

AN ABSTRACT OF THE THESIS OF

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Title: Perceived Short-Term Acculturation of Asian International Students: Focusing on
Changes to Interpersonal Relationships

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The purpose of this study was to obtain preliminary information about how brief exposure to an American culture affects Asian International Students' interpersonal relationships. The participants consisted of eight Asian international students who have been in America less than 12 months. The participants were interviewed and content analysis open coding procedure was used to analyze the interview. The hypotheses were that Asian international students experience changes in their way of interacting with a stranger, a teacher, a friend, a group of strangers, and a group of friends after short-term exposure to American culture and there are differences in perceived behavioral changes of Asian international students according to their degree of acculturation. The results indicated that Asian international students experience changes in their behavior more when they are with a stranger and a teacher than when they are with other target population. Their changes appeared to be due to either learning American culture or their language problems. How to interpret changes international student experience were discussed.

PERCEIVED SHORT-TERM ACCULTURATION OF ASIAN INTERNATIONAL
STUDENTS: FOCUSING ON CHANGES TO INTERPERSONAL RELATIONSHIPS

A Thesis

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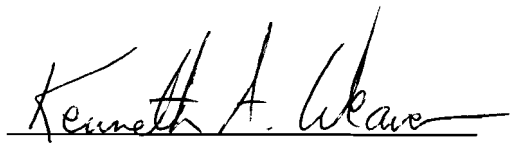
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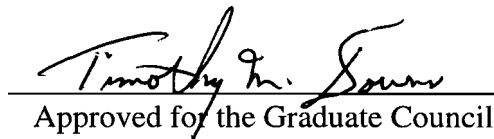
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TABLE OF CONTENTS

ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vi
CHAPTER	
1 INTRODUCTION.....	1
Review of the Literature.....	2
Acculturation.....	2
Changes as a Result of acculturation.....	4
Pilot Study.....	5
International Students.....	6
Adaptation and Changes of International Students	7
Asian Culture vs American Culture	8
Friendship and Culture	10
Interpersonal Relationship and International Students	11
Hypotheses	13
2 METHOD	15
Participant	15
Research Design	15
Instrumentation	17
Procedure	18
3 RESULTS	19

4 DISCUSSION	25
Behavioral Changes in Interpersonal Relationships	25
Differences in Behaviors between Less and More Acculturated Asian International Participants	29
Other Concerns Related to Asian Participants' Behavioral Changes	30
Implication of This Research	31
Limitation of the Research and Future Research Suggestion	31
REFERENCES	34
APPENDICES	38
Appendix A: Categories and their properties for international students responses to Interview Question 1, 2, 3, 4, and 5.	38
Appendix B: Interview format	40
Appendix C: Demographic profile	41
Appendix D: Informed consent	42
Appendix E: Responses to Question 1	43
Appendix F: Responses to Question 2	47
Appendix G: Responses to Question 3	51
Appendix H: Responses to Question 4	55
Appendix I: Responses to Question 5	59

LIST OF TABLES

<u>TABLE</u>		<u>PAGE</u>
1	Summary of Means and Standards Deviations of Perceived Changes in Interacting with Target Population	21
2	Number of People Experiencing Different Degree of Changes	22
3	Frequencies of Categorical Responses to Interview Questions by Level of Acculturation.....	24

CHAPTER 1

INTRODUCTION

Every year, many international students come to America for further education. According to the Institute of International Education (1999), there were 490,933 international students in the U.S., and more than half of them were from Asia. International students in America are exposed to a new cultural environment and likely to have unique experiences due to their special situation. Changes in a cultural environment provide chances for international students to explore certain aspects of themselves that have never been discovered. Exposure to a different culture influences their thought, behavior, emotion, and personality. International students can form a new belief system and learn and practice American's behavioral pattern and attitude after they stay in America for a while.

International students who come to America for study confront various difficulties due to cultural differences. Some of them adapt to the new culture better than others. Personality, severity of problems encountered, and various coping resources are important for international students' adjustment (Ying & Liese, 1994).

There have been studies about relationships between acculturation and changes in international students. Some studies found differences in emotional expression and personality traits according to the level of acculturation (Liem, Lim, & Liem, 2000; Chatterjee, 1994). These results suggest people change while they absorb the host culture's values, norms, and preferable attitudes.

The author investigated personality changes of international students using the Neuroticism Extroversion Openness-Five Factor Inventory (NEO-FFI). The NEO-FFI

was administered to new international students twice in three-month interval, and both test scores were compared. The results indicated that there were some changes of the test scores in three months. That implied that new international students have possibly experienced some personality change since coming to America. Furthermore, these personality changes can manifest into behavioral changes.

International students change as a result of exposure to a new culture, but the area of change in interpersonal relationships has not been studied. Since relationships are an essential part of human life, it will be valuable to understand how international students perceive their interpersonal relationships and to investigate if they experience any changes in the way they relate to other people. By researching the relationship between acculturation and interpersonal relationships, cultural influences on interpersonal relationships can be more understood. The purpose of this study is to obtain preliminary information about how brief exposure to an American culture affects Asian international students' interpersonal relationships.

Review of the Literature

Acculturation

Acculturation refers to changes in cultural attitudes, values, and behaviors that result from the continued firsthand contact between two distinct cultures. Acculturation is marked by physical and psychological changes due to the adaptation required in diet, climate, housing, interactional styles, norms, and values of a new society (Berry, 1997; Nwadiora & McAdoo, 1996).

Berry (1997) stated that cultural maintenance (how much foreigners strive to maintain their cultural identity and characteristics) and contact and participation (how

much foreigners become involved with the host society's population) influence acculturation. According to Berry (1997), there are four strategies of acculturation: Assimilation, Separation, Integration, and Marginalization. Foreigners using either Assimilation or Integration strategy seek daily interaction with people in the host culture. Naturally, they will be influenced by the host society's values and preferences and learn appropriate behaviors for the new cultural context more than foreigners using Separation or Marginalization strategy. Cultural distance between foreigners' native culture and a new culture is another factor influencing acculturation.

Psychological adaptations to acculturation are considered to be a matter of learning a new behavioral repertoire that is appropriate for the new cultural context. It may be accompanied by some moderate "cultural conflict," and individual may experience "acculturative stress" if they cannot easily change their behavior (Berry, 1997; Berry, Kim, Minde, & Mock, 1987). Adaptation refers to changes that take place in individuals or groups in response to environmental demands. These adaptations can either occur immediately or be extended over the longer term. Short-term changes during acculturation are not always positive. Sometimes these are negative and disruptive in character. However, for most acculturating individuals, after long-term period of time, some long-term positive adaptation to the new cultural context usually take place (Beiser et al., 1988).

Several studies investigated relationships between gender and acculturation (Singh Ghuman, 1997; Tang & Dion, 1999). Chinese male University students in Toronto, Canada were more traditional than their female peers with respect to beliefs about gender roles and family hierarchy. Muslim boys in England were very traditional and showed

low levels of acculturation. Singh Ghuman (1997) found that Asian girls in England tended to be more acculturated and less traditional than Asian boys. These results indicated that girls tend to be more flexible and more easily acculturated than boys.

Changes as a Result of Acculturation

People go through changes when they are exposed to a new culture. What kind of changes do people experience?

Personality influences people's behavior. Acculturation studies provide insight into the influence of culture on personality. McCrae, Yik, Trapnell, Bond, and Paulhus (1998) administered the NEO-PI-R to Canadian born Chinese and Chinese immigrants and found Canadian born Chinese had significantly higher scores in Extraversion, Openness, and Agreeableness scales than Chinese immigrants.

According to Chatterjee (1994), low acculturated men exhibited a higher need for deference than both the high acculturated and White men. Low acculturated women expressed a higher need for deference and lower needs for exhibition than both high acculturated and White women.

Some studies investigated the relationship between acculturation and affect (Liem, Lim, & Liem, 2000). Liem et al. (2000) found that most assimilated Asian Americans exhibit more ego-focused qualities in their emotional life than other Asian Americans. There was a similarity in emotion responses between Anglo-American and Asian Americans who were most assimilated to the dominant Anglo American culture.

These research results indicated that people became similar to people in the host culture in the process of acculturation. Exposure to a new culture seems to provide people

a chance to change and to learn different ways of looking at the concepts they have developed.

Pilot Study

The author did an unpublished pilot study to find out personality changes of international students using the NEO-Five Factor Inventory (NEO-FFI). In order to control for maturity, college students' NEO-FFI results were compared with those of new international students.

