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COMMUNICATION PATTERNS OF THAI STUDENTS IN THE PROCESS OF ACCULTURATION

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A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

BY

KANTIMA KUNJARA

Norman, Oklahoma

1982

COMMUNICATION PATTERNS OF THAI STUDENTS IN THE PROCESS OF ACCULTURATION

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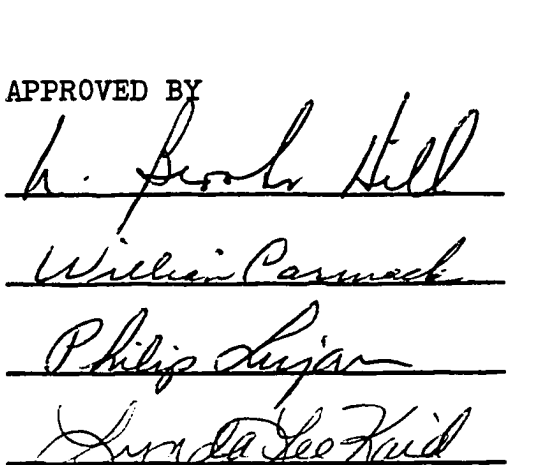

DISSERTATION COMMITTEE

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DEDICATIONS

To My Husband Churcksuwan Dhanasobhon,

My Grandmother Mrs. Leoun Chareonaksorn, and

My Parents Lieutenant General Khab

and Mrs. Prasert Kunjara.

TABLE OF CONTENTS

Page

ACKNOWLEDGEMENTS..... iii

DEDICATIONS..... iv

LIST OF TABLES..... vii

LIST OF FIGURES.....viii

Chapter

I. INTRODUCTION..... 1

Purpose of the Study..... 7
Definitions of Terms..... 9
Organization of the Study..... 10
Ingredients of a Theory..... 10
Toward a Causal Theory..... 17
A Path Model of Communication and Acculturation 26
Exploration of Further Explanation..... 28
Limitations of the Study..... 30

II. THE REVIEW OF RELATED LITERATURE..... 33

Definitional Problems..... 33
The Nature of Acculturation Process..... 38
Factors Associated With Differences in Foreign Students' Attitudes..... 46
Communication and Acculturation..... 52
Communication Variables in Acculturation..... 58
Acculturation Potential..... 65

Conclusion..... 66

III. METHOD AND DATA ANALYSIS..... 69

Procedures..... 69
Subjects..... 69
Data Gathering..... 70
Variables..... 71
Method of Data Analysis..... 76
Reliability..... 76
Correlation Analysis..... 77
Path Analysis..... 77
Trend Analysis..... 81

Summary..... 82

Page

IV. RESULTS..... 83

Results of Reliability Assessment..... 83
Results of Correlation Analysis..... 85
Results of Path Analysis..... 88
Results of Trend Analysis.....101
Results of Background Analysis.....124

V. CONCLUSIONS.....136

Theory.....136
Time Trends.....140
Background Characteristics.....144
Conclusions and Recommendations.....150

ENDNOTES.....152

REFERENCES.....158

APPENDICES.....167

Appendix 1: Measurement of Perceptual Complexity.....168

Appendix 2: Measurement of Interpersonal Communication.....170

Appendix 3: Measurement of Mass Media Use.....171

Appendix 4: Measurement of Channel Accessibility174

Appendix 5: Measurement of English Fluency.....176

Appendix 6: Measurement of Acculturation Motivation.....177

Appendix 7: A Set of Questionnaires for each Respondent.....179

Appendix 8: Results of Trend Analysis.....198

Appendix 9: Reasons That Might Make Students Stay Permanently in the U.S.A. 201

LIST OF TABLES

Table		Page
1.	Correlation Matrix of Key Variables in the Causal Model	86
2.	Simple Bivariate Regression of Language, Motivation, Interaction Potential, Mass Media Availability on Interpersonal and Mass Communication Behaviors	90
3.	Multiple Regression of Interpersonal Communication and Mass Media on Perceptual Complexity	91
4.	Multiple Regression of Language, Motivation, Interaction Potential, Mass Media Availability on Interpersonal and Mass Communication Behaviors	94
5.	Multiple Regression of Language, Motivation, Interaction Potential, Media Availability on Perceptual Complexity	97
6.	The Student's Attitude Toward The Host	122
7.	Correlation Matrix of Background Variables and the Four Causal Factors	127
8.	Multiple Regression of Length of Stay, Financial Support, No. of Other Foreign Countries Visited, Marital Status, Length of Stay in Other Foreign Countries on Language Fluency	129
9.	Multiple Regression of Income, Relative Availability, and Length of Stay on Acculturation Motivation	131
10.	Multiple Regression of Working, Length of Stay, Financial Support, and Income on Interaction Potential	133
11.	Multiple Regression of Length of Stay, Working, and Income on Mass Media Availability	135

LIST OF FIGURES

Figure		Page
1.	Causal Effect of Intercultural Communication on Perceptual Complexity.....	20
2.	Multiple Factors for a Student's Participation in Intercultural Communication.....	27
3.	A Path Model of a Student's Intercultural Communication.....	29
4.	The Three Processes of Assimilation.....	36
5.	Expected Flow of A Path Model.....	79
6.	Simultaneous Regression of Interpersonal Communication and Mass Media Use on Perceptual Complexity.....	92
7.	Multiple Regression of Language Fluency, Acculturation Motivation, Interaction Potential, Media Availability on Interpersonal and Mass Communication Behaviors....	95
8.	Path Coefficients and Zero-Order Correlation Coefficients Among Variables in the Path Model.....	98
9.	Expected Path Model.....	100
10.	Observed Path Model.....	100
11.	Percentage of Students Grouped by Length of Stay.....	103
12.	Trend in English Fluency.....	106
13.	Trend in Acculturation Motivation.....	107
14.	Trend in Interpersonal Interaction Potential..	108
15.	Trend in American Mass Media Availability.....	109
16a.	Trend in Volume of American Casual Acquaintances.....	112

Figure		page
16b.	Trend in Volume of Thai Casual Acquaintances..	113
17.	Trends in Volume of American and Thai Casual Friends.....	114
18.	Trends in Volume of Thai and American Intimate Friends.....	116
19a.	Trend in the Number of Thai Organizational Membership.....	117
19b.	Trend in the Number of American Organizational Membership.....	117
20.	Trend in Consumption of American Mass Media...	119
21.	Trend in Consumption of Thai Mass Media.....	119
22.	Trend in Perceptual Complexity.....	120
23.	Trend in Attitude Toward the Host Society.....	123
24.	Trend in Satisfaction Level.....	125

CHAPTER I

INTRODUCTION

The history of the academic sojourn overseas for Thai students may be traced back to the seventeenth century when Pere Tachard returned from Thailand to France bringing with him five sons of government officials as candidates for the college Louis Le Grand (Thompson, 1941). Although their academic achievements were generally satisfactory, they were unable, however, to adapt themselves to the acculturation pressures of their new environment. No further record of Thai students going abroad is available for study until the reign of King Chulalongkorn Rama V, who succeeded to the throne in 1868. The king sent his son to study in England. Upon assuming the throne as Rama VI in 1911, the son resumed the practice of sending young men abroad for study. Barry (1967) reports that during the year 1921-1922, there were 34 Thai students in the United States; by 1964-1965, at least 1,360 Thai students were in this country. And there are approximately 10,000 Thai students now.[1]

Case studies indicate two fundamental reasons for the increasing number of Thai students in the United States (Palmer, 1972): (1) the overseas academic sojourn has become a vehicle for status and occupational mobility; and (2) there are more university places available in the United States

than elsewhere.

During their stay in the United States these students pursue, as appropriate, specialized courses intended to equip them for a professional, social and personal competence of their own choice or that of their organization and society. At the same time the individuals are involved in the daily life and events of their temporary host society, and, thus are unavoidably exposed to varying consonant and divergent conceptions of societal values; of individual roles, rights, and responsibilities; of institutions and their functioning; of equality and authority; of opportunity and standards; and of differing modes of interpersonal communication (Spaulding and Flack, 1976).

The student visiting a foreign country is in the position of a stranger, and certain consequences attach to this position. He discovers that the familiar norms of the home society do not necessarily hold in the host society. Unlike the tourist who comes for only a fleeting visit, the student has to establish a manner of living or getting along with his host, and this means that he must at least learn the norms which regulate their relations. The cultural pattern of the approached group is to the student not a shelter but an adventure, not a matter of course but a questionable topic of investigation, not an instrument for disentangling problematic situations, but a problematic situation in itself and one hard to master (Schuetz, 1960).

The student has to learn new behaviors which are goal-achieving in the new environment, while they may have been either unknown to him, ineffective or prohibited in his home culture. The student's tendency to exhibit behaviors learned in the home society may interfere with the appropriate adaptation to behaviors in the host culture. Sooner or later, the students come to understand better the norms and values and to adopt salient reference groups of the host society. This phenomenon is commonly called "acculturation."

Acculturation has been defined as "...the change in individuals whose primary learning has been in one culture and who take over traits from another" (Marden and Meyer, 1968 p.36). Scholars generally agree that the nature of acculturation is a progressive and continuous "process" and that individuals demonstrate "differential rates" of acculturation; not all of members of an ethnic group acquire new values, norms, and behaviors from the majority society at an equal rate (Shibutani and Kwan, 1965). While most scholars agree on the two basic premises, i.e., acculturation is a "process" and individuals show "differential rates" of it, there is a difference in viewing the process as "monistic" (i.e., changes occur primarily on the part of the sojourners) or as "interactive" (i.e., changes occur in both sojourners and the host members).

Communication is crucial to acculturation. It provides the fundamental means by which individuals develop insights

into their new environment. The importance of communication as the acculturation medium was postulated as early as 1931 by Sapir who stated that every cultural pattern and every single act of social behavior involves communication in either an explicit or implicit sense. Mendelsohn also pointed out that communication, together with education, is regarded as being charged with the task of "...merging the minority group into one democratic social organization of commonly shared ideas and values" (1964, p. 31).

Scholars have traditionally tended not to investigate primarily the communication aspects of acculturation. A few studies dealing with communication among immigrants have been made in the area of anthropology and sociology in which communication variables assumed as incidental role. In anthropological studies, a communication system is postulated to facilitate the acculturation flow between the two contacting cultures. In sociological studies, communication behaviors of foreigners have been included as an indicator of "social integration" or a factor which is positively associated with the majority-minority relations. General agreements among these studies are: (1) immigrants who tend to seek interpersonal relationships with Americans in social situations have not only a greater potential but also actually achieve a higher level of acculturation (Weinstock, 1964; Graves, 1967), and (2) the use of mass media is positively related to the immigrant's acculturation (DeFleur and Cho, 1957; Richmond,

1967; Graves, 1967).

Only recently, two studies by researchers in communication have explored the communication process of ethnic individuals. Nagata (1969) demonstrated differences in interpersonal and mass communication behaviors among first, second, and third-generation Japanese Americans. Chang (1972) reported some differences in mass media behavior among three groups of Korean immigrants ("cultural assimilation group," "bicultural group," and "nativistic group") distinctive in the patterns of change in cultural values. The two studies basically reinforced the findings from the earlier studies describing individual and intergenerational differences in communication patterns within an ethnic group. Although these studies provide considerable evidence regarding the positive contribution of communication to the general acculturation process, the findings are limited to descriptions of the overt communication behaviors.

More recently, Young Kim (1976) approached the field with a completely different perspective. Using "interaction potential," "English competence," "acculturation motivation," and "mass media availability" as exogenous variables on which the endogeneous variables "interpersonal communication" and "mass media consumption" are dependent, she tested a path model to explore a causal relationship between intercultural communication patterns and perceptual complexity. Her major findings were: (1) Language fluency, acculturation motivation,

and interpersonal and mass media channel accessibility are major determinants of one's intercultural communication behaviors; (2) language fluency, acculturation motivation, and interpersonal and mass media channel accessibility do not affect one's cognitive complexity directly, but are mediated by the interpersonal and mass communication experiences in the host society; and (3) the influence of interpersonal communication is stronger than that of mass media consumption in developing a complex and refined cognitive system in perceiving the host society.

Her approach apparently was unique in the sense that her causal model was the first of its kind in acculturation research. Her primary concern, however, was not in explaining acculturation per se on the basis of communication-related independent variables, because the linkage between perceptual complexity, which was her final dependent variable, and acculturation level was not made within the path model. Even if one equates perceptual complexity with acculturation level, the model still would be missing an important source of influence, namely, the sociological variables which have been repeatedly theorized as interacting with intercultural communication behaviors in determining acculturation level.

The way in which the communication variables have been used in the empirical paradigms of acculturation research suggests that most of the researchers were not attempting to understand acculturation as a communication process. In many studies, communication variables were treated as

something indicative of acculturation. Even when they were investigated as independent variables, the communication perspective was quite limited. Thus, when a researcher encountered a significant sociological variable in acculturation research, he or she did not attempt to delineate the communication characteristics which were structurally determined by the sociological variables. A more completely communication-oriented approach would investigate not only the variations in acculturation in terms of the communication behaviors of the immigrants but also how the communication behaviors vary in relation to the sociological variables.

Purpose of the Study

Focusing on such research needs, this study attempts to develop a theory through which the following questions are explored:

1. What are the most important factors that affect the degree of a Thai student's participation in communication channels of the host society?

2. How are these causal factors related to the student's background characteristics such as age, sex, education, financial support, relative availability, length of stay, marital status, income, work, and visiting other foreign countries ?

3. How does the degree of a Thai student's participation in the host communication channels affect the cognitive structure underlying his perception of the host society?

The value-laden issue of whether a student should or should not change his original cultural patterns and values, however, remains outside the realm of the present investigation. The questions of what should be the state of acculturation, what is right and wrong, who deserves what, and so forth, are ones that cannot be answered by scientific procedures. Thus, it is my intention to approach the present study as a scientific endeavor in order to describe communication patterns among Thai students and to establish a causal explanation for individual differences in communication behaviors and perception of the host society. Further, the theory of the present study provides a basis from which to predict future phenomena related to the communication patterns of the students. The assumption underlying the present investigation is that there is no systematic institutional arrangement to either promote or retard the process of acculturation. Thus, the findings of the present study are limited to the natural process of changes in the communication patterns of the individual students whose primary learning has been in one culture and who moved to another culture temporarily. Whether or not the students will accept and internalize the new values of the host society and discard the original ones will be outside the scope of the present theoretical concern.

The theory behind this study consists of nine interrelated assumptions regarding the communication patterns of the students, all of which are clearly and concretely stated in order to be tested empirically. The evidence in sociological

anthropological, and psychological literature regarding communication patterns and human information processing are incorporated in developing the present theoretical system.

Definition of Terms

To assist with this discussion the following preliminary definition of control terms are provided. Most of these terms are elaborated more thoroughly later in the chapter. Acculturation comprehends those phenomena which result when groups of individuals having different cultures come into continuous first-hand contact, with subsequent changes in the original culture of either or both groups (Redfield, Linton, and Herskovits, 1939). Thai Student is a person who comes to the United States for the purpose of furthering his/her study. Cognitive Complexity is defined as the extent of cultural knowledge and familiarity with all segments of the host society. This includes knowledge of the group's institutions and sub-groups, the attitudes, beliefs, requirements within the group and between group members and non-members. Acculturation Motivation refers to a student's willingness to learn about, participate in, and be oriented toward his new environment. Interaction Potential refers to the degree of opportunity for association with members of the host society in the student's immediate environment. Channel Accessibility refers to accessibility to interpersonal and mass communication channels of the host society. It refers to the students' estimation of

the percentage of American contact out of the total daily contacts and the availability of American mass media at home.

Organization of the Study

The study is divided into five chapters.

Chapter I includes the background and purpose of the study, the statement of the problem, the assumptions to be explored, definition of terms, limitations of the study, and the theoretical framework.

Chapter II contains a review of related literature.

Chapter III provides the details of the design and procedures of the study.

Chapter IV furnishes the analysis of the data.

Chapter V consists of a summary of the study, conclusions based on data obtained, recommendations, and implications for further research.

Ingredients of a Theory

The variables that are central to the present theoretical system are: (1) participation in interpersonal communication with members of the host society, (2) consumption of the host mass media, and (3) cognitive complexity in perceiving the host society and its people. In the following discussion, each of the three variables will be causally linked to each other based on psychological theories of human information processing. The four factors (language fluency; acculturation motivation; interaction potential; mass media accessibility)

that are conceived as significantly influential in one's communication patterns will be identified. Thirdly, a path model of causal influence process will be established by combining the two parts of the theory. Lastly, to provide further causal explanation of the student's communication patterns, individual students' background characteristics will be identified in relation to language fluency, acculturation motivation, interaction potential, and mass media availability.

Cognitive Structure

"Cognitive structure" or "perceptual process" refers to the organization of experience into a form which allow the individual to deal with a given stimulus.[2] Further, it is generally accepted that individuals differ in the degree to which they manifest a given structural property within a particular domain of cognition and that the complexity of a person can vary across different content areas (Crockett, 1965). Cognitive structure is not viewed as an additional aspect of "personality"--for example, as a "trait;" rather, it is viewed at a different level of analysis, the information level, which has no necessary relation to content.

The first insight into the importance of the perceptual domain in acculturation studies was made by the Social Science Research Council (1954) which defined acculturation as "a matter of range of presentation and of perceptual reality" (p. 993). The relevance of perception in acculturation was also recognized by Chance (1965), who viewed acculturation

as "...a change of the individual's perceptions, attitudes, cognitions" (p. 386).

Sojourners are faced with certain degrees of uncertainty much like individuals moving from one place to another within the same country. They must find ways to make sense out of their new environment in order to adapt it. They try to categorize events and people into certain molds; thus, cultural stereotypes become salient as screening devices when sojourners need to maintain the easiest and most economical structure in their perception of unfamiliar people and the social milieu.

For example, a new sojourner may believe that American people are all open-minded, logical, friendly, and free. Others may believe the opposite, that they are close-minded, unfriendly, etc. Obviously, however, not everyone in the United States is friendly; freedom is sometimes restricted. Generalizations are not always true beyond the set of experience upon which they are based. Given time, however, the sojourner generally adopts new perceptual categories and will comprehend perspectives wider and more complex than his initial stereotypes. Curiosity, searching out of necessity, and going beyond the customary, are ways in which these perceptual networks can be further differentiated, refined, and organized into a more sensitive information processing system.

In this study, therefore, cognitive complexity is defined as the extent of cultural knowledge and familiarity with all

aspects of the host society. This includes the group's institutions and subgroups, the attitudes, beliefs, and values of the members, and the reciprocal role requirements within the group and between group members and non-members. Since knowledge of the culture of a structurally complex group can never be complete, even in the case of a life-long member of the group, the newcomer's degree of knowledge should be judged in relative terms.

Cognitive structure is an important variable because it allows the sojourner to perceive many goals anf the means to their attainment. It provides a more adequate means of relating the sojourner to the host society. In communication terms, the "discrepancy" between the intentions of a sender (or host society) and the meaning of the message to a perceiver (or an ethnic member) will be reduced. One's perceptual structure should, therefore, be the most important mechanism through which he will pursue the goal of better adjustment in the host society.

Interpersonal Communication

Recent research has examined interpersonal communication by looking at the volume of interpersonal relationships sojourners have with members of the host society (Nagata, 1969). The underlying assumption here is that such interpersonal relationship patterns indicate the degree and quality of information a sojourner learns about the host

society and its culture (Lazarsfeld and Merton, 1964).

In studying interpersonal relationship, informal relationships (friendship with the host) are distinguished from formal relationships (membership and participation in host organizations). Research to date has found that those who tend to seek both formal and informal relationships with the host culture in social situations have not only a greater potential for, but also actually achieve a higher level of acculturation.

Spindler and Goldschmidt (1952) included "group orientations and interactions" as part of the criteria for determining the degree of social acculturation among Menomini Indians. Weinstock's study (1964) has largely borne out the contention that having friends in the core group is important in acculturation. Visiting with Caucasians was included in several other studies such as those of Johnston (1963), Ossenberg (1964), and James (1961). Many of the "U-curve" studies of foreign students and visitors have also provided empirical support for the positive relationship between number of American friends and acculturation. These studies have shown that those who have more active involvement with Americans (in term of having at least one American friend versus no American friends) express better psychological satisfaction and more favorable attitude toward the host society. (See, for example, Selltiz, Christ, Havel and Cook, 1963).

Similarly, research in the field of formal relationships directed its attention to the effects of American and ethnic-oriented associations upon acculturation. Lazerwitz (1954) found that those Jews in the group identified as highly ethnic were more active in Jewish organizations than those in the unidentified group. (See, also, Ossenberg, 1964, and Graves, 1967).

