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Honorio Tsutomu Komori

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PERCEIVED SOCIAL SUPPORT FROM USING COMPUTER-MEDIATED
COMMUNICATION, HOST LANGUAGE PROFICIENCY AND
HOST-FAMILY SATISFACTION IN STUDENT
SOJOURNERS' CROSS-CULTURAL
TRANSITION

A Thesis
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Science
in
Psychology:
Industrial/Organizational

by
Honorio Tsutomu Komori
June 2010

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Approved by:



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May 7, 2010
Date

ABSTRACT

The contribution of this study is in the examination of three factors historically studied separately in predicting sojourner adaptation: host language proficiency, perceived social support from using computer-mediated communication (CMC), and host-family satisfaction. Data from 177 international students indicated that perceived social support from co-nationals and students' host-family satisfaction were related to psychological adjustment. Social support from co-nationals provided an effective and accessible source of support to cope with cross-cultural transition. In addition, this study provided empirical evidence that host-family satisfaction promotes cross-cultural adjustment of student sojourners. In addition, demographic variables such as age and marital status were shown to relate significantly and negatively with social support from host-nationals. Length of residency was found related to support from host-nationals and co-nationals. Plan to stay in the U.S. was found related with identification with host-nationals and identification with co-nationals. However, social support from host-nationals, perceived social support from

co-nationals using CMC, and English language proficiency did not significantly relate to psychological adjustment. There was no support for the hypothesis that poorer psychological adjustment would be found for those sojourners who received social support primarily from co-nationals. Also, there was no support for greater adjustment for international students living with host-family compared to students living in an apartment or in the university dormitory. There is limited generalizability of results because most of the international students in the sample were studying at an ESL school, were in their initial phase of cross-cultural transition, and the majority of students were Asians. Longitudinal studies and similar studies including host language proficiency, host-family satisfaction, and perceived social support from using CMC in different cultural settings were recommended to be conducted to improve the ability to make cross-cultural comparisons and understand the development of sojourners' behavior during cross-cultural transitions.

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CHAPTER ONE

INTRODUCTION

Sojourners

The U.S. has been and continues to be one of the leading countries hosting student sojourners who transition through its culture until they earn their degrees and return to their home countries. According to Bhandari and Snow (2009), the U.S. hosted more than 500,000 international students each year during the period of 1999 through 2008, reaching a total of 623,000 international students in 2008. International students represent approximately four percent of the total enrollment in U.S. higher education. The contribution of these international students in the U.S. economy in the 2007-2008 academic years alone was approximately \$15.5 billion dollars. Thus, the presence of international students in the U.S. translates into a strong economic impact. However, the importance of studying student sojourners is not limited to their contribution to the economy. The diversity that sojourners bring and their adaptation to the host culture are of interest to the

institutions that typically sponsor their stay in the host country.

Before describing research about sojourners, I will first define "sojourner." Ward, Bochner, and Furnham (2001) define a sojourner as "a temporary resident that goes abroad for a set period of time that is usually associated with a specific assignment or contract" (p. 144). Sojourners' intentions are not to stay indefinitely in the new place. They have a plan to return home. According to Berry and Sam (1997), sojourners differ from other acculturating groups such as immigrants, refugees, and asylum seekers due to their voluntary entrance to a new culture and planned temporary stay. Nevertheless, their experiences while in their temporary home are strongly affected by their interactions with the host-nationals.

Sojourners and Expatriates

Another reason to study sojourners is because of the parallel of the experiences of expatriates and sojourners. By examining international students' intercultural interactions, the results of this study may contribute to the development of knowledge in

cross-cultural industrial and organizational psychology. The knowledge acquired from examining international students' cultural contact may also help to advance the knowledge of expatriates due to the similarities between their experiences. Expatriates and student sojourners have common characteristics such as their voluntary action of traveling and living in another country to work or study. The development of knowledge of the many ways international students resolve the problems they encounter in an unfamiliar cultural and social environment, the understanding of the factors involved in their successful acculturation and adjustment processes as an individual and a group member, and their cultural learning from host-national interactions may be useful to understand and provide evidence that could predict the expatriate psychological and socio-cultural experience as well. For example, expatriates and student sojourners may not anticipate the importance of several factors relevant to their adjustment, such as host language proficiency and the difficulty in developing and perceiving the positive facets of their interpersonal relationships with host-nationals. In addition to investigating the sojourner experience, I will also examine the effect of

perceived social support from using computer-mediated communication on the sojourner's adaptation to the host culture.

Characteristics and Experiences of Student Sojourners

According to several authors (Berry, Poortinga, Segall, & Dasen, 1992; Cemalcilar, 2003; Furnham, 1987; Furnham & Bochner, 1982; Ward et al., 2001), international students are well educated, heterogeneous in composition, pre-trained in the host language, highly motivated, and voluntarily sojourn for a relatively short period of time to achieve an academic goal. In this context, several studies have examined the factors that predict psychological, behavioral, and cognitive adjustment of student sojourners. Most of these studies have focused on friendship networks (Bochner, McLeod, & Lin, 1977) and social support (Furukawa, 1997; Jou & Fukada, 1997; Tanaka, Takai, Kohyama, Fujihara, & Minami, 1997; Yang & Clum, 1995), intercultural interactions and learning (Zhang & Brunton, 2007), and common problems that challenge international students during their stay in a foreign country (Berry, Kim, Minde, & Mok, 1987; Ying, 2005). Berry and Sam (1997) stated that sojourners

experience acculturation from cultural changes and outcomes resulting from intercultural encounters. The cultural changes and outcomes are experienced as intrapersonal psychological dynamics and through their interactions within the socio-cultural context. Berry and Sam also stated that sojourning individuals develop one of four attitudinal acculturation strategies: integration, assimilation, separation, and marginalization.

Integration is determined by individuals maintaining a certain degree of their original culture while interacting with other social networks. *Assimilation* is observed when individuals do not maintain their original culture values while interacting with other groups. *Separation* differs from these dimensions since individuals decide to maintain their original cultural values while avoiding the interactions with other social networks in the larger cultural system. The last, *marginalization*, is found where individuals do not maintain their original cultural identity and demonstrate no intention to interact with other groups. In Cemalcilar's (2003) study, integration and biculturalism, i.e. maintenance of original culture and acceptance of

new culture, were found to be the most effective acculturation attitudinal strategies for international students. Further, Berry, Kim, Power, Young, and Bujaki (1989) indicated that integration is the most adaptive acculturation strategy benefiting sojourners psychologically and socio-culturally. Berry (2005) stated that individuals who choose assimilation and separation strategies experience an intermediate level of stress. Berry agrees with other authors who propose that integration is an acculturation strategy that provides less stress, less intercultural conflict, and better adaptation, but requires a greater amount of negotiation.

In a study of generational differences in Asian immigrant families in Canada, Kwak and Berry (2001) found that Korean parents showed a stronger separationistic attitude regarding language and marriage than their children, and East Indian parents presented a more practical approach to cultural traditions than their children. Further, Kwak and Berry found that Asian families chose an integrative strategy instead of other attitudinal strategies toward language and their intercultural interactions; parents tended to adopt a more separationistic approach in family relationships but

adolescents preferred an assimilationistic approach for those interactions. Thus, generational differences in acculturation for Asian parents and their children were present in terms of their intercultural relationship preferences. Another study about acculturation strategies was conducted by Virta, Sam, and Westin (2004) who examined the psychological adaptation of Turkish adolescents in Norway and Sweden. The authors found that a stronger Turkish identity and an integration strategy predicted positive psychological adaptation of Turkish adolescents, but a weaker Turkish identity, a marginalization strategy, and perceived discrimination predicted poorer psychological adaptation.

In summary, sojourners are individuals who belong to a specific cultural environment and encounter another culture for a relatively short period of time to achieve an educational goal before they return home. Research to date suggests that to achieve their academic goals, student sojourners need to adapt and integrate themselves to the new cultural environment. One important aspect of acculturation that has been studied is that of social support.

Social Support and the Student Sojourner

Social support is defined by Albrecht and Adelman (1987) as "verbal and nonverbal communication between recipients and providers that reduces uncertainty about the situation, the self, the other, or the relationship, and functions to enhance a perception of personal control in one's life experience" (p. 19). There are other approaches to social support. For example, the concept of social support has been promoted by Vaux (1988) as a metaconstruct which constitutes a "higher-order theoretical construct comprised of several legitimate and distinguishable theoretical constructs" (p. 28). The concept of social support has been studied extensively in the literature on coping and stress, and empirical evidence has been presented to indicate that social support buffers acculturative stress (Adelman, 1988; Choi, 1997; Lee, Koeske, & Sales, 2004; Mallinckrodt & Leong, 1992). Even though there is not a strong consensus on the concept nor on the best measures of social support, Vaux (1988) identified three distinct social support constructs that appear particularly relevant for student sojourners: support network resources, supportive behavior, and subjective appraisals of support. Social

support can take many forms, but it seems that the most powerful effects stem from the recipient's knowledge that another person has expressed concern for his or her welfare.

While in their host country, sojourners rely on several sources of social support, including, though not limited to, co-nationals and host-nationals. Thus far, researchers in acculturation have not been able to identify which source is the most effective source of social support for sojourners. Several authors agree, however, that social support from both co-nationals and host-nationals significantly predicts psychological and socio-cultural adjustment (Cemalcilar, Falbo, & Stapleton, 2005; Furnham & Alibahi, 1985; Ward & Rana-Deuba, 2000). Psychological adjustment is defined by Ward et al. (2001) as "well-being or satisfaction during cross-cultural transitions" (p. 42). Socio-cultural adjustment is defined by Ward et al. (2001) as "the ability to 'fit in' or execute effective interactions within the new cultural milieu" (p. 42). Because of these previous findings relating social support to adaptation, the present study will examine the cognitive appraisals of support transactions provided by both co-nationals and

host-nationals as defined in the concept of perceived social support.

Friendship Networks. A key source of social support for international students is based in the friendships they form while abroad. Bochner et al. (1977) indicated that friendship networks of student sojourners develop in three different social networks. The first network consists of co-nationals who allow sojourners to affirm culture of origin values. The second network refers to host-nationals, such as local students, counselors, instructors, and school administrators, whose contact tends to be more instrumental and serves practical purposes to achieve academic goals. The next network consists of friendships with non-compatriot students who provide recreational and mutual social support based on common experiences. Even though the network with host-nationals may provide the best benefit from these alternatives, it is the least commonly used network by student sojourners (Bochner, Hutnik, & Furnham, 1985; Bochner, McLeod, & Lin, 1977; Nowack & Weiland, 1998). Abe, Talbot, and Greelhoed (1998) found that student sojourners attained higher social adjustment from their interactions with host-nationals in structured

peer-pairing programs; therefore, the network with host-nationals need not be restricted to informal interactions. In general, student sojourners tend to restrict their interactions to their network of co-nationals (Bochner et al., 1977) and have difficulties making friends with host-nationals (Zheng & Berry, 1991). The fact that the network with host-nationals provides the best benefit to student sojourners to adapt to the new culture does not imply that the network with co-nationals is not beneficial. Searle and Ward (1990) found that satisfaction with interactions with co-nationals was related to international students' psychological adaptation. Because student sojourners anticipate and plan to return home, the maintenance of their original cultural values and behaviors remains critical. The present study will examine effective ways student sojourners use friendship networks to facilitate their cross-cultural transition.

Impact of Host-Family Social Support on Student Sojourner Adjustment. Even though several authors (Bochner et al, 1977; Furnham & Alibhai, 1985; Kagan & Cohen, 1990; Kashima & Loh, 2006; Yang, Noels, & Saumure, 2006; Ying, 2005) have studied multiple paths to

cross-cultural adaptation of student sojourners, there are few researchers who have addressed the impact of host-family support on the international student cross-cultural experience. Several studies have shown that frequent positive interactions with *host-nationals* provide satisfaction and emotional adjustment to international students (Furnham & Erdmann, 1995; Pruit, 1978; Redmond & Bunyi, 1993; Searle & Ward, 1990; Ward & Rana-Deuba, 2000) but the social support provided by *host families* has not directly been examined. The homestay program provided to international students by many educational institutions may facilitate their adjustment and enhance their opportunities to integrate themselves into the host culture.

