messages and multimedia. Though blocked in Iran, China and Russia, it is still widely used by the international students from these countries because of its security features. It is also popular among users who value security in their online communications.

Viber

Mainly a VoIP service Viber is one of the first applications which allowed international students to make voice calls back home for free and hadn't been banned by most of the countries. This makes the application a crucial tool to connect homesick international students with their families and ease their time in a new country.

WhatsApp

A free messaging, VoIP and video messaging service which allows users to send texts, voice messages, multimedia and even make voice and video calls. Its ease of use has made it a common app used on most mobile devices. Though not popular among Chinese international students WhatsApp is used by non-Chinese international students.

QQ

QQ is an instant messaging software with social media functions. Prior to the advent of WeChat, QQ was the most popular social media platform in China.

WeChat

WeChat functions as a multi-purpose messaging and social media platform. Chinese students mainly rely on WeChat for communication and information even if they are abroad. WeChat is the most popular Chinese social networking platform in Australia with close to three million active users on the WeChat channel (Cowling, 2019).

Video Sharing

YouTube

A global video sharing website used to browse, view and upload video content which can be shared with users around the world. YouTube's simple format and large database of content and contributors ensure that there is always something for users to watch based on their interests.

Tik Tok (Douyin)

TikTok enables users to capture and present life experiemces of all kinds by taking short mobile videos. This app is popular around the world.

Douban

Douban is a social networking website in China which allows users to create and share information and reviews related to books, movies, music, etc. Douban also letting registered users communicate with each other.

Youku

Youku is one of the top online video and streaming service platforms, alongside iQiyi and Tencent Video.

iQiyi	iQiyi is a leading online video platform featuring original shows, live sports and fully-licensed media. With 500 million monthly active users, it is one of the largest video websites in the world (Mintregal, 2018).
Tencent Video	Tencent Video is a Chinese video streaming website owned by Tencent with more than 89 million subscribers (Mintregal, 2018).

Forums

Reddit	Reddit is a social news portal with a global outreach where registered users can share links, text, and other multimedia which is the upvoted and downvoted by other users. The portal has discussion boards called subreddits where more specific topics can be shared and discussed. Reddit though is also known to host controversial communities.
Quora	Quora is a query-based web service which is very popular in India. It is a website where the questions are asked and answered by the users themselves. Though less popular internationally, the platform boasts a large Indian user base who love answering questions on a regular basis.
Zhi Hu	Zhihu is a sharing hub for users to ask and answer questions. Most of time, netizens share academic, career, or life experiences on Zhihu. The largest proportion of Zhihu users are the well-educated young generation and the middle class.

ELICOS International Students and Key Messages

This section specifically covers the responses from ELICOS students. Early English language learners found that many of the messages were difficult to understand. These included challenges with vocabulary, sentence structures, contexts and situations which they might not be familiar with. What some participants understood was not what the messages were meant to convey. Therefore, the research team found that they had to explain most of the messages to this particular cohort of students. Understandably some messages that were particularly confusing included:

1. The messages on OSHC, for example, became a discussion on comparison of covers. Students also didn't understand what "helpline" meant.

2. In addition, "Escape plan"(fire safety) was confusing to the students; therefore 'evacuation' and 'escape route' would have been confounding too.

3. Many students also did not understand what was meant by "well lit" (re: "go to a well lit area when in danger") and "benefits" (re: "going to OSHC website to check insurance benefits").

Once explained, most of the ELICOS students indicated that these were important messages and would like reminders as often as possible.

Therefore, the research team suggests that these discussion points could be turned into Teaching Modules, as part of the ELICOS curriculum. Topics around Safety, Health and Wellbeing and Lifestyles in Australia could be presented as interesting modular topics that expose the students to new contexts while embedded in English language learning.

Conclusion

International students are aware of the significance and importance of knowing what to do and who to call when their health, safety and wellbeing, and that of the peers, are at risk. However the critical nature of the emergency and health messages which are commonly used in Australia are not effectively penetrating into international student communities due to a lack of perceived urgency and an ecology of English language comprehension.

With expected burgeoning numbers of international students coming to Australia in the next decade, the urgency of educating students on the key emergency and health messages has become of paramount importance. While this report includes a list of messages and ways to disseminate them, education service providers need to be vigilant that the increasing numbers of students present a growing ecology of international students entering Australia, as evident by the expanding education services sectors catering to this enlarging market.

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