The NEO-FFI consists of 60 items and measures five domains of personality: Neuroticism (N), Extraversion (E), Openness (O), Agreeableness (A), and Conscientiousness (C). High scores on the N scale indicate the general tendency to experience negative affects such as fear, sadness, and embarrassment, and low scores on the N scale indicate emotional stability and ability to deal with stressful situations without becoming upset. People who score high on the E scale tend to be sociable, and those who score low on the E scale are introverted. The scale O measures openness to experiences, and the scale A indicates interpersonal tendency. People who score high on the A scale are usually altruistic, and people who score low on the A scale are prone to be egocentric. People with high C scale scores tend to be punctual and reliable, and people who score low on the C scale are less exacting in applying moral principles (Costa & McCrae, 1992).

McCrae and Costa (1999) found that Germany, Portugal, Hebrew, China, Korea, and Japan shared a personality factor structure similar to America by using the Neuroticism Extroversion Openness Personality Inventory Revision (NEO-PI-R), which is original personality inventory of NEO-FFI. Five factors were found when a translated

version of NEO-PI-R was administered to Filipino and French populations and analyzed by factor analysis (MaCare, Costa, Pilar, Rolland, & Parker, 1998). These research results imply the NEO-PI-R is a culture free personality assessment. Therefore, the NEO-FFI results of international students have less risk of bias due to different personality concepts in various cultures.

The NEO-FFI was administered to both new international students and college freshmen twice in three-month intervals, and both test results were compared. New international students were defined as international students who have stayed in America less than one month. Five analyses of variance were run to investigate the differences between pre and post test scores in five scales. No significant differences were found. However, score differences between pre- and post-test of international students were consistently larger than those of college freshmen. Therefore, international students experienced more personality changes than college freshmen according to NEO-FFI results. Differences between pre- and post- test scores indicated that international students probably have experienced some personality changes since they came to America. Because international students' score changes between pre- and post- test were larger than those of American students, their personality changes could be attributed to the influences of American culture. Furthermore, these research results imply that international students may experience other changes related to personality changes as a result of cultural influences.

International Students

International students are defined by Paige (1990) as individuals who temporarily reside in a country other than their country of citizenship in order to participate in

international educational exchange as students. There are more than 245,000 Asian international students in America (Institute of International Education, 1999), who deal with problems such as language, accommodation difficulties, financial stress, misunderstanding, and loneliness (Lin & Yi, 1997).

Berry (1997) stated that the variety of cultural groups in a pluralistic society is primarily due to three factors: voluntariness, mobility, and permanence. International students enter the acculturation process voluntarily by migrating to a new location, but their situation is temporary because most international students return to their country after completing their education. Even though international students' staying in America is temporary, basic process of adaptation appears to be same as people who move to a new country permanently (Berry, 1997). Therefore, international students will learn and imitate new cultural values, attitudes and behaviors in a short time.

Adaptation and Changes of International Students

There are several models that explain international students' adaptation processes (Lewthwaite, 1996). The U-shaped model points that international students initially experience a "honeymoon high", followed by a bottoming out resulting from cultural maladjustment, and eventually climb up state after achieving cultural acceptance and adaptation. The cultural shock is seen as a crisis of personality or identity that international students experience as a result of contacting with an alien culture and being away from all the familiar bases of one's self (Adler, 1975). As international students go through and resolve their problems and crisis, they develop new identities and embrace both old and new selves. Cross-cultural adaptation is also viewed as a learning process. International students are initially ignorant of the behavioral and cultural norms of the

new culture, and they must learn and acquire the sociocultural skills to adapt to the new cultural environment (Taylor, 1994).

Another model emphasizes international students' ability to communicate in the host native language and to learn and use appropriate behaviors for the cultural adaptation (Redmond & Bunyi, 1993). According to Collier, the ability to communicate with others in a culturally appropriate way and underline concepts such as empathy, perspective taking, cultural sensitivity, listening and non-ethnocentrism is important on cultural adaptation. A final model presents a homeostatic mechanism of adaptation. It sees cross-cultural adaptation as a dynamic and cyclical process of tension reduction until it reaches an equilibrium state (Lewthwaite, 1996).

Several studies deal with international students' adaptation processes in other country, difficulties they face in the process of adaptation and changes they experience. Adjustment for international students is likely to involve behavioral change aimed at bringing about a better fit with the new external setting (Ying & Liese, 1994). Some characteristics such as open-mindedness, flexibility, cultural sensitivity, and extraversion are positively correlated with positive adjustment (Crano & Crano, 1985). These characteristics are all related to ability to learn new cultural norm, value and culturally appropriate behaviors. Learning appears to play an important role in acculturation and adaptation of international students. In addition, learning a new culture likely accompany changes in behaviors, and it is worth while to investigate how people's behavior change in the process of learning a new culture.

Asian Culture vs American Culture

Each culture emphasizes and puts value on different characteristics, behaviors,

and attitudes. People are influenced by their own cultural norms when their personality, attitudes, and values are developed (Markus & Kitayama, 1998).

Asian culture is distinctively different from American culture. While American culture emphasizes personal rights and assertive communication, Asian culture tends to emphasize the importance of patience, harmony, respect, and deference. Asian cultures tend to place a high value on team effort and collectivity, whereas Western culture tends to emphasize individualism. Oftentimes, Asian international students struggle between the balance of acculturation and maintaining their own culture (Lin & Yi, 1997).

Therefore, international students from Asia have higher possibilities to experience maladjustment in American society and to spend more time to get used to American culture. Several research results indicated that acculturative stress increases when the gap between the student's traditional culture and the host culture is larger (Andrews, 2000; Graham, 1983).

There are significant differences in personality between Asian and western people. Hong Kong Chinese score high in Compliance and Vulnerability scales and low in Assertiveness and Excitement Seeking scales in the Revised NEO Personality Inventory (McCrae, Yik, Trapnell, Bond, & Paulhus, 1998). McCrae et al. (1998) administered the NEO-PI-R to Canadian born Europeans and Chinese and found Europeans had significantly higher scores on the Extraversion scale and significantly lower scores on the Agreeableness scale than Chinese. Chatterjee (1994) found significant differences in personality among Korean, Chinese, and White American students using the Edward Personal Preference Schedule (EPPS); Achievement, deference, order, autonomy, succorance, and aggression variables in the male group were significantly different.

Deference, order, affiliation, abasement, and endurance variables in the female group were significantly different. Chen (1993) studied differences between American university students and Taiwanese students living in the United States and found that American students disclosed more than the Taiwanese students on topics such as interests, working, financial issues and personality.

Friendship and Culture

Cohen (1961) systematically compared friendship types in a number of societies and found a correlation between “inalienable” friendship and “solidary” society. “Casual” and “expedient” friendship were related with nonnucleated and individual social structure. Cohen (1961) stated that there is a continuum from bonded, permanent, and socially recognized friendships in more stable and traditional societies to casual and less formalized relationships in more atomistic and comparative societies. There are tangible differences in friendship patterns among societies, and these are related with attitude toward kinship, the degree of stability of social groups and the values, which are placed on relationship in general (Amarasingham, 1980).

If each society has developed its own way of relating to other people, what will happen to people who migrate from one culture to another culture? Will they maintain the same pattern of relationship or will they change their behaviors and attitudes to fit in the new society? Amarasingham (1980) did research on how people develop friendship in a new culture. He described two south Asian women’s distinctly different ways of developing relationships in America. Both women came from similar family backgrounds and had similar values and attitudes toward friendship before they came to America. However, one woman developed close relationships exclusively with people from her

country. She has maintained similar pattern of relationships as those in her country during her staying in America and feared the possibility of her children and husband being influenced by the negative side of American culture such as children being disrespectful to adults and lacking of concern for home and family. The other woman developed relationships with Americans after initial isolation. The more she interacted with Americans, the more she experienced changes in her behaviors and concept of friendship. She started to wear American clothes, tried American food, put more emphasis on privacy, and started to learn activities that could be shared with American such as bridge. She interacted with some women from her country as well and recognized that they began to act differently after having been in American for a while. Even though she changed significantly, she still expressed some barrier between herself and Americans.

These two women's way of developing relationships in a new country imply that people cope with a new situation differently, and changes can only happen when a person is open up for change. Also, when foreigners only relate to people from their country, they unlikely experience changes in their behaviors and attitudes. Direct contact with people in the host culture appears to be an important fact to influence on acculturation.