To illustrate, Zhang and Brunton (2007) found that Chinese international students living with homestay families who had opportunities to interact and communicate with host-nationals and spend satisfactory leisure time with the host-family tended to adjust better to the New Zealand education system than those sojourners who did not participate in a homestay program. However, the authors also stated that living with a homestay family by itself does not automatically facilitate the

international student's psychological, social, and academic adaptation if the host-family does not promote interactions with the local community, other host-nationals, and create opportunities to learn the host cultural values and encourage communication in the host language. Similarly, Lowe, Askling, and Bates (1984) indicated that a successful homestay program developed close relationships and friendships between host families and international students that continued beyond the period of the exchange program. Lowe et al. (1984) also found that participants of the homestay program expanded cultural understanding and interest in customs, languages, food, religions, dress, and art from their own and foreign cultures by developing greater awareness of cultural similarities and differences. Although the reality of the contacts with homestay families impose limitations on them to serve as a source of social support, more systematic studies of the homestay family should be conducted. The present study intends to investigate the relationship between homestay family and international students in programs that may be effective as a source of social support to student sojourners. Thus, this study provided further understanding of the

role of homestay family as a perceived social support to cross-cultural adaptation of student sojourners to achieve their academic goals. Also, the present study attempts to fill the gap in the sojourner literature that has conducted limited amount of research about the various sources of social support available to student sojourners.

Impact of Technology on Student Sojourner

Experiences of Social Support and Friendship Networks. In recent years, advances in technology have created new opportunities for student sojourners to maintain long-distance interpersonal relationships by communicating with their friends and family for social support and adjustment to a new cultural environment. Ye (2006a) found that Chinese international students who had received higher levels of emotional support had less acculturative stress; interestingly, students who had more online information support had less satisfaction with interpersonal support. In a similar study comparing traditional and online support networks in the cross-cultural adjustment of Chinese international students, Ye (2006b) found that students who had been in New Zealand for a short period of time indicated that

most of their perceived support came from online ethnic social groups. These studies indicated that online support networks play an important role in the cross-cultural adjustment of international students. Unfortunately, to date, researchers have studied the effect of computer-mediated communication (CMC) on social support without achieving a consensus of its value (Cemalcilar, 2003; Golding & Burnam, 1990).

Computer-mediated communication (CMC) is defined by Goldman (1999) as "communication that occurs between two or more people with the aid of computer software and a computer interface, including text, audio, and video exchanges" (p. 165). In a study of international students studying in Texas, Cemalcilar (2003) found indirect effects of CMC on socio-cultural adaptation, psychological adaptation, and academic adaptation. Figure 1 in the Appendix provides a representation of the model of cross-cultural transition proposed and tested by Cemalcilar (2003). As can be seen from the model, CMC worked through sojourner identification with home and host and social support.

The structural equation model (SEM) of cross-cultural acculturation based on Cemalcilar's (2003)

study indicated that the use of CMC technologies enabled student sojourners to keep connected with their families, friends, and others during the initial phase (first 4 to 6 months) of their transition. CMCs also enabled students to access current news, information, and entertainment about their home country at any point during their cross-cultural transition. This continuous contact with their home country provided the student sojourner the ability to retain his or her national identity and cultural values. Therefore, the framework proposed by Cemalcilar (2003) summarizes how international students use CMC to maintain home cultural values but also enable the acquisition of the cultural values from host-nationals. The framework also suggests that CMC use can be either passive or active; both significantly predicted perceived support in Cemalcilar's study. In the Cemalcilar (2003) model, CMC is a latent variable comprised of both passive and active use of CMC. Passive use of CMC refers to the use of home culture information by accessing home-related websites, reading online newspapers, and listening to online radios without interacting with people in the student sojourner's home country. In contrast, active use of CMC refers to "direct

online communication between two or more parties such as emailing or chatting" (Cemalcilar et al., 2005, p. 93).

Because CMC is often used as a substitute for face-to-face interactions, a brief note about the comparison of the quality of interactions attained with CMC relative to face-to-face interactions is relevant here. Derks, Fischer, and Bos (2008) reviewed empirical studies of CMC and face-to-face communication. They concluded that although CMC may limit interactions due to anonymity, lack of non-verbal cues, shorter duration of and lower intensity of emotional experience, and reduced visibility and spontaneity, people cope with those limitations by using emoticons, by explicitly communicating emotions, and spending more time to communicate emotions to sustain a similar quality in their emotional expressions. In fact, Derks et al., suggested that there was more explicit emotional interaction possible in CMC. This finding is particularly important in the current discussion about the limitations of CMC to communicate emotions—and thus how CMC affects perceived social support in the student sojourner context—when compared to face-to-face interactions. Therefore, existing research supports that continuous

communication using computer-mediated technologies promotes the maintenance of social support of existing social networks even when a face-to-face relationship is not feasible.

The maintenance of existing social support is critical for international students since they intend to return home after their sojourn (Cemalcilar, 2003). The model in Figure 1 shows the results of two studies (Cemalcilar, 2003; Cemalcilar et al., 2005) that demonstrated good fit to the data of the structural equation analysis of cross-cultural transition. The researchers examined student sojourners' CMC use, home and host-national identification, and perceived social support to achieve socio-cultural, psychological and academic adaptation (Cemalcilar, 2003; Cemalcilar et al., 2005). These two studies conducted by Cemalcilar (2003) and Cemalcilar et al. (2005) provided an important contribution to the sojourner literature by examining, determining, and integrating the role of the CMC use on student sojourner's psychological, socio-cultural, and academic adaptation in their cross-cultural transition. Cemalcilar and Cemalcilar et al. indicated that international students used CMC technologies as effective

tools to transition through a new culture in the initial and most stressful period of their adaptation by facilitating their learning of new cultural values, reducing negative effects of cross-cultural adaptation, and creating favorable conditions to achieve educational goals. In addition, the authors also provided empirical support showing that perceived social support sources from the international student's home country that were not face-to-face affected the student sojourners' cross-cultural transition by maintaining home cultural values and social networks.

The importance of maintaining home identity has also been studied by Brislin (1983) and Cox (2001). They concluded that maintaining communication with friends in the home country and home country cultural values helped to ease reentry adjustment. Further, home and host identification facilitated socio-cultural and psychological adaptation which contributed to academic performance. Searle and Ward (1990) found that although psychological and socio-cultural adaptations were interrelated, there was a conceptual distinction between those variables during cross-cultural transition. These differences, according to Searle and Ward, are due to the

fact that they are predicted by different types of variables. Psychological adaptation is significantly predicted by social difficulty, life changes, extraversion, and satisfaction with contact with hosts. Socio-cultural adaptation is significantly predicted by cultural distance, expected difficulty, and depression.

The SEM framework proposed by Cemalcilar (2003) was supported by data for the impact of CMC use on perceived social support, psychological adaptation, socio-cultural adaptation, and academic adaptation. Cemalcilar explained that the combination of these factors affect the student sojourner's cross-cultural adjustment but the proposed framework does not include the host language proficiency as a significant factor contributing to sojourner adaptation to the host culture. The present study intends to examine the role of host language proficiency in international students' cross-cultural adjustment.

Host Language Proficiency in Student Sojourner Adjustment

The role of language proficiency in cross-cultural adaptation has not been investigated systematically in the sojourner literature even though many authors have posited that language proficiency plays a critical role

as a predictor of acculturative stress and is a major barrier to cross-cultural adjustment of sojourners (Aroian, 1990; Duru & Poyrazli, 2007; Poyrazli, Arbona, Nora, McPherson, & Pisecco 2002; Yashima, 1995; Young & Gardner, 1990). Several studies also indicate that language proficiency predicts psychological adjustment (Krishnan & Berry, 1992; Nicassio, Solomon, Guest, & McCullough, 1986; Ward & Kennedy, 1993a). Further, host language proficiency is linked to academic performance for international students. Redmond and Bunyi (1993) affirm that language proficiency in the host country provides an appropriate understanding of information in the classroom, from the instructor, other students, and individuals from the community. In addition, Yang et al. (2006) emphasized that being proficient in communicating and understanding the host language increased the opportunity for student sojourners to succeed in their international education. Further, Duru and Poyrazli (2007) found that self reported language proficiency was a significant predictor of acculturative stress among Turkish students in the United States. Yeh and Inose (2003) determined that high host language proficiency was linked to smoother social interactions with

host-nationals and low host language fluency was associated with dissatisfaction with new relationships with host-nationals and difficulties in building social support systems. In short, host language proficiency is important since it facilitates adjustment of student sojourners in their cultural learning, buffers stress associated with cross-cultural transition, supports learning in classroom, and promotes social interaction with host-nationals.

Although several studies have shown that language proficiency predicts psychological adaptation, the strength of the effects for language is not uniform. In fact, in at least one study, the relationship between language proficiency and psychological adaptation was negative. For example, Tanaka, Takai, Kohyama, and Fujihara (1994) found that higher language proficiency of international students in Japan had an inverse relationship with psychological well-being due to higher expectations for friendship. For example, Tanaka et al. (1994) indicated that language proficiency, host's expectations, and host's reactions interacted with each other to result in the rejection by Japanese hosts. Also, Hy, Agars, Kottke, and Chavez (2006) suggested that

language proficiency alone could not predict adaptation. Hy et al. (2006) found that language proficiency and duration of assignment interacted with personal and contextual factors to predict adaptation. Thus, language proficiency should not be examined as a sole predictor of psychological adaptation nor should other important variables be ignored in the cross-cultural adaptation of international students. Nevertheless, given the importance attributed to language proficiency in adaptation, additional studies are warranted to understand the role of language proficiency in association with individual factors and contextual variables in the acculturation process of international students and other sojourners.

Purpose of this Study

The present research examined perceived social support from using computer-mediated communication technologies and the impact of social support and CMC on international students' psychological and socio-cultural adaptation. Further, this study also examined the role of host-family social support and host language proficiency on student sojourner adaptation. Thus, the primary

contribution of this study is in the examination of three key factors historically studied separately in predicting sojourner adaptation: host language proficiency, perceived social support from using computer-mediated communication, and host-family satisfaction.

Hypotheses

The following hypotheses were tested in this research:

1. There will be a significant, positive correlation between co-national perceived social support and psychological adjustment.
2. There will be a significant, positive correlation between host-national perceived social support and psychological adjustment.
3. Those who receive social support primarily from co-nationals will have poorer psychological adjustment.
4. There will be a significant, positive correlation between host-family satisfaction and psychological adjustment.
5. International students living with a host-family will have better psychological

adjustment than international students living in apartments or university dormitories.

6. International students with higher English language proficiency will demonstrate better psychological adjustment.
7. Those who perceive higher levels of social support from co-nationals using CMC will have stronger identification with host-nationals.

CHAPTER TWO

METHOD

Participants

International students enrolled (N = 177) in English as Second Language (ESL) classes, certificate programs in UC Riverside, Extension (UNEX) and in undergraduate and graduate classes in UC Riverside (UCR) registered in the summer 2008 and fall 2008 quarters served as the relevant population from which the sample was drawn. The demographic characteristics of the sample match with several characteristics of student sojourners in the U.S. Most of them were young, single, well-educated, heterogeneous in composition, pre-trained in the host language, and had lived in the U.S. for less than 6 months. A total of 25 different countries and 14 different native languages were represented in the sample. Table 1 summarizes the demographic characteristics of participants in the study.

Table 1. Demographic Characteristics of Participants

(N = 177)		Percentage
Age	18-25 years old	54
	26-35 years old	34
	36-48 years old	12
Gender	Female	67
	Male	33
Marital Status	Single	75
	Married	23
	Engaged	2
Educational Level	High School Degree	12
	Some College/Bachelor's Degree	78
	Master's or Higher Degree	10
Length of Stay in the U.S.	1-6 months	64
	More than 6 months	36
Living Conditions	Living with Host-Family	36
	Living in Apartment	37
	Living in Campus Dormitory	28
EPT/TOEFL	Score 0-68/Score 0-500	27
	Score 69-100/Score 501-677	73
Plan to Stay in the U.S.	1-2 months	17
	3-4 months	7
	5-6 months	5
	More than 6 months	71
Number of Trips to the U.S.	First time	59
	Second time	39
	Third time	2
Country of Origin	South Korea	33
	Japan	18
	Taiwan	9
	China	5
	Other	22
Native Language	Korean	33
	Japanese	18
	Chinese	27
	Other	22

Homestay Program

The homestay program is a housing option available to international students while enrolled in ESL and professional programs in the school where the study was conducted. The goal of the homestay program is to allow international students to live with an American family, which in turn facilitates their opportunities to speak English, learn about the American culture, and develop international friendships. Also, the homestay families are required to provide room, three meals per day, and daily transportation. The homestay family is compensated monthly but the program is not intended to be the only source of income for families. Two students is the maximum number of international students per family allowed to be hosted at the same time. Homestay families are selected after an interview, a visit to their home, and an orientation session. The homestay coordinator matches the international student with a homestay family and monitors those matches. Two formal evaluations are conducted: the first after two weeks of the student's stay with the homestay family and the second during the last week of their stay. Both homestay evaluations include a cultural evaluation, an assessment of the type

of meals provided by the family, transportation, accommodation, and self-evaluation of the international student.