In the present study, both formal and informal interpersonal relationships of the students have been examined. Interpersonal relationships are viewed as a major channel through which learning about the host society is transmitted to the immigrants.

Mass Media Use

Although scholars in the field of mass communication have traditionally tended to ignore any attempt to investigate the relevance of their theories to the studies of the acculturation process, they have contributed a substantial number of theories and propositions that bear significantly upon the study of acculturation. Mass media may be seen as transmitters of culture from one generation to another or from one group to another. Since the contents of the media not only refer to topical events but may also reflect societal values, norms of behavior, and traditional perspectives for interpreting the environment, the media may be said to contribute to the transmission of culture to the native-born and to the sojourners and long-term residents.

A few empirical investigations have provided evidence for the relevance of the theory in the context of acculturation. DeFleur and Cho (1957), in their study on Japanese Issei (first-generation) women, observed:

> Mass media to a considerable extent acquaint the ethnic individual who consumes them with the American mass culture. Extensive consumption of the products of the American mass media would indicate a somewhat greater facility with the majority culture patterns than would be the case of those who remained isolated from these sources (p.248).

Typical of the mass communication variables related to acculturation are consumption of publications, radio, television, and film. In the case of publications, the general findings indicate clearly their acculturation function. In study of Canadian immigrants, Richmond (1967) reports that the newspapers and magazines explicitly and implicitly "...convey a knowledge of Canadian norms of behavior and social institutions, without which the immigrant will remain incompletely absorbed into the Canadian way of life" (pp.138-139). The influence of television has been occasionally noted as a possible source of acculturation. Graves (1967) and Nagata (1969) included the possession of a television set as one of the items in their index of acculturation. A similar postulate was made for the acculturation function of radio by DeFleur and Cho (1957). They assumed that the amount of

daily exposure to radio (as well as television) is one of the acculturative variables in "recreational behavior." As an extension of "visual orientation" for knowledge as well as entertainment, movie-going may be an effective variable in acculturation. In the study of DeFleur and Cho (1957), attendance at American movies was one of the key considerations in determining the acculturation orientation of Issei (first-generation) Japanese women.

All of the above-mentioned mass media behaviors were included in the present study to test for their relative importance in the acculturation process.

Toward a Causal Theory

As was pointed out earlier, a cognitive system is the underlying means by which people organize their experience. It is the way in which information is received, processed, and transmitted--all of which are vital to the communication process. Kelly (1955), in the Psychology of Personal Constructs, has provided the major theoretical basis for contemporary understanding of cognitive structure. Personal constructs, Kelly theorizes, are the conceptual tools man uses in understanding and differentiating among similar or adjacent objects in his psychological environment. The greater the number of constructs present in one's cognitive system, the greater the ability to articulate differences. Beiri (1955) applies the label, "cognitive complexity," to describe that psychological

construct or composite of variables. Cognitive complexity, according to Beiri, is "...the degree of differentiations of the construct system" (p.263).

One of the most important aspects of one's cognitive structure in relation to the acculturation process is that it is dependent upon developmental conditions. As Schroder, et al. (1967) explain, the level of cognitive complexity in a given area is not necessarily held static over time. As has been clearly demonstrated in the research of foreign students and visitors, a sojourner's perception of the host society will become more complex and refined as he learns more about the host culture. Here, a sojourner's differentiated view of the host society is considered to be a product of life experience from multi-dimensional perspectives. On the other hand, a simpler cognitive structure is indicative of more global and unidimensional perspectives.

The role of communication with the host society in a student's cognitive structure is apparent when one considers that any form of cultural learning occurs through communication. The growth of a differentiated view of the host society is facilitated by the accumulation of his communication experiences in the host society. Through interpersonal communication with the host and through the use of the host mass media, the student is able to comprehend wider and more complex perspectives than his own. Accordingly, two of our nine assumptions emerge from this reading:

Assumption 1: The more a student participates in interpersonal communication with members of the host society, the more complex will be his perception of the host society.

Assumption 2: The more a student consumes the mass media of the host society, the more complex will be his perception of the host society.

The graphic presentation of the causal relationships in Assumption 1 and Assumption 2 is made in Figure 1.

Insert Figure 1 about here

The next question is why different students are engaged in different degrees of intercultural communication. Among the many factors that may directly or indirectly influence one's communication behavior, language fluency, motivation level to learn and participate in the host society, and accessibility to communication channels of the host society are considered the key determinants.

Language Fluency

The importance of the host language in intercultural communication of the sojourners is self-evident. Effective cross-cultural communication can take place only when language

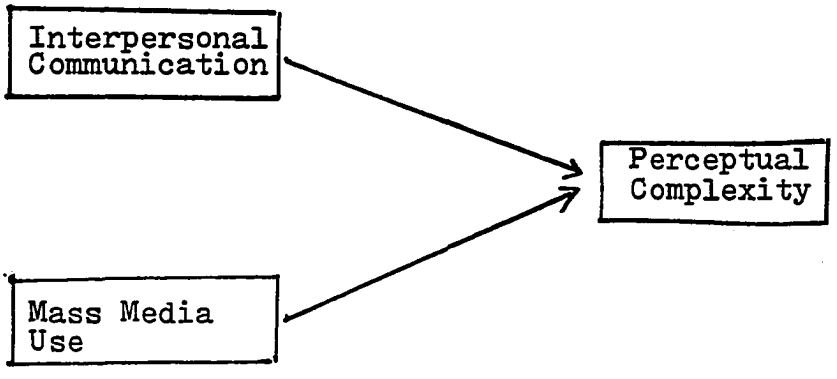


Figure 1: Causal Effect of Intercultural Communication On Perceptual Complexity

appropriate to a given society is at least minimally used and comprehended. According to Taft (1957), "The function of language in intercultural communication is to facilitate one's cultural learning and to permit maximum group participation" (p.144).

In recent years more extensive attention has been devoted to the effectiveness of language orientation in promoting acculturation. Often the type of language used by an ethnic group and the proficiency of such usage has been a measure of the extent of acculturation. DeFleur and Cho (1957) included "language behavior" as one of the crucial areas in their index of acculturation. Defining language as a "symbolic process," they took into account three specific aspects of language orientation: English speaking, English reading, and English speaking at home. High scores on these items reflected high acculturation orientation. Later studies have largely supported the generalization that the learning of the host language aids faster acculturation (Breton, 1964; Chance, 1965; Richmond, 1967; Graves, 1967; Price, 1968).

With regard to the effect of language fluency on specific interpersonal relationships with Americans, a number of studies report that students who are more fluent in English associate more with Americans (Morris, 1960; Sewell and Davidson, 1961). Selltiz, et al. (1963), in their study of foreign students, report that the students' confidence in their ability to

speak English is a more important influence on the development of social relationships than is their actual command of the language as estimated by an American interviewer.

Similarly, fluency in English is considered to be the most important determinant of a sojourner's exposure to the American mass media. Richmond (1967), in his study of Canadian sojourners, reports that the readership of (Canadian) newspapers and magazines was very closely related to the fluency of the immigrants in either English or French. The same relationship is expected in the sojourner's exposure to other media such as radio, television, and film.

From the above evidence, it is postulated that a student's competence in speaking and understanding English facilitates not only his interpersonal interaction with Americans but also his use of the American mass media.

Assumption 3: The more fluent a student is in the host language, the greater will be his participation in interpersonal communication with members of the host society.

Assumption 4: The more fluent a student is in the host language, the greater will be his use of host mass media.

Acculturation Motivation

The second important factor in relation to the student's

communication behavior is his acculturation motivation. The term "acculturation motivation" is defined simply as the student's desire to learn about and participate in the host society (Kim, 1976). Here, a student does not necessarily have to change his values and attitudes or alienate himself from his ethnic group in order to understand the host society and to engage in intercultural communication.

One's acculturation motivation is considered conceptually independent of his English competence, since one does not necessarily guarantee the other: A student who is fluent in English may or may not associate with Americans or use the American mass media. This may be contingent upon his value orientation, his attitude toward the host society, and his personality factors such as gregariousness, receptivity of new elements of life, or interest in current affairs in general. Whatever the reason may be, individual students do show different levels of motivation to learn and participate in the host society.

Assumption 5: The greater a student's acculturation motivation, the greater will be his participation in interpersonal communication with members of the host society.

Assumption 6: The greater a student's acculturation motivation, the greater will be his use of host mass media.

Interaction Potential

The term "interaction potential" means the degree of opportunity for association with Americans provided by the sojourner's environment (Kim, 1976). Ordinary, if a situation is to have any interaction potential at all, it must provide for the physical proximity of two or more persons. Beyond this basic requirement, situations differ greatly in interaction potential. For example, one does not usually talk to a stranger sitting next to him in the subway or in a bus; if, on the other hand, one is assigned to work with him on a collaborative task, he would soon cease to be a stranger. Such situations almost demand communication of some sort, and make it easy to go beyond superficial exchange, if one wishes to; in other words, they are high in interaction potential.

Thus, a Thai who works for an American company dealing primarily with Americans will have a greater chance to develop more or less meaningful relationships with Americans than a Thai who owns a Thai grocery store. The husband who has greater contact with the American society through his job will have greater accessibility to intercultural communication than his wife who stays home.

Mass Media Availability

This term indicates the availability of the American mass media at home (such as television, radio set, newspaper subscription, journals and magazines). Accessibility to the

American mass media might be significantly influenced by economic ability to afford to purchase or subscribe to such media at home is closely related to the motivation level of a sojourner to make them available.

In this study, interaction potential and mass media availability are postulated to be important factors in influencing the student's intercultural communication behaviors alnog with English fluency and the motivational factor. One cannot form any meaningful interpersonal relationships with Americans unless he is provided with some opportunity to approach or to be approached by the Americans; similarly, no matter how strongly motivated and fluent a student is in English, he will find it difficult to use the media if they are not readily available.

Assumption 7: The greater a student's interpersonal interaction potential, the greater will be his participation in interpersonal communication with the host society.

Assumption 8: The more access a student has to host mass media, the greater will be his exposure to mass communication of the host society.

Assumptions 5-8 are graphically portrayed in Figure 2.

Insert Figure 2 about here

A Path Model of Communication and Acculturation

Having developed the two sets of causal links, as represented in Figures 1 and 2, the two sets can be related: the four causal factors--language fluency, acculturation motivation, interaction potential, and mass media availability --with complexity in perceiving the host society. As pointed out earlier, it is assumed that individual differences in the four variables will influence cognitive structure, mainly through the interpersonal and mass communication experiences with the host society. In other words, there would be weak or no direct relationship between the four causal variables and the perception pattern of a student. Fluency in the host language, motivation to learn and participate in the host society, and accessibility to host communication channels will not have any significant effect on perceptual complexity, unless there is some meaningful interpersonal communication experience or consumption of mass media of the host society.

Assumption 9: The complexity with which a student perceives the host society will be influenced

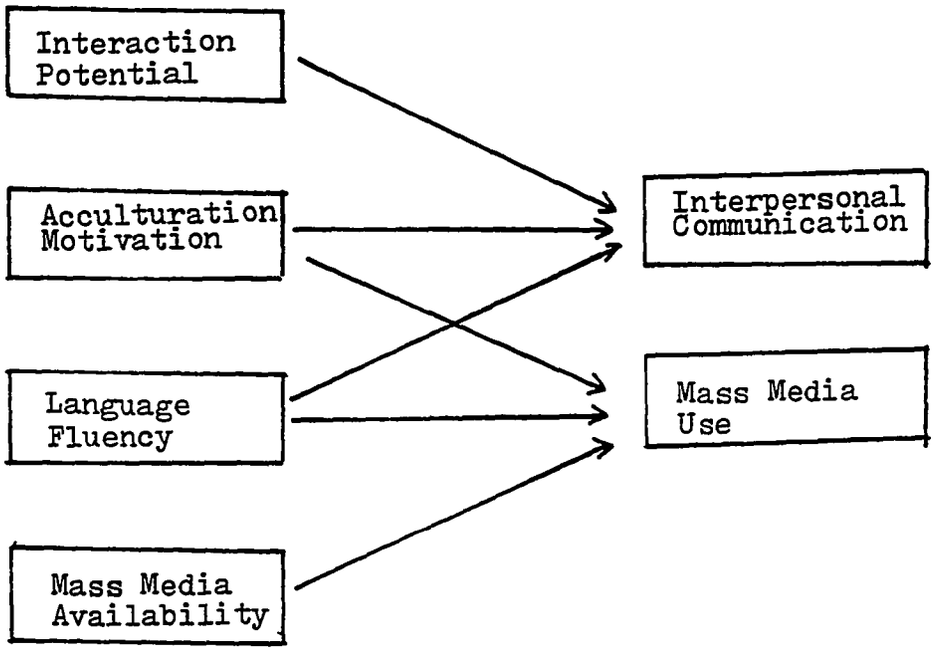


Figure 2: Multiple Factors for a Student's Participation in Intercultural Communication.

by language fluency, motivational level, interaction potential, and mass media availability, mediated by intercultural communication experiences.

Assumption 9, together with other eight assumptions, enables us to draw a causal model of intercultural communication patterns as described in Figure 3.

Insert Figure 3 about here

Exploration of Further Explanation

The next question considered is why some individuals are more fluent in English, higher in motivation, and have better access to the communication channels of the host society than others. To provide further causal explanation of the student's communication patterns, data on individual students' background characteristics will be tested in relation to language fluency, acculturation motivation, interaction potential, and mass media availability. The fundamental assumption here is that the differences among students in their communication patterns are largely a function of the length of time staying in the U.S.

Background characteristics--number of years staying in the U.S., age, sex, education, marital status, financial

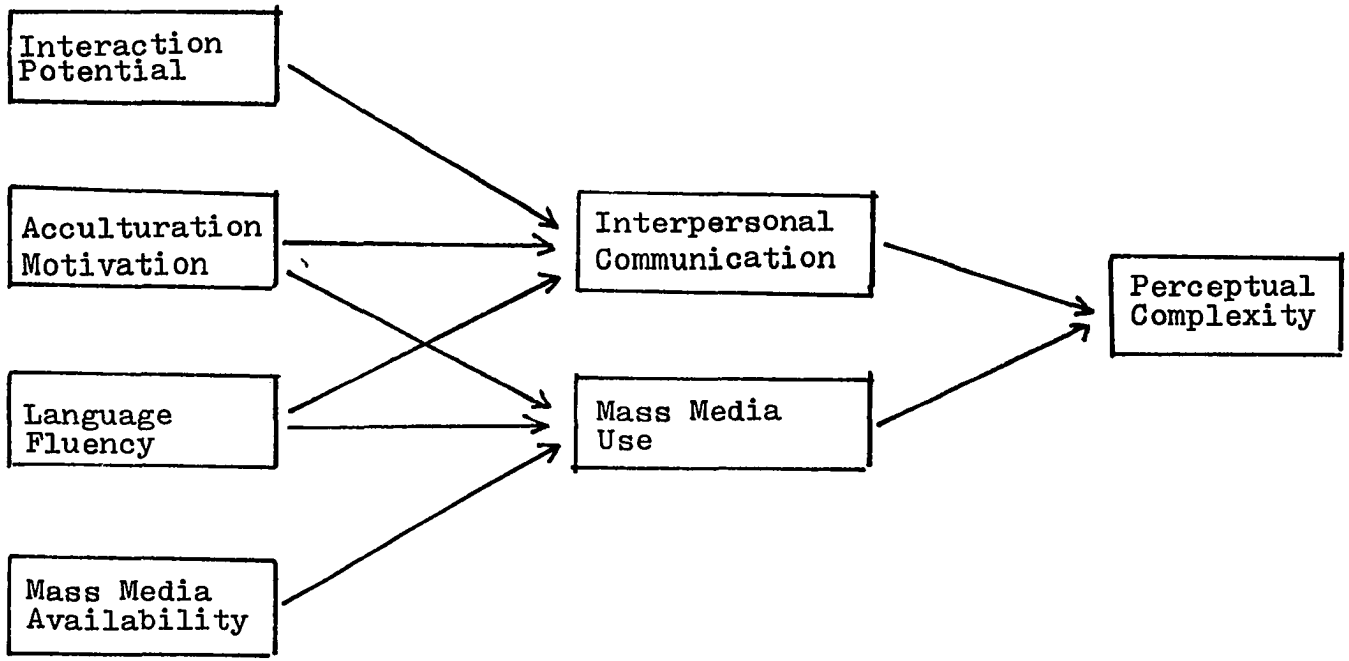


Figure 3: A Path Model of a Student's Intercultural Communication

support, income, work, relative availability in the U.S., and visiting other foreign countries--will be examined in relation to language fluency, acculturation motivation, interaction potential, and mass media availability. The variables that are found highly related to the four causal factors will be simultaneously regressed on the dependent variables (language fluency, acculturation motivation, interaction potential, and mass media availability).

The next step of data analysis is to determine the changes in the student's communication patterns over time. Each of the key variables related to communication will be analyzed in terms of change patterns. Trends will be plotted by dividing the sample into six subgroups by the length of stay in the United States.

Results of the trend analysis will be reported in terms of (1) general shape of developmental curves, (2) significance of changes over time determined by analysis of variance across the subgroups, and (3) significance of linearity in the developmental patterns, i.e., whether the change patterns over the years is linear or non-linear.

Limitation of the Study

Several specifications and limitations should be pointed out before testing the above discussed theoretical assumptions and the path model of communication patterns of students. First, there are about 10,000 Thai students in the United

States in 1981. Due to an unavailability of the names and addresses of all of them, the subjects studied will be limited to those who have names and addresses available at the Students Department, the Royal Thai Embassy, in Washington D.C.

Second, since the present study focuses on the intercultural communication of students with the host society, intra-ethnic communication patterns, i.e., communication within the ethnic group is not included. There are indications in past studies which point to intra-ethnic communication as promoting ethnic identity rather than playing an integrating, buffer, or receiving role (Broom and Kituse, 1955). But intra-ethnic communication may or may not promote acculturation depending on the nature of association. If a student's friendship circle consists of those who are highly knowledgeable about the host culture, such association will promote the student's learning about the host. On the other hand, if a student associates with those who are not experienced in the host society, intra-ethnic communication through such interpersonal relationships will naturally not be helpful for the student's cultural learning. Similarly, one cannot make a simple generalization regarding the effects of a student's use of ethnic mass media. Whether the ethnic media experience will promote or discourage one's cultural learning of the host society will depend upon the content of the ethnic media, i.e., whether it emphasizes useful information about the host society and encourages its audience to participate in the host society, or whether it

primarily reinforces the ethnic individuals' previous cultural traits and tradition. Such intra-ethnic communication patterns are outside the considerations of the present study. Additional attention will, however, be given to some of the important patterns of intra-ethnic communication in the data of the present study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides a review of related literature which includes definitional problems of acculturation, the nature of acculturation process, factors associated with differences in foreign students' attitudes, communication and acculturation, communication variables in acculturation, and acculturation potential.

Definitional Problems

Because the process of acculturation has grown into an increasingly important area of research in cultural anthropology, sociology, and education, the definition of certain basic terms is warranted. Terms such as acculturation, assimilation, socialization, culture contact, amalgamation, integration have been used to describe the process that occurs during "ethnic" meetings. These terms have been used interchangeably to mean the same thing while in other cases the meanings rather than being identical have overlapped.

In their "Memorandum for the study of acculturation," Redfield, Linton, and Herskovits (1936) originally described acculturation as follows:

Acculturation comprehends those phenomena which result

> when groups of individuals having different cultures come into continuous first hand contact, with subsequent changes in the original culture patterns of either or both groups.

Under this definition, acculturation is to be distinguished from culture change, of which it is but one aspect, and assimilation, which is at times a phase of acculturation.

Furthermore, Herskovits distinguishes between "acculturation and "assimilation" on a more academic basis. Acculturation is considered a process while assimilation is a product of it. He gives the following explanation:

> Acculturation comprises those changes in a culture by the influence of another which result in an increased similarity of the two. The influencing may be reciprocal or overwhelmingly one-way. The resultant assimilation may proceed so far as the extinction of one culture by absorption in the other; or, other factors may intervene to counterbalance the assimilation and keep the culture separate (Herskovits, 1938).

Ralph Beals (1953) accepted the definition of Redfield, Linton, and Herskovits. However, he regarded the process of acculturation as one of "diffusion" if neither culture is dominant in the situation nor applies any type of force in effecting change in the other. And if such a factor is present, the process is one of acculturation. Force is broadly treated to include not only overt or naked force but pressures resulting

from deprivation, introduction of compelling new goods, or psychological pressures arising from sentiments of inferiority or superiority.