Interpersonal Relationship and International Students

International students experience a lot of changes as they go through a cultural transition, and these changes are rather stressful. In this process international students form social networks with people in the host culture, which provide social support to them and teach them mainstream culture and appropriate behavior patterns for life in the host culture. Therefore their adjustment can be facilitated by close contact with people in the host culture (Tanaka, Takai, Kohyama, Fujihara, & Minami, 1997; Amarasingham,

1980). Ying and Leise (1994) found that Taiwanese students' in depth understanding of American culture is obtained through direct contact with Americans, and it is likely to mediate higher level of adjustment. Klineberg and Hull (1979) found that international students reported more satisfaction with their academic and non-academic experiences when they made satisfactory social contact and established relationship with local people during their sojourn.

Asian international students are often stereotyped as quiet, reserved and non-assertive. Because Asian cultures place an emphasis on harmony and respect for authorities, many Asian students are reluctant to share their feelings or emotions, express their opinions or oppositions to anyone, especially to authority figures. Many Asian international students feel uncomfortable with the individualism and the competitiveness associated with American culture. The differences between American culture and their own culture can cause a student to experience significant intrapersonal and interpersonal problems and conflicts (Lin & Yi, 1997).

Parr, Bradley, and Bingi (1992) found that international students were concerned about adapting to cultural differences such as learning how to interpret and respond to aspects of the American character, understanding how Americans think, and adapting to American norms without compromising their own cultural norms. These concerns all relate to forming relationships with Americans and learning new culturally-appropriate behaviors, which lead international students to experience changes in their behaviors.

Interpersonal relationships are one of the most important factors in international students' adjustment and especially interpersonal relationships in which American help international students learn culturally appropriate behaviors and attitudes in American

society. However, some obstructs hinder international students interacting with people, such as language. Usually students with better language competence experience less discomfort than do students with poor language competence (Brislin, 1981). Lam (1997) investigated the factors that influence Taiwanese students' friendship formation and found 'opportunity to interact' and 'shared experiences and similarities' were two key factors. Students in this research mentioned that language and cultural differences caused them to make extra effort to interact with Americans, which made interaction with American more stressful, while students felt more comfortable to interact only with other Asian international students. Also, they prefer one-on-one individual interaction to group interaction. Language barrier and cultural differences were the main barriers in cross cultural relationship development.

Language barrier and cultural differences are possibly overcome as time passed and put efforts on learning language and culture. In this process, international students likely go through acculturation and may change their behaviors. Changes in interpersonal relationships likely reflect changes in behaviors and attitude as results of learning new culture.

Hypotheses

Hypothesis 1: Asian international students perceive that they experience changes in the way they behave when they are alone with a stranger, a teacher, and a friend after short-term exposure to American culture.

Hypothesis 2: Asian international students perceive that they changes in the way they behave when they are with a group of strangers and a group of friends.

Hypothesis 3: There are differences in perceived behavioral changes of Asian international students according to their degree of acculturation.

CHAPTER 2

METHOD

Participants

This research used convenience sampling and volunteer sampling. Participants were 3 male and 5 female Asian international students who enrolled in either Intensive English Program (IEP) or academic courses in Emporia State University. Their age ranged from 23 to 29 ($\underline{M}=25.63$, $\underline{SD}= 2$), period of staying in America ranged from 7 to 12 months ($\underline{M}= 8.88$, $\underline{SD}=1.89$), and English education ranged from 2 to 15 years ($\underline{M}=8$, $\underline{SD}=4.34$). Their country of origin were China ($\underline{n}=2$), Indonesia ($\underline{n}=2$), Japan ($\underline{n}=1$) and Korea ($\underline{n}=3$).

Research Design

This study used an “open coding” procedure, which is a form of content analysis in qualitative research. Subjects were interviewed, and interview was tape-recorded. Responses were transcribed verbatim into a computer text file, and the answers for each questions were printed in a separate paper. Therefore, five cards were printed for each respondent, one per each question.

A form of content analysis described by Strauss and Corbin (1990) and Weber (1985) was used to analyze the text cards.

1. Each text card was broken down to a semantic unit, which contained a discrete incident, idea, or event, and each separate piece of incident, idea, or event was given a different conceptual label. Each incident, idea, or event was compared with others for the same question and similar phenomenon was given the same conceptual label.

2. After that, the author went through the text again to assure the consistency in labeling and made modifications as needed.
3. Each text card was disaggregated onto separate note card that had individual semantic phrase of varying length based on conceptual label. Semantic phrases were “disambiguated” (cf. Weber, 1986, p. 53) by the author when it was necessary to help understand the context and to establish references for pronoun use.
4. Every conceptual label was reviewed to create categories (Appendix A). Categories are more abstract than conceptual labels, and group of conceptual labels were placed under each category.
5. Properties of each category were defined, and explicit parameters for each property was explained.
6. Two graduate students major in psychology were recruited to ascertain interrater reliability of categories that the author created. The author presented the description of categorical parameters and set of text cards containing unlabeled semantic phrases, which were stacked in a random order. Each individual sorted each semantic phrase under one of the established categories without discussion with the other and was instructed to provide written comments for cards that they have difficulty assigning to a category.
7. The author made changes to categories using comments from the other raters and had other raters sort each semantic phrase by the new categories one more time.
8. Reliability was checked using the computation suggested by Miles and Huberman (1994); # of agreements/(total number of agreements + disagreements)

9. After achieving reliability exceeding .80 for each question, a frequency of each category was calculated. Frequencies of each category were the number of subject who made the response that went under each category.

Instrumentation

Interview questions (Appendix B) and demographic profile (Appendix C) were created for this research. Participants were informed ahead of the interview that their responses to the interview would be confidential.

Interview questions. Issac and Michael's (1984) guidelines for phrasing of interview questions were used to make interview questions. Leading questions were avoided, and open-ended questions were used. Five interview questions were asked following the short description on background information of the questions. This interview was a semi-structured interview. Therefore, additional questions were asked when it was necessary. Five prompts were created arbitrarily and used to help the interviewee to explore responses for questions.

Questions were mainly based on the way a participant interacted with five target populations; a stranger, a teacher, a friend, a group of strangers, and a group of friends. After participants responded to each question, five point Likert-type scale was given to them to rate the changes they experienced in relating with the target population in America compared to those in their country. One was no change and five was a lot of change.

Demographic profile. Demographic profile was used to assist the interpretation of the interview data. Age, gender, nationality, period of staying in America, period of studying English, number of American friends, friends from a participant's country and

other foreign country, and whether a participant has a family or relatives in America were asked. Two 10 points Likert-type scale items, 1 is same, 5 is moderately different, and 10 is very different, which measure a subject's perception of changes in life style and self in America were also included.

Procedure

After permission was granted from the Human Subject Review board, the researcher interviewed 8 international students who agreed to participate in this research and signed the consent form (Appendix D). Interview questions were asked in a semi-structured format. Initially, questions were asked exactly as written in interview questions, and additional questions were asked by the interviewer when it was necessary. Five prompts were used to assist the participants to explore more about responses to the questions after their initial respond to the question. Examples of prompt were "are you more formal or casual when you are interacting with a (target population) now that you are in America?", which can provide the participants something to answer. The interview was tape recorded because writing responses during the interview has many limitations. Issac and Michael (1984) also mentioned "the act of writing either slows the interview unnecessarily or causes the interviewer to be selective in the kind and amount of information he records, at the risk of introducing bias" (p.139). Tape-recorded responses were transcribed into a verbatim, and a team composed of three people conducted content analysis. Content analysis procedures are described in the data analysis section.

CHAPTER 3

RESULTS

Five questions regarding way of interacting with the target population were asked to eight participants, and participants rated the degree of changes they perceived by comparing the way they were interacting with the target population in their country with those in America. All responses were broken down into semantic phrases, and those were sorted into five categories, formal, uncomfortable, casual and comfortable, cultural influences, and depends and neutral. Semantic phrases that did not fit any categories were sorted under unique and unclassifiable category (Appendix A). Followings are examples of properties for each categories; Formal: describing formal behaviors or goal oriented activities with the target population, uncomfortable: feelings uncomfortable or stating passive behaviors with the target population, casual and comfortable: describing casual behaviors or feeling comfortable with the target population, cultural influences: experiencing language problems or imitating American's behaviors, and depends and neutral: stating certain behaviors are dependent upon the situation or a person or expressing no preferences.

From all interviews, 293 semantic phrases were isolated by the author onto text cards and two psychology major students sort the cards into the established categories to check the reliability. Since the initial check-coding procedure yielded low reliability: $172/(172+121) = .59$ for all three sorts combined, categories were modified using team members' feedback. Changes were made to both categories and the categorical parameters, the sort was repeated and reliability was improved to $229/(229 +64) = .78$. Remaining items were removed to "unique or unclassifiable" category.