International students apply for the homestay program before they arrive in the U.S. Before the students' arrival at the school they are asked to complete a questionnaire providing information regarding the length of stay, gender, nationality, native language, smoking habits, preference of staying with family with children or family with pets, favorite foods, foods they cannot eat, allergies, physical handicaps, personal interests, personal need of transportation, occupation, own family structure, and expectations regarding the homestay family. The information is used by the school staff to find the most appropriate accommodation for students and make arrangements with host-families prior to their arrival. They meet their homestay family once they arrive at the school.

All measures used are shown in the Appendix.

Measures

Demographic Questionnaire

The participants were asked to report on variables such as their age, gender, country of origin, marital status, educational level, native language, TOEFL score or equivalent, number of visits to the U.S. prior to their current study, length of residency in the U.S., planned length of stay in the U.S., and living conditions (living with host-family, living in apartment or house, or living in campus dormitory).

Student Housing. Each living condition has its distinctive advantages. First, the on-campus dormitory has three choices of room: single, double and triple-room occupancy furnished rooms with a bathroom, telephone and television. The school brochure states that an on-campus dormitory can be the most economic and convenient option if shared with two other students. Each room includes a bathroom, free wireless high-speed Internet connection, bed linens and towels, TV, air-conditioning, free and unlimited local phone calls, and a compact refrigerator. The dorm is located in the same building where English and professional classes are held. Also, a full-service cafeteria and meal plan are available in the same

building. However, a meal plan can be purchased separately. Resident advisors living in the dorm assist residents with general orientation, help students to resolve common cross-cultural adjustment issues, and provide free weekly transportation to local grocery stores and shopping area. In addition, resident advisors organize social activities in the evening and on the weekends such as parties and movies. According to the school orientation handbook, students who choose this housing option have less interaction with Americans, may have no opportunity to interact with an American family, and will not be able to cook in their rooms. However, on-campus dormitory residents are allowed to use microwaves in common areas and thus are likely to have contact with students from the US. The cost described in Table 2 reflects the fees charged during the year 2008. The cost for the dorm includes a placement fee of \$70 and the following fees for each room according to its occupancy.

Table 2. Short-Term and Long-Term Rates for Single-Room, Double-Room, and Triple-Room Occupancy

	Short-Term Night Rate (Per Person/Per Night)	10-Week Lease Rate (Per Person/Per Night)	Long-Term Lease Rate (Per Person/Per Month)
Single-Room	\$45	\$40	\$750
Double-Room	\$26	\$22	\$450
Triple-Room	\$20	\$17	\$350

Second, the American family homestay program includes two choices of room, single or double occupancy, three meals per day, and daily transportation to and from the school. All rooms are furnished. However, the host-family house may be up to twenty minutes distant from the school and Internet access is not guaranteed. The school brochure indicates that the American family homestay program helps the student to improve his or her English skills more rapidly, provides an opportunity to experience an American family daily life, and meals and transportation are included in the fee. In addition, the Homestay Program Coordinator informs students who choose this housing option that they will be expected to follow the rules of the family, may have limited food choices, and less freedom than other housing options. The cost for

the American family homestay program includes a placement fee of \$70 and the following fees according to its room occupancy.

Short-term lease (up to 9 weeks lease, per person/per week): \$175

Long-term lease (more than 10 weeks, per person/per month): \$700

The last housing option is the off-campus apartment and is not offered by the school. Arrangements to find this housing option are the student's responsibility. Local apartment fees start at \$400 monthly which include a furnished room, shared bathroom and kitchen. The school orientation handbook states that students may choose off-campus apartments and may benefit from an increase in independence, opportunities to cook own meals, and a lower housing cost than the previous two options.

English Language Proficiency

The English language proficiency was assessed using the English Placement Test - Form C (EPT) developed by Corrigan, Dobson, Kellman, Spaan, and Tyma (1978). The EPT was designed to measure listening comprehension, grammar, vocabulary, and reading skills. The listening comprehension section includes 20 items, the grammar

section includes 30 items, vocabulary 30 items, and reading 20 items. The EPT has been adapted from a paper and pencil test to a computerized test at UCR-Extension. Higher scores on all four-language skill domains indicate higher English language proficiency. A staff member of UCR-Extension and IEP Department provided the data obtained from the EPT for each participant of this study. The first section is the listening comprehension section. In the listening comprehension section instructions are given in the computer screen for each question such as *"listen carefully to the question, then choose the one answer that is a reasonable response or answer"* and then three options are listed so the student choose the correct answer. The grammar questions are followed by the listening comprehension questions. For each grammar question the student will read a short conversation between two people. To illustrate, the student will read *"Anne looks very young. Do you know ____?"* After the conversation is read on the booklet, the student should choose the best choice between the following options *"a. how old is she; b. how is she old; c. how old she is; and d. she is how old."* The vocabulary section follows grammar questions. For example, the student will read the

following statement "Dr. Donald is a member of a medical ____." Then, the student should choose the correct answer between four options "a. possession; b. profession; c. production; and d. position." The last section is the reading comprehension questions. To illustrate, the student will read the following statement "He wanted to know where Dr. Brown was, so he ____ at the main office". After reading the question, the student should choose the correct answer between four options "a. inspected; b. inquired; c. guessed, and d. indicated." The lowest alpha reliability for this sample was .89 and highest was .95.

Perceived Social Support from Co-Nationals and Host-Nationals

The Social Support Behaviors (SS-B) scale developed by Vaux, Riedel, and Stewart (1987) which assesses the emotional support, socializing, practical assistance, financial assistance, and guidance was used to measure the perceived social support from co-nationals and host-nationals. The SS-B scale was adapted to include host-nationals and co-nationals instead of family members and friends as in the original format. The original SS-B scale consists of 45 items that are answered according to two different sources of social support: host-nationals

and co-nationals. The participants were asked to rate items on a five-point scale from *no one would do this* (1) to *most co-nationals/host-nationals would certainly do this* (5). The 45 items represent five categories of social support; items from the different subscales are distributed randomly on the survey. The following are the number of items per category of social support: 10 items for the subscale emotional support, seven items for socializing items, eight items for practical assistance, eight items for financial assistance, and 12 items for guidance.

For example, emotional support items used in the SS-B scale are *"would comfort me if I was upset,"* *"listened when I needed to talk about my feelings,"* and *"gave me encouragement to do something difficult."* Samples of socializing items used in the SS-B scale are *"visited with me, or invited me over,"* *"had lunch or dinner with me,"* and *"had a good time with me."* Practical assistance items used in the SS-B scale are *"loaned me tools, equipment or appliances when I needed them,"* and *"showed me how to do something I didn't know how to do."* Financial assistance items used in the SS-B scale are *"bought me clothes when I was short of money,"* and

"loaned me money for an indefinite period." Guidance items used in the SS-B scale are "Told me what to do," and "helped e think about a problem." High scores indicate more social support available from host-nationals and co-nationals in each of the five modes of supportive behavior (emotional support, socializing, practical assistance, financial assistance, and guidance). Alpha reliability of the total scale for this sample was .97. In addition, alpha reliability analysis was performed for the five subscales of the SS-B scale (socializing, emotional support, practical assistance, financial assistance, and guidance) for both co-nationals and host-nationals. The results indicated the lowest Cronbach's Alpha computed was .78 for socializing items from co-nationals and the highest was .94 for guidance items from host-nationals. Mean alphas for the co-national and host-national social support mode subscales were .86 and .89 respectively. There were different numbers of items for each subscale. There were seven items in the socializing subscales, eight items in both practical assistance and financial assistance subscales, 10 items in the emotional support subscale, and 12 items in the guidance subscale. The result of the

reliability analysis for the co-national social support mode subscales were .78 for socializing items, .86 for practical assistance items, .87 for both socializing and financial assistance items, and .94 for guidance items. The result of the reliability analysis for the host-national social support mode subscales were .86 for practical assistance items, .88 for socializing items, .88 for financial assistance items, .91 for emotional support items, and .94 for guidance items. Table 3 summarizes the alpha reliabilities for all subscales of SS-B scale for both co-nationals and host-nationals.

Table 3. Alpha Reliabilities for Five Subscales of SS-B Scale for Both Co-Nationals and Host-Nationals

	Co-National Cronbach's Alpha	Host-National Cronbach's Alpha
Emotional Support	.87	.91
Socializing	.78	.88
Practical Assistance	.86	.86
Financial Assistance	.87	.88
Guidance	.94	.94

Perceived Social Support from Using Computer-Mediated Communication

The Perceived Social Support scale developed by Cemalcilar (2003), which measures the perceived social support from individuals at home, was used to measure the perceived social support from using CMC. The Perceived Social Support scale includes eight items and each item is rated on a five-point Likert scale, ranging from *strongly agree* (1) to *strongly disagree* (5). To illustrate, sample items are "*I feel relaxed when I talk to my friends online,*" "*Confiding in friends through CMC makes me uncomfortable,*" "*I rely on my friends and family at home for emotional support more than my friends at U.S.,*" and "*The Internet has helped me maintain my social network.*" High scores indicate a low level of perceived social support from individuals at home when using CMC. Alpha reliability for this sample was .70.

Host-Family Satisfaction

Evidence of satisfaction with host-family was obtained through an adapted 10-item scale called the Family Adaptability and Cohesion Evaluation Scale (FACES) IV developed by Olson, Gorall, and Tiesel (2007). The scales evaluate the participants' satisfaction regarding

host-family cohesion, communication, and flexibility. The participants were asked to rate items on a five-point scale from *very dissatisfied* (1) to *extremely satisfied* (5). To illustrate, statements used in the FACES IV are "*The degree of closeness between you and host-family members,*" "*Your host-family's ability to share positive experiences*" and "*The amount of time you spend together as a family.*" High scores indicate that the participant is highly satisfied with most aspects of his or her host-family. Low scores indicate that the participant is very dissatisfied about his or her host-family. Alpha reliability for this sample was .90.

Psychological Adjustment

The Hudson (1982) Generalized Contentment Scale (GCS), which contains 25 items including affective, cognitive, and physiological components of depression, was used to assess psychological adjustment. The participants were asked to rate items on a five-point scale ranging from *none of the time* (1) to *all of the time* (5). Samples of the items are "*I feel powerless to do anything about my life,*" "*I do not sleep at night,*" and "*I enjoy being active and busy.*" Reverse scoring was performed for this measure, thus higher scores indicate

greater psychological adjustment. Alpha reliability for this sample was .87.

Acculturation Index

The Acculturation Index developed by Ward and Kennedy (1994) and adapted by Cemalcilar (2003), which consists in 19 items containing cognitive and behavioral elements of acculturation, was used to measure the acculturation of the participants. The main dimensions associated with this measure include sojourners' identification with co-nationals and identification with host-nationals. The participants rate items on a seven-point scale ranging from *not at all similar* (1) to *extremely similar* (7). Participants were asked to answer the following two questions related to their current life style: (a) *"Are your experiences and behaviors similar to those of typical people from your country of origin (co-nationals)?"* and *"Are your experiences and behaviors similar to those of typical Americans (host-nationals)?"* Sample of items include *"food," "recreational activities," "values," "cultural activities," "communication styles,"* and *"social customs."* Higher scores indicate stronger identification. The identification with co-nationals and identification with

host-nationals were analyzed separately. Alpha reliability for the identification with co-nationals sample was found to be .92 and the identification with host-nationals alpha was .90.

Procedure

First, the EPT was prepared, administered, and scored by the staff of the UC Riverside, Extension (UNEX). The EPT was administered in groups of 25 to 50 participants. The participants had up to 65 minutes to complete 100 items. Then, their answers were automatically scored using computer software (4D) which is an integrated platform that allows school administrators and staff to create tests with graphics, maintain a database, and server optimizing the use of time administering tests, computing results, and providing accurate reports. Additional information regarding 4D software can be found at <http://www.4d.com/>. After the students completed the EPT, their scores and ID numbers was provided to a third party who matched them to the surveys that were completed later, during the summer 2008 and fall 2008 quarters.

Second, the experimenter recruited respondents in classes, student associations/clubs, and student lounges at University of California Riverside and University of California Riverside, Extension. Then, surveys were distributed to each student; students were asked to return their completed surveys to a staff member of the International Education Programs (IEP) at UNEX during lunch breaks or after classes. Students' ID numbers were collected and matched by a third party to the EPT scores. The participants spent approximately 30 to 45 minutes to complete the survey.