Due to the existing ambiguity, an operational formulation of the term assimilation amenable to empirical research is necessary to this study. Conceptually, the assimilation process is the process by which groups with diverse thinking, feeling, and acting are absorbed into the dominant group or cultures, forming a social unity and a common culture. Assimilation refers to fusion of cultural heritage, values, and attitudes. This implies that a person or group no longer has any characteristics identifying him with the former culture and also cultural differences no longer exist between persons and groups.

Gordon (1964) sees the assimilation process and its subprocesses as a matter of degree, but complete assimilation would cover seven variables: (1) change of cultural patterns to those of the host society; (2) large-scale entrance into cliques, clubs, and institutions of host society, or primary group level; (3) large-scale inter-marriage; (4) development of sense of people-hood based exclusively on host society; (5) absence of prejudice; (6) absence of discrimination; and, (7) absence of value and power conflict.

Assimilation is broken down into three processes. (1) acculturation, (2) social integration, and (3) amalgamation. Baca (1974) graphically makes these distinctions:

Insert Figure 4 about here

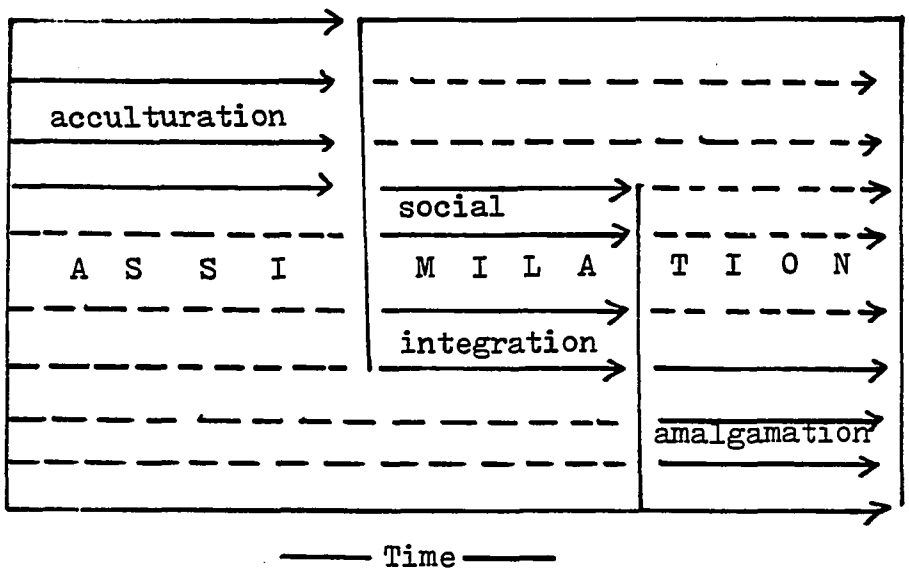


Figure 4: The Three Processes of Assimilation (Baca, 1974)

Total acculturation may be accomplished through one group completely taking over the culture of another and relinguishing its own, as a majority of European immigrants to the United States have done. It must be remembered that total acculturation of a minority group usually takes two or three generations. For the individual to be totally acculturated during his lifetime is highly unlikely since no one can forget his past completely, or escape his cultural conditioning, or is likely to think his former culture completely wrong and inadequate, when one is acquiring a new culture.

Integration involves a fusion of groups in the sense that social interaction is no longer predicted on racial or ethnic identity. Integration requires the dominant society to relinquish its prejudice and discrimination toward the minority culture and, consequently, lead to the complete functional integration of that group in all social systems, primary groups and institutions operative in the culture. Acculturation is a prerequisite for integration, but acculturation does not necessarily guarantee integration. Some blacks and Mexicans Americans have become acculturated but not integrated in the dominant society.

Amalgamation is a biological process involving the fusion of distinct racial and ethnic groups. If marital assimilation takes place fully, then the minority group loses all of its ethnic characteristics, and prejudices and discrimination are no longer a problem since the descendants of the

original minority group become indistinguishable.

The Nature of Acculturation Process

The acculturation process may be classified into categories: material and non-material[3] (Lee, 1975). It was found that the material aspect of culture is easily assimilated. Whatever in the host culture makes living easier is accepted without hesitation and full advantages are taken. Nevertheless, non-material culture such as values, attitudes, and norms are not so readily assimilated. At the same time, traditional habits such as food and behavioral expectations according to the events and language seem to be most resistant to change.

Acculturation proceeds with a differential speed in different areas of culture. Acculturation is a slow process. Technological or material culture changes faster than non-material culture; such as concrete objects as tools, utensils, and ornaments are normally the first things adopted by the newcomers to any culture. However, non-material culture, such as patterns of behavior and values, take a long time to change (Redfield, 1936).

Acculturation is an unconsciousness process. Newcomers to the United States, for example, are unaware of the degree they have become "Americanized." Occasionally, only when they go back to their homelands after having lived in the United States for a number of years, do they realize how much they have changed (Weinstock, 1969).

Acculturation is usually selective and contextually variable. Acculturation situations may lead to a range of possibilities from total acceptance to total rejection, or acceptance of some aspects of culture and rejection of the others. Acculturation is also dependent upon types of societies. It is believed that democratic states provide an ideal condition for acculturation.

Although it is a slow process, acculturation does not take place in many areas. The process involves trial and error, hesitation, conflicts, and adjustment. In general, the acculturation process seems to follow four stages: (1) period of concession, (2) period of conflicts, (3) period of hatred, and (4) period of adjustment (Solanki, 1973). The process may take varying amount of time depending upon the individual.

The period of concession is characterized by the fact that the sojourner who has just come to this country may still be influenced by the ambition he had before coming. The new things are strange to him, but he may be in the state of full curiosity. No conflict is recognized and he may be enjoying meeting with new cultural phenomena. The relationship between majority and minority is friendly.

The period of conflict comes when he begins to see and experience uneasiness with the majority group of people. He may face many problems with the majority because of differences in values, attitudes, ways of thinking, and social norms. This is the period when external affairs begin to bother him

and conflicts will take place gradually.

The period of hatred is the period when conflicts have been accumulated and this may lead him to hate the majority. It is assumed that if one stays longer, he may hate the majority more. An accumulation of displeasing behavior patterns by the minority, such as discrimination, and value conflicts, may also increase hatred toward the majority.

The period of adjustment begins when one gives up his subjectivity and begins to like things in the dominant culture. At the same time, his native values and ways of thinking are changed or disappear, and he may be in favor of adjusting to the dominant culture. This may occur in many different forms. Interracial marriage, adopting new values, status gaining, feeling less conflict and hatred against the majority group of people, are examples of getting adjusted to the new cultures.

Acculturation involves a large number of variables and processes. Some of the variables identified are the following:

Cultural Differences

Significant culture difference between the sojourner's own country and host country produce "culture shock." If his country enjoys a positive image in the host country, the sojourner's attitude toward and experiences in the host country also tend to be positive and vice versa. The greater the similarity between the home and the host culture, the greater the likelihood of feelings of acceptance, positive attitudes, and close interpersonal relations with citizens of the host

country. The opposite situation may involve "status deprivation" (Kelman, 1963) for the sojourner, often resulting in defensive and maladaptive behavior.

Time

The sojourner's attitude toward the host country appears to change through time, the pattern of this change approaching a U-curve. This pattern represents an initial excitement, followed by more critical attitudes toward the host nation, finally resulting in more positive attitudes and reappreciation before returning home (Becker, 1967; Davis, 1963; Deutsch & Won, 1963; Sewell, et al., 1954; Scott, 1956; Coelho, 1958; Morris, 1960; Selltiz & Cook, 1962; Pool, 1966).

Certain variations of the U-curve have also been found For example, an inverted U-curve has been observed to be more typical of sojourners coming from less developed countries (Becker, 1967). An extension of the U-curve into a W-curve is also proposed (Gullahorn & Gullahorn, 1963; Brein & David, 1971; Jacobson, 1963) to take into account the period of readjustment after returning home.

Personality Factors

How the person is affected by cross-cultural contacts is to a great extent a function of who he was at the start. The sojourners's prior motives and expectations affect what he finds in the foreign country and sometimes result in a self-fulfilling prophecy through the process of selective perception. However, as Brein and David (1971) note, inter-

personal relations, background, and situational variables have been found to contribute to an understanding of adjustment problems more than personality factors.

Interaction with Host Culture

In general, acculturation takes place by means of direct and indirect interaction with the dominant culture. Personal interaction through either social or non-social networks, such as participations in social activities or learning English is generally the main means of acculturation.

Social, economical, and political situation of the native country

If these conditions in one's home country are favorable, sojourners may think of returning to their country if they are dissatisfied with living in the United States. In that case, they may not try to be acculturated in the American culture. On the other hand, if the conditions in their home country are not favorable, they may give up returning to their country, and thus acculturation would take place faster. If the country has been under political strain for many years, they may not want to return home, even if they have not yet given up; Koreans illustrate this pattern. Therefore, the possibility of returning to home country will also become a factor for acculturation. The desire to return home by the sojourner may also be based on his background. Those who have had an unfavorable background or social positions may not want to return to their country where they have no opportunity to

gain social and economic status and may be able to adjust better in the United States in order to gain social and economic status (Modell, 1971).

Circumstances and intensity of contact

Contacts may be hostile or friendly, may involve a few selected representatives of one or both cultures, or may involve colonialization and massive contact. These variables may change through time when contacts are prolonged, and the nature of acculturation will vary accordingly.

Age and sex compositions

There is evidence that a younger person is able to accept and absorb new values more rapidly than those whose ways of life are more fixed by age and habits. Men, compared to women sojourners, are more rapidly and readily acculturated. Of course, there are various reasons for this. For example, a lower literacy rate, language, and transportation facilities often cut women off from social contacts (Berry, 1951).

Size of a sojourner group

According to Marden (1952), the larger the size of minority group, the slower its rate of acculturation. In a large group, people limit their interaction within their own group, limiting social contacts with members of the host country. Isolation in a nationality group creates an ethnic ghetto and thus inhibits acculturation.

Rural settlement

A rural settlement further isolates the sojourners, thus

hindering acculturation. Often rural communities are slow in accepting a newcomer (Solanki, 1973).

Relative economic opportunity

From the sojourner's point of view, relative economic opportunity is a most rewarding factor in his new life. This economic opportunity makes the sojourners more willing to make changes in his old pattern of life.

Fear of competition

A fear of competition on the part of members of the host society creates opposition to sojourners and hence hinders their acculturation.

New facilities

The convenience of new facilities enhance acculturation. That is, new ways of life where a new technology fits into the scheme of values of the borrowing group are accepted more readily.

Racial factors

Racial differences or any coloration of skin become a major hindrance to acculturation and eventual assimilation. Race prejudice is found in almost all societies.

In general, it is impossible to expect complete acculturation and assimilation of sojourners in the United States as long as prejudice, real or imagined discrimination, and most of all, physical differences exist. The idea that the United States is a melting pot has faded, because many ethnic

groups in this country tend to maintain their identity even if they speak and act like Americans. The contemporary notion of cultural pluralism and differences have become the course of national unity (McKenna, 1969; Hill & Lujan, 1981).

Depending in part upon the variables mentioned, several kinds of processes may occur.[4] Several of these may be operative at the same time (Beals & Hoijer, 1965). They are the following: Substitutive: A new trait or complex of traits that substitutes for pre-existing traits and performs the same functions may be adopted. Structural change is minimal. Additive: New traits, complexes, or institutions may not replace existing elements but may be added to them. Significant structural change may or may not be involved. Syncratic: New and old traits may be blended to form a new system or subsystem. Structural change is apt to be considerable. Deculturative: Contacts may cause loss of part of the culture without replacement. As examples, on the economic level, substitution of factory-made goods may cause loss of technology; imposition of exterior governmental authority may cause loss of institutions or functions. Originative: New Structures that do not have obvious roots in either culture are invented to meet changing needs. Rejective: The changes demaded may be so great or so rapid that a large number of

individuals cannot accept them. In such a case, efforts are made to resist change. In extreme form, rejection may be accompanied by high rates of abortion and infanticide, attempts to return to the past, rebellions, and religious movements involving supernatural support or sanctions. The irrational content of large-scale rejective movements often is high.

Depending upon the variables and processes involved, several kinds of end results may be perceived (Beals & Hoijer, 1965). Merger, or assimilation: The two cultures become indistinguishable and in time form a single culture. Probably quite a rare phenomenon for groups, but frequent for individuals. Incorporation: One culture loses independence but persists as a subculture, forming a caste, class, or a plural society. Extinction: One culture loses membership until it can no longer function. Membership loss may be due to warfare, new diseases, or through tranference of individuals from one culture to the other. Adaptation: A new internal and external structural equilibrium is achieved. Change may continue, but it is slowed down and is selective again in nature. Compartmentalization, adding of a new structure without abandoning the old, may be one form of adaptation.

Factors Associated with Differences In Foreign Students' Attitudes

There is considerable variation among foreign students

in what they believe the "facts" to be, and, even with similar descriptions of the "facts," in approval or disapproval of them. Undoubtedly many factors contribute to such variation, but only a few of them have been investigated.

First of all, the visitors to a country brings with him a set of preconceptions, of expectations, built up through the years. His preccnceptions may be quite definite or they may be rather vague. They may be realistic or unrealistic. It seems likely that the more realistic they are, the less they will be changed by his stay in the country.

The visitors bring with them a variety of motivations that may influence the extent to which experiences in the host country lead to change in their beliefs and feelings about the country. For example, both Lysgaard (1954) and Scott (1956) suggest that, at least among Scandinavians, established scholars who go to the United States for specific research purposes are likely to be less sensitive to other aspects of the life of the country, and therefore less likely to make observations or undergo experiences that might change their views, than are students whose goals include, in addition to getting training, becoming familiar with a different way of life.

Differences in national background seem to be a major source of differences in perception of the host society. Within the general agreement that family ties in the U.S. are weak, for example, students from non-European countries are likely to see them as even weaker than those from European countries.

Students from countries as diverse as India and Scandinavia are struck by the hurry and movement of American life. In contrast a group of French visitors reported that one of their major surprises was the calm and orderliness, the lack of rush and commotion. A source of these preconceptions is the nature of the relations that obtain between the home-country government and the host-country government. Students from different parts of the world have somewhat different experiences in the U.S. It has frequently been found that European students are likely to interact more extensively with Americans and to experience less difficulty in adjusting to certain aspects of life in this country. It appears that an important basis for the difference between students from different world areas in their perceptions of the U.S. is the fact that one tends to judge the situations one is currently observing in relation to one's accumulated background of experience with similar situations. The more a student sees the U.S. as being like his own country, the more likely he is to approve of the U.S.

Attendance at different types of schools seems to have little consistent effect on either beliefs or feelings about the host country. One might expect that foreign students who go to small colleges in small towns would get quite a different view of American life than those who attend large metropolitan universities, but, the few differences between students at different types of institution formed no consistent pattern (Selltiz & Cook, 1962).

Similarly, one might expect that attendance at a six-week orientation program designed to help prepare students for the adjustments involved in starting their studies at American universities and in meeting the demands of everyday life in an American community would have an effect on attitudes toward the U.S. But, although it was found that participation in such a program did lead to greater ease in establishing social relations with Americans, it had almost no effect on the content of beliefs or the favorableness of feelings about the U.S. (Selltiz & Cook, 1962).

To the extent that he finds the host country respectful for his home country, he is likely to feel that he personally is accepted and respected. To the extent that he sees the people of the host country as contemptuous of his home country, he is likely to believe that they look down on him. Students who gained in "national status" by coming to the U.S. would be more favorable in their evaluation of the U.S. than those who lost in "national status." A student was considered to have "gained in national status" if he believed most Americans would rate his country higher than he himself did, to have "lost in national status" if he believed they would rate it lower than he himself did.

The expectation that exchange-of-persons programs will increase international good will is an assumption that getting to know the people of another country will lead to liking them. However, not all foreign students become more favorable toward

the country in which they have studied. Is the assumption incorrect? Perhaps getting to know people does not necessarily, or even usually, lead to greater liking. On the other hand, perhaps the difficulty is that some, or many, foreign students do not really "get to know" the people of the host country. Probably more than superficial contact is needed to change attitudes, and it may be that not all foreign students have the degree of contact with people of the host country that is likely to produce attitude change.

If we take as a measure of social relations such relatively objective facts as the proportion of free time a foreign student spends with Americans, the nature and variety of the activities in which he participates with them, and the frequency of such participation, it appears that students who have more extensive interaction with Americans tend to see personal relationships in the U.S. as being closer than do those who interact less with them, and to be more approving of such aspects of American life as friendship and family patterns and the characteristics of Americans as individuals. Students who reported having made one or more close American friends described both friendship and family relations in the U.S. as closer than did those without close American friends, and expressed greater liking for American friendship and family patterns and greater approval of the traits they saw as characteristic of Americans.

Undoubtedly there are many other factors, besides those

discussed here, that influence a foreign student's beliefs and feelings about the country in which he is studying. These may include past experiences and personal characteristics; they may include a wide variety of experiences in the host country; they may include his expectations of how the sojourn will affect his future career; they may include events on the international scene. Although a beginning has been made in understanding what takes place in the process of cross-cultural education and what factors may affect some of its outcomes, much remains to be learned.

After the student returns home, his view and feelings about the host society may change again. In fact, the end result may have little resemblance to his attitudes while he is in the host country. Some students have reported that the host country "looks better" after they return home. As time passes, the minor irritations that are an almost inevitable part of everyday living in any setting are forgotten, leaving the pleasant and admirable aspects to dominate the picture. Instead of the minor irritations of everyday life in the host country, the student is now faced with those of home country, which he may have forgotten while he was abroad; by contrast, the recollection of the host country, from which these details have tended to drop out, may seem especially pleasant.

Riegel (1953) concluded, in his study of the Belgians, that the student is likely to be most favorable toward the host country immediately after his return, and that his

attitudes gradually revert to those commonly held in the groups of which he is a member. Other investigators have also stressed the importance of the attitudes toward the host country that are current in the home country when the student returns. If he finds that the dominant view is critical or even hostile, he may find it easier to re-establish himself in his own country. If he finds that his foreign experience, rather than helping his career, seems for some reason to hinder it, this may lead him to become negative toward his foreign experience, whatever his feeling about the host country may have been during his stay there.

Communication and Acculturation

Studies of foreign sojourners' acculturation processes have been traditional among anthropologists since 1930s. Many anthropological studies have compared cultural forces. The most typical anthropological approach to acculturation is to define the "ideal type" of personality or "dominant" values of American society and then to measure the degree of learning and internalization of such a value system as a replacement for the value system of the original culture (Nagata, 1969).

The difficulty of establishing an "ideal type" seems inevitable when we examine the empirical findings from sociological studies on American value systems. In the area of marriage and family life, for example, considerable variability has been found among different subgroups distinct in socioeco-

nomic status, ethnic tradition, religious preferences, and racial ascriptions.

The cultural diversity in American society seems to grow. We have seen a major change toward a greater emphasis on preserving the ethnicity of various minorities. This trend is clearly reflected in current development of bilingual and bicultural educational programs in schools. Even if we could agree upon a "common culture" in the U.S., such commonness would be more an ideal aspired to than a task accomplished by foreign sojourners, and could provide little empirical ground upon which a sojourner's acculturation can be scientifically assessed.

Considering the complex nature of American culture and the difficulty for social scientists in defining and empirically validating the American value system, the traditional approach to the study of the acculturation process need to be reconsidered. A sojourner's acculturation can be better assessed by the extent to which he can recognize, interpret, and synthesize the diversity and complexity of the American cultural and social system and be able to deal with such an environment effectively in a variety of situations (Kim, 1978). The process of acculturation should be redefined as "the process of cognitive, attitudinal, and behavioral adaptation to the new cultural system," rather than as "the process of adopting the cultural values of a new society " (Kim,1978, p.199).

This conceptualization of the acculturation process brings forth a new approach in studying acculturation, i.e., a communication approach. The process of cognitive-attitudinal-behavioral adaptation to the new environment is viewed as a communication process. Each and every act of communication between human beings is an adaptive process analogous to biological evolution (Ivy & Hurst, 1971). Through communication, a sojourner acquires control over change in order to cope with the new environment. Learning and acquiring ways to face the problematic situations occur through communication, both verbal and nonverbal, and through interpersonal contact and mass media. As Peterson, Jenson, and Rivers (1965) pointed out:

> Communication is...the carrier of the social process. It is the means man has for organizing, stabilizing, and modifying his social life....The social process depends upon the accumulation, exchange, and transmission of knowledge. Knowledge in turn depends upon communication (p.16).

This adaptation of communication made in response to the environment affects that same environment which in turn affects the communicator. Thus, communication patterns are the best approximations of the reality of experiences which occur in and between individuals, representing their acculturation in the host society. In other words, the communication patterns of a sojourner represent both the process and the outcome of

first-hand culture-contact in the host society.