Follow are reliability for each of the five separate sorting tasks calculated by the above formula:

1) 65 responses to interview question 1, sorted into 6 categories, $52/(52+13)= .80$.

2) 57 responses to interview question 2, sorted into 6 categories, $46/(46+11)= .81$.

3) 64 responses to interview question 3, sorted into 6 categories, $50/(50+14)= .78$.

4) 53 responses to interview question 4, sorted into 6 categories, $41/(41+12)= .77$.

5) 54 responses to interview question 5, sorted into 6 categories, $40/(40+14)= .74$.

Concordances of semantic phrases, categorized by the team are offered in Appendix E for responses to question 1, Appendix F for responses to question 2, Appendix G for responses to question 3, Appendix H for responses to question 4, and Appendix I for responses to question 5 respectively.

Means and standards deviations of subjects' perceived changes in interacting with the target population presented in Table 1. Subjects perceived greater behavioral changes when they were alone with a stranger ($\underline{M} = 3.25$) and a teacher ($\underline{M} = 3.25$) and the least behavioral changes were perceived when they were alone with a friend ($\underline{M} = 2.13$). Overall, subjects perceived about moderate changes in their behavior when they were with the target population.

Level of acculturation was determined by using subjects perceived degree of behavioral changes on interacting with the target population. Table 2 presented number of people experiencing different degree of changes; 1 no change, 2 little change, 3 moderate change, 4 a lot of change, and 5 totally change. Then the author arbitrarily divided more and less acculturated group, 1 and 2 as less acculturated group and 3, 4, and 5 as more acculturated group. When subjects were with a stranger and a teacher, 2 person

Table 1

Summary of Means and Standards Deviations of Perceived Changes in Interacting with Target Population

Target population	<u>n</u>	<u>M</u>	<u>SD</u>
A Stranger	8	3.25	1.04
A Teacher	8	3.25	1.04
A Friend	8	2.13	1.13
A Group of Strangers	8	2.63	1.30
A Group of Friends	8	2.38	1.30

Table 2

Number of People Experiencing Different Degree of Changes

Target population	<u>Less Acculturated</u>		<u>More Acculturated</u>		
	1	2	3	4	5
A Stranger	0	2	3	2	1
A Teacher	0	2	3	2	1
A Friend	3	2	2	1	0
A Group of Strangers	1	4	1	1	1
A Group of Friends	2	3	2	0	1

were in less acculturated group and 6 person were in more acculturated group, and when subjects were with a friend, a group of strangers and a group of friends, 5 person were in less acculturated group and 3 person were in more acculturated group.

Frequencies and percentage of categorical responses by level of acculturation to question 1, 2, 3, 4, and 5 was presented in Table 3. Since the number of subjects in each group is different, percentage would help comparing the results between groups.

Semantic phrases from the same respondent that belong to the same category were only counted once. For example, when a respondent responded several semantic Phrases that belong to the formal category, the author only counted one time. Therefore, the maximum frequencies for each category were same as the number of Participants.

Correlation was run using demographic profile and degree of behavioral changes the participants experienced with the target population. However, there were no significant correlation among period of staying in American, length of studying English, number of friends form the participants' country, number of American friends, number of friends from other country, degree of changes of the participant's life style, degree of changes of the participant's oneself, and the degree of behavioral changes the participants experienced with the target population.

Table 3

Frequencies of Categorical Responses to Interview Questions by Level of Acculturation

Question	Acculturation Level (<u>n</u>)	Categories				
		Formal	Uncomfortable	Casual & Comfortable	Cultural Influences	Depends & Neutral
Q1	Less (2)	2 (100%)	1 (50%)	1 (50%)	1 (50%)	1 (50%)
	More (6)	6 (100%)	4 (67%)	4 (67%)	3 (50%)	4 (67%)
Q2	Less (2)	2 (100%)	1 (50%)	2 (100%)	2 (100%)	2 (100%)
	More (6)	6 (100%)	3 (50%)	5 (83%)	4 (67%)	1 (17%)
Q3	Less (5)	0 (0%)	1 (20%)	5 (100%)	2 (40%)	2 (40%)
	More (3)	2 (67%)	2 (67%)	3 (100%)	1 (33%)	2 (67%)
Q4	Less (5)	4 (80%)	5 (100%)	3 (60%)	2 (40%)	2 (40%)
	More (3)	3 (100%)	3 (100%)	1 (33%)	0 (0%)	1 (20%)
Q5	Less (5)	2 (40%)	1 (20%)	5 (100%)	2 (40%)	2 (40%)
	More (3)	0 (0%)	1 (33%)	3 (100%)	1 (33%)	1 (33%)

CHAPTER 4

DISCUSSION

International students are exposed to a new cultural environment that can influence their behaviors, attitudes, personality and beliefs. Changes that people experience as a result of exposure to a new cultural environment are called acculturation. People can use several kinds of acculturation strategies according to Berry (1997). People using Assimilation or Integration strategy learn culturally-appropriate behaviors and values through close interaction with people in the host culture, whereas people using Separation or Marginalization strategy avoid interacting with people in the host culture and do not try to learn the host culture (Berry, 1997). In the present study, acculturation was approached as a natural learning process, which occurs as a result of exposure to a new cultural environment. The author attempted to examine the changes people experience in their way of interacting with people after short-term exposure to American culture. Data collected for this research supported hypotheses 1 and 2. Asian international students experienced moderate degree of changes in their behaviors when they were with the target population. Hypothesis 3 was only partially supported. Even though some differences in perceived behavioral changes found between less and more acculturated participants, the differences were not consistent. Therefore, it is hard to make any conclusion at this point.

Behavioral Changes in Interpersonal Relationships

As expected, people experienced a moderate degree of change in their behaviors when they were with a stranger, a teacher, a friend, a group of strangers or a group of friends. Changes in behaviors were greater when they were interacting with a stranger

and a teacher, and least when they were interacting with a friend. The ways in which change occurred varied across subjects. Some subjects directly mentioned changes they experienced due to cultural influences, providing important information regarding cultural influences on behavioral changes. Culturally influenced behavioral changes in interpersonal relationships were of particular focus in data analysis.

There are two main aspects of changes that participants experienced. The first aspect involves those changes which result from learning and imitating American's behaviors and attitudes. The second aspect of change involves language problems, faced by those not fluent in the language of their host country. Each of these aspects is discussed in greater detail below.

The first aspect fits into the traditional definition of acculturation, which refers to changes in cultural attitudes, values, interactional styles and behaviors that results from the continued firsthand contact between two distinct culture (Berry, 1997; Nwadiora & McAdoo, 1996). Also, psychological aspect of acculturation accompanies learning a new behavioral repertoire that is appropriate for the new cultural context. Therefore, cross-cultural adaptation is a learning process (Berry, 1997; Taylor, 1994; Berry et al, 1987). The following are examples of this aspect of change revealed by interviewees:

...Because most of American...when they meet a stranger...I think they are very polite. ... I thought about I need to behave more polite when I meet a stranger.

...I cannot do same behavior when I talk with Japanese stranger... I don't say hello to a stranger when I was in Japan...

... if I met (a group of) American (strangers) I would say hi or hello...because they accept that greeting but I don't do that to someone who is international because they don't accept that...

Examples indicate that international students imitate the behavior of Americans and therefore talk to strangers, something that they did not do in their country of origin. Such changes could be results of both learning new culture and personality changes. Talking with a stranger can be related to personality characteristic, openness, and extraversion. McCrae et al (1998) found that more acculturated Canadian Chinese score higher in Extraversion, and Openness scale than less acculturated Canadian. As expressed by one participant:

... I usually try to do same thing with them (a group of American strangers)... I try to modify their actions and behaviors...

Asian international students' behavioral changes with a teacher appear to reflect their perception of American teachers as differing from that of Asian teachers. They seem to respond to the characteristics of American teachers such as casualness differently than they might in their country of origin, as reflected in this statement typical of those provided by interviewees:

...American teachers are not very formal but maybe more casual...here I am close to teacher...

...I am more comfortable with American teacher then with Japanese teacher because they accept what I said...

...in my country we have to be very formal with a teacher. Here it seems like everybody is casual. So just casual....

Short-term changes during acculturation are not always positive (Beiser, et al, 1988). It takes time to learn a new culture and international students need to overcome cultural shock caused by contacting with an alien culture. According to Adler (1975), cultural shock is a crisis of personality or identity, and international students solve this crisis by developing new identities and embracing both old and new selves, as exemplified in the interview citations below:

... with (a group of) American (strangers) I don't know what to do because I feel a stranger here...