CHAPTER THREE

RESULTS

Data Screening

Prior to data analysis, all variables (age, gender, country of origin, marital status, educational level, native language, TOEFL score, EPT score, number of visits to the U.S. prior to their study, length of residency in the US, planned length of stay in the U.S., living conditions, psychological adjustment, host-family satisfaction, perceived social support from using CMC, perceived social support from co-nationals, perceived social support from host-nationals, co-nationals identification, and national identification) were examined using SPSS 16.0 for missing values, data entry errors, and assumptions of univariate and multivariate normality. Univariate outliers were identified by using a critical z score of ± 3.29 , $p < .001$, two-tailed test (Tabachnick & Fidell, 2007).

Because of its extremely low z score, one EPT case was identified as a univariate outlier and was deleted before additional analyses. One case on the number of visits to the U.S. prior to the students' study was a

univariate outlier because of its extremely high z score so this case was also deleted. Two cases in psychological adjustment were univariate outliers because of extremely high z scores so these cases too were deleted. Finally, one case of summed perceived social support scale from co-nationals was found to be a univariate outlier because of its extremely low score and was deleted.

Mahalanobis' distance with $p < .001$ was used to detect potential multivariate outliers (Tabachnick & Fidell, 2007). The following dependent variables were examined with Mahalanobis' distance: psychological adjustment, host-family satisfaction, perceived social support from using CMC, perceived social support from co-nationals, perceived social support from host-nationals, co-nationals identification, and host-national identification. There were no multivariate outliers among the cases.

Hypothesis Testing

Hypothesis 1 predicted that perceived social support from co-nationals would significantly, positively relate to psychological adjustment; this hypothesis was supported. Social support from co-nationals was found to

be correlated positively with psychological adjustment, $r = .192$, $p < .05$. Higher scores in social support from co-nationals were related to greater psychological adjustment.

Hypothesis 2 predicted that perceived social support from host-nationals would relate to psychological adjustment. The correlation analysis revealed that social support from host-nationals did not significantly relate to psychological adjustment, $r = .064$, $p > .05$. Thus, this hypothesis was not supported.

Hypothesis 3 predicted that those participants who received social support primarily from co-nationals would have poorer psychological adjustment. A regression analysis to predict psychological adjustment by entering co-national social support and host-national social support in step one was conducted. The regression analysis indicated that psychological adjustment could be predicted from co-national social support ($\beta = -.184$, $t = 2.35$, $p < .05$) but that host-national social support did not contribute to psychological adjustment ($\beta = -.025$, $t = -.32$, ns). As co-national support increased, psychological adjustment increased. To assess for the possibility that co-national and host-national

support combined would better predict psychological adjustment, a multiplicative term of co-national and host-national support was created. After adding this multiplicative variable, the prediction of psychological adjustment was not improved (R square change = .012, $F(2,163) = 2.080$, ns). This hypothesis was not supported.

Hypothesis 4 predicted that international student's satisfaction with host-family would relate to student's psychological adjustment. The correlation analysis performed indicated that international students' satisfaction with host-family was significantly correlated with psychological adjustment. Specifically, host-family satisfaction was positively correlated with students' psychological adjustment, $r = .431$, $p < .01$. Higher scores in host-family satisfaction is associated with greater psychological adjustment. This hypothesis was supported.

Hypothesis 5 predicted that international students living with a host-family would have greater psychological adjustment than students living in apartments or university dormitories. The results showed that there were no significant mean differences in

psychological adjustment as a function of students living with a host-family ($M = 56$), in an apartment ($M = 54$), or in the university dormitory ($M = 56$); ($F(2, 173) = .243, p > .05$). Hypothesis 5 was not supported.

Hypothesis 6 predicted that international students with higher English language proficiency would demonstrate greater psychological adjustment. The correlation analysis conducted revealed that English language proficiency did not significantly correlate with psychological adjustment. While the correlation between English language proficiency and psychological adjustment was positive, it was not significant, $r = .130, p > .05$. Hypothesis 6 was not supported.

Hypothesis 7 predicted that those participants who perceived higher levels of support from co-nationals from using CMC would have stronger identification with host-nationals. The correlation analysis revealed that social support from co-nationals from using CMC did not significantly correlate with host-national identification, $r = .112, p > .05$. Hypothesis 7 was not supported.

Additional Analyses

A correlation analysis of five subscales of SS-B scale for both co-nationals and host-nationals was conducted to assess their relationship with host-family satisfaction, identification with co-nationals, and identification with host-nationals. Results of the correlation analysis indicated that all five subscales of the SS-B scale for co-nationals correlated with identification with co-nationals. See Table 4. Only one subscale of the SS-B scale for co-nationals correlated with identification with host-nationals. Socializing with co-nationals was significantly and positively related with identification with host-nationals, $r = .184$, $p < .05$. Results of the correlation analysis indicated that all five subscales of SS-B scale for host-nationals correlated with identification with host-nationals. Two subscales of the SS-B scale for host-nationals revealed significant correlations with identification with co-nationals. Emotional support from host-nationals was significantly and positively related with identification with host-nationals, $r = .159$, $p < .05$. Financial assistance from host-nationals was significantly and

positively related with identification with host-nationals, $r = .208$, $p < .01$.

Then, a one-way ANOVA was conducted to compare the effect of international students' living conditions (living with host-family, living in campus dormitory, and living in apartments) on all five subscales of SS-B scale (emotional support, socializing, practical assistance, financial assistance, and guidance). There was no effect of students' living conditions at the $p < .05$ level for the three conditions on any of the five subscales of SS-B scale.

Finally, a correlation analysis was performed between the five subscales of the SS-B scale for both host-national and co-nationals and educational level, planned length of stay in the U.S, and number of visits to the U.S. prior to their current study. See Table 5. The correlation analysis results indicated that guidance from co-nationals was significantly and positively related with educational level, $r = .166$, $p < .05$. Emotional support from host-nationals was significantly and positively related with number of visits to the U.S. prior to their current study, $r = .279$, $p < .01$. Socializing with host-nationals was significantly and

positively related with number of visits to the U.S. prior to their current study, $r = .278$, $p < .01$. Practical assistance from host-nationals was significantly and positively related with number of visits to the U.S. prior to their current study, $r = .249$, $p < .01$. Guidance from host-nationals was significantly and positively related with number of visits to the U.S. prior to their current study, $r = .155$, $p < .05$. Furthermore, correlation analysis was performed between the five subscales of the SS-B scale and age, length of residency in the U.S., TOEFL score, and EPT score. The correlation analysis results indicated that emotional support from co-nationals was significantly and positively related with EPT score, $r = .163$, $p < .05$. Practical assistance from co-nationals was significantly and positively related with EPT score, $r = .209$, $p < .01$. Financial assistance from co-nationals was significantly and negatively related with age, $r = -.182$, $p < .05$. Guidance from co-nationals was significantly and positively related with EPT score, $r = .152$, $p < .05$. Emotional support from host-nationals was significantly and negatively related with age, $r = -.157$, $p < .05$. Emotional support from host-nationals was significantly and

positively related with length of residency in the U.S., $r = .158$, $p < .05$. Socializing with host-nationals was significantly and negatively related with age, $r = -.208$, $p < .05$. Practical assistance from host-nationals was significantly and positively related with length of residency in the U.S., $r = .201$, $p < .01$. Financial assistance from host-nationals was significantly and negatively related with age, $r = -.243$, $p < .01$. Financial assistance from host-nationals was significantly and positively related with length of residency in the U.S., $r = .220$, $p < .01$. Table 4 summarizes the correlation coefficients among five subscales of SS-B scale for both co-nationals and host-nationals with host-family satisfaction, identification with co-nationals, and identification with host-nationals.

Table 4. Correlation Coefficients among Five Subscales of SS-B Scale for both Co-Nationals and Host-Nationals with Host-Family Satisfaction, Identification with Co-Nationals, and Identification with Host-Nationals

	Host-Family Satisfaction	Identification with Co-Nationals	Identification with Host-Nationals
Co-National Emotional Support	.052	.255**	.111
Co-National Socializing	-.075	.243**	.184
Co-National Practical Assistance	.095	.241**	.060
Co-National Financial Assistance	-.035	.289**	.133
Co-National Guidance	-.091	.255**	.070
Host-National Emotional Support	.020	.159*	.207**
Host-National Socializing	.081	.111	.280**
Host-National Practical Assistance	.059	.134	.229**
Host-National Financial Assistance	-.023	.208**	.268**
Host-National Guidance	-.038	.142	.171*

**Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

A correlation analysis was also conducted to examine how demographic variables correlated with the acculturation and support variables. Age was to be negatively and significantly correlated with perceived social support from host-nationals, $r = -.19$, $p < .05$.

Younger student sojourners were more likely to receive support from Americans. Marital status was negatively and significantly correlated with host-national support, $r = -.24, p < .01$. Single international students were more likely to receive support from Americans. Length of residency in the U.S. was negatively and significantly correlated with perceived social support from host-nationals, $r = -.18, p < .05$. Those international students who have lived a short period of time in the U.S. were more likely to receive support from Americans. Length of residency in the U.S. was to be positively and significantly correlated with identification with host-nationals, $r = .22, p < .01$. Those who have lived for a long period of time in the U.S. were more likely to accept host culture values. Planned length of stay in the U.S. was to be negatively and significantly correlated with identification with host-nationals, $r = -.19, p < .05$. Those who have planned to stay in the U.S. for a shorter period of time were more likely to accept host-national cultural values. Planned length of stay in the U.S. was positively and significantly correlated with identification with co-nationals, $r = .18, p < .05$. Those who have planned to stay in the U.S. for a longer period

of time were more likely to maintain original cultural values. Table 5 summarizes the correlation coefficients among demographic variables and acculturation and social support variables.

Table 5. Correlation Coefficients among Demographic Variables and Acculturation and Support Variables

	Psychological Adjustment	Support from Co-nationals	Host-Family Satisfaction	Support from Host-Nationals	Identification With Host-nationals	Identification With Co-Nationals	Support from Using CMC
Gender	-0.05	0.07	0.08	0.01	0.05	-0.13	-0.05
Age	-0.14	-0.05	-0.03	-0.19*	0.01	-0.1	-0.1
TOEFL	0.01	0.13	0.20	-0.08	0.14	-0.12	-0.09
EPT	-0.08	0.11	0.21	-0.06	0.13	-0.10	-0.16
Marital Status	-0.06	-0.10	-0.03	-0.24**	0.01	-0.14	-0.06
Education	-0.10	0.09	0.01	-0.07	-0.03	-0.09	-0.08
Length of Residency	-0.01	0.07	-0.13	-0.18*	0.22**	-0.15	0.12
Plan to Stay in the US	0.01	-0.12	0.05	0.01	-0.19*	0.18*	-0.03

**Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

Finally, perceived social support from using CMC differed by living condition. An one-way ANOVA with Bonferroni adjustment revealed that sojourners living

with host-families perceived more social support from using CMC [$F_{1, 177} = 10.13, p < .001; M_{\text{host-family}} = 22.17$] than sojourners on campus dormitories [$M_{\text{dorm}} = 18.13$] and in apartment off campus [$M_{\text{apartment}} = 17.47$]. There were no significant differences in the means between campus dormitories and apartments. Those students living with homestay families were more likely to perceive more social support from using CMC to communicate with friends and family in their home countries.

CHAPTER FOUR

DISCUSSION

The present study examined the role of English language proficiency and host-family satisfaction to determine if the student sojourners' cross-cultural adaptation to the U.S. improved for those students who perceived more social support from using computer-mediated communication technologies.

The results of the study suggested that though the effect size was small, perceived social support from co-nationals was related to psychological adjustment. This finding is supported in the literature by Cemalcilar et al. (2005) that emphasized that sojourners prefer to interact with co-nationals to preserve their original cultural values and national identity which promotes a better psychological adjustment by reducing the negative impact of acculturation. Further, Ward and Rana-Deuba (2000) indicated that the quality of interactions with co-nationals rather than the quantity was related to better psychological adjustment. In either way, the social support from co-nationals provides an effective and accessible source of support to cope with

cross-cultural transition as it provides emotional support by sharing cross-cultural experiences, and releasing stress and anxiety due to the difficulties to acquire proper cultural skills to cope with the new environment.