From the systems perspective, a human being is an open system, exchanging materials, energies, or information with the environment. A system is closed, if there is no import or export of energies in any of its forms, and therefore no change of components. People become closed when they cease to live. Humans, as an open system, show a quality usually called adaptation. That is, we posses the ability to react to our environment in a way that is favorable, in some sense, to the continued operation of our existence. It is as though we have some prearranged "end" and our behavior is such that it is led to this end despite unfavorable environmental conditions.

We as human have the capacity for inventing, accumulating, and attaching meanings and significance--through symbols--to our social environment and to ourselves. We, living in a social-cultural system, must encode or decode our messages in such a fashion that we will be recognized, accepted, and responded to by the individual or group with whom we interact. This means that, in all human communications, we are concerned not only with the selection of the appropriate symbols of communication, but also with the fact that what is transmitted is governed as much by the recipient as by our own intentions and purposes.

Sojourners utilize these same modes of communication so that they can conform with greater fidelity to the sanctioned

patterns of the host social-cultural system in which they live. They are not passive individuals awaiting a stimulus in order to respond; they are active and goal seeking. In time, we can see social-cultural change taking place as a sojourner deviates from accepted patterns of the old culture and utilizes new patterns in the new milieu which supercede the older patterns.

Communication, then, is the fundamental process in and through which acculturation occurs and evolves. The acculturation process, therefore, is a communication process. For the average sojourner, the adaptive and interactive process of communication-acculturation occurs unknowingly more often than knowingly. It is a natural phenomenon of humans when they find themselves in a cultural-social environment which is different from the one where they were born and raised.

Here, the environment in which a sojourner interacts refers to that part of the host social system in which he lives his day-to-day life. A society is not a unified, homogeneous system, but a conglomeration of a hierarchy of subsystems that share common social-cultural characteristics and yet are distinct from one another. Most of us live in a relatively limited physical and social environment, and seldom come to grips with the entire social system. We cannot expect a sojourner to become acculturated to the entire American social system in its totality.

Thus, a sojourner's communication-acculturation process

needs to be approached from a functional point of view. Rather than attempting to establish the cultural norms, values, and behavioral modes of the host society, we need to study the environmental context which is functionally significant to the immigrant's life.

Based on the above discussions, the following axioms are proposed by Kim (1979, p. 5) as fundamental assumptions regarding the process of communication-acculturation. These axioms provide the bases upon which key constructs of communication-acculturation will be delineated.

Axiom 1: The acculturation process is a natural process of adaptation of an individual who has been socialized in one culture and moves to another culture.

Axiom 2: Acculturation occurs in and through communication. Therefore, the acculturation process is a communication process.

Axiom 3: Communication patterns of a sojourner at one point of time, in turn, reflect the acculturation of the immigrant.

Axiom 4: The communication-acculturation process is an interactive and continuous process. It evolves in and through relationships between an individual sojourner and his social-cultural environment.

Axiom 5: A sojourner belongs to multitudes of subsystems within the host society. Among the subsystems that he belongs to, those systems that are of direct and

significant functional relevance to his day-to-day life are most influential to his communication-acculturation process.

Communication Variables in Acculturation

One of the most comprehensive and useful conceptual frameworks in analyzing a sojourner's acculturation from the communication perspective is provided by the systems perspective elaborated by Ruben (1975). In his paradigm, all human communication processes can be categorized into "personal communication" (or "intrapersonal communication") and "social communication" (interpersonal communication and mass communication).

Personal Communication

Personal (or intrapersonal) communication refers to the mental processes by which an individual organizes himself in and with his sociocultural milieu, developing ways of seeing, hearing, understanding, and responding to the environment. "Personal communication can be thought of as sensing, making-sense-of, and acting toward the objects and people in one's milieu. It is the process by which the individual informationally fits himself into (adapts to and adapts) his environment" (Ruben, 1975, pp. 168-169). In the context of acculturation, a sojourner's personal communication can be viewed as the organization of acculturation experiences into a number of identifiable cognitive and affective response patterns that

are consistent with the host culture or that potentially facilitate other aspects of acculturation.

One of the most important variables of personal communication in acculturation is the complexity of a sojourner's cognitive structure in perceiving the host environment. "Cognitive structure" or "perceptual process" refers to the organization of experience into a form which will allow the individual to deal effectively with a given stimulus. According to Kelly (1955):

> Man looks at his world through transparent patterns of templets which he creates and then attempts to fit over the realities of which the world is composed. The fit is not always good. Yet without such patterns the world appears to be such an undifferentiated homogeneity that man is unable to make any sense out of it. Even a poor fit is more helpful to him than nothing at all (pp.8-9).

Closely related to the cognitive complexity is a sojourner's knowledge in patterns and rules of the host communication system. Sufficient empirical evidence supports the critical function of such knowledge (especially knowledge of the host language) in facilitating other aspects of acculturation. The acculturative function of the knowledge in the host communication system has been observed particularly important in increasing a sojourner's participation in interpersonal and mass communication networks of the host society (Breton, 1964; Chance, 1965; Richmond, 1967; Kim, 1977, 1980).

Another variable of personal communication in acculturation is a sojourner's self image in relation to his images of others around him. The relative position of the sojourner's self image in relation to his images of the host society and the original culture, for example, provides valuable information about his subjective reality of acculturation. Feelings of alienation, low self-esteem, and other similar psychological problems of sojourners tend to be associated with the greater perceptual distance between self and members of the host society (Kim, 1980).

Also, a sojourner's acculturation motivation has been observed to be functional in facilitating his acculturation process. Acculturation motivation refers to a sojourner's willingness to learn about, participate in, and be oriented toward his new environment; this motivation generally promotes his participation in communication networks of the host society (Kim, 1977, 1980).

Social Communication

Personal communication is linked to social communication when two or more individuals interact, knowingly or not. "Social communication is the process underlying intersubjectivization, a phenomenon which occurs as a consequence of public symbolization and symbol utilization and diffusion" (Ruben, 1975, p. 171). Through social communication, individuals regulate feelings, thoughts, and actions of one another. Social communication can be classified further into interper-

personal communication and mass communication. Interpersonal communication occurs through interpersonal relationships, which, in turn, represent the purpose, function, and product of an individual's interpersonal communication. Mass communication, on the other hand, is a more generalized process of social communication, in which individuals interact with their socio-cultural environment without involvement in interpersonal relations with specific individuals. An individual's communication experiences through such media as radio, television, newspaper, magazine, movie, theater, and other similar public forms of communication, can be included in this category.

A sojourner's interpersonal communication can be observed through the degree of his participation in interpersonal relationships with members of the host society. More specifically, one can infer and predict a sojourner's acculturation from the nature of his interpersonal networks. A sojourner with a predominantly ethnic interpersonal network can be considered less acculturated and less competent in the host communication system than a sojourner whose associates are primarily members of the host society. In addition, the degree of intimacy in the relationships a sojourner has developed with members of the host society is an important indicator of his acquired host communication competence. One may further elaborate on a sojourner's interpersonal communication by observing his specific verbal and nonverbal communication patterns in interacting with members of the host society.

The acculturation function of mass communication is limited in relation to that of interpersonal communication (Kim, 1979). The sojourner's interpersonal communication experiences provide him with intense and detailed influence over his acculturation. Communication involving an interpersonal relationship provides the sojourner with simultaneous feedback, directly controlling and regulating his communication behaviors. Though limited in its relative impact on a sojourner's acculturation, mass communication plays an important role in expanding the sojourner's experiences in the host country beyond his immediate environment. Through mass communication, a sojourner learns about the broader ranges of the various elements of the host sociocultural system. In transmitting messages which reflect the aspirations, myths, work and play, and specific issues and events of the host society, the media contents explicitly and implicitly convey societal values, norms of behavior, and traditional perspectives for interpreting the environment. Of various mass communication experiences of a sojourner, exposure to the content of information-oriented media such as newspapers, magazines, television news and other informational programs has been observed to be particularly functional for acculturation when compared to the content of other media that are primarily entertainment-oriented (Kim, 1977).

The acculturative function of mass communication should be particularly significant during the initial phase of a

sojourner's acculturation process. During this phase, the sojourner has not yet developed sufficient competence to develop satisfactory interpersonal relationships with members of the host society. The communication experiences in direct interpersonal contact with members of the host society can often be frustrating. The sojourner may feel awkward and out-of-place in relating to others. The direct negative feedback from the other person can be too overwhelming to experience pleasure in the interaction with members of the host society. A natural tendency for the sojourner is to withdraw from such direct interaction and, instead, resort to mass media as an alternative, pressure-free channel through which he can absorb elements of the host environment (Ryu, 1978).

Communication Environment

A sojourner's acculturation and communication behaviors (intrapersonal, interpersonal, and mass media communication) can be accurately understood only when we consider the environmental factors. A person's communication environment shapes the degree of "accessibility" to host communication channels.

Interaction potential. The term "accessibility" means, in relation to interpersonal communication, "interaction potential," i.e., the degree of opportunity for association with members of the host society in the immigrant's immediate environment. Ordinarily, if a situation is to have any interaction at all, it must provide for the physical proximity of two or more persons.

An environment condition particularly influential in a sojourner's communication and acculturation is the availability of his native ethnic community in the local area. The degree to which the ethnic community can influence the sojourner's behavior depends largely upon the degree of "institutional completeness" of the community and its power to maintain the distinctive home culture for its members (Taylor, 1979). Available ethnic institutions can ameliorate the stresses of intercultural situations and provide context for acculturation under relatively permissive conditions. In the long run, however, an extensive involvement of a sojourner in his ethnic community without sufficient communication with members of the host society may retard the intensity and rate of his acculturation (Broom and Kituse, 1976).

Ultimately, the host society permits the degree of freedom, or "plasticity" (Kim, 1979), for minority sojourners to deviate from the dominant cultural patterns of the host society and to develop ethnic institutions. Such permissiveness in the communication environment may vary even within the same country. In a relatively open and pluralistic society such as the contemporary United States, a sojourner may find different degrees of receptivity and openness of the host environment between a large metropolitan area and a small town in a rural area.

Acculturation Potential

Individuals respond to the new change in terms of their prior experiences, accepting what promises to be rewarding and rejecting what seems unworkable or disadvantageous. Acculturation patterns are not uniform among all individuals but vary depending upon their acculturation potential as determined by their pre-immigration characteristics. Some are more predisposed toward the host culture than others. Among the multitude of background characteristics, the following characteristics are considered important in contributing to greater acculturation potential (Kim, 1980).

1. The similarity of the original culture to the host culture is perhaps one of the most important factors of acculturation potential. A sojourner from Canada to the United States, for example, will have a greater acculturation potential than a Vietnamese sojourner from Southeast Asia. Even two sojourners from the same culture may have different subcultural backgrounds. A sojourner from a more cosmopolitan urban center is likely to have a greater acculturation potential than a farmer from a rural area. To the extent that one understands the similarities and discrepancies between a sojourner's original cultural background and the host culture, one can better understand the sojourner's acculturation potential.

2. Age at time of immigration has been found to be significantly related to acculturation potential. Older sojourners generally experience greater difficulty in adjusting

to the new culture and are slower in acquiring new cultural patterns.

3. Educational background of a sojourner prior to immigration also facilitates acculturation. Education, regardless of its cultural context, appears to expand a person's capacity for new learning and the challenges of life. In some cases, a sojourner's educational process in the home country includes training in the language of the host society, which gives the individual a basis for building communication competence after immigration.

4. On the psychological level, a sojourner's personality factors such as gregariousness, tolerance for ambiguity, risk-taking, cognitive flexibility, open-mindedness, and other related characteristics, are likely to increase his acculturation potential. These personality characteristics are likely to help restructure one's perception, feelings, and behaviors, facilitating his acculturation in a new cultural environment.

5. Similarly, familiarity with the host culture prior to immigration through previous travel, interpersonal contacts, and through mass media may also increase the immigrant's acculturation potential.

Conclusion

Acculturation is a dynamic, multidimensional process. Acculturation proceeds with a differential speed in differential

areas of culture. In general, the acculturation process seems to follow four stages: (1) period of concession, (2) period of conflict, (3) period of hatred, and (4) period of adjustment. The process may take varying amount of time depending upon individual. Studies of foreign sojourners' acculturation processes have been traditional among anthropologists since the 1930s. Only recently, Young Kim suggests that a sojourner's acculturation can be better assessed by the extent to which he can recognize, interpret, and synthesize the diversity and complexity of the American cultural and social system and be able to deal with such an environment effectively in a variety of situations. This conceptualization of the acculturation process brings forth a communication approach in studying acculturation. Through communication, a sojourner acquires control over change in order to cope with new environment. Learning and acquiring ways to face the problematic situations occur through communication, both verbal and nonverbal, and through interpersonal contact and mass media. Communication, then, is the fundamental process in and through which acculturation occurs and evolves. Communication variables in acculturation include personal communication, interpersonal communication, mass communication, and communication environment. Acculturation patterns are not uniform among all individuals but vary depending upon their acculturation potential as determined by their pre-immigration characteristics. Some are more predisposed toward the host

culture than the others. A sojourner's psychological, social, and all other processes are closely interrelated and concurrent. To provide a more comprehensive and realistic description, explanation, and prediction of the acculturation process, efforts need to be made to link various dimensions of acculturation.

CHAPTER III

METHOD AND DATA ANALYSIS

The method and procedure utilized in this study is primarily taken from Dr. Young Yun Kim's study of communication patterns of Korean population in Chicago in the process of acculturation (1976). The differences are that (1) this study is conducted among the Thais rather than the Koreans, and that (2) this study is designed to investigate the acculturation process of the students who are expected to return to their home country, not the immigrants who plan to spend the rest of their life in the United States.

Procedures

Subjects

One of the common problems in survey research of ethnic sojourners is to obtain complete lists of the entire population from which a representative sample can be drawn. The same problem was present in this study. The source of information regarding Thai students in the U.S. is the Students Department, the Royal Thai Embassy in Washington D.C. However, they do not have names and addresses of all Thai students. The students Department provided me with only 304 names and addresses of the students who came to the U.S. under government scholarships and 19 names and addresses of the presidents

of the Thai associations in 19 U.S. institutions. The latter group was able to provide me with the names and addresses of the Thai students in their respective institutions. The total number of the population is 750. I have used all the students' names provided to me as the Thai population from which a representative random sample of 350 was drawn.

Data Gathering

For the purpose of this study, the questionnaire constructed by Young Kim for her study of communication patterns of Korean immigrants in Chicago in the process of acculturation was used with some modification.[5]

The survey questionnaire consisted of the items which measured the key variables of the present study: interpersonal communication, mass media consumption, cognitive complexity, language fluency, motivation level, accessibility to interpersonal communication channels (interaction potential), and mass media availability at home. It also included the student's background characteristics, general satisfaction level, communication involvement within the Thai group and with other ethnic groups and level of consumption of Thai mass media.

The questionnaire was printed in Thai. Although Thai students in the U.S. may understand English well, the use of Thai language seems preferable. It is hoped that a Thai

document would be more readily welcomed by the respondents, but also would elicit more direct responses. One thinks more freely in one's native language.

Due to the widely diffused residential area of the Thai students, the survey was conducted through a mail questionnaire during December 1981-February 1982. Out of the questionnaires sent to 350 Thai students, 260 completed questionnaires were returned, for a 74.3% return rate.

Variables

Perceptual complexity. Techniques for measuring human cognitive systems have been developed in the field of psychology. Most of the research in this area has been conducted in experimental laboratory situations in which full contact with respondents was possible. In such studies, cognitive complexity has been measured through such standardized methods as objective sorting, role concept, repertory test, and multi-dimensional scaling (MDS) (Schroder et al, 1967). In the present study, however, these techniques could not be effectively used. A large number of respondents had to be assessed through "self-report" answers to mailed questions.

A few sociological survey studies have used a rather crude method of assessing foreign students' perception of the host society. Smith (1955), for example, compared the degree of generalization by American students before and after a summer visit to Europe. In testing the hypothesis that, as

a result of the European experience, the participants would tend to generalize less about the French, the English, and other groups. he measured the frequency of disvowels of making such generalizations. A similar method was used by Coelho (1955) when he asked students from India to make comments about the national character traits of Americans as well as Indians. He found that it was easier for the Indian students to stereotype the people they know less well, i.e., they stereotyped Americans more easily than their own people.

Thus, it is clear that the more complex one's perception and understanding is, the more difficult it is for him to make generalizations. According to Crano and Schroder (1967), attitude structure can be thought of as varying in degrees of complexity (defined in relation to the number of dimensions which are part of the attitude domain). A complex attitude structure, then, is composed of a greater number of differentiations among a greater number of dimensions than is a concrete attitude structure. A person with a concrete attitude can be characterized as being rigidly determined and therefore has less difficulty in generalizing the attitudinal domain than a person with more complex and differentiated attitudes.

In the present survey, perceptual complexity was assessed by measuring the degree of concreteness (or extremity) in responding to the twelve adjectives (items 45-56 in the questionnaire) describing and evaluating Americans (e.g., "Americans are open-minded," "Americans are peace-loving,"

etc.). Six alternative responses are provided (e.g., "Strongly Agree," "Somewhat Agree," "Neutral or difficult to Generalize," "Somewhat Disgaree," "Strongly Disagree," and "Don't Know"). Extremity of attitudes, either positive or negative, toward the generalizations will be considered to be an indicator of a simple perception of the host. Neutrality or expression of difficulty in responding to such adjectives will be regarded as an indicator that the perception is complex and more differentiated. For the Kim study, for the sample size of 281, the average inter-item correlation coefficient r among the twelve attitude items was .27 and Cronbach's Reliability Coefficient Alpha was .81. However, for this study, the reliability coefficient will be determined by results of the factor analysis which will be discussed later in this chapter.

Interpersonal communication. A student's involvement with members of the host society was measured by the volume and intensity of his informal social relationships with Americans and the number of American organizations to which he belongs as a regular member. Subjects were asked to report (1) the number of casual acquaintances one knows well enough to talk with when one happens to meet them, (2) the number of friends one meets in one another's home, (3) the number of intimate friends with whom one can discuss his private and personal problems, and (4) the number of American organizations one currently belongs to as a regular member (item 19b&c, 20b&c, 21b&c, and 25 in the questionnaire). These items

were highly intercorrelated with one another for the Kim's study showing an average correlation coefficient $\underline{r}$ = .57 and Cronbach's Alpha = .81.

The index of interpersonal communication was the sum of the number of Americans with whom the subject reportedly had interpersonal communication relationships. For this study, the summation procedure was dependent upon the factor analysis to be discussed later in this chapter.

Use of mass media. For scoring the student's mass media use, the amount (or frequency) of exposure to American radio television, magazines, and movies was measured (items 26, 27, 28, 30, 31 in the questionnaire). In addition, two items were added to assess the frequency of watching television news and listening to radio news programs in order to obtain their exposure to current information from the host society (items 32 and 33 in the questionnaire). In Kim's study, it was found that, although all these seven items on media consumption correlate positively, the print media consumption and the exposure to radio and television news were higher than the general radio and television consumption in their item-total correlations. Therefore, only the four items (radio news, television news, magazine subscription, and newspaper reading) were combined into a composite scale of the immigrant's American media consumption. For the Kim study, the average inter-item correlation coefficient $\underline{r}$ among the four final items was .34 and Cronbach's Alpha was .67. However, for

this study, the reliability coefficient will be determined by results of the factor analysis to be discussedlater in this chapter.

Interpersonal interaction potential. Interaction potential was operationalized for this study in item 23 of the questionnaire. Accessibility to interpersonal communication channel of the host society was measured by the respondent's estimation of the percentage of American contacts out of the total daily contact: "Of all daily personal contacts you make, what percentage is with Americans?"

Availability of mass media at home. Regarding the media availability, the survey questionnaire originally included four items: availability of radio, television, newspaper, magazine/journal (item 22 in the questionnaire). The data for the Kim study, however, showed that radio and television are owned by virtually every household in the community (95.4% for radio and 97.5% for television). Thus, only the availability of the print media (newspaper and magazine) were able to discriminate among her respondents in terms of media availability. For the Kim study, the correlation coefficient r between the two items was .39 ($p < .001$). However, for this study, the reliability coefficient will be determined by results of the factor analysis.

English fluency. The student's language fluency was operationalized for this study in items 34-37 of the questionnaire. Respondents were asked to estimate their own speaking

and understanding of English. The objective method of using judges to evaluate the student's English could not be employed in the survey in which all the measurements were done by mail. The Kim study reported the average correlation coefficient r among the four items of .69 and Cronbach's Alpha of .90.