...I used to go to bowling or karaoke (with a friend) when I was in Japan. But here I don't go there...

The second aspect of change experienced by international students is language (Brislin, 1981; Lam, 1997; Lin & Yi, 1997). The present study found Asian students responses consistent to what Lin and Yi (1997) mentioned. Followings are examples for this second aspect of change.

...Because I cannot speak English well...

...When I was in Korea, I behave braver than now. That's why. My speaking English is not good...When a stranger for me. American try to talk to me. When I hear he is speaking my heart is running. Because I cannot listen very well...

... I have a lot of questions (to my American friend) because I am not a native speakers...

...I feel having trouble with hang out with many friends because they speak English do fast. So I cannot catch their joke...

... I think language is a main issue when I am interacting with a group of friends in America)... sometimes you cannot understand what they are talking about somethings...

Differences in Behaviors Between Less and More Acculturated Asian International Participants

There are some differences found in the way less and more acculturated Asian international students behave with the target population. However, the differences are not consistent among different target populations. Also some of the differences do not match with other research results and common sense. For example, research indicated that close contact with the host culture facilitates adjustment and acculturation (Amarasingham, 1980; Berry, 1997; Tanaka et al., 1997). More acculturated international students are likely feel more comfortable with the target population. However, more acculturated international students consistently experience uncomfortable feelings with the target population than less acculturated international students. This implies that changes are not always as a result of acculturation. People experiencing more changes are not always more acculturated people. The following quotes, from interviewees who are more acculturated than many international students, illustrate this issue:

...I have been here about eight months but I don't have many friends to share my feelings from deep inside of my mind... (more acculturated person)

... I feel nervous (when I am with a group of strangers)...(more acculturated person)

Casual and comfortable categories of interview responses indicated

that more acculturated international students consistently feel more comfortable with a single stranger than less acculturated international students. Also, more than 50% more acculturated international students feel comfortable with the target population except when they are with a group of strangers. Parr, Bradley, and Bingi (1992) stated that international students have great concern on how to interpret and respond to the differing characters of Americans. More acculturated international students likely have already learned and practiced a more American style of interacting with a stranger, and feel more comfortable in interpersonal relationships.

Other Concerns Related to Asian Participants' Behavioral Changes

Literatures suggested that there are gender differences in acculturation, specifically that female tend to more acculturated than male (Singh Ghuman, 1997; Tang, & Dion, 1999). However, when comparing the degree of behavioral changes that Asian international students perceived with the target population, males consistently change more than females. Since this research does not have a sufficient number of subjects that make the comparison reliable, to further draw conclusions regarding gender differences requires further investigation. Also, changes appear to happen in both a positive and negative direction; Positive changes happen as a result of acculturation and help adaptation, negative changes happen as a result of inability to fit into new culture.

Lam (1997) discovered in the study that Asian international students feel interacting with Americans is more stressful than interacting with international students due to cultural differences and language barrier. Several international students in this research also mentioned what Lam discovered as cited below:

... I feel more comfortable with my friend, especially with international friend...

... sometimes like my friend from same country I can joking...

... with international students I can get along with them better than with American because we are all stranger here...

Implication of This Research

This research suggests that behavioral changes Asian international students experience with different target population is more complicated than simply learning a new culture for better adjustment. Changes in behaviors after exposure to a new cultural environment are caused by both learning the new culture, and by an inability to learn the new culture due to either language barrier or lack of interaction with people in the host culture. Therefore, changes can be positive and negative, and there are a lot of reasons for change and many factors affect changes. This discovery consists with what Berry (1997) mentioned about many strategies of acculturation, and Amarasingham's (1980) friendship development research results. Therefore, in order to understand behavioral changes in interpersonal relationship, many factors such as personality, social environment in a new culture, and language proficiency need to be considered.

Limitation of the Research and Future Research Suggestion

This study has six limitations, which provide direction for future research. The first, sample size and characteristics of the sample used limit generalization of this research results. Only eight subjects were used in this research, and all subjects were enrolled to a public University in Midwest small town. Therefore, further research using larger random sampling is suggested to generalize the results.

The second limitation is that subjects' limited English skills might limit their ability to adequately express changes they have experienced. Some of the subjects seemed to have a hard time finding the word they were looking for and they possibly gave short responses to the questions because of language problems. Interviewing subjects in their native language may yield more descriptive data.

Third, this research is qualitative research, and therefore data analysis is likely more subjective than quantitative procedures might have offered... In particular, labeling of categories was arbitrarily done by the author. This problem can be partially solved if several researchers create categories independently using same data and discuss it to create the final categories.

Fourth, in relation with the third limitation, is that interrater reliability was a problem. Even though interrater reliability was close to .8, it fell slightly short of the standard used in the type of check coding procedure, providing less validity evidence than was sought for the author's categories.

Fifth limitation is that this research did not consider all four different type of acculturation as mentioned by Berry (1997) and simply assumed all acculturation is learning process of new culture and consistent with changes in behavior. Therefore, the definition for acculturation in this research was overly restrictive. The results indicated that behavioral changes are not always as a result of acculturation. Part of changes that participants experiences were because they do not have ability to form intimate relationships they had in their country due to their inability to fit in a new culture. Using both acculturation scale and interview will help to solve this limitation; use acculturation

scale to classify international students' acculturation strategy and comparing interview results based on four types of acculturation defined by Berry (1997).

Sixth, this research did not investigate detailed behavioral changes that Asian students experience. Although the degree of changes were found, what kind of changes Asian international students experienced, how their behaviors different from and similar to those of Americans, and what the changes they experienced means are not examined in this research. These will be a task of future research. In order to study these topics, the following studies are suggested: 1) Asking Asian students about their behavior both in their homeland and in America for purpose of comparison, 2) interviewing both Asian students and American students regarding their interpersonal behavior and comparing them, 3) and using scales such as adaptation scale to analyze interview data.

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Appendix A

Categories and Their Properties for International Students Responses to InterviewQuestion 1, 2, 3, 4, and 5

Categories	Properties
1. Formal	Describing Formal behaviors with the target population. Includes interacting at a superficial level such as sharing basic information about oneself or talking about facts with the target population. Includes doing goal-oriented activities with the target population such as working on a project together or doing school works.
2. Uncomfortable	Expressing feeling uncomfortable with the target population. Includes stating passive behaviors in interacting with the target population. Includes sharing no feelings with the target population or avoiding personal self-disclosure to the target population. Includes experiencing negative feelings with the target population.
3. Casual and Comfortable	Describing casual behaviors with the target population. Includes interacting with the target population casually. Includes doing relationship related activities with the target population such as talking, watching movie together or eating. Feeling comfortable expressing feelings with the target population. Includes stating active behaviors in interacting with the target population. Includes interacting in a deep level such as sharing feelings, or opinions and personal stories with the target population. Includes experiencing positive feelings with the target population.

(table continues)

Categories	Properties
4. Cultural influences	Experiencing language problems in interacting with the target population. Describing imitating American's behaviors. Comparing his/her culture to American culture. Mentioning changes in behavior or attitude since he/she came to America.
5. Depends and neutral	Stating certain behaviors or attitudes are dependent upon the situation or a person. Expressing no preferences. Mentioning no changes in the way he/she interact with the target population.
6. Unique or unclassifiable	Response is either too unique to fit into any other established category, or responses that the check-coding team, working independently of each other, did not agree on categorization.

Appendix B

Interview Format

I am speaking with many international students to ask them if they have changed now that they are exposed to American culture. Some students say that they behave differently when they are with other people now that they are exposed to American culture and some say that they do not behave differently.

How do you behave when you are alone with a person who is a (1.stranger/ 2.teacher/ 3.friend) now that you are in America?

How do you behave when you are with a group of (4. strangers/ 5. friends) now that you are in America?

Use card: now select a number from 1 to 5. 1 means that your behavior with a (stranger/ teacher/ friend/ group of strangers/ group of friends) is same as you behave in (a subject's native country) and 5 means that your behavior is very different from how you behaved in (country).

1	2	3	4	5
no change	a little change	moderate change	a lot of change	totally change

Prompt

Are you more casual or formal when you are with a (stranger/ teacher/ friend/ group of strangers/ group of friends) now that you are in America?

What activities do you do when you are with a (stranger/ teacher/ friend/ group of strangers/ group of friends) now that you are in America?