The hypothesized relationship between social support from host-nationals and psychological adjustment was not found in this study. The result of the relationship was in the expected direction but not significant. Even though researchers (Searle & Ward, 1990) have found that support from host-nationals is related to greater psychological adjustment in sojourners, the results of this study are consistent with other researchers who have not found adjustment related to social support from host-nationals. For example, according to Ward, Kennedy, Okura, and Kojima (1998), the relationship with the host-nationals may also become a source of psychological distress. Ward et al. (1998) found that sojourners experience a high increase in problems in social interactions upon their initial stage in cross-cultural transition which declines overtime as they quickly acquire socio-cultural skills. Considering the fact that the study was done during the initial stage in the

student sojourners' cross-cultural transition and most students were residing in the U.S. for less than six months, the result is not surprising. This result may suggest that psychological adjustment is affected by a broader number of variables or imply that host-national behavior should be investigated in more detail.

Researchers such as Takai (1989) have concluded that a broader scope is necessary to understand this particular aspect of the cross-cultural transition. He stated that personal and situational factors such as host language proficiency, expectations including interactions with host-nationals should be included in the understanding of psychological adjustment in a new cultural environment. Interestingly, English language proficiency of this sample did not relate to psychological adjustment, leading to the possibility that other, untapped intrapersonal and situational variables may have been factors in this study.

For example, Ward and Kennedy (1993b) reported that personality, life changes, and social support variables influence psychological adjustment. Another factor to be considered is the host-national behavior towards the sojourner within certain cultural environments. Ward and

Kennedy (1993b) found that high host-nationals interaction between Malaysian students in Singapore produced psychological distress due to the Singaporean perception of sojourners. Further study on how different host-nationals interact with sojourners should be implemented. Considering the fact that most of the participants in this study were Asians, the relationship with host-nationals may not develop without a greater amount of negotiation and psychological and socio-cultural stress. Thus, Asians having a greater cultural distance from the American culture (Hofstede, 1980) may limit them to find a common ground to associate with host-nationals. That is, Asian cultures tend to promulgate cautiousness in interaction and acceptance of social support. Some researchers such as Ward et al. (2001) report that cross-cultural adaptation is facilitated when sojourners interact with host-nationals who have similar cultural backgrounds.

There was no support found for the hypothesis that poorer psychological adjustment would be found for those student sojourners who received social support primarily from co-nationals. This result may be an indication that exclusive interactions with co-nationals may be a source

of psychological comfort during their cross-cultural transition. Because most of the students had lived in the U.S. for less than six months, the co-national relationships may not necessarily indicate adjustment problems. According to Searle and Ward (1990), relationships between co-nationals can provide either positive or negative social support. The important aspect of the sojourners' adaptation may rely on aspects of the social support that can be helpful to acquire and maintain coping and social skills that are positively related to psychological and socio-cultural adjustment. During the initial phase of the sojourners' stay when host-nationals relationships are more difficult to develop, relationships with co-nationals are helpful and provide positive rather than negative support opportunities. Also, due to the nature of student sojourners' intentions to stay temporarily in the U.S. with a specific academic goal, they may not intend to establish relationships with host-nationals.

Another interesting finding of the study was that students' host-family satisfaction was related to psychological adjustment. The result is consistent with Zhang and Brunton's (2007) findings which indicated that

sojourners living with host-families and spending satisfactory leisure time with them had a greater psychological adjustment when the host-family members encouraged and supported the learning of the host language and host cultural values. Similarly, Lowe et al. (1984) suggested that international students benefited from their interaction with their host-family by acquiring a greater understanding of host cultural values and awareness of cultural similarities and differences promoting their psychological adjustment. This result is significant in the literature of sojourner study since it provides empirical evidence of how host-family satisfaction promotes the cross-cultural adjustment of student sojourners.

There was no support found, however, for greater psychological adjustment for international students living with a host-family compared to students living in apartments or university dormitories. In the literature, living conditions have not been studied as a variable to improve sojourners' psychological adjustment. However, other researchers have found that housing influences the outcome of the sojourning process. For example, Martin, Bradford, and Rohrlich (1995) mentioned that housing is

one of American students' important concerns during their sojourns in Europe. The non-significant result in this study may indicate that because most of the student sojourners in this study had lived for less than six months with their host-families, differences between different living conditions had not yet emerged. In addition, it is also possible that self selection confounded the potential for differences to be found in adaptation; those who selected homestay had different expectations than those who selected apartment living, but because their expectations were consistent with the level of adjustment reported, no differences resulted from different living circumstances. More specifically, those who selected the homestay option may have desired more interaction with hosts, and found it in their homestay. There is prior research that indicates that student sojourners develop a close relationship with their host-families. Lowe et al. (1984) provides evidence that the relationship between host-family and student sojourners resulted in intimacy and friendship that remained after the sojourners returned home. These close relationships may enhance cultural understanding and awareness of their experiences and help sojourners to

buffer acculturation stress. Because student sojourners living in an apartment or university dormitory may not have the same opportunity to have interactions with host-nationals, the sojourner living with a host-family may have an advantage to establish a continuous source of social support at the entry point of their stay. For the purposes of this study, those sojourners who opted for the apartment or dormitory living may have had less interest in developing close relationships with host-nationals, and thus, they would report comparable psychological adjustment to those who selected the homestay program.

The hypothesized relationship between students with higher English language proficiency and greater psychological adjustment was not found. This surprising, non-significant result does not negate the value of host-language proficiency in the process of acculturation and cross-cultural adjustment. Several previous studies have demonstrated the importance of language in cultural adaptation. Cemalcilar (2003) and Ward et al. (2001) have reported that culture learning such as host-language competence was an important variable mediating psychological adaptation and acculturation of sojourners.

However, the results of the study may indicate that there are other factors to consider beyond the ability to properly speak the host language. As mentioned previously by Tanaka et al. (1994) and Hy et al. (2006), the relative impact of the effects for language proficiency on psychological adaptation may be due to contextual and personal factors. Inspection of the distribution of the language proficiency scores suggests that the sample had fairly high proficiency ($M = 535$) with nearly three quarters of the sample having a score higher than 500 on the TOEFL, usually the cutoff for many students to attain college admission in the U.S. In the present study, it is important to consider contextual factors related to this specific sample. Because the data were collected in an ESL school, the discomfort with any lack of English proficiency may have been decreased by the support of the school staff, instructors, host-family members, and co-nationals. The school staff, instructors, and host-family members where the data were collected had been trained to provide an optimum educational environment to learn English so even students with a low level of English proficiency were expected to not suffer the same level of discomfort with their inability to

speaking English fluently as opposed to a graduate or undergraduate school where this particular type of support is not as available and people may not be as understanding of their lack of English proficiency or aware of their cultural differences. Thus, language skills in the context of this study were not necessarily important to improve sojourners' social competence as the context favored optimization of learning the host language.

There was no evidence for stronger identification with host-nationals for those sojourners who perceived higher levels of support from co-nationals from using CMC. This result is similar to previous research investigating home and host identity that did not provide significant results; for Cemalcilar (2003), the interpretation was that the sample included many sojourners in the initial phase of the acculturation process and thus were relying heavily on their co-national friends. In addition, Cemalcilar (2003) suggested that sojourners who had been living in the host-country during the initial phase of their cross-cultural adjustment may not identify themselves as a member of a particular ethnic group. Further, previous

studies have not provided empirical data or explanation of the student sojourners' identification with their country of origin. Cemalcilar also pointed to other individual characteristics and situational factors that may limit the sojourners to find stronger identification with host-nationals for sojourners from using CMC. On the other hand, there are grounds to question how critical is the use of CMC to affirm home identity as opposed to face-to-face interactions with co-nationals during the same period of the acculturation process.

Correlation analysis of the five subscales of the SS-B scale indicated that all five subscales of the SS-B scale for co-nationals were related with identification with co-nationals and all five subscales of the SS-B scale for host-nationals were related with identification with host-nationals. The result is consistent with findings obtained by Ward and Rana-Deuba's (2000) study of international students' adjustment in Nepal. Ward and Rana-Deuba reported positive benefits of co-national support and identification with the culture of origin and host-national support and host-national identification, but their findings also indicated a more dominant influence of co-national identification on psychological

adjustment. Further analyses indicated that several subscales of the SS-B scale were related to demographic and ability variables such as age, length of stay in the U.S. and EPT score. The findings are in agreement with the literature which indicated that certain demographic factors are related with social support. The results show that age is related with financial assistance from co-nationals, emotional support from host-nationals, socializing with host-nationals, and financial assistance from host-nationals.

The results also are inconsistent with previous researcher done by Marin, Sabogal, Marin, Otero-Sabogal, and Perez-Stable (1987) who reported that younger migrants were more flexible to adjust to a new cultural environment and tended to interact with host-nationals more promptly and accept new cultural values with less resistance than older migrants. Previous empirical studies have not referred to financial factors on the sojourners' cross-cultural experience. The result is not surprising considering the fact that younger students tend to be financially dependent on their parents; receiving financial support from host-nationals indicates a new aspect of social support available in this

educational context. The results also indicated that length of stay in the U.S. was related to financial assistance from co-nationals, emotional support from host-nationals, socializing with host-nationals, and financial assistance from host-nationals. The analysis of the subscales of the SS-B provided additional data on specific factors of host-national support which relates to specific demographic and non-demographic variables. Cemalcilar (2003) emphasized that the longer the student sojourner lived in the U.S., less identification with co-nationals was observed, more identification with host-nationals was observed, and better cross-cultural adjustment was experienced. Next, the results found that EPT scores were positively related with emotional support from co-nationals, practical assistance from co-nationals, and guidance from co-nationals. Language proficiency was found relevant in regard to sojourners' overall social support from co-nationals. This finding is consistent with the claims made by several researchers that higher host-language ability increases the opportunity to make friends and receive support and guidance from other co-nationals (Redmond & Bunyi, 1993; Yang et al., 2006).

The results of the correlation analyses between demographic variables and acculturation and social support variables provided several statistically significant findings. Young and single students were more likely to receive support from Americans. Age and marital status may therefore be as important variables influencing the cross-cultural adjustment of sojourners. According to Ady (1995), young sojourners find easier ways to adjust to a new cultural environment. Further, Hull (1978) suggested that young sojourners interact more often and are more satisfied with host-nationals. Another finding showed that students living in the U.S. for a long period of time were more likely to accept host cultural values. The finding is consistent with Ward et al. (2001) who reported that integration to the new culture increases over time and Berry (1987) who stated that the longer sojourners live in the new cultural environment the less difficulties and stress will suffer. Next, those sojourners who planned to stay longer in the U.S. were more likely to maintain their original cultural values. Previous studies indicated different findings on sojourners' acculturation process as reported earlier by Ward and Kennedy. Another finding suggested that students

who planned to stay for a short period in the U.S. were more likely to accept host-national cultural values. The result is supported by Suin, Ahuna, and Khoo's (1992) findings which indicated that higher levels of education were related to acceptance of host-national cultural values. Finally, students living with host-families were more likely to perceive more support from using CMC to communicate with friends and family in their home countries. Previous investigations have not provided similar results. This finding is partially in agreement with past empirical studies such as Ye's (2006) who found that Chinese student sojourners used CMC as a source of social support to help them to adjust to the stress of the cross-cultural transition. Also, Cemalcilar (2003) reported that CMC helps student sojourners to maintain home and host-national identities during the initial period of their stay abroad. In Cemalcilar's previous studies, living circumstances were not considered; thus, the use of CMC for students living with host-families provides new data for Cemalcilar's model.

CHAPTER FIVE
LIMITATIONS, IMPLICATIONS, FUTURE DIRECTION,
AND CONCLUSION

Limitations

The study was conducted using information from international students from an ESL school in southern California, which limits the generalizability of these results to all sojourners in the U.S. However, considering that 56% of the international students in the U.S. are Asians (Bhandari & Snow, 2009), and the proportion of the sample who were Asians was 86%, these results may reasonably be generalized to this group of international students living and studying in the U.S. Further, other characteristics of international students living in the U.S. are shared in this study with the characteristics of the general international students in the U.S. Similar characteristics with the other international students in the U.S. including their age ($M = 26$), marital status (76% were single), and education level (58% with Bachelor's degree) favors the generalizability to the Asian international student in the U.S. However, it would be wise to use caution in

interpreting the results of the study to all student sojourners in the U.S.

Data collected on students living with host-families were in large part in their initial phase of their stay in the U.S. so the findings are limited to this period of their cross-cultural transition experience. In addition, most of the students living with their host-families had been living in the U.S. for less than four months (within the entire sample, nearly half--47%--had been in the U.S. for less than four months). Cemalcilar (2003) stated that the student sojourner suffers the highest decline in psychological adjustment in the first four months from entry to the U.S. Student sojourners' perceptions of their own adjustment may be limited by their difficulty to adjust. Therefore, another option to improve the knowledge of this critical period of sojourners adjustment is to measure the host-family members' perceptions of the student. There is a measure available for this purpose, developed by Crano and Crano (1993) called the Host-Family Measure.