Acculturation motivation. The student's acculturation motivation was measured by three questions concerning his level of interest in learning the norms and culture of the host society, in making friends with Americans, and in learning the current issues in the United States (items 38, 39, 40 in the questionnaire). The Kim study reported the average correlation coefficient r among the three variables of .38 and Cronbach's Alpha of .52. Distribution of responses on the four-point scales ("Not at all," "A Little," "Somewhat," and "High") show a skew toward higher levels of motivation, suggesting that an artifact of social desirability might have affected the responses. Nevertheless, the three items were considered to provide a reasonable basis, though probably not very sensitive, from which the immigrant's motivation level could be roughly estimated.

Method of Data Analysis

Reliability

For this study, the reliability coefficient for each of the seven variables (i.e., perceptual complexity, interpersonal communication, use of mass media, interpersonal

interaction potential, availability of mass media at home, English fluency, and acculturation motivation) was determined by submitting each scale to a principal components solution followed by a varimax rotation, the purpose of which is to select the dominant factor as the operational factor for the variable.

The decision rule to use for a significant factor is Kaiser criterion. For the loadings of an item to be considered significant it must have a primary loading on one factor of at least .50, and no secondary loading on another factor of a value above .30. For this study, the factor explaining the most variance was selected for each of the seven variables.

Correlation Analysis

Inter-correlation matrix has the purpose of assessing whether significant relations exist between each of the seven variables under study. The decision rule to use for a significant relationship is $p > .05$ rule, for sample size of 260.

Path Analysis

Hypothesized path is as follows:

1. The more a student participates in interpersonal communication with members of the host society, the more complex will be his perception of the host society.

2. The more a student consumes the mass media of the host society, the more complex will be his perception of the host society.

3. The more fluent a student is in the host language

the greater will be his participation in interpersonal communication with members of the host society.

4. The more fluent a student is in the host language, the greater will be his use of host mass media.

5. The greater a student's acculturation motivation, the greater will be his participation in interpersonal communication with members of the host society.

6. The greater a student's acculturation motivation, the greater will be his use of host mass media.

7. The greater a student's interpersonal interaction potential, the greater will be his participation in interpersonal communication with the host society.

8. The more access a student has to host mass media, the greater will be his exposure to mass communication of the host society.

9. The complexity with which a student perceives the host society will be influenced by interpersonal interaction potential, motivational level, English fluency, and availability of mass media at home, mediated by interpersonal communication and use of mass media.

Expected flow of path model of intercultural communication patterns are drawn as shown in Figure 5.

Insert Figure 5 about here

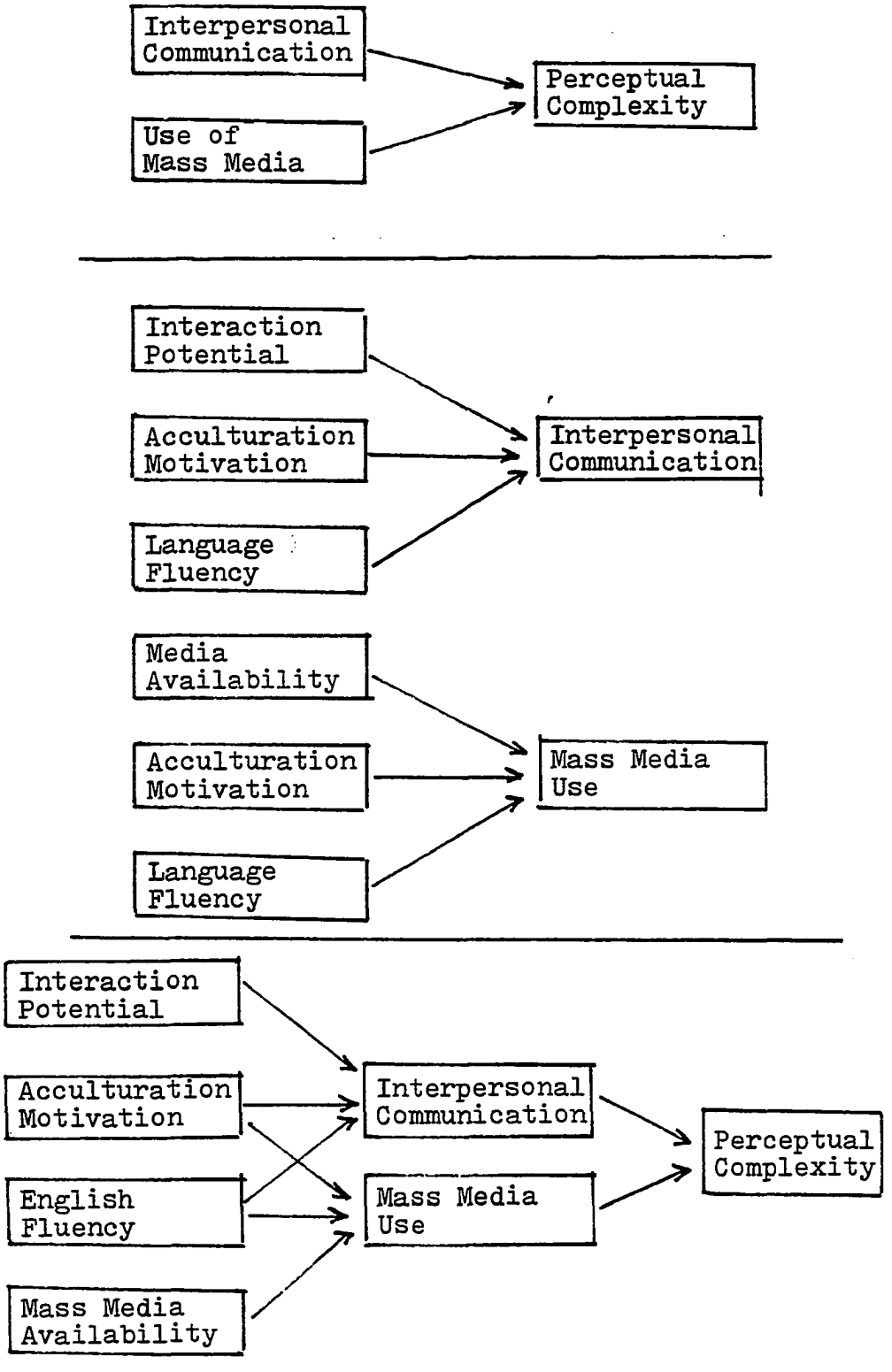


Figure 5: Expected Flow of A Path Model

The hypotheses in constructing the path model are as follows:

1. The path coefficients between perceptual complexity and intercultural communication behavior (i.e., interpersonal communication, and use of mass media) should be significantly different from zero.

2. The path coefficients between intercultural communication behavior and the four factors (interaction potential, acculturation motivation, English fluency, and availability of mass medai) should be significantly different from zero.

3. The path coefficients between perceptual complexity and each of the exogenous variables (interaction potential, acculturation motivation, English fluency, and availability of mass media) should be zero or not significantly different from zero.

For this study, the multiple causality of English fluency, acculturation motivation, and channel accessibility on intercultural communication and on perceptual complexity, and the multiple causality of intercultural communication on perceptual complexity were tested through multiple regression analysis.[6]

Path coefficients were represented by the beta values (BETA). Standard Regression Coefficient indicates the number of standard deviation units of change in the dependent variable that would be predicted when the independent variable changes by one standard deviation unit. For example, if B = +.5, this

indicates that the predicted dependent variable score increases by .5 standard deviation units for each standard deviation unit increase in the independent variable (see Norman Nie, et al, 1975)

Trend Analysis

The next step of data analysis is to determine the changes in the student's communication pattern over time. Each of the key variables related to communication will be analyzed in terms of change patterns. They are language fluency, acculturation motivation, interaction potential, availability of mass media at home, number of American and Thai casual acquaintances, number of American and Thai casual friends, number of American and Thai intimate friends, number of American and Thai organizational memberships, consumption of American and Thai mass media, perceptual complexity, attitude toward the host society, and level of satisfaction in the host society. Trends were plotted by dividing the sample into six subgroups by the length of stay in the United States.

Ideally, such trend patterns should be observed through time-series data that are collected repeatedly over the years. In the present analysis, however, the trends could be traced only through the cross-sectional comparisons due to the limitations in time and resources.

Results of the trend analysis will be reported in terms of (1) general shape of developmental curves, (2) significance

of changes over time determined by analysis of variance across the six subgroups, and (3) significance of linearity[7] in the developmental patterns, i.e., whether the change patterns over the years is linear or non-linear.

Summary

For the present study, the data analysis includes (1) reliability assessment, (2) correlation analysis, (3) path analysis, and (4) trend analysis. In addition, the survey data were analyzed to examine antecedent factors that influence the variables in the theoretical system. Such individual background variables as number of years staying in the U.S., educational background, sex, age, marital status, income level, working, with or without scholarship, number of other foreign countries already visited, length of stay in other foreign countries, relative availability were included in the supplementary analysis.

CHAPTER IV

RESULTS

The results of data analysis will be reported in the following in terms of (1) reliability assessment, (2) correlation analysis, (3) path analysis, (4) trend analysis, and in addition, (5) the analysis of student's background characteristics in relation to language fluency, acculturation motivation, interaction potential, and mass media availability.

Results of Reliability Assessment

Perceptual Complexity

In the present study, six adjectives describing and evaluating Americans (i.e., "peace-loving," "frivolous," "industrious," "arrogant," "optimistic," and "trustful") in items 45-48 and 54-55 of the questionnaire, were found to be significant in explaining the perceptual complexity. The average inter-item correlation coefficient r among the six attitude items was .23 and Cronbach's Reliability Coefficient Alpha was .64. (See Appendix 1 for details.)

Interpersonal Communication

The items that were found to be important in explaining interpersonal communication are (1) the number of American casual acquaintances one knows well enough to talk with when

one happens to meet them, (2) the number of American friends one meets in one another's home, (3) the number of American intimate friends with whom one can discuss his private and personal problems (items 19b&c, 20b&c, 21b&c in the questionnaire). These items were highly intercorrelated with one another showing an average correlation coefficient $\underline{r}$ = .51 and Cronbach's Alpha = .52. (See Appendix 2 for details.)

Use of Mass Media

In this study, only three items were found to be important in measuring mass media use. They were (1) amount of exposure to American newspaper(s), (2) number of American magazine(s) subscriptions for a student's own reading, and (3) amount of exposure to radio news (items 28, 31, 32 in the questionnaire). The average inter-item correlation coefficient $\underline{r}$ among the three items was .16 and Cronbach's Alpha was .33. (See Appendix 3 for details.)

Interpersonal Interaction Potential

Since there is only one item (item 23 in the questionnaire) being used to measure accessibility to interpersonal communication channels of the host society, there was no need to conduct a factor analysis for this variable. (See Appendix 4a for details.)

Availability of Mass Media At Home

In the present study, the four items: availability of radio, television, newspaper, magazine/journal (item 22 in the questionnaire) were found to be significant in measuring the

media availability. The average inter-item correlation coefficient r was .25 and Cronbach's Alpha was .50. (See Appendix 4b for details.)

English Fluency

The four items: English listening comprehension, English speaking ability, self-confidence in English, and comparisons in English (items 34-37 in the questionnaire) were found to be significant in relation to English fluency. The average correlation coefficient r among the four items was .69 and Cronbach's Alpha was .78. (See Appendix 5 for details.)

Acculturation Motivation

The two questions concerning the student's level of interest in learning the norms and culture of the host society, and in making friends with Americans (items 38, 39 in the questionnaire) were found to be the most important items in describing acculturation motivation. The correlation coefficient between the two variables was .61 and Cronbach's Alpha was .76. (See Appendix 6 for details.)

Results of Correlation Analysis

The seven variables (perceptual complexity, interpersonal communication, mass media use, interaction potential, mass media availability, English fluency, and acculturation motivation) in the present theoretical system are correlated with one another, as shown in Table 1.

Insert Table 1 about here

Table 1

Correlation Matrix of Key Variables

In the Causal Model

	CMPLXTY	IPCOMM	AMUSE	ITPOTEN	AMEDIA	ENGLISH	MOTIVE
CMPLXTY	1.00						
IPCOMM	.04	1.00					
AMUSE	.06	.12*	1.00				
ITPOTEN	.03	.41*	.20*	1.00			
AMEDIA	.01	.13*	.43*	.14*	1.00		
ENGLISH	-.01	.22*	.36*	.30*	.24*	1.00	
MOTIVE	.13*	.18*	.13*	.17*	-.08	.05	1.00

Variable's names in the matrix are as follows:

CMPLXTY = Perceptual Complexity (Attitude Scale)

IPCOMM = Interpersonal Communication With Americans

AMUSE = Use of American Mass Media

ITPOTEN = Interpersonal Interaction Potential With Americans

AMEDIA = Availability of American Mass Media at Home

ENGLISH = English Fluency

MOTIVE = Acculturation Motivation

*Significant at $p < .05$.

At the level of significance .05, the results showed:

1. Surprisingly, perceptual complexity is significantly correlated with only one variable which is acculturation motivation. In the present study, perceptual complexity was not found to be significantly correlated with either interpersonal communication or the use of mass media.

2. Interpersonal communication is significantly correlated with all of the other variables, except perceptual complexity.

3. Use of the host mass media is significantly correlated with all of the other variables, except perceptual complexity.

4. Interpersonal interaction potential with the members of host society is significantly correlated with all of the other variables, except perceptual complexity.

5. Availability of mass media at home is significantly correlated with interpersonal communication, use of mass media, interaction potential, and English fluency, but is not significantly correlated with perceptual complexity and acculturation motivation.

6. English fluency is significantly correlated with interpersonal communication, use of mass media, interaction potential, and availability of mass media at home, but is not significantly correlated with perceptual complexity and acculturation motivation.

7. Acculturation motivation is significantly correlated with perceptual complexity, interpersonal communication, use of mass media, and interaction potential, but is not signi-

ficantly correlated with availability of mass media at home and English fluency.

Results of Path Analysis

Assumption 1, which relates the student's interpersonal involvement with members of the host society to his perceptual complexity, was not supported by the data. The zero-order correlation coefficient r between the two variables was .04 (p = .28).

The hypothesized relationship in Assumption 2 regarding the level of mass media consumption and perceptual complexity was not supported by the data with the correlation coefficient r of only .06 (p = .16).

The correlational coefficient r between intercultural communication and mass media consumption was .12 (p = .03). This correlation demonstrates that a student who participates actively in interpersonal relationships with the hosts also consumes the host mass media to a greater extent than those who have less interpersonal involvement with members of the host society. Similarly, those students who do not use much of the American mass media tend to have less interaction with American people.

The postulated relationships between each of the four causal factors--language fluency (Assumptions 3 and 4), acculturation motivation (Assumptions 5 and 6), interaction potential (Assumption 7) and mass media availability (Assumption 8)--on one's intercultural communication behaviors were all confirmed to be statistically significant. The

zero-order correlation coefficients (r), the coefficients of determination (r^2) and the significance level (p) of each of the four independent variables with the two dependent variables--interpersonal communication and mass media use--are reported in Table 2. Language fluency, acculturation motivation, and interaction potential were found to be significant in their influence on interpersonal communication. Similarly, language fluency, acculturation motivation, and mass media availability were found to be significant in their influence on the level of mass media consumption.

Insert Table 2 about here

When both interpersonal and mass communication behavior were simultaneously regressed on the dependent variable (i.e., perceptual complexity), the two independent variables explained only .6% of the total variation in perceptual complexity, which is not significant enough to develop a path model. The relative path coefficients and zero-order correlation coefficients of the two independent variables in relation to the measure of cognitive complexity are indicated in Figure 6 and in Table 3.

Insert Table 3 and Figure 6 about here

Table 2

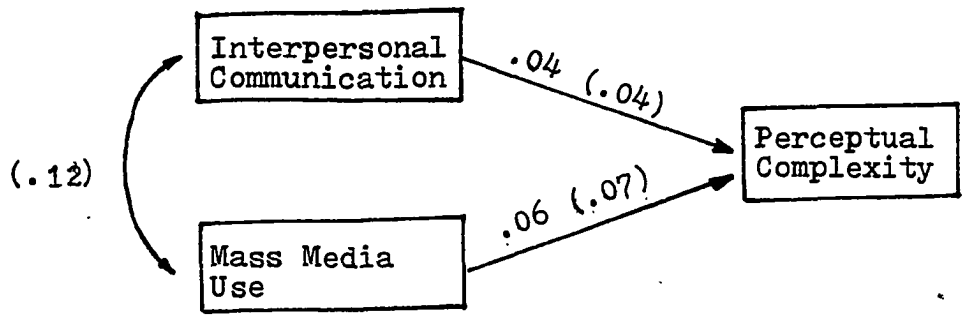
Simple Bivariate Regression of Language, Motivation, Interaction Potential, Mass Media Availability On Interpersonal and Mass Communication Behaviors

	Interpersonal Communication			Mass Media Use		
Independent Variable	r	r^2	p	r	r^2	p
Language Fluency	.22	.05	.000	.36	.13	.000
Acculturation Motivation	.18	.03	.002	.13	.02	.02
Interaction Potential	.41	.17	.000	.20	.04	.001
Mass Media Availability	.13	.02	.02	.43	.19	.000

Table 3

Multiple Regression of Interpersonal Communication and Mass Media on Perceptual Complexity

Independent Variable	Simple r	Multiple r	Path Coefficient	Change	Overall r^2
Dependent variable = CMPLXTY					
Mass Media Use	.06	.07	.07	.004	.004
Interpersonal Communication	.04	.08	.04	.002	.006



Path Coefficients shown without parentheses.

Zero-order correlations shown with parentheses.

Figure 6. Simultaneous Regression of Interpersonal Communication and Mass Media Use on Perceptual Complexity

The relative importance of the four causal factors in explaining interpersonal and mass communication behaviors was determined by multiple regression analysis. The path coefficients between intercultural communication behaviors and the four factors (interaction potential, acculturation motivation, English fluency, and mass media availability) were found to be significantly different from zero. The results are reported in Figure 7 and Table 4. It is clearly demonstrated that a student's proportion of daily contact with Americans (i.e., interaction potential) is the most important determinant among the three factors, explaining 17% of the total variance in involvement in interpersonal communication with members of the host society. Motivation level and ability to speak and comprehend English positively affect interpersonal communication, but not very strongly. All three factors, when combined together, simultaneously determine 19% of the total variation in the dependent variable.

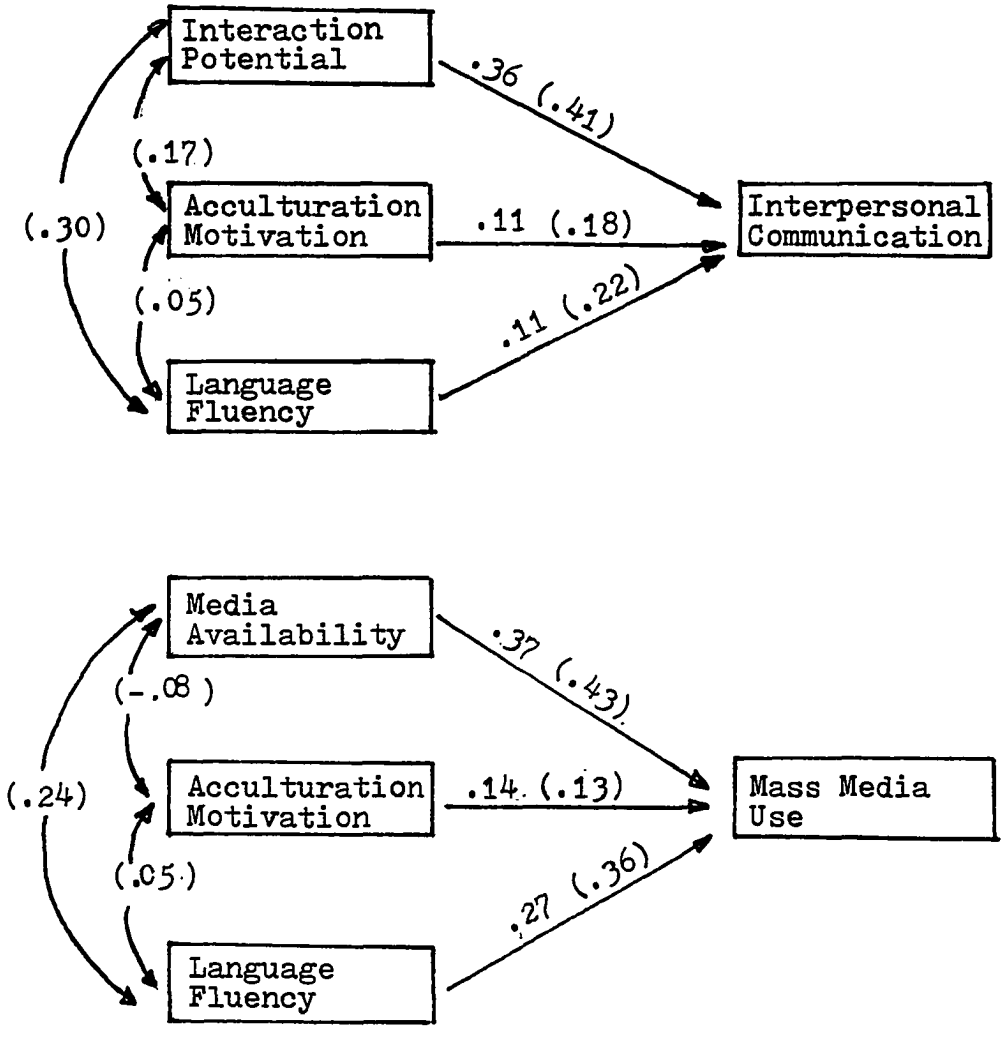
Insert Table 4 and Figure 7 about here

In relation to mass media use, the availability of the media at home and English fluency are the two most powerful factors among the three, explaining 25% of the total variation in the dependent variable, i.e., American media use. Motivation level adds only 2% to the explanatory power of the other two factors.