How comfortable you do feel when you are with a (stranger/ teacher/ friend/ group of strangers/ group of friends) now that you are in America?

How personal are you in talking about yourself when you are with a (stranger/ teacher/ friend/ group of strangers/ group of friends) now that you are in America?

How personal are you in sharing your feelings when you are with a (stranger/ teacher/ friend/ group of strangers/ group of friends) now that you are in America?

Appendix C

Demographic Profile

1. AGE _____
2. Gender: M F (circle one)
3. Country Where are you from? _____
4. How long have you been in America?
_____ months _____ weeks
5. Have you previously attended a school teaching in English?
Yes No
6. How long have you studied English? _____ years
7. How many close friends do you have in America?
Number of friends from your country ()
Number of American friends ()
Number of friends from other country ()
8. Do you live with your family member?
Yes No
If no, how many times have you seen your family members since you came to America? _____ times
9. How much your life in America is different from that in your country?
0 - 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
same moderately different very different
10. How much do you think you have changed since you left your country
0 - 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
same moderately different very different

Appendix D

Informed Consent

The Division of Psychology at Emporia State University supports the practice of protection for human subjects participating in research and related activities. The following information is provided so that you can decide whether you wish to participate in the present study. You should be aware that even if you agree to participate, you are free to withdraw at any time, and that if you do withdraw from the study, you will not be subjected to reprimand or any other form of reproach.

You will have an interview that will take about 10 minutes. I will record the interview but will not ask your name. Therefore, your response will be confidential. Also, to assure anonymity, I will give you a serial number, and your interview will be identified by the serial number.

The purpose of this research is finding out whether Asian international students experiences changes their behaviors, beliefs, attitudes, emotions and values as a result of exposure to American culture.

"I have read the above statement and have been fully advised of the procedures to be used in this protect. I have been given sufficient opportunity to ask any questions I had concerning the procedures and possible risk involved. I understand the potential risk involved and I assume them voluntarily. I likewise understand that I can withdraw form the study at any time without being subjected to reproach"

Subject

Date

Appendix E

Responses to Question 1Formal

Less acculturated group

1. Just. formal (with a stranger).
2. Usually a stranger I meet in my lab related to my work or study, we have something to talk.

More acculturated group

3. maybe formal. Not very formal but I will try to be polite because I don't know him or her also maybe I will change ya. (talking about yourself) maybe not very about personal. Maybe talk about my name where I come from after we know each other I will talk about my personal. (sharing feelings) I think not really. I mean I don't want to share with a stranger that I don't know yet. If I already know maybe already met and share some activity I will share. I mean not very private.

4. Formal.

5. I can say hello. how are you. doing what's up.... I just try to what's your name or I try to get somebody's information. (I talk) just my name and country or.

6. Maybe we just walk. If she or he ask me something like what time is it. I will definitely tell her...(talking about yourself) not really.

7. I always try to talk... If I meet a person who is a stranger I just talk to him say hi. (activities) I don't do much just talk... Usually I introduce myself my nationality what country I am from my major. But I don't talk about my family background and my economical status like that.

8. Probably say hello.

Uncomfortable

Less acculturated group

1. I am not comfortable (with a stranger)...(Talk about yourself) not really. (sharing feelings) no.

More acculturated group

2. (activity) static...I nervous (when American try to talk to me). (talking about yourself) no I never try.

3. but I cannot open my mind to a stranger first time. second time or third time I can do that but...

4. Usually I don't say much rather withdraw from their conversation...I am not comfortable with a stranger.

5. If I do not know the person I do not talk about myself. I do not share my feeling too. Because of there is a case like. I've been in Washington D.C. before. I have this experience really awful. I was in the bus. And somebody Spanish or something talking to me. Like how are you. Then we interact we spoke something like that then ...based on that experience now whenever I see stranger I just ignore. I've been nice to them but they take it differently. Say like if you want to go out want to go to bad with me. Because I talk to him. After that I told my friend and they said next time don't ever talk to stranger especially if you don't know them.

Casual and comfortable

Less acculturated group

1. casual...I think I can share about my feelings with most of strangers.

More acculturated group

2. (comfortable) umhum(I feel comfortable).

3. I think more casual.just talk.

4. I prefer casual (with a stranger). I don't use the language, which are official. I use the language more casual language

5. Normal. Casual

Cultural Influences

Less acculturated group

1. Because most of American, they concern about, when they meet a stranger, they , I think they are very polite. So that's way during I study IEP(intensive English program) class last semester I thought about I need to behave more polite when I meet a stranger. (activities) I don't know. I just smile (to a stranger). Because most of American students when they meet international students on the street they just smile... Because I cannot speak English well.

More acculturated group

2. My behavior is changing a lot of things. When I was in Korea, I behave braver than now. That's why. My speaking English is not good. And when was attending my university in Korea. I am very polite man. In U.S. even I chew the gum...When a stranger for me. American try to talk to me. When I hear he is speaking my heart is running. Because I cannot listen very well.

3. I cannot do same behavior when I talk with Japanese stranger. Ya. Actually I don't say hello to a stranger when I was in Japan. I just smile or something.

4. Actually I try to be friendly to a stranger when I was in my country but not really talk.

Depends and Neutral

Less acculturated group

1. Not very uncomfortable. Not comfortable either.

More acculturated group

2. maybe if they(a stranger) look friendly I will try to talk with them but if they look strange maybe I will just leave them alone and go. (how comfortable). It depends on the person I talk to. If like a friendly person I can talk comfortable but if he or she doesn't like to talk I will not feel comfortable.

3. Something become more casual something become more formal...Sometimes I have more courage.

4. Basically I am casual but when I am with Korean like Mr. Shin. I just be more formal...if I am very depressed maybe nobody I can talk with nobody maybe I will talk something to a stranger.

5. (casual/formal)It depends on. First of all what the person looks like... (comfortable) doesn't really matter. It depends on the person and circumstances.

Unique or unclassifiable

1. It depends on. If I have to make a relationship I might say hi and talk about some.

2. (activities) Talking. Usually talking exchange opinions
3. I talk a lot. I talk about personal things as far as it relate to topic
4. So I think it is anyway. It is good for me. Freedom.
5. When I realized I do not know anyone in here. Everybody is stranger for me.
6. I try to become more courageous. For example. Right now. When I have to talk to a stranger.
7. Just I don't get used to Arabic people.
8. Maybe I convince he is a good guy (to a stranger). Maybe.
9. (sharing feelings) like I don't like you.
11. But it(my passive behavior) is getting better. now I am participating their conversation and willing to speak out.
12. (sharing feelings) not that much. Whenever I am happy. I will express my feeling but...
13. (activities) nothing. If you meet somebody on the street I just pass by.
14. I do not care (about a stranger).

Appendix F

Responses to Question 2Formal

Less acculturated group

1. I can ask a lot of question about what I don't know (to a teacher)... (talking about yourself) Not very personal (with a teacher). Sometimes (talk) about school about the study. (sharing feelings) not very personal. Because I never share feelings... Usually when I don't understand something I ask them to tell me to explain to me and

2. I try to show my respect (to a teacher)... activities) Just class activity. Last time we went to see a payless shoes company. It was CS club. But one of teacher was my teacher. (talking about yourself) ya. Sometimes. If he or she ask something I can answer.

More acculturated group

3. Moderately. I think more formal. For example. I always express myself seriously. Not much kidding. I always try to hit on the point. Not just ramble.(activities) Study. work together.

4. With teacher. I have a lot of questions to teachers. Now I am taking intensive English class, so I have a lot of questions. I try to be formal. I raise my hand. I call teacher's name like Mr. Brigman. In the class if I have some question I just take my books and I ask a teacher... If I have some question I ask them(a teacher).

5. I am a teaching assistant so I help my director and help them solve the computer problems something like that.

6. Most of case they solve the problem.

7. (talking about yourself) sometimes. Like how was your day something like that. I have this difficult thing something like that. Just related to subject.

8. I always try to be polite to them and speak gently and I want to make sure that I am your student or your co-worker something like that in order to take some help and get useful information from them. I prefer casual but with my teacher I will be formal.

Uncomfortable

Less acculturated group

1. (sharing feelings) I don't talk.

More acculturated group

2. (sharing feelings) no

3. (sharing feelings) no.