The non-significant results on different variables associated with psychological adjustment of sojourners may suggest a need to investigate other measures of

psychological adjustment. The psychological adjustment measure used in the study evaluated components of depression but Ward et al. (2001) stated that measures of psychological adjustment should capture components of satisfactory adjustment to a new cultural environment. To illustrate, Ward et al. indicated that language proficiency may be positively associated with psychological adjustment if the scale measures satisfaction with the new cultural environment. Because the psychological adjustment scale developed by Hudson (1982) and used in the present study measures components of depression limiting the finding of predicted results in a cross-cultural setting, future investigations should consider the use of scales such as the psychological adjustment scale developed by Gao and Gudykunst (1990).

Implications and Future Direction

Although admittedly difficult to conduct, future investigations should include a longitudinal method that collects data at the beginning of the international student stay and at subsequent 12 month to 24 month follow-ups in the U.S. These data may provide a better indication of the students' adjustment in different

living conditions. Understanding how sojourners experience the acculturation process in different choices of living conditions may help international students and other sojourners such as expatriates to successfully buffer the negative impact of cross-cultural transition process. Further, acculturation strategies (assimilation, separation, marginalization, and integration) could be investigated in relationship with living conditions in identifying attitudinal strategy differences based on their choices of housing. In addition, similar studies including host language competence, host-family satisfaction, CMC and social support should be made in different countries to allow cross-cultural comparisons.. The comparison of different groups of sojourners, ethnic groups, and their use of technological resources may provide empirical data to help better understand sojourners' cross-cultural adjustment.

The results of the study may contribute to the development of organizational practices such as pre-departure training and mentoring for expatriates. Because expatriates and student sojourners share similar cross-cultural experiences, the results of studies on sojourners may also help in development of organizational

practices that improve the rate of successful overseas assignments. Both groups go abroad for a temporary assignment related to either a work assignment or an academic goal and must interact effectively in a new cultural environment before they return home. Similarly, the literature on expatriates reports many difficulties in their cross-cultural adjustment. Black, Mendenhall and Oddou (1991) reported that 16 to 40 percent of American expatriates do not complete their international assignments because of adjustment problems in the new cultural environment or poor work performance. To minimize some of the adjustment problems expatriates suffer in overseas assignments, pre-departure training can be implemented. Pre-departure training can be offered to expatriates to improve the determinants of successful expatriate experience. Because sojourners may not anticipate the psychological stress and hardship they have to overcome in order to accomplish work assignments, a preparation before they leave may be critical to increase their chances to successfully integrate themselves in the new culture while consistently completing work assignments. The pre-departure training should include development of social skills to facilitate

interactions with host-nationals and acceptance of host cultural values and recognition of the importance to maintain co-national support during their cross-cultural transition including the use of CMC to maintain contact with friends and family members, and the recognition and preparation to cope with the challenges of the initial stage of sojourn. Individual and contextual factors, cultural distance, type of assignments, and culture specific factors should be considered in developing pre-departure training programs. Osman-Gani and Rockstuhl (2009) emphasizes that there is no one option of training program that is effective to every single cultural context. Besides expatriate pre-departure training, mentoring can be used during expatriates' transition into the new culture. Chao, Walz and Gardner (1992) reported that mentoring is associated with an increase in learning of new tasks and cross-cultural adjustment. Expatriates could use mentoring as a source of social support before, during and after their cross-cultural transition.

School administrators can benefit from the findings of the study to develop more adequate host-family programs by creating more effective pre-departure training, and preparation programs to sojourners to help

them to effectively buffer the psychological distress of the acculturation process. Further, it should support the development of programs to increase awareness of cross-cultural transition of international students by school administrators, counselors, faculty, and school personnel in understanding the multiple facets and variables involved in the cross-cultural transition.

The findings of the study also provide empirical data for the field of cross-cultural industrial and organizational psychology and integration of a more comprehensive framework explaining the sojourners' experience during their cross-cultural transition. It provides additional understanding of variables that affect the retention of expatriates in overseas assignments such as sources of social support, interactions with host-nationals, host language competence, and perceived social support from using computer-mediated communication technologies.

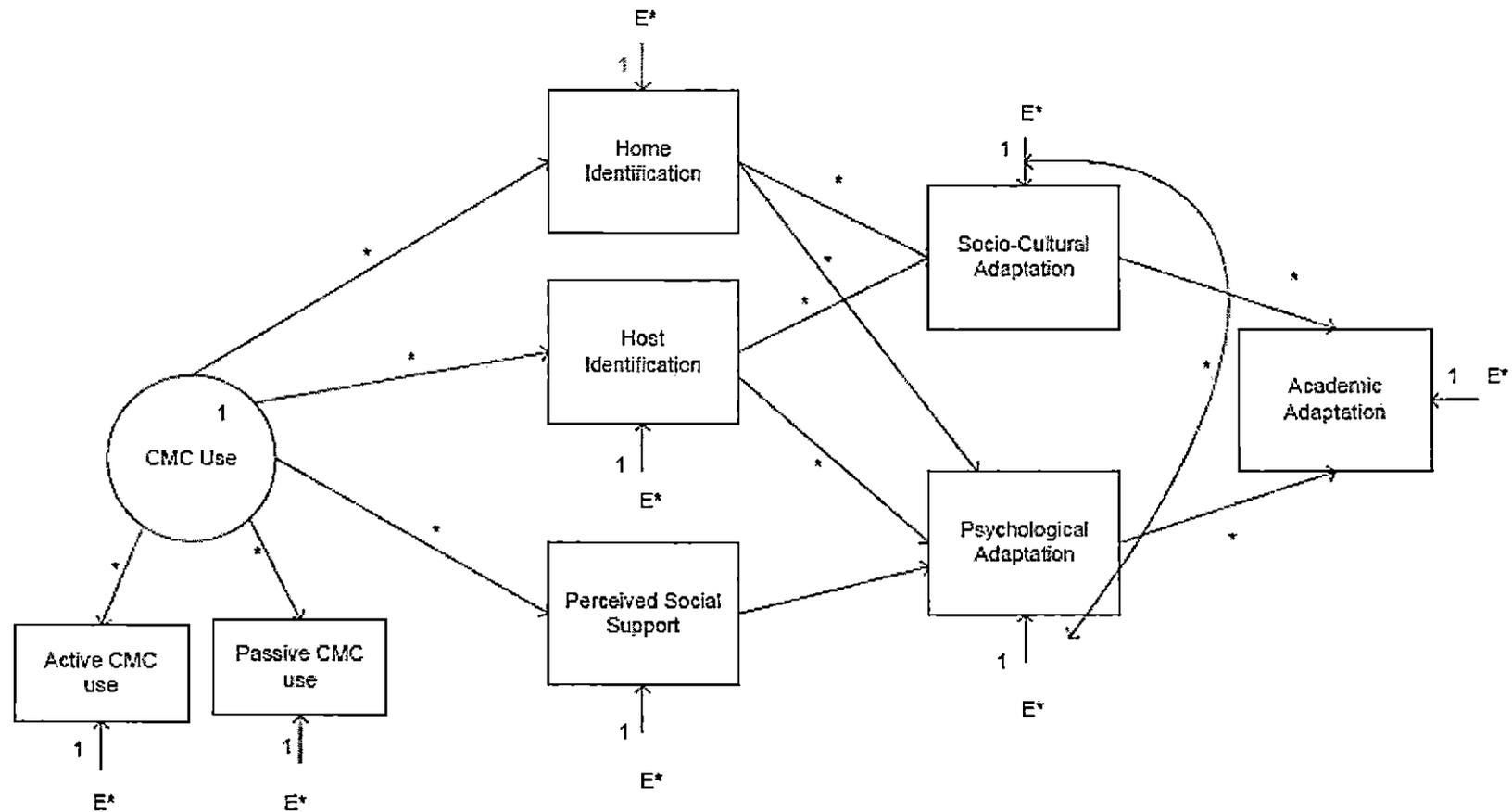
Conclusion

The present study provided additional data of student sojourners by including host language proficiency, perceived social support from using CMC, and

host-family satisfaction in the initial stages of sojourners' cross-cultural transition from previous studies of cross-cultural adjustment. The results provided in the study indicate that perceived social support from co-nationals and host-family satisfaction are both related to psychological adjustment of international students. Moreover, age and marital status were found related to host-national support, planned length of stay in the U.S. was related with identification with host-nationals and co-nationals, and length of residency was found related to social support from host-nationals and identification with host-nationals.

APPENDIX A

FIGURE 1. STRUCTURAL EQUATION MODEL OF
CROSS-CULTURAL ACCULTURATION AND
COMPUTER-MEDIATED COMMUNICATION
(CEMALCILAR, 2003)



Cemalcilar, Z. (2003). Role of computer-mediated communication technologies in international students' cross-cultural transition (Doctoral dissertation, University of Texas, 2003). *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 64, 12-A.

APPENDIX B
INFORMED CONSENT

INFORMED CONSENT

You are invited to participate in a study designed to investigate sources of social support for international students. This study is being conducted by Honorio Komori under the supervision of Dr. Janet Kottke, Department of Psychology at California State University, San Bernardino. This study has been approved by the Institutional Review Board of California State University, San Bernardino and a copy of the official Psychology IRB stamp of approval should appear on this consent form.

In this study you will be asked to respond to survey items regarding your experiences as an international student. The survey includes questions about your satisfaction with your current living situation, your use of electronic communication such as email, and the kind of support you receive from your friends and family while you are in the United States. The survey should take 30 to 45 minutes to complete. By agreeing to take the survey, you are also agreeing to the release of your English Placement Test scores exclusively for this research study (not for any other purpose).

Your name will not be reported with your responses. The ID numbers that you put on your surveys will be used to match those surveys with your English Placement Test scores; after that, all identifying information will be removed so your anonymity is assured. All data will be reported in group form only. Results from this study will be available from Dr. Janet Kottke (909-537-5585) after December 30, 2008.

Your participation in this study is totally voluntary. You are free not to answer any questions and to withdraw at any time during this study without penalty. After you have completed answering all six measures you will receive a debriefing statement describing the study in more detail and you will be eligible to win a raffle drawing for a prize for completing this survey. To ensure the validity of the study, we ask that you not discuss this study with other students or participants. There are no direct benefits to this study other than possibility of winning a raffle drawing for a prize; there are no anticipated risks to participants beyond what may occur in everyday life. If there are any psychological concern or stress participants may be referred to the Counseling Center at UCR. If you have any questions or concerns about this study, please feel free to contact Dr. Kottke at 909-537-5585.

By placing an X in the space below, I acknowledge that I have been informed of, and that I understand, the nature and purpose of this study, and I freely consent to participate. I also acknowledge that I am at least 18 years of age.

Participant's X _____

Date: _____

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
PSYCHOLOGY INSTITUTIONAL REVIEW BOARD SUB-COMMITTEE
APPROVED 07/31/08 VOID AFTER 07/31/09
IRB# H-OBSU-01 CHAIR *John P. Clayton*

APPENDIX C

MEASURES

ENGLISH PLACEMENT TEST – FORM C

English Language Proficiency

This examination is designed to measure your mastery of the English language. There are four different kinds of problems: listening comprehension, grammar, vocabulary, and reading comprehension. There are 100 problems: 20 listening, 30 grammar, vocabulary, and 20 reading. The questions and answer choices are in this test booklet, but you should mark your answers on the separate answer sheet. Write your name, today's date, and Form C on the answer sheet. Do not make any marks in this test booklet.

Now, you will begin with the listening comprehension problems.

Listening Comprehension

This is a test of how well you understand spoken English. The examiner will either ask a question or make a statement. To show that you have understood what was said, you should choose the One answer choice that is correct.

Here is an example of the question type of problem. Listen carefully to the question, then choose the ONE answer that is a reasonable response or answer.

- Example I. A. I am.
 B. Tomorrow.
 C. To Detroit.

The correct response is choice b, "Tomorrow." Choice b has been marked on your answer sheet to show that it is the correct answer to Example I.

Now here is an example of the statement type of problem. Listen to the statement and then choose the ONE phrase or sentence that corresponds to it.

- Example II. A. Only John went.
 B. Only Mary went.
 C. They both went.

"John and Mary went to the store," means that they both went. On your answer sheet, for Example II, mark the space after choice c to show that "They both went," is the correct answer.