Table 4

Multiple Regression of Language, Motivation, Interaction Potential, Mass Media Availability On Interpersonal and Mass Communication Behaviors

Independent Variable	Simple r	Multiple r	Path Coefficient	Change in r^2	Overall r^2
(a) Dependent Variable = Interpersonal Communication					
Interaction Potential	.41	.41	.36	.17	.17
Acculturation Motivation	.18	.42	.11	.01	.18
English Fluency	.22	.44	.11	.01	.19
(b) Dependent Variable = Mass Media Use					
Media Availability	.43	.43	.37	.18	.18
English Fluency	.36	.50	.27	.07	.25
Acculturation Motivation	.13	.52	.14	.02	.27



Path Coefficients shown without parentheses.

Zero-order correlations shown with parentheses.

Figure 7. Multiple Regression of Language Fluency, Acculturation Motivation, Interaction Potential, Media Availability on Interpersonal and Mass Communication Behaviors

The hypothesis in constructing the path model was that the path coefficient between perceptual complexity, and each of the exogenous variables (language fluency, acculturation motivation, interaction potential, and media availability at home) should be zero or not significantly different from zero (Assumption 9). To test the model, all the effects that indirectly influence the relationship between the exogenous variables and the ultimate endogenous variable (cognitive complexity) were partialled out. As a result, the direct path coefficients interaction potential, availability of mass media, and English fluency turned out to be close to zero (.01, .02, -.03, respectively), but unexpectedly, the path coefficient of acculturation motivation on perceptual complexity was found to be significant. Thus, this result did not support the underlying assumption of the expected path model. The relative path coefficients and zero-order correlation coefficients of the four variables in relation to the measure of cognitive complexity are indicated in Table 5 and Figure 8.

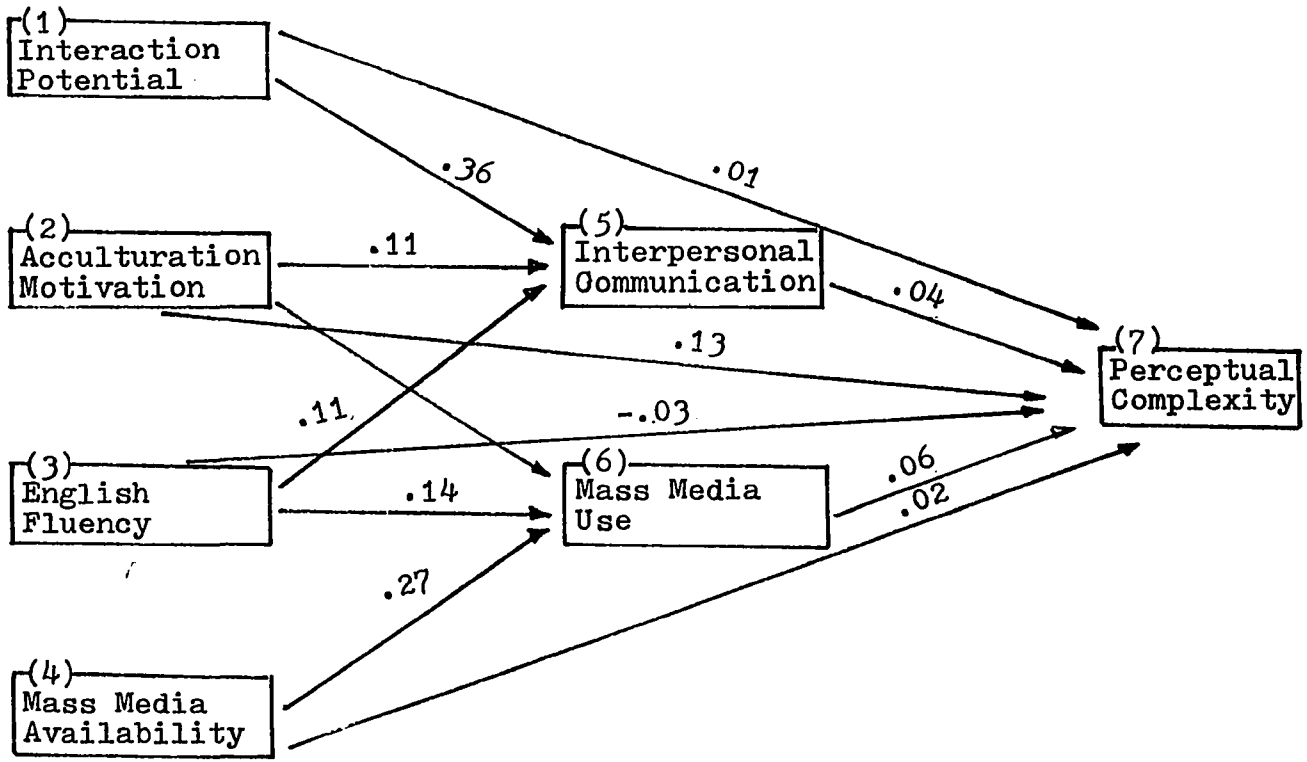
Insert Table 5 and Figure 8 about here

Thus far, the results of the data analysis have not supported all of the nine postulated assumptions. Assumption 1, 2, and 9 were not supported by the data. However, the multiple causality of language fluency, acculturation motivation, interaction potential, and mass media availability, in

Table 5

Multiple Regression of Language, Motivation, Interaction Potential, Media Availability On Perceptual Complexity

Independent Variable	Simple $\underline{r}$	Multiple $\underline{r}$	Path Coefficient	Change in $\underline{r}^2$	Overall $\underline{r}^2$
Acculturation Motivation	.13	.13	.13	.02	.02
English Fluency	-.01	.13	-.03	.00	.02
Media Availability	.01	.13	.02	.00	.02
Interaction Potential	.03	.13	.01	.00	.02



Values of Path coefficients shown in the Figure accompany each arrow.

Zero-order correlations between variables:

$r_{12} = .17$	$r_{15} = .41$	$r_{16} = .20$	$r_{17} = .03$	$r_{24} = -.08$	$r_{34} = .24$
$r_{13} = .30$	$r_{25} = .18$	$r_{26} = .13$	$r_{27} = .13$	$r_{56} = .12$	
$r_{14} = .14$	$r_{35} = .22$	$r_{36} = .36$	$r_{37} = -.01$	$r_{57} = .04$	
$r_{23} = .05$	$r_{45} = .13$	$r_{46} = .43$	$r_{47} = .01$	$r_{67} = .06$	

Figure 8. Path Coefficients and Zero-Order Correlation Coefficients Among Variables in the Path Model.

explaining participation in interpersonal and mass communication with the host society have been established. Second, it has been demonstrated that, of the four factors, interaction potential is the most powerful factor in explaining interpersonal communication; and in relation to mass media use, the availability of the media at home and English fluency are the two most powerful factors. But the results show that the degree of participation in intercultural communication does not influence cognitive complexity in perception of the host society. It has also been found that the influence of the three causal factors (i.e., interaction potential, availability of mass media, and English fluency) on perceptual complexity is not directed, and is not mediated by interpersonal and mass communication experiences. Unexpectedly, it was found that the path coefficient of acculturation motivation on perceptual complexity is significantly different from zero. For this study, the expected path model is shown in Figure 9, and the observed path model is shown in Figure 10.

Insert Figure 9 and Figure 10 about here

The result of the path analysis for this study is different from the one in the Kim study. For the Kim study, it was found that the perceptual complexity was influenced by interaction potential, motivation level, English fluency, and availability of mass media at home, mediated by inter-

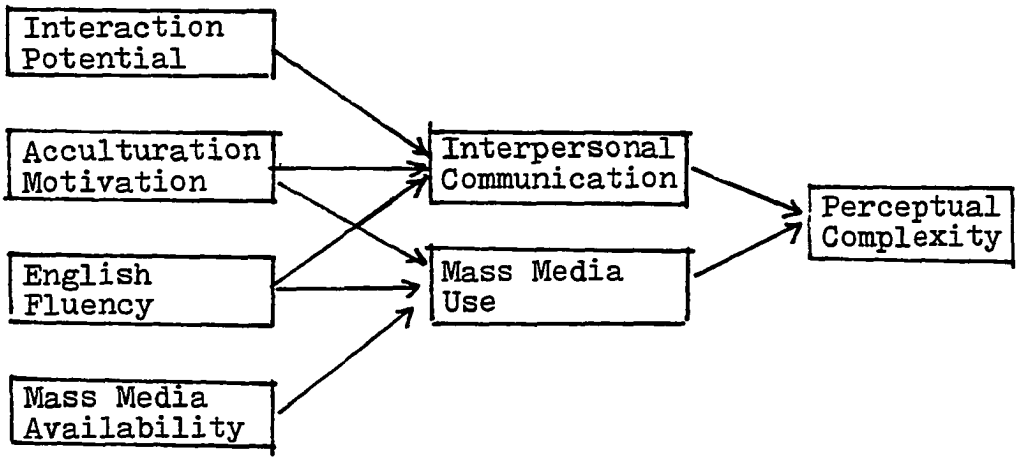


Figure 9: The Expected Path Model

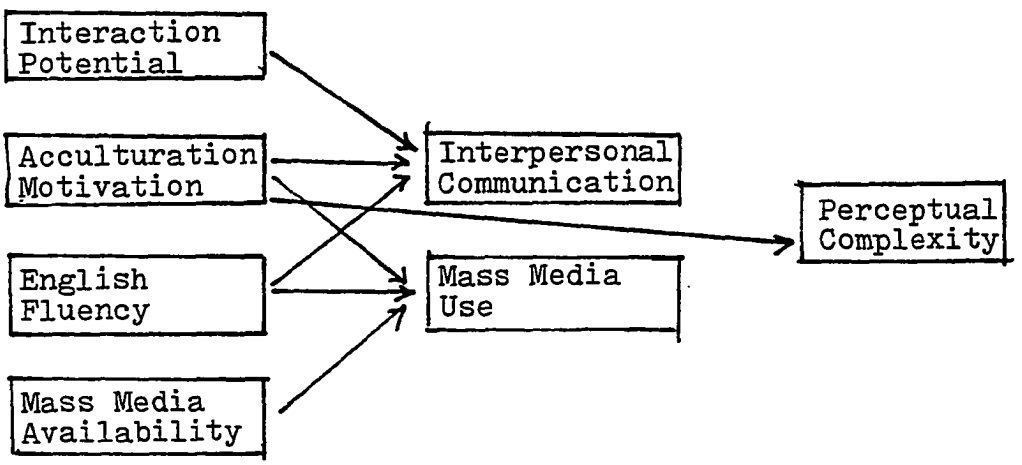


Figure 10: The Observed Path Model

personal communication and mass media use. But in the present study, it was found that interpersonal communication and mass media use do not determine perceptual complexity. It was also found that acculturation motivation influences perceptual complexity, but is not mediated by interpersonal communication or mass media use. This suggests that a student with a higher level of acculturation motivation who would like to learn more about the host society tends to have higher perceptual complexity. The more a student learns about the host, the more differentiated the initial stereotypes of the host become.

The differences in the result of the path analysis between the Kim study and the present study could be due to the uses of different groups of population. For the Kim study, the population was Korean immigrants in Chicago area, who plan to stay in the U.S. as their future permanent home. For the present study, the population was Thai students who come to the U.S. to further their education and are expected to return to their home country. These two groups of population have had different goals for coming to the U.S.

Results of Trend Analysis

The next step of data analysis was to determine the change in the student's communication patterns over time. In the following, each of the key variables related to communication will be analyzed in terms of change patterns. Trends were plotted by dividing the sample into six subgroups by

the length of stay in the United States. Figure 11 shows the six subgroups used in the present cross-sectional analysis. Ideally, such trend patterns should be observed through time-series data that are collected repeatedly over the years. In the present analysis, however, the trends could be traced only through the cross-sectional comparisons due to the limitations in time and resources. This analysis, however, provides a reasonable alternative to examine the developmental patterns of the students' communication patterns.

Insert Figure 11 about here

Results of the trend analysis will be reported in the following section in terms of (1) general shape of developmental curves, (2) significance of changes over time determined by analysis of variance across the six subgroups, and (3) significance of linearity in the developmental patterns, i.e., whether the change patterns over the years is linear or non-linear.

From the results of trend analysis (see Appendix 8), a linear trend was identified as significantly associated with eight variables--English fluency, availability of American mass media at home, number of American casual acquaintances, number of American casual friends, number of American intimate friends, number of Thai intimate friends, use of American mass media, and satisfaction level in the host society--but all

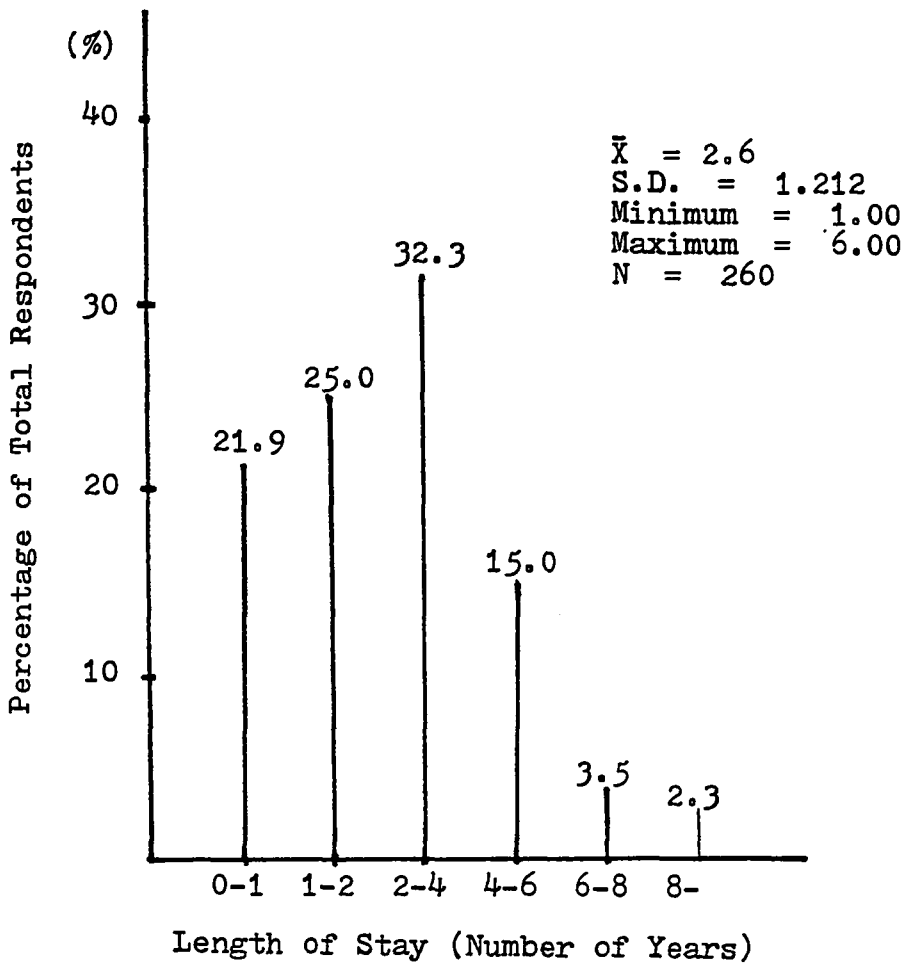


Figure 11. Percentage of Students Grouped By Length of Stay

other trends were not identified. F-ratio and F-probability associated with the linearity for each of the eight variables were 15.87 (p = .00), 4.25 (p = .04), 12.75 (p = .00), 5.10 (p = .03), 4.88 (p = .03), 9.25 (p = .00), 5.51 (p = .02), and 6.01 (p = .02), respectively.

Regarding interaction potential, both linear and quadratic trends were found to be significant. F-ratio for linear trend was 28.70 (p = .00), and F-ratio for quadratic trend was 5.61 (p = .02). From this result, however, linear trend was simpler to report for interaction potential.

From the results of the trend analysis, neither the linear trend nor quadratic trend was identified as significantly assso-ciated with the following variables: level of acculturation motivation, number of Thai casual acquaintances, number of Thai casual friends, number of American organizational member-ship, number of Thai organizational membership, consumption of Thai mass media, perceptual complexity, and attitude toward the host. (See Appendix 8 for details.)

Trends in Four Causal Factors

The four factors--language fluency, acculturation moti-vation, interaction potential, and mass media availability--were first examined for their change patterns over the years. It was demonstrated that four variables change in a general linear fashion over the years: the longer one stays in the host society, the higher his level of English fluency, interaction potential,

and mass media availability, but the longer a student stays in the host society, the lower his level of motivation (see Figures 12, 13, 14, 15).

Insert Figures 12, 13, 14, 15 about here

The trend in the student's English fluency shows a consistent and linear increase over the years (see Figure 12). Surprisingly, a slight decrease is observed between eight and more years.

The student's acculturation motivation, on the other hand, showing a somewhat consistent pattern (see Figure 13), decreases over the years. It decreases during the first two years, but slightly increases during the next few years. After four years, the student's acculturation motivation decreases over the years. This finding indicates that the longer a student stays in the host society, the lower his level of motivation.

The trends in the accessibility to interpersonal communication channel of the host society (see Figure 14) indicates a steady and linear developmental pattern. The longer one lives in the host society, the more access he will have to interpersonal channels of the host society.