4. And the way of teach so it makes me embarrassing so I am not happy with them(teachers). three of teachers they are teaching like in their way. So it seems like they don't concern about students especially from foreign countries like their pronunciation and their attitude toward students. I used to try to tell my teacher like my special situation like I am from foreign country but it doesn't work at all. They don't care about it. I used to meet my advisor and discuss about my feelings but they suggest me to meet my teacher personally and speak about that I try to do so but it doesn't work. Whenever I feel difficulty in my class I used to try to talk to my teacher in my class and they listen to me but noting changed. Maybe they try to improve their pronunciation or the way they teach but not that different to me.

Casual and Comfortable

Less acculturated group

1. I can get along... Yes I feel comfortable (with a teacher). I can answer whatever I want to and I can understand (a teacher)... but sometimes we have small talk. After class... between the class we have small conversation.

2. I feel more comfortable (with an American teacher) it's like a friend.

More acculturated group

3. (talking about yourself) sometimes. Not all the time. for example I am a music major. and When we performing some music. We need more feelings and your interpretation of the specific pieces can also you know reflect your personality and your characteristics. Sometimes I talk to my teacher about somehow about my personality and what I like and what I don't like. (sharing feelings) yes. That's musician often needs to do. Feelings related to music.

4. Sometimes I joke. I am very comfortable (with a teacher). If I have some problem even it is personal problem I can talk about that with a teacher.

5. I am more casual (with a teacher). I think I should pay more attention to my way of talking but after class some party or gatherings I will be casual. We can make jokes.

6. more casual (with a teacher)... So I talk about myself with teacher.

7. I am comfortable (with a teacher).

Cultural Influence

Less acculturated group

1. American teachers are not very formal but maybe more casual... In my country when I was elementary school and middle school I was close to teacher but in high school and university I didn't. here I am close to teacher.
2. I am more comfortable with American teacher than with Japanese teacher because they accept what I said. I don't need to care about word. I can say what's up

More acculturated group

3. I think American teacher is more casual compare to those whom I met in China. Usually I feel more comfortable with my teacher here than my Chinese teacher.
4. American teachers are more casual
5. I had a lot of friends in Korea. Now I don't have friend.
6. In my country we have to be very formal with a teacher. Here it seems like everybody is casual. So just casual. For example say if In my country.. when we need to ask some questions either we see them after the class and then we have to make like really how do I say really formal. Teacher In my country is really respected person whether here you just go to the room and just ask the question.
7. the rest of class (rest three classes) teachers are really difficult especially their pronunciation. Things like that.

Depends and Neutral

Less acculturated group

1. (casual/formal) it depends on teacher if a teacher is formal I will formal too. If he or she is casual I will be casual.
2. My behavior (with a teacher) is same as when I was in Japan... Sometimes I am casual sometimes I am formal. When I ask some question I am formal. When I play badminton with them I am casual

More acculturated group

3. (talking about yourself) Depends on teacher. Normally talk about school work. Not much about personal stories. Some teachers I share a lot of my feelings such as my confusion my frustration my problems with studying.

Unique and Unclassifiable

1. I think most of American teachers are very nice. It is easy for you to communicate with and express your feelings. You can feel free to say whatever you want to say. That's good.
2. (sharing feelings) I am trying to (share my feelings with a teacher). Especially I have trouble English conversation with native American so I just share my feelings how I am difficult.
3. This is strange I think. I have more comfortable feelings with instructor compare to other Americans. And Speak better. and listen better and feel better.
4. The first time (indicating when this person answered for the first question) I said chew gum. chewing gum is in my country very rude activities. But it is free. Some instructor does not like chewing gum but never mind.
5. (talking about yourself) Sometimes I try.
6. I need friend here.
7. Sometimes I feel lonely.
8. Normal. Just like.. casual (with a teacher) in here.
9. (activity) nothing (with a teacher).
10. I didn't take any activities with teacher.
11. I am attending five classes now and couple of teachers are really comfortable and I am happy with them.

Appendix G

Responses to Question 3

Formal

More acculturated group

1. I just. I used to lead conversation like by asking some questions to them let them ask questions to me... So we share information about the class things like that but not the personal story.
2. More formal (with a friend). I do not know his feelings, background, and thought. So I am afraid when I say about something he feel sorry.

Uncomfortable

Less acculturated

1. Basically I am not good at talking but try to talk. So (because I am not good at talking) sometimes I feel uncomfortable and nervous.

More acculturated group

2. I have been here about eight months but I don't have many friends to share my feeling from deep inside of my mind.
3. (talking about yourself) rarely. (sharing feelings) rarely

Casual and comfortable

Less acculturated group

1. Make a lot of fun make a lot of jokes to each other but we are really very nice to each other. Casual (with a friend). Sometimes I am sarcastic. Just we have fun. With Chinese friend we cook and eat together... We talk about life study everything movie. (sharing feelings) yes. Each time I have some happiness or distress I will share it with my friend...
2. Casual (with a friend). I have couple of friends they are Christian, so our issue is kind of religion, prayer, bible, and bible study. I am comfortable with one friend. (talk about yourself) ya. Now. About. Especially we talk about our study, learning English. Our spiritual life. Personal life. (sharing feelings) I am trying to share. It's kind of when I am very depressed. I have one American best friend. Even though I cannot speak English very well. She try to understand my speaking. When I am very depressed about my English, studying, or financial problems just I talk to her.

3. Casual (with a friend)... I try to use more casual word...(activities) Talking... (sharing feelings) umhum. Negative feelings. Like when I was depressed.

4. Very casual with him (my first guy friend). With other friends I can be casual but not like with him... usually we go to gym. I feel comfortable with my friends. they are like my protector. We are too far from our country. Here we are all like family. I think we can share personal thing... I can talk truly what my feelings my problems (to a friend).

5. (my behavior with a friend is) Normal. Usual. Casual. (activities) Talking. Chatting. Eating cooking... Feeling okay (with a friend). (talking about yourself) it is a lot better than with a stranger. I mean you can share (your stories with a friend)... Can be personal (with a friend). I can express any kind of feelings (to a friend).

More acculturated group

6. Whenever I am with my friends we usually . we are having a good time in someone's house or we go to a bar things like that so usually I suggest them to drink beer that make me comfortable...definitely casual.

7. you can share many things together. (I am) Very casual (with a friend) . Always make some try to show off say some humor (when I am with a friend). Make jokes. I enjoy go shopping with my friends watch movie talk with friends of course have dinner. Cook together (with a friend). (I feel) Very comfortable (with a friend). (talking about yourself) yes. For example. Like we always talk about feelings childhood. My family some interesting or sad things I have experienced and how deep those things influence me. Things like that.

8. Drink coffee. And talk (with a friend).

Cultural influence

Less acculturated group

1. I have a lot of questions (to my American friend) because I am not a native speakers.

2. I used to go to bowling or Karachi when I was in Japan. But in here I don't go there.

More acculturated group

3. (I am) Trying to talk in English (with a friend). Because I study English.

Depends and neutral

Less acculturated

1. (talking about yourself) It depends. Maybe for guy friend maybe not very detail. But with female we can share.

2. No change (on the way I interact with a friend)... With stranger you don't share your feelings or if you have some trouble you feel uneasy or something you don't share it with a stranger right? With a friend you can chat.

More acculturated

3. I don't think there are much difference (in the way I interact with a friend).

4. Little bit comfortable. I mean little bit more comfortable than with a stranger.

Unique and unclassifiable

1. With American friend we study we have a lot of discussion

2. With friend. One friend. When I was in Korea, of course I spoke in Korean it was no problem communicating each other.

3. Now I have American friend but I fear.

4. Sometimes I cannot express my feelings. So just most of time I think it is superficial.

5. I think it is easier to talk with one friend compare to talk with a lot of friend.

6. I try to talk (when I am with a friend) because it is not good to keep quiet.

7. I try to talk about myself. My thinking or sometimes my friend asks me why don't you make a girlfriend or something. So I just try to talk.

8. I think usually it(the way I interact with a friend) is about same as when I was in my country.

9. But I have one really good friend here I met ***, he is very nice this one for me I never have a man friend. I mean best man friend. He is like my brother. This is first experience for me.

10. Sometimes like my friends from same country I can joking.

11. Definitely I feel more comfortable with my friend especially with international friend.

12. When you say friends you must have something similar between you and your friends

13. I do not have friend.

14. I have friend but he is not American

Appendix H

Responses to Question 4Formal

Less acculturated group

1. I try to make them amuse
2. I will introduce myself first and try to remember other people's name I will talk with them first to find if we have something similar. What we can share with each other... I still remember the first class I attended here. It's kind of interesting it's kind of funny. I handed my notebook to everybody and ask for their names and we talk little bit about for example what's your major what do you study here like what kind of music you like time is about the class start. That's the first time I remember.
3. I prefer formal (with a group of strangers)... I usually do I need to do in class reading things like that
4. Formal (with a group of strangers).