Do not make any marks in this test booklet. Mark all your answers on the separate answer sheet. If you do not know how to do this test, raise your hand and the instructor will explain it to you.

Please be quiet and listen carefully. None of the questions or statements can be repeated. Now, turn the page to problem number one.

1. A. Yes, he did.
B. No, it isn't.
C. Yes, she has.
2. A. Tom is at home now.
B. Tom called home at 6.
C. Tom will be home at 6.
3. A. Yes, they called.
B. No, he knows them.
C. Yes, he heard about them.
4. A. Peter doesn't want her to play.
B. Peter likes her to play.
C. Peter likes her.
5. A. In the barn.
B. The hens do.
C. The egg did.
6. A. David will come first.
B. Martha will come first.
C. They will come together.
7. A. From Mary.
B. To Mary.
C. By Mary.
8. A. John found a map.
B. John thought we were lost.
C. John didn't get lost.
9. A. To visit my family.
B. For one year.
C. In one year.
10. A. He was a secretary.
B. He found a secretary.
C. He looked for a secretary.
11. A. We are eating now.
B. We're waiting for Barbara.
C. We've finished eating.
12. A. The ones to New York.
B. Tonight and tomorrow.
C. Not unless it snows.

13. A. Jane cannot change Tom's mind.
B. Jen will change Tom's mind.
C. Jane will not change her mind.
14. A. No, yesterday.
B. Yes, he left.
C. Yes, tomorrow.
15. A. The decision was surprising.
B. The family was surprising.
C. Mark was surprised.
16. A. He will read later.
B. He read, then ate.
C. He ate, then read.
17. A. Yes, some scissors do.
B. Find some scissors.
C. Yes, I found some scissors.
18. A. Mary likes playing best.
B. Mary likes Moon River best.
C. Mary plays Moon River best.
19. A. For about a year.
B. Until next year.
C. Yes, they are.
20. A. He was angry.
B. She was angry.
C. He didn't break it.

Grammar, Vocabulary, and Reading Comprehension

This part of the test has three different kinds of problems. Numbers 21 through 50 are grammar, numbers 51 through 80 are vocabulary, and numbers 81 through 100 are reading comprehension.

In each grammar problem there is a short conversation between two people. The conversation is not complete. You should look at the answer choices which follow the conversation, and then choose the ONE answer that correctly completes the conversation.

- Example III. “What’s your name?”
“_____ name is John.”
- a. I
 - b. Me
 - c. My
 - d. Mine

The correct answer is choice c, “My.” On your answer sheet, for Example III, mark choice c. Answer all the grammar problems this way.

In each vocabulary problem there is a sentence with a word missing. From the answer choices following the sentence, you should choose the ONE word that best fits into the sentence and makes it meaningful.

- Example IV. I can’t ___ you his name, because I don’t know it.
- a. talk
 - b. say
 - c. speak
 - d. tell

The correct answer is choice d, “tell.” On your answer sheet, for Example IV, mark choice d. Answer all the vocabulary problems this way.

In each reading comprehension problem you will read a sentence and then answer a question about it. Choose the ONE best answer to the question, using the information in the sentence you have just read.

- Example V. John drove me to Eleanor’s house. Who drove?
- a. I did
 - b. John did.
 - c. John and I did.
 - d. Eleanor did.

The correct answer is b, “John did.” On your answer sheet, mark choice b for Example V. Answer all the reading problems this way.

You will have 50 minutes to finish the rest for the test. Work as quickly as possible, and answer all the problems. If you are not sure of the correct answer, make a guess. Unanswered problems will be counted wrong. Now, go on to problem 21 and do not stop until you have finished problem 100.

21. "Did Laura find Andy's coat?"
"No, he found it ____."
a. himself
b. self
c. oneself
d. itself
22. "Is Tom going with you?"
"No, we asked ____ along, but he is busy."
a. him come
b. that he comes
c. him to come
d. to come him
23. "I think the answer is '24'."
"You ____, it is."
a. right
b. do right
c. are right
d. have right
24. "How was your weekend at the beach?"
"It was enjoyable ____ the bad weather."
a. even though
b. in spite of
c. even
d. although
25. "It's warm today. Why did you bring a coat?"
"I brought my coat ____ it gets cold later."
a. rather
b. otherwise
c. in case
d. for which
26. "Why don't you ever visit us?"
"I would come to see you if I ____, but I'm too busy."
a. could
b. could have
c. am able
d. would be able

27. "Has Xerxes finished his homework yet?"
"No, he said he wasn't interested ____ doing it."
a. of
b. for
c. to
d. in
28. "Anne looks very young."
"Do you know ____?"
a. how old is she
b. how is she old
c. how old she is
d. she is how old
29. "Did Clancy like the book?"
"No, he hated it ____ I did."
a. as much as
b. so much as
c. so much so
d. so much like
30. "I'd like to see how you make those bookshelves."
"Why don't you come over tomorrow at 3? I'll ____ on them by then."
a. working
b. be working
c. be work
d. had worked
31. "Why are you working so hard on your dress?"
"I hope to ____ it before Mother comes to visit."
a. have finished
b. finishing
c. had finished
d. been finished
32. "Why are you always borrowing money?"
"It's difficult ____ me to save money."
a. for
b. with
c. of
d. to

33. "If you are busy, I can come back tomorrow."
"No, don't go. I can talk to you ____ I work."
a. for
b. during
c. while
d. already
34. "Did you hear about Hal's accident?"
"Yes, it must have been ____."
a. afraid
b. frighten
c. frightening
d. frightened
35. "Why were the people protesting?"
"They wanted the government to stop collecting so many taxes from ____."
a. him
b. them
c. their
d. theirs
36. "Have you read any good books lately?"
"Yes, I have just read a book that ____ by a famous South American author."
a. was written
b. has written
c. was writing
d. wrote
37. "Will you come to our house for dinner this afternoon?"
"____ I'd like to, I can't."
a. Despite
b. Although
c. However
d. Otherwise
38. "Why haven't you put the rug on the floor yet?"
"I'm going to have ____ first."
a. it to be cleaned
b. to be cleaned
c. it cleaned
d. it to clean

39. "Did you go directly to Venezuela?"
"No, on our way we travelled ____ Central America."
a. through
b. on
c. among
d. for
40. "Is Herbert a good cook?"
"Yes, and ____ his wife."
a. so
b. so as
c. so is
d. so does
41. "Have you always lived in Michigan?"
"No, I _____ in Florida."
a. rised
b. raised
c. was raised
d. am raised
42. "Did you bring your book today?"
"No, I left it _____ home."
a. with
b. at
c. in
d. on
43. "Are you ready to go?"
"Yes, I'm _____ done now."
a. every
b. enough
c. all
d. very
44. "Why do you travel to Chicago so often?"
"Chicago is the city _____ my parents live."
a. which
b. where
c. in where
d. that

45. "Did you like the cake?"
"Yes, it was the best I have ever ____."
- been eaten
 - been eating
 - eat
 - eaten
46. "Why did John sleep so long?"
"He was ____ tired than he thought he was."
- so
 - to
 - more
 - very
47. "Would you and Natalie like to come for dinner Friday night?"
"____ all right if we bring the children?"
- Will it be
 - Will be
 - Is
 - There will be
48. "Why did your trip take so long?"
"We were hungry, and we stopped ____ three times."
- ate
 - to eat
 - for eat
 - eating
49. "Is John a lawyer?"
"No, he's a doctor, ____?"
- isn't he
 - he's not
 - isn't
 - is he
50. "Does Bernice have a good voice?"
"Yes, and she really enjoys ____ too."
- singing
 - the singing
 - of singing
 - to sing

51. You don't have to pick me up from work tonight. Ellen has ____ to drive me home.
- announced
 - mentioned
 - promised
 - presented
52. Don't eat at the restaurant if you are in a hurry; the ____ is very slow.
- work
 - conduct
 - service
 - exercise
53. These shoes are too small, and they make my feet feel ____.
- short
 - uncomfortable
 - difficult
 - mistaken
54. I need to know how many people are at the meeting. Please ____ them.
- count
 - point
 - establish
 - measure
55. I think he was at the party but he ____ he wasn't.
- contracts
 - claims
 - excuses
 - consists
56. Monty told about the many exciting ____ that happened on his trip.
- passages
 - stations
 - events
 - notices
57. The doorway was so ____ that we couldn't get the piano through it.
- thin
 - close
 - minor
 - narrow

58. Before Joe repaired the engine, he _____ it carefully.
- recognized
 - examined
 - saw
 - sighted
59. Do you think anyone will _____ if I smoke?
- blame
 - prevent
 - object
 - permit
60. Louise asked her teacher what her _____ on the test was.
- degree
 - indication
 - point
 - score
61. Ellen has expensive equipment in her office, so she always _____ the door when she leaves the room.
- knocks
 - locks
 - firms
 - borders
62. Barbara had been feeling sad, so her friend surprised her by sending some flowers to _____ her up.
- smile
 - cheer
 - turn
 - like
63. He described his _____ of making wine.
- type
 - relation
 - range
 - method
64. Everyone _____ Barbara wanted to go camping.
- excuse
 - without
 - unless
 - except

65. He was so frightened that his hands began to _____.
a. vary
b. alarm
c. remove
d. tremble
66. The mouse _____ to get away from the cat.
a. defended
b. revolted
c. protested
d. struggled
67. Dr. Grasper's _____ is children's diseases.
a. importance
b. speciality
c. notation
d. majority
68. Fred wanted to buy an unusual painting, but every one he saw was very _____.
a. likely
b. orderly
c. necessary
d. ordinary
69. The professor _____ every student to write a 15-page paper.
a. respects
b. recognizes
c. remembers
d. requires
70. Fred told his children not to _____ over their toys.
a. quarrel
b. prevent
c. suffer
d. threaten
71. Jack had his hair cut last week but no one _____ the difference.
a. looked
b. noticed
c. declared
d. showed

72. John doesn't feel well. He must be _____ a cold.
- a. taking
 - b. becoming
 - c. getting
 - d. holding
73. I asked Mary to explain the situation to me because I was _____ about what had happened.
- a. curious
 - b. silent
 - c. strange
 - d. unknown
74. Dr. Donald is a member of the medical _____.
- a. possession
 - b. profession
 - c. production
 - d. position
75. He wanted to know where Dr. Brown was, so he _____ at the main office.
- a. inspected
 - b. inquired
 - c. guessed
 - d. indicated
76. Everyone _____ John to win, but he didn't.
- a. respected
 - b. expected
 - c. waited
 - d. thought
77. Hundreds of ships sail into New York City's _____ every day.
- a. harbor
 - b. border
 - c. chamber
 - d. route
78. During the storm, the sailors were afraid that the boat would fill with water and _____.
- a. sink
 - b. drag
 - c. slip
 - d. drop

79. Please _____ me how to get to Main Street.
- find
 - locate
 - show
 - say
80. I had planned on going out last night, but _____ prevented it.
- occasions
 - circumstances
 - results
 - particulars
81. Felix would paint his house, but he doesn't think he has enough time.
Will Felix paint his house?
- Yes, because he has enough time.
 - No, because he hasn't thought about it enough
 - No, because he doesn't have enough paint.
 - No, because he doesn't have enough time.
82. Jack's immediate cause for cheer was Raymond's decision to help him write his application.
What made Jack happy?
- Raymond was going to help him.
 - He decided to help Raymond.
 - They both decided to write applications.
 - He decided to write his own applications.
83. The doctor would have given old Mrs. Simpson some medicine, but by the time he arrived it was too late for him to do anything for the old woman.
What happened to Mrs. Simpson?
- She was given the medicine.
 - She refused to take the medicine.
 - The doctor couldn't help her.
 - The doctor arrived in time to help her.
84. When the captain discovers her origin, he can't help laughing at her and names her Baboon.
Try as she will to rid herself of that name, it clings to her forever.
What does Baboon try to do?
- Change her nickname, but she fails.
 - Change her nickname, and she succeeds.
 - Keep her nickname, but she fails.
 - Keep her nickname, and she succeeds.

85. Harvey would sell his bicycle if he didn't need it so much.
Did Harvey sell his bicycle?
- No, even though he didn't need it.
 - No, because he needs it so much.
 - Yes, because he doesn't need it.
 - Yes, even though he needed it.
86. Hostility between Frank and Charles, far from being over, or even reduced, is just starting up in earnest.
What does the writer say about the hostility?
- It is decreasing.
 - It is increasing.
 - It ended long ago.
 - It has just ended.
87. Bill and Edna watched TV last night when they could have been painting their apartment.
What did Bill and Edna do last night?
- They watched TV instead of painting.
 - They watched TV while they painted.
 - They painted instead of watching TV.
 - They neither painted nor watched TV.
88. The fact that gum disease as well as tooth decay may someday be treated by chemical therapy makes the problem of drug resistant organisms more important to dental research than it once was.
Dental researchers are becoming more interested in studying...
- tooth decay.
 - gum disease.
 - chemical therapy.
 - Drug resistant organisms.
89. The conservative attitude of the Institute's oldest members toward art was vigorously expressed in a paper by the sculptor David Mitchell at a 1910 meeting.
Some members had conservative ideas about...
- Mitchell.
 - a certain paper.
 - the institute.
 - art.