The trends in the accessibility to mass communication is a consistent and linear increase over the years (Figure 15). It increases during the first eight years, but drops somewhat

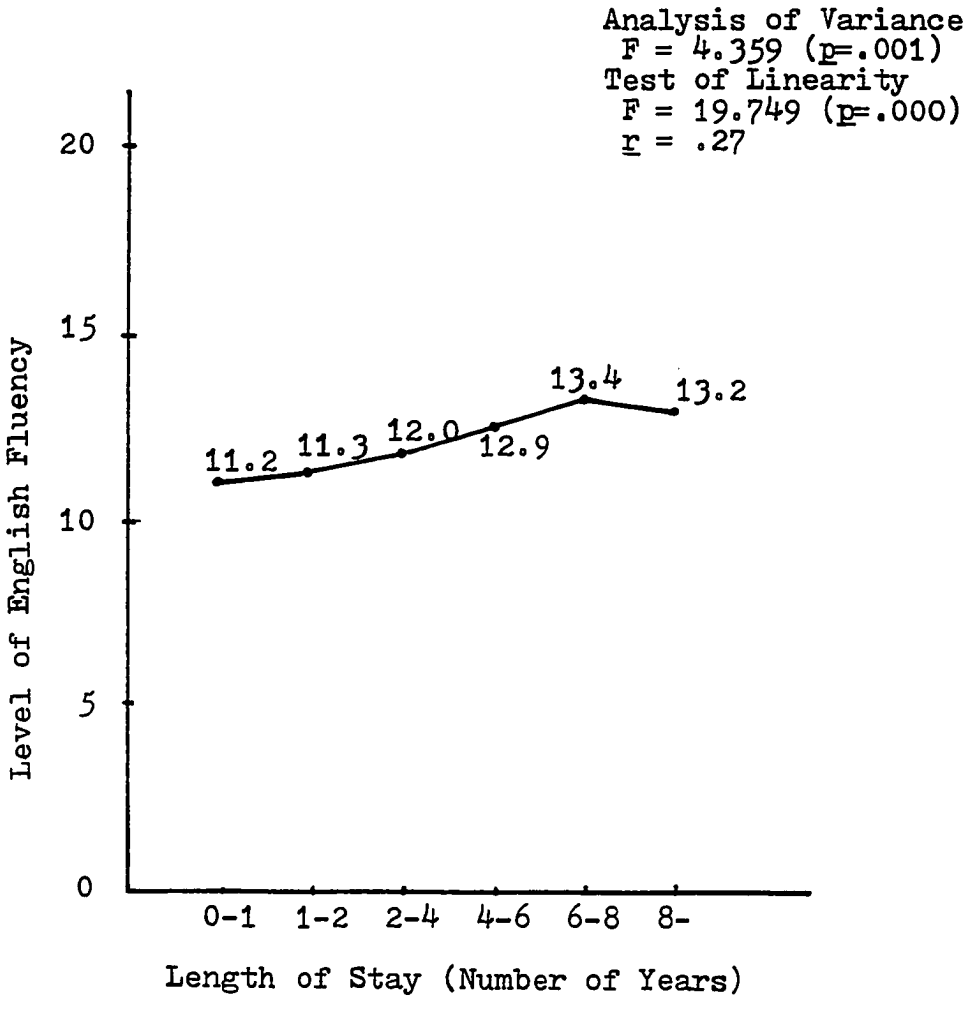


Figure 12. Trend in English Fluency

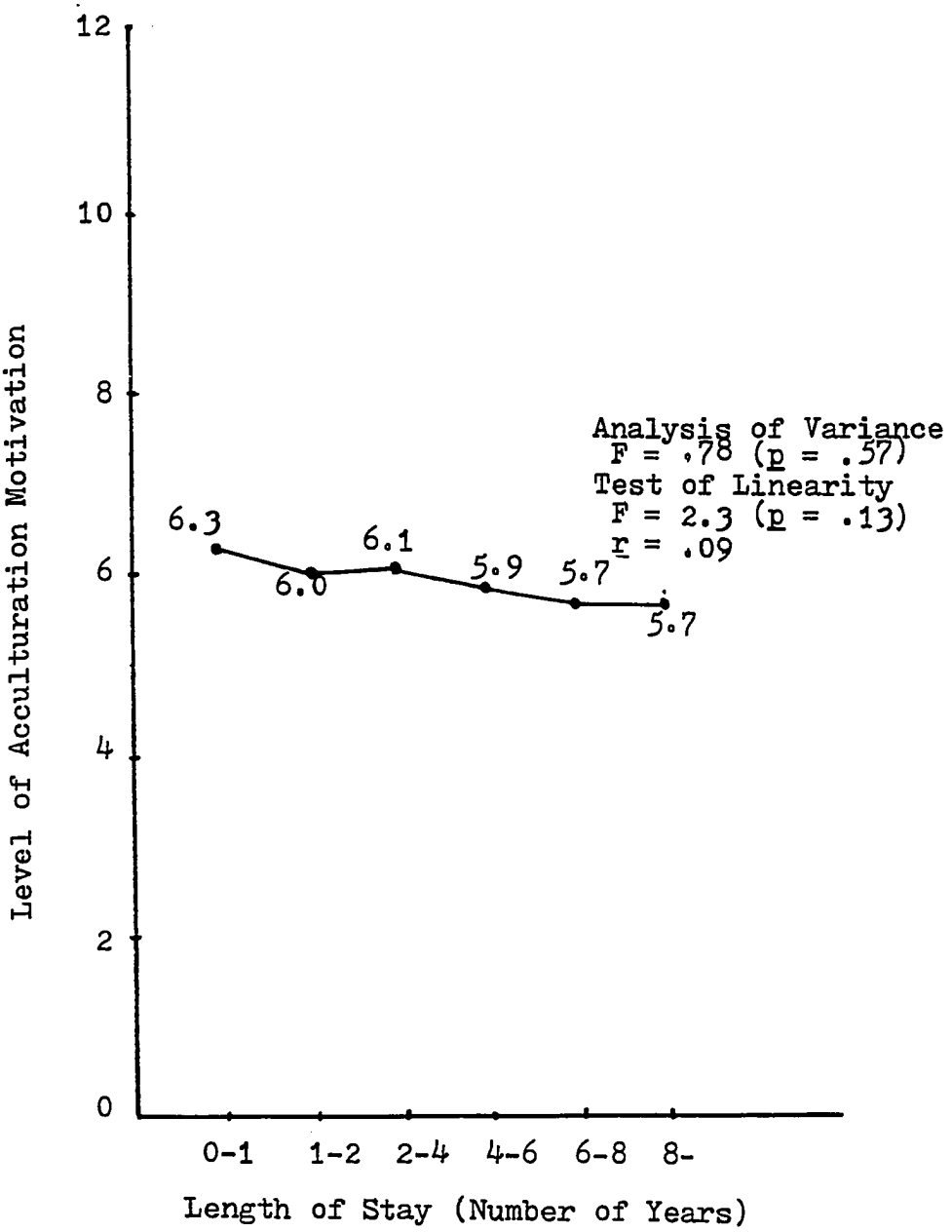


Figure 13. Trend in Acculturation Motivation

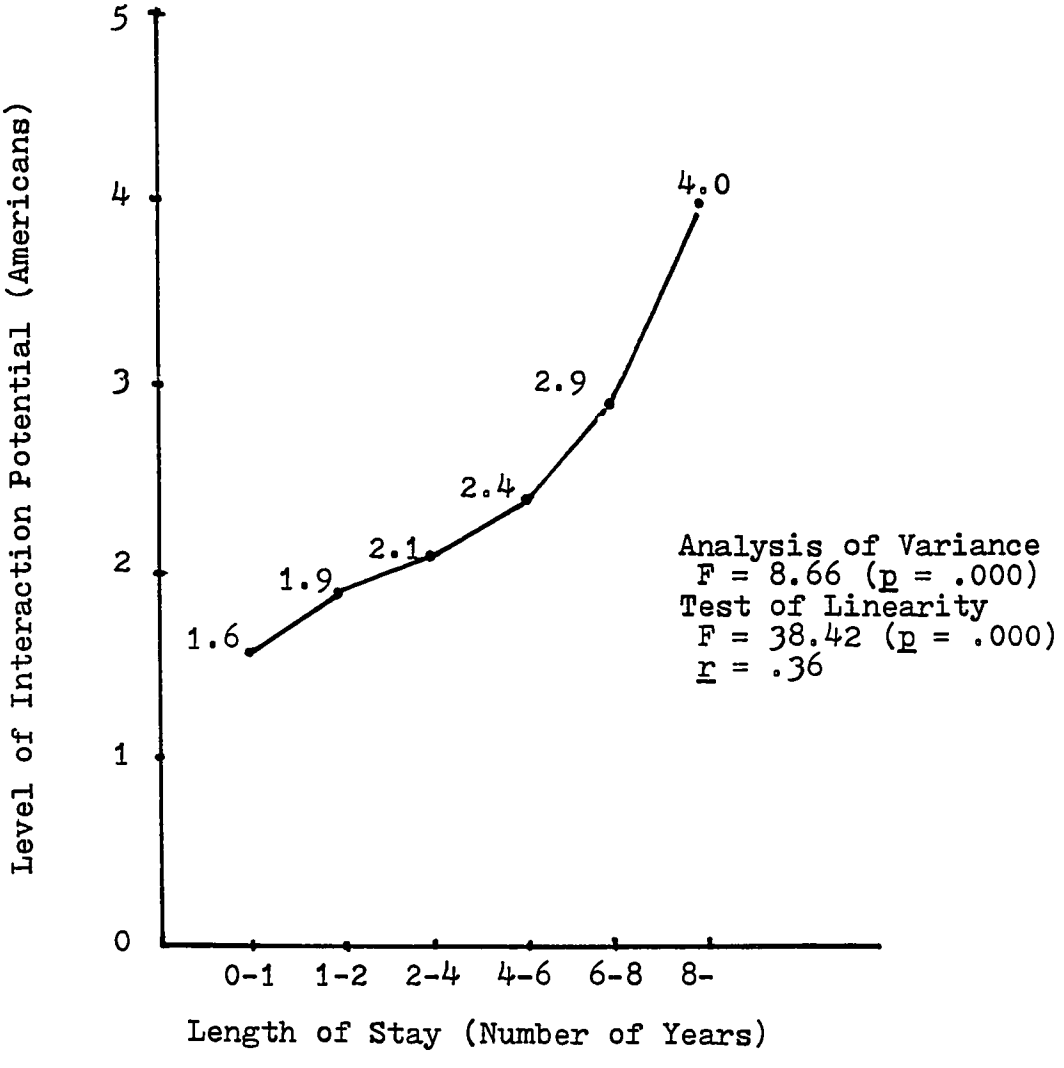


Figure 14. Trend in Interpersonal Interaction Potential (Americans)

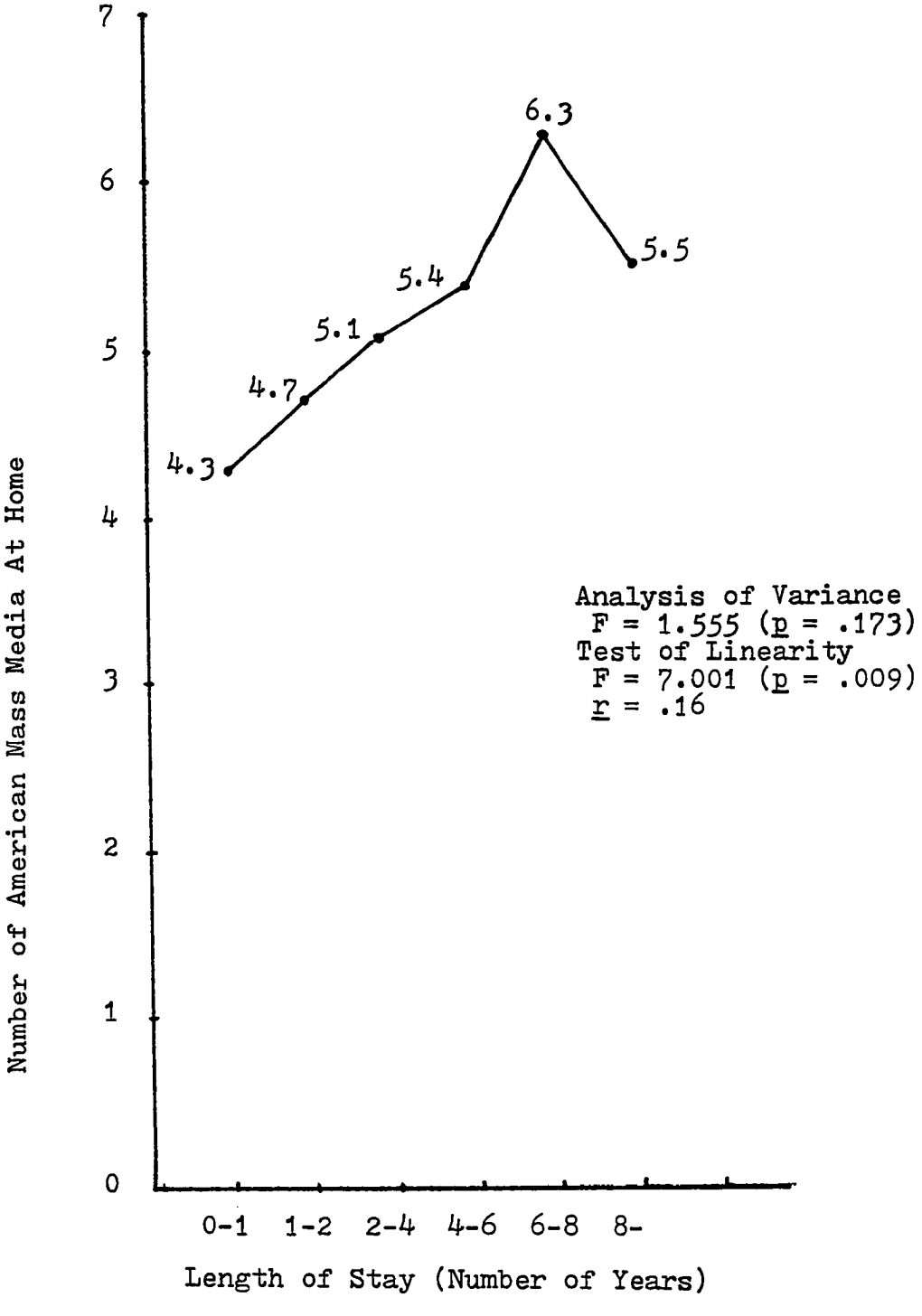


Figure 15. Trend In American Mass Media Availability

between eight and more years. This corresponds with the trend in English improvement (Figure 12) which shows a large improvement and a slight drop during the same period. This comparison suggests that increases in the student's English fluency and his access to media occur side by side in the process of acculturation.

Trends in Intercultural Communication

The trends in the student's intercultural communication with the host society were analyzed at five levels--number of casual acquaintances, number of casual friends, number of intimate friends, participation in American organizations, and level of consumption of American mass media. For each of the five levels, the developmental pattern of intercultural communication was compared to those of intra-ethnic communication (i.e., communication within the ethnic group).

First, the volume of casual American acquaintances (whom one knows well enough to speak to when they meet) decreases during the first two years. After two years a steady increase is observed, but drops somewhat between the six and eight years. After eight years, a large increase is observed (see Figure 16a). The average number of American casual acquaintances is 24.03 across all six subgroups. The number is only 20.04 within the first year, and increases up to 53.33 by the time the students have lived in the host society for eight and more years. Throughout the acculturation process, the average number of ethnic acquaintances, which is 29.9 (see Figure 16b),

is considerably greater than the number of American acquaintances. This indicates that Thai students generally associate more with other Thais than with Americans.

Insert Figures 16a and 16b about here

The trends in the volume of American casual friends (with whom one can exchange invitations to each other's home) show a somewhat different pattern from those of casual acquaintances. In the case of casual acquaintances, both the number of American and Thai acquaintances increased and decreased somewhat side by side during the first eight years in the host society. On the other hand, the number of a student's casual friends within the ethnic group increases only up to the first two years, after which it decreases. Instead, the number of a student's American friends continues to increase throughtout the years. The composition of a student's friendship circle, therefore, is gradually supplanted by Americans. The ratio between Thai casual friends and American casual friends during the first year is 5:1. This ratio decreases to 2.1:1 after eight years (see Figure 17).

Insert Figure 17 about here

Such a pattern of change in the student's friendship

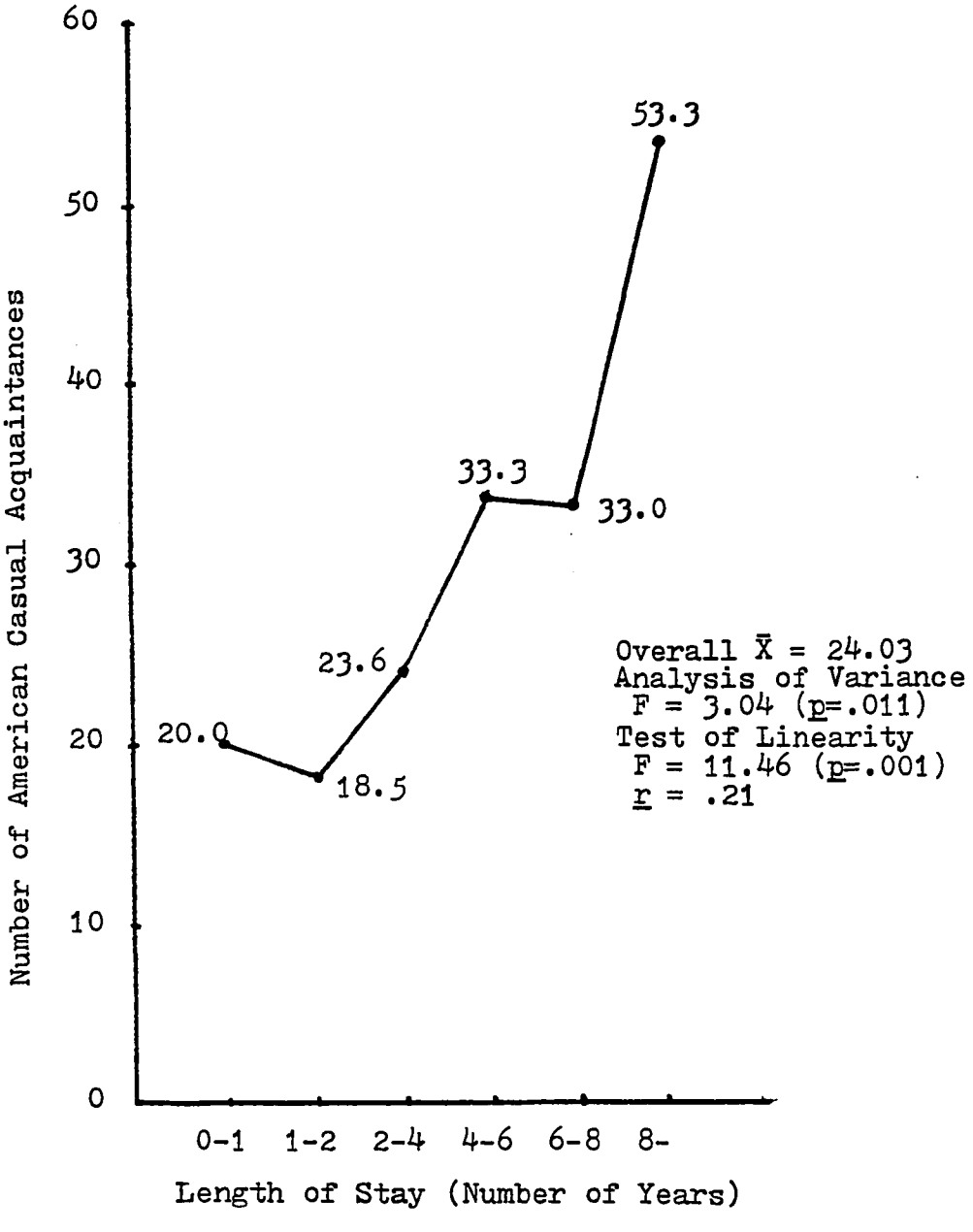


Figure 16a. Trend in Volume of American Casual Acquaintances

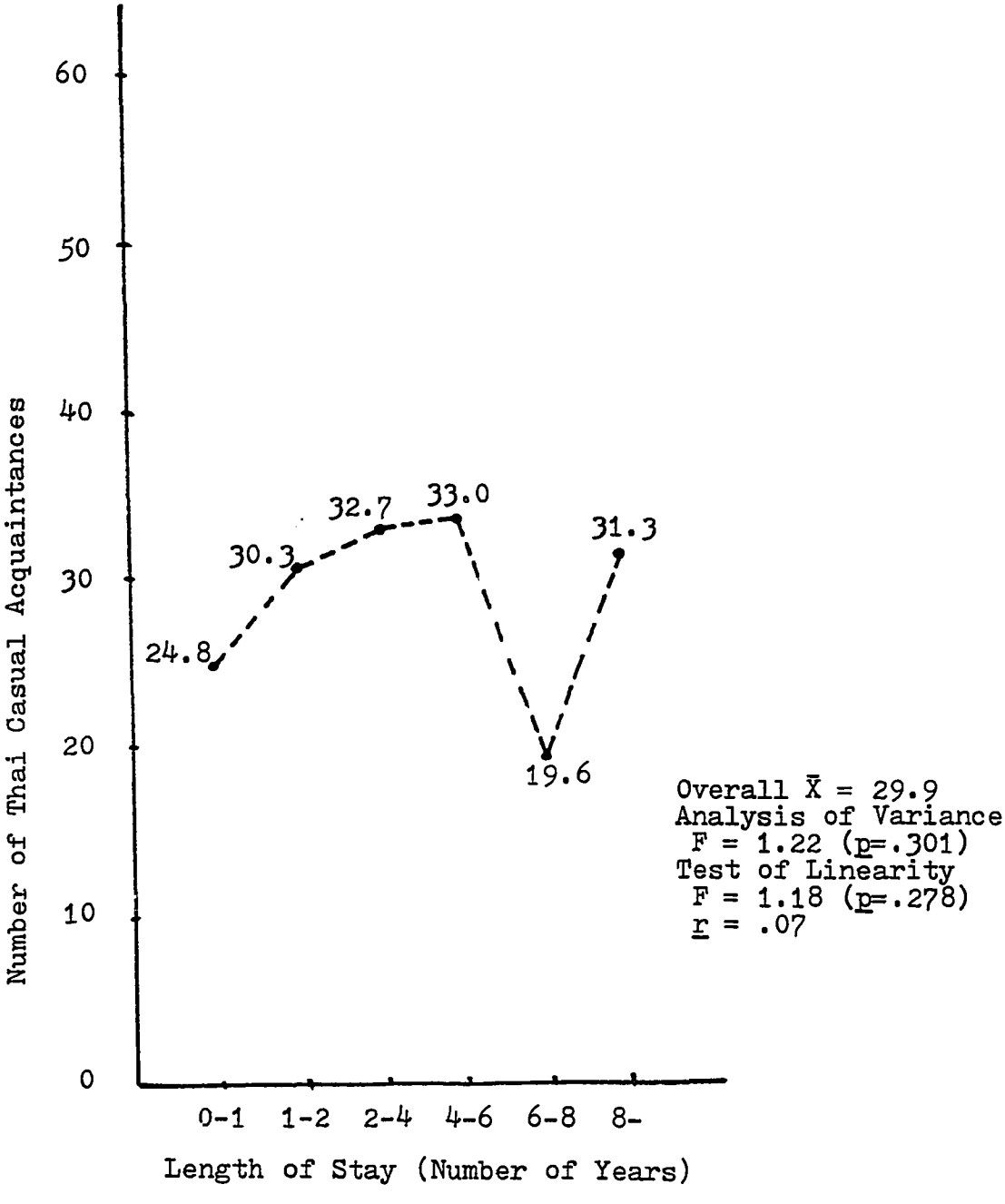


Figure 16b. Trend in Volume of Thai Casual Acquaintances

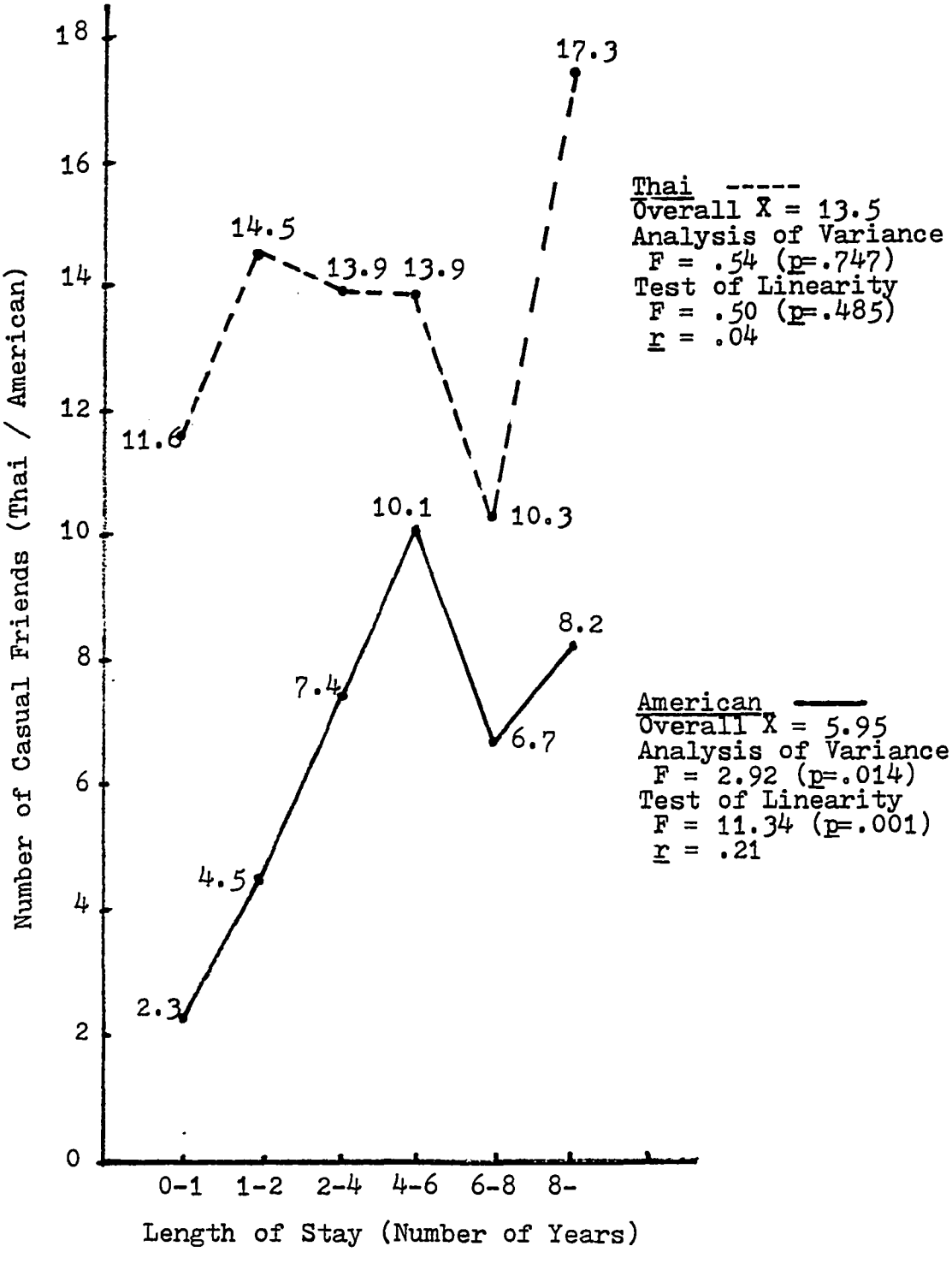


Figure 17. Trends in Volume of American and Thai Casual Friends

circle (from ethnic homogeneity to a mixture of Thai and American casual friends) is observed when one examines the trends in his intimate friendships only (see Figure 18). During the first year, the average student has 2.96 ethnic intimate friends and .65 American intimate friends. The numbers increase up to four-to-six years; however, a large drop in the number of intimate friends within the ethnic group is observed while that of American intimate friends has only a slight drop. At this point, the average student has an almost equal number of ethnic and American friends within his ethnic friendship circle.

Insert Figure 18 about here

Trends in the student's organizational participation demonstrated a linear increase over the years. A student becomes more active in organizational activities in both the host society and his ethnic group (see Figures 19a and 19b).

Insert Figures 19a and 19b about here

Lastly, trends in the student's mass media behavior were analyzed. As shown in Figure 20 and Figure 21, the student's consumption of host mass media increases over the years, while his use of Thai mass media seems constant over the years,

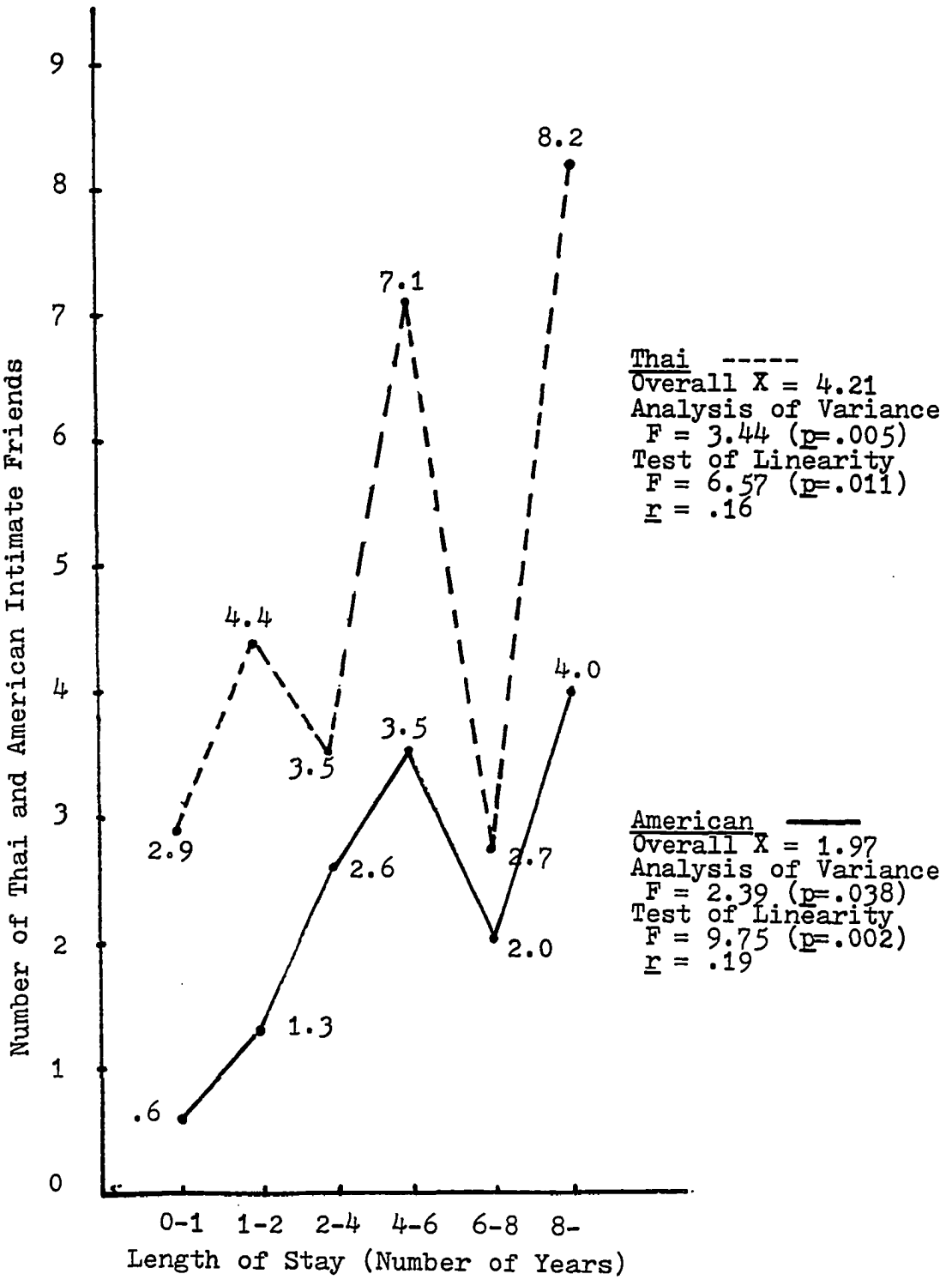


Figure 18. Trends in Volume of Thai and American Intimate Friends

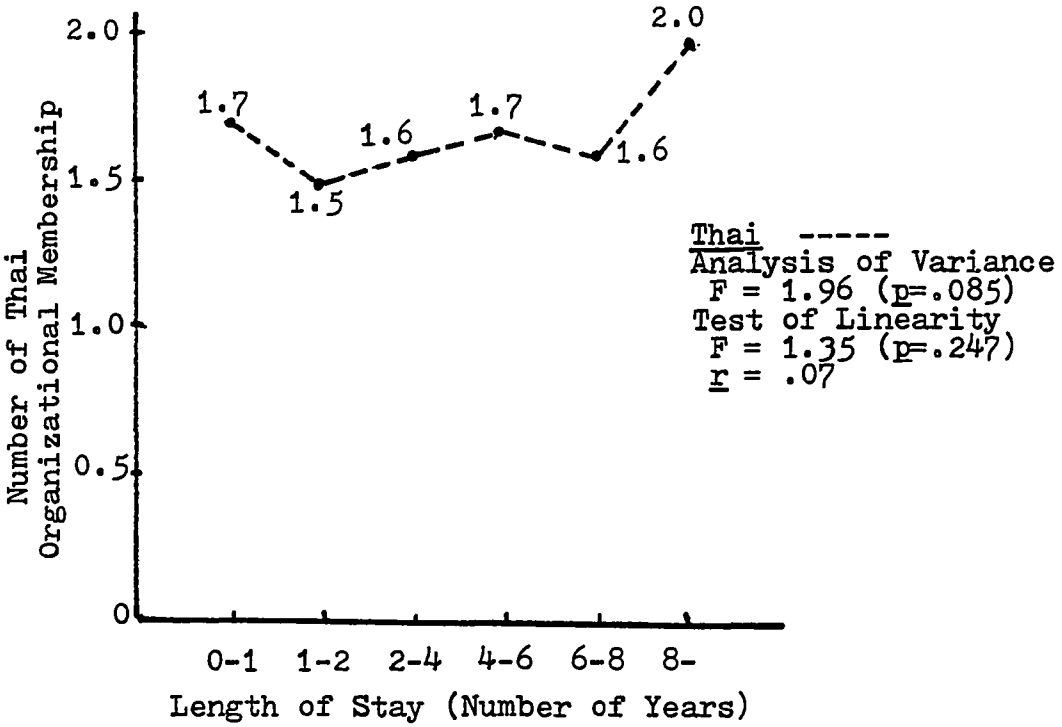


Figure 19a. Trend in the Number of Thai Organizational Membership

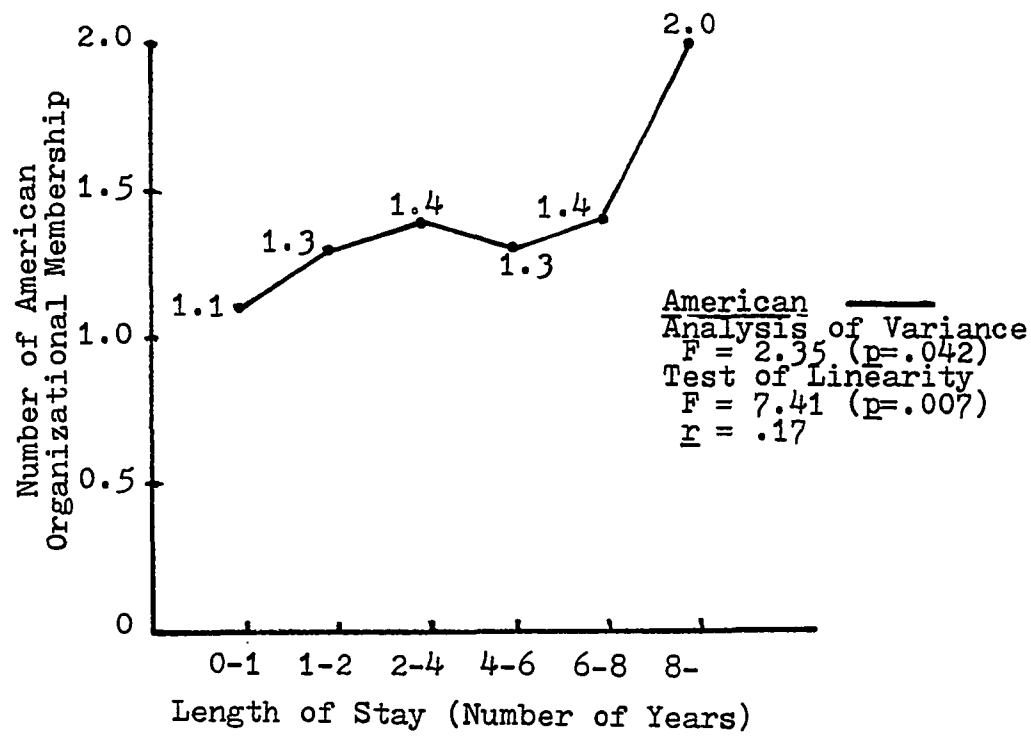


Figure 19b. Trend in the Number of American Organizational Membership

but decreases slightly after the four-tosix years. This finding demonstrates changes in the students' cultural framework from the original culture to that of the host society.

Insert Figure 20 and 21 about here

Trends in the psychological Domain

Finally, trends in the student's perceptual complexity, affective orientation toward the host, and the level of satisfaction in living in the host society were analyzed.

Perceptual complexity. The student's cognitive structure in perceiving the host society becomes, in general, more complex over years (see Figure 22). The student's perception of the host shows a somewhat inconsistent pattern. After four-to-six years, the student's perception of the host progresses toward a higher complexity. The initial stereotypes of the host become more differentiated as the student lives and experiences the new environment. Then, as he has become more used to the host society, he may begin to take Americans for granted. They may no longer be an object of study; they become merely part of the environment in which the student lives. The student may think of his life in relation to his neighbor, not as a foreigner in relation to Americans. He may, as a result, become less attuned to subtleties in characteristics of the American people.

Insert Figure 22 about here

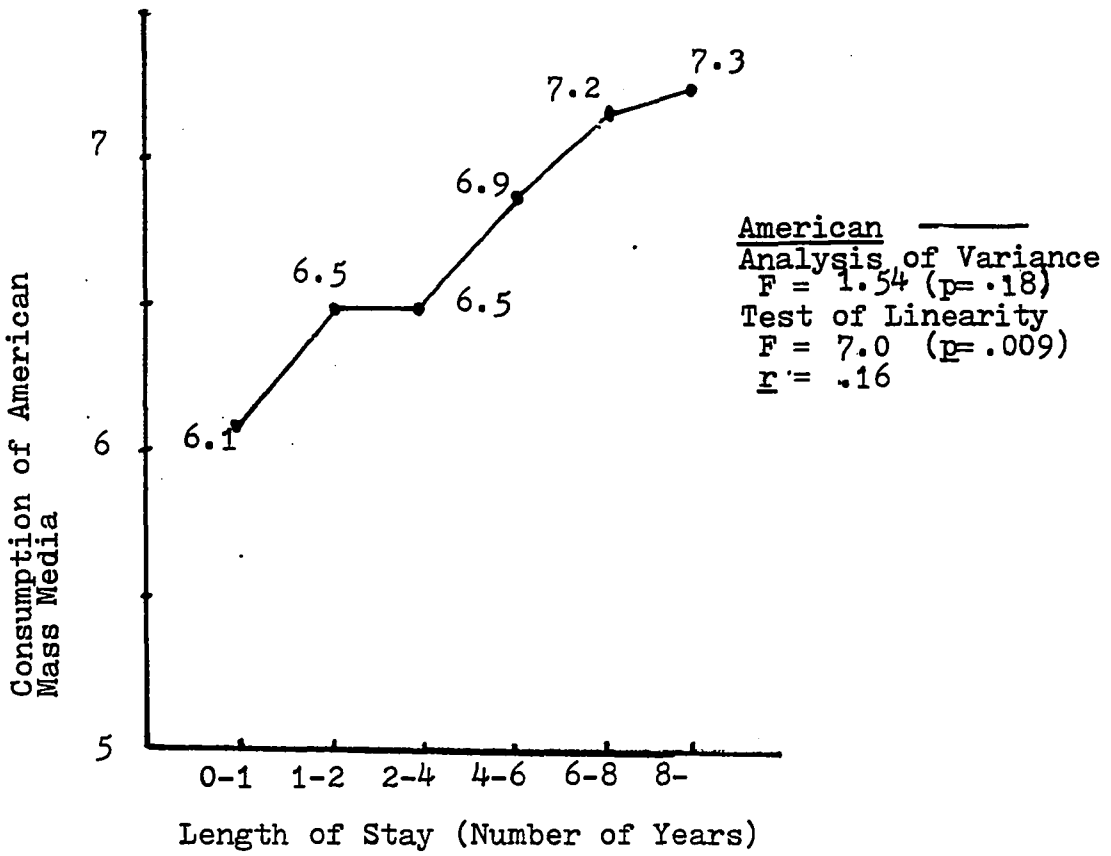


Figure 20. Trend in Consumption of American Mass Media

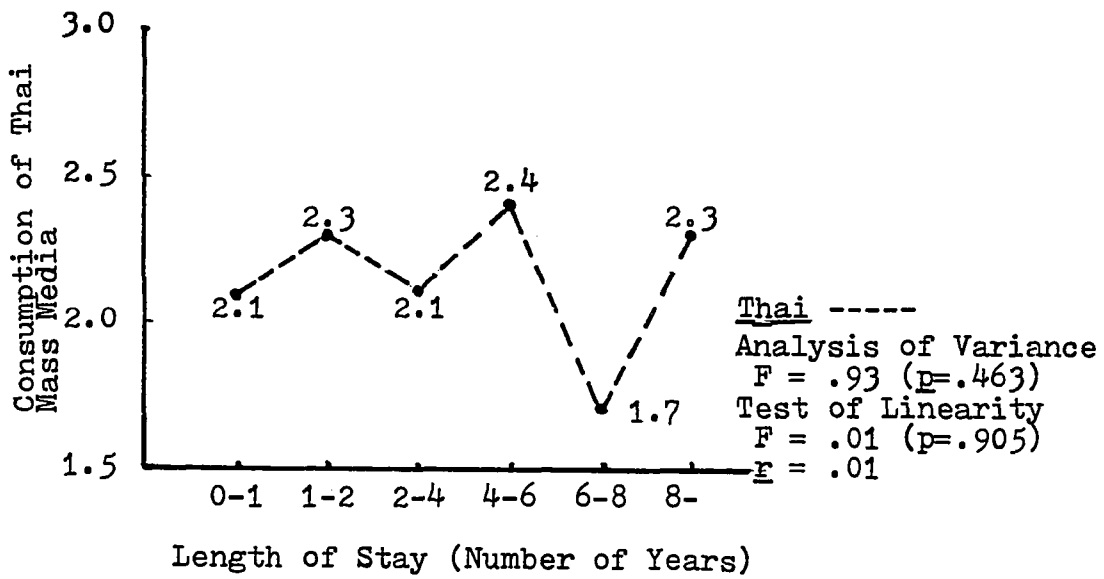


Figure 21. Trend in Consumption of Thai Mass Media