More acculturated group

5. Just try to get in talk with them especially in a new class. Try to talk to them and interact with them also. So you get some feedback from them also. (activity) probably. study group.
6. Formal (with a group of strangers).
7. I try to behave more formal

Uncomfortable

Less acculturated group

1. I don't talk about myself. It is dangerous. I don't think I talk about my feelings to strangers.
2. (talking about yourself) that's kind if hard. (sharing feelings) not really. I can say come on I don't like don't do that.
3. I will not share feelings openly because they are strangers.
4. Actually I feel nervous with a group of strangers. I usually not talk about myself. I just withdraw and put my body deep in chair withdraw back inside and watch what they are doing.

5. They are all stranger and they are all group anyway I don't have to interact with them. If I have to I have any choices I can be with myself I will try not to get involved with group of strangers.

More acculturated group

6. (talking about yourself) no. (sharing feelings) no

7. Yes. I never talk (when I am with a group of strangers). Very quiet...(I feel) Uncomfortable (with a group of strangers). I never talk about myself (to a group of strangers). (sharing feelings) no. not really

8. I feel nervous (when I am with a group of strangers). (I am) Static (when I am with a group of strangers). I cannot express my feelings I cannot tell about something (to a group of strangers).

Casual and comfortable

Less acculturated group

1. I behave it's like a comedian. I am casual. I am very comfortable (with a group of strangers)... (activities) Eat lunch or something (with a group of strangers).

2. I feel just fine (with a group of strangers).

3. (activities) is it necessary? If we have to talk together in class I think I can talk. UU (I feel) Pretty comfortable (with a group of strangers).

More acculturated group

4. Casual (with a group of strangers).

Cultural influences

Less acculturated group

1. With American I don't know what to do because I feel a stranger here but when I am with international students I can get along with them better then with American because we are all stranger here... I think I can talk with International student strangers more than American strangers.

2. I usually try to do same thing with them if they cross their lag and if they sit on a couch with certain form I try to do so, if they choose chicken breast in the subway sandwich then I will choose same thing at subway things like that. I try to modify their actions and behaviors. I am not try to modify international students behavior whenever I am in class I try to modify the behaviors or activities but in international groups or meetings I don't do

that... If I met American I would say hi or hello things like that because they accept that greeting but I don't do that to someone who is international because they don't accept that.

Depends and neutral

Less acculturated group

1. Sometimes I am depressed. It(my behavior) depends on my feeling. I am moodiest.
2. I think (with) group of people I have no change at all...(sharing feelings) I can share my feelings with girls as girl and with international students as international students.

More acculturated group

3. I think it is more convenient, comfortable with a group of stranger than a single stranger.

Unique and Unclassifiable

1. I will be very quiet (when I am with a group of strangers). Maybe formal.
2. ctually I am seldom getting together with Americans After that I go to class after that I go to computer and I just come back home so I seldom get involved with American.
3. Sometimes they (Americans) have a party I go there and just stay there watching what they do.
4. With International students we can share our experiences.
5. If some American talk to me I will talk.
6. I don't really talk to American.
7. But I would not say about my personal situation or condition to stranger group.
8. (talking about yourself) yes. A lot. Sometimes when you are talk with group of strangers you don't have chance to share about very very private issue as you talk with your friends.
9. Just if they ask something I can talk to them but usually I am very quiet.
10. Sometimes they feel that I am a rude people because I cannot listen their word. I don't answer .
11. (I engage in) No activities (with a group of strangers).

12. When I was in Korea if I meet a stranger or strangers I try to familiar to them or him but in America, first, I am afraid. So I cannot do that.

Appendix I

Responses to Question 5Formal

Less acculturated group

1. (talking about myself) Sometimes. About how I feel about something. Study. issues are very limited.
2. I think (I am) more formal (with a group of friends) than with a single friend...If it is necessary I will talk about myself.

Uncomfortable

Less acculturated group

1. I never talk about myself (with a group of friends). Do not share my feelings either.

More acculturated group

2. Sometimes I feel frustrating or nervous about some behaviors from them

Casual and comfortable

Less acculturated group

1. Sometimes I can talk about myself. (activities) Mainly talking because it is Emporia...I am comfortable. I am casual (with a group of friends). (sharing feelings) umhum. My thinking or something. If somebody talk something (when I am with a group of friends) I try to join. (say) my thinking is this like that. (sharing feelings) Still I am talking about negative feelings.
2. (I feel) Very comfortable (with a group of friends). (activities) We talk and go to eat something.
3. (activities) talk. Talking about something.
4. (I am) Pretty casual (with a group of friends). (activities) We just talk watching movie
5. but I usually feel comfortable. Because they are friend...(activities) Having party... (Sharing feelings) I think if I need to share about my feelings I will share my feelings.

More acculturated group

6. (comfortable) cool.

7. Actually this spring semester and last fall semester, we had some kind of party (with a group of friends). That's good...(I am) Casual (with a group of friends).(talking about yourself) umhum. Anything. (sharing feelings) umhum.

8. I feel more comfortable with them (a group of friends) so I speak much with them. I try to make some jokes with them (a group of friends) . And usually we do some sports game and some indoor activities like card games or uno games puzzles and word search things like that. It makes me comfortable. I can talk about my personal conditions for example my family background my economical situation and the problems (to a group of friends) I have right now...(sharing feelings). It doesn't bother me. I would express my feeling, most of time I am happy with them (a group of friends). Most of my cases are laughing clapping and cheering things like that... But it doesn't bother me usually I express my opinion and feelings to them

Cultural influences

Less acculturated group

1. I feel having trouble with hang out with many friends because they speak English so fast. So I cannot catch their joke.
2. I think language is a main issue (when I am interacting with a group of friends in America)... think most of American friends are very friendly and considerate but sometimes you can not understand what they are talking about sometimes.

More acculturated group

3. I speak more when I am with international friends than when I am with American friends because international friends understand my English better. I feel more comfortable with speaking with Korean. Because of the limit of language I cannot express myself sometimes to international group and American group.

Depends and neutral

Less acculturated group

1. Same (as with a friend). I try to amuse them.
2. (comfortable) depends on the relationship how close you are .. When I am with group of friend I am interacting with individual. I cannot talk with whole group together.

More acculturated group

3. (activities)Depends the group itself. Either like some groups has like certain activities they do. Then say for example, in here they have a group of friend from international

student they do sports sometimes I join them...(sharing feelings) depends on the type of person. If I can interact with them I will share feelings.

Unique and Unclassifiable

1. When I was in Japan. I went to bowling or Karachi (with a group of friends).
2. I will be very if the situation is casual for me I will talk a lot of things and share a lot of things.
3. (talking about yourself) With group of people I will not share personal things. (sharing feelings) not much. Maybe we will just talk...
4. Also. Feel better (with a group of friends). not comfortable just feel better.
5. (I am) sometimes formal sometimes casual (when I am with a group of friends). In Class I become a formal. So we have a project or something I try to be more formal. Individual meeting more casual.
6. (sharing feelings) yes. Sometimes. I have bible studying group they have pretty open mind. So whatever I just. If when I depressed or I am happy everything I can share.
7. When you interacting with group of native speaker you feel more natural because you can understand more some subtle things you can understand them better.
9. But if I have to talk to a group of friend I will watch my steps more carefully.
10. When you are with an individual friend you know the person very well and you know he or she understand the way you understand but with several friends you don't know who is going to think about what you are going to say. They can have different view.
11. I think I am little changed because I am growing. I am more mature. I think international experience help you to grow faster.
12. Same as individual. (I am) Casual (with a group of strangers).
13. Not talking like myself to all of the group, (I talk about myself to) only selected member that I can share then no problem.
14. And you know since I was in here (America) I have to deal with many new things like new circumstances new language new school. Sometimes I feel a little bit stressed out so when I get together with my friend I feel really relaxed and have fun together feel very good.
15. In most cases, people say you look always bright. Actually I think when I see my friend get together with my friends I am happy so I look bright. Of course.

16. But I will not say that by myself. If someone asks me about that then I will say that. I wouldn't speak that voluntarily.

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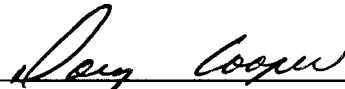


Signature of Author

8/5/2001

Date

Perceived short-term acculturation of Asian international students: Focusing on changes to interpersonal relationships



Signature of Graduate Office Staff Member

August 14, 2001

Date Received