90. Kepler led an uneventful life which, when compared with the adventures of the main characters in his writings, appears almost dull.
What does the author say is dull?
- Kepler's writings.
 - Kepler's characters.
 - Kepler's personality.
 - Kepler's life.
91. This interpretation suffers from certain intrinsic implausibilities and in consequence of severe criticism has in the meantime been almost entirely withdrawn.
What has been withdrawn?
- The criticism
 - The interpretation.
 - The suffering.
 - The implausibilities.
92. If it weren't for Miller's excellent recommendations, Jones, who wasn't impressed by him at the interview, wouldn't have hired him.
What happened after the interview?
- Miller hired Jones.
 - Miller recommended Jones.
 - Jones hired Miller.
 - Jones didn't hire Miller.
93. Wyatt was such an intellectual giant that one famous scholar believed that he, rather than Pringle, an obscure actor, must have written Highways.
What did the scholar mentioned in this sentence believe?
- That Wyatt helped Pringle write Highways.
 - That Pringle wrote Highways.
 - That an obscure actor wrote Highways.
 - That Wyatt wrote Highways.
94. Throughout his life, Samuels remained a child of the lower middle classes.
According to this sentence, Samuels...
- Kept his original social status.
 - Raised his social status.
 - Retained a youthful attitude.
 - Died while still young.

95. San Francisco and Boston are expanding their once declining trolley systems with modern trolley cars.
The San Francisco and Boston trolley systems are...
- now declining.
 - now growing.
 - beginning to use old cars.
 - expanding the size of their cars.
96. Born and raised a Catholic in a fatherless home, James Peak, who as a child used to put religious clothing on paper dolls, never wanted to be anything but a priest.
What was James Peak's childhood ambition?
- To find his lost father.
 - To become a priest.
 - To become anything but a priest.
 - To make religious clothing.
97. As if Joe's appearance weren't enough to turn the audience against him, he also gave a boring speech.
How did the audience feel about Joe?
- They liked his speech, but not his appearance.
 - They liked his appearance, but not his speech.
 - They didn't like his speech or his appearance.
 - They liked his speech and appearance.
98. Harlan told Sue that he should have done what his father asked him to do.
Harlan...
- asked Sue to tell his father something.
 - will do what his father asked.
 - asked his father to do something.
 - didn't do what his father asked.
99. Mark seldom plays worse than he did against Jim Spur today.
How does Mark play?
- He usually plays better than today.
 - He usually plays worse than today.
 - He usually plays worse than Jim.
 - He usually plays better than Jim.

100. So-called “wolf children” are children abandoned at an early age and found living in isolation. They are natural examples of complete social deprivation. What is unusual about wolf children?
- a. They are young wolves who have been abandoned.
 - b. They are young children who think they are wolves.
 - c. They abandoned society at an early age.
 - d. They have had almost no social contact.

Demographic Questionnaire

ID #: _____

Gender: Male Female

Age: _____ years old

What country are you from? _____

What is your native language? _____

What is your TOEFL score? _____ (Internet-based test score – 0 - 120)
_____ (Computer-based test score – 0 – 300)
_____ (Paper-based test score – 310- 677)

Marital status:

- single
- engaged
- married/ no children
- married/ with children
- divorced

What is your level of formal education?

- High school
- Some college
- Undergraduate
- Master's
- Ph.D.

How long have you been in the US?

- 1 to 2 months
- 3 to 4 months
- 5 to 6 months
- more than 6 months

How long do you plan to stay in the US?

- 1 to 2 months
- 3 to 4 months
- 5 to 6 months
- more than 6 months

Have you been to the U.S. before?

- yes Which Year? _____ For how long? _____
- no

Where are you living?

- living with host-family
- living in apartment or house
- living in campus dormitory

THE HUDSON (1982) GENERALIZED CONTENTMENT SCALE

Psychological Adjustment

Instructions: This questionnaire is designed to measure the degree of contentment that you feel about your life and surroundings. It is not a test, so there are no right or wrong answers. Answer each item as carefully and accurately as you can by placing a number beside each one as follows:

- 1 - Rarely or none of the time
- 2 - A little of the time
- 3 - Some of the time
- 4 - Good part of the time
- 5 - Most or all of the time

1.	I feel powerless to do anything about my life.	1	2	3	4	5
2.	I feel blue	1	2	3	4	5
3.	I am restless and can't keep still	1	2	3	4	5
4.	I have crying spells	1	2	3	4	5
5.	It is easy for me to relax	1	2	3	4	5
6.	I have a hard time getting started on things that I need to do	1	2	3	4	5
7.	I do not sleep well at night	1	2	3	4	5
8.	When things get tough, I feel there is always someone I can turn to	1	2	3	4	5
9.	I feel that the future looks bright for me	1	2	3	4	5
10.	I feel downhearted	1	2	3	4	5
11.	I feel that I am needed	1	2	3	4	5
12.	I feel that I am appreciated by others	1	2	3	4	5
13.	I enjoy being active and busy	1	2	3	4	5
14.	I feel that others would be better off without me	1	2	3	4	5
15.	I enjoy being with other people	1	2	3	4	5
16.	I feel it is easy for me to make decisions	1	2	3	4	5
17.	I feel downtrodden	1	2	3	4	5
18.	I am irritable	1	2	3	4	5
19.	I get upset easily	1	2	3	4	5
20.	I feel that I don't deserve to have a good time	1	2	3	4	5
21.	I have a full life	1	2	3	4	5
22.	I feel that people really care about me	1	2	3	4	5
23.	I have a great deal of fun	1	2	3	4	5
24.	I feel great in the morning	1	2	3	4	5
25.	I feel that my situation is hopeless	1	2	3	4	5

THE FAMILY ADAPTATION AND COHESION SCALE

Host-Family Satisfaction

Instructions: This questionnaire is designed to measure the degree of satisfaction that you feel about your host-family. It is not a test, so there are no right or wrong answers. Answer each item as carefully and accurately as you can by placing a number beside each one as follows:

- 1 - Very Dissatisfied
- 2 - Somewhat Dissatisfied
- 3 - Generally Satisfied
- 4 - Very Satisfied
- 5 - Extremely Satisfied

How satisfied are you with:

1. The degree of closeness between you and host-family members
2. Your host-family's ability to cope with stress
3. Your host-family's ability to be flexible
4. Your host-family's ability to share positive experiences
5. The quality of communication between you and the host-family members
6. Your host-family's ability to resolve conflicts
7. The amount of time you spend together as a family
8. The way problems are discussed
9. The fairness of criticism in your host-family
10. Host-family members concern for each other

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

THE PERCEIVED SOCIAL SUPPORT SCALE

Perceived Social Support Using CMC

Instructions: Please think about your communication with friends and family at home so far and comment on the following questions using the rating scale below.

- 1 – Strongly agree
- 2 – Agree
- 3 – Neutral
- 4 – Disagree
- 5 – Strongly Disagree

1. CMC has been useful for keeping up with my family.
2. CMC has been useful for keeping up with my friends at home.
3. CMC has been useful for keeping up with my home culture.
4. I feel relaxed when I talk to my friends online.
5. Confiding in friends through CMC makes me uncomfortable.
6. I rely on my friends and family at home for emotional support more than my friends at U.S.
7. The Internet has helped me maintain my social network.
8. I prefer to be with my local friends rather than spending time online.

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

THE SOCIAL SUPPORT BEHAVIORS FROM CO-NATIONALS AND HOST-NATIONALS SCALE

Perceived Social Support from Co-Nationals and Host-Nationals

Instructions: People help each other in a lot of different ways. Suppose you had some kind of a problem (were upset about something, needed help with a practical problem, were broke, or needed advice or guidance), how likely would (a) co-nationals (your family and relatives and friends from your country), and (b) host-nationals (your host-family, American friends, other people from the local community) be to help you out in each of the specific ways listed below. We realize you may rarely need this kind of help, but if you did would co-nationals and host-nationals help in the ways indicated. Try to base your answers on your past experience with these people. Use the scale below, and circle one number under family, and one under friends, in each row.

- 1 - No one would do this
- 2 - Someone might do this
- 3 - Some family member/friend would probably do this
- 4 - Some family member/friend would certainly do this
- 5 - Most family members/friends would certainly do this

	a) Co-nationals					b) Host-nationals				
1	1	2	3	4	5	1	2	3	4	5
2	1	2	3	4	5	1	2	3	4	5
3	1	2	3	4	5	1	2	3	4	5
4	1	2	3	4	5	1	2	3	4	5
5	1	2	3	4	5	1	2	3	4	5
6	1	2	3	4	5	1	2	3	4	5
7	1	2	3	4	5	1	2	3	4	5
8	1	2	3	4	5	1	2	3	4	5
9	1	2	3	4	5	1	2	3	4	5
10	1	2	3	4	5	1	2	3	4	5
11	1	2	3	4	5	1	2	3	4	5
12	1	2	3	4	5	1	2	3	4	5
13	1	2	3	4	5	1	2	3	4	5
14	1	2	3	4	5	1	2	3	4	5
15	1	2	3	4	5	1	2	3	4	5
16	1	2	3	4	5	1	2	3	4	5
17	1	2	3	4	5	1	2	3	4	5
18	1	2	3	4	5	1	2	3	4	5
19	1	2	3	4	5	1	2	3	4	5
20	1	2	3	4	5	1	2	3	4	5
21	1	2	3	4	5	1	2	3	4	5
22	1	2	3	4	5	1	2	3	4	5

	a) Co-nationals					b) Host-nationals				
23 Would give me a hug or otherwise show me I was cared	1	2	3	4	5	1	2	3	4	5
24 Would call me just to see how I was doing	1	2	3	4	5	1	2	3	4	5
25 Would help me figure out what was going on	1	2	3	4	5	1	2	3	4	5
26 Would help me out with some necessary purchase	1	2	3	4	5	1	2	3	4	5
27 Would not pass judgment on me	1	2	3	4	5	1	2	3	4	5
28 Would tell me who to talk to for help	1	2	3	4	5	1	2	3	4	5
29 Would loan me money for an indefinite amount of time	1	2	3	4	5	1	2	3	4	5
30 Would be sympathetic if I was upset	1	2	3	4	5	1	2	3	4	5
31 Would stick by me in a crunch	1	2	3	4	5	1	2	3	4	5
32 Would buy me clothes if I was short of money	1	2	3	4	5	1	2	3	4	5
33 Would tell me about the available choices and options	1	2	3	4	5	1	2	3	4	5
34 Would loan me tools, equipment or appliances if I	1	2	3	4	5	1	2	3	4	5
35 Would give me reasons why I should or should not do	1	2	3	4	5	1	2	3	4	5
36 Would show affection for me	1	2	3	4	5	1	2	3	4	5
37 Would show me how to do something I didn't know	1	2	3	4	5	1	2	3	4	5
38 Would bring me little presents of things I needed	1	2	3	4	5	1	2	3	4	5
39 Would tell me the best way to get something done	1	2	3	4	5	1	2	3	4	5
40 Would talk to other people to arrange something for me	1	2	3	4	5	1	2	3	4	5
41 Would loan me money and want to "forget about it"	1	2	3	4	5	1	2	3	4	5
42 Would tell me what to do	1	2	3	4	5	1	2	3	4	5
43 Would offer me a place to stay for awhile	1	2	3	4	5	1	2	3	4	5
44 Would help me think about a problem	1	2	3	4	5	1	2	3	4	5
45 Would loan me a fairly large sum of money (say the	1	2	3	4	5	1	2	3	4	5

APPENDIX D
DEBRIEFING STATEMENT

Debriefing Statement

The goal of this study was to assess how language proficiency, social support using Computer-Mediated Communication (CMC), and host-family satisfaction influences the international student's cross-cultural transition. I hope to contribute on the expansion of the acculturation framework and on the development of cross-cultural industrial and organizational psychology.

Thank you for your participation. Please do not discuss the contents of the survey with other students. If you have any questions about the study or would like a copy of the result, please contact Dr. Janet Kottke at (909) 880-5585 after December 14, 2008.

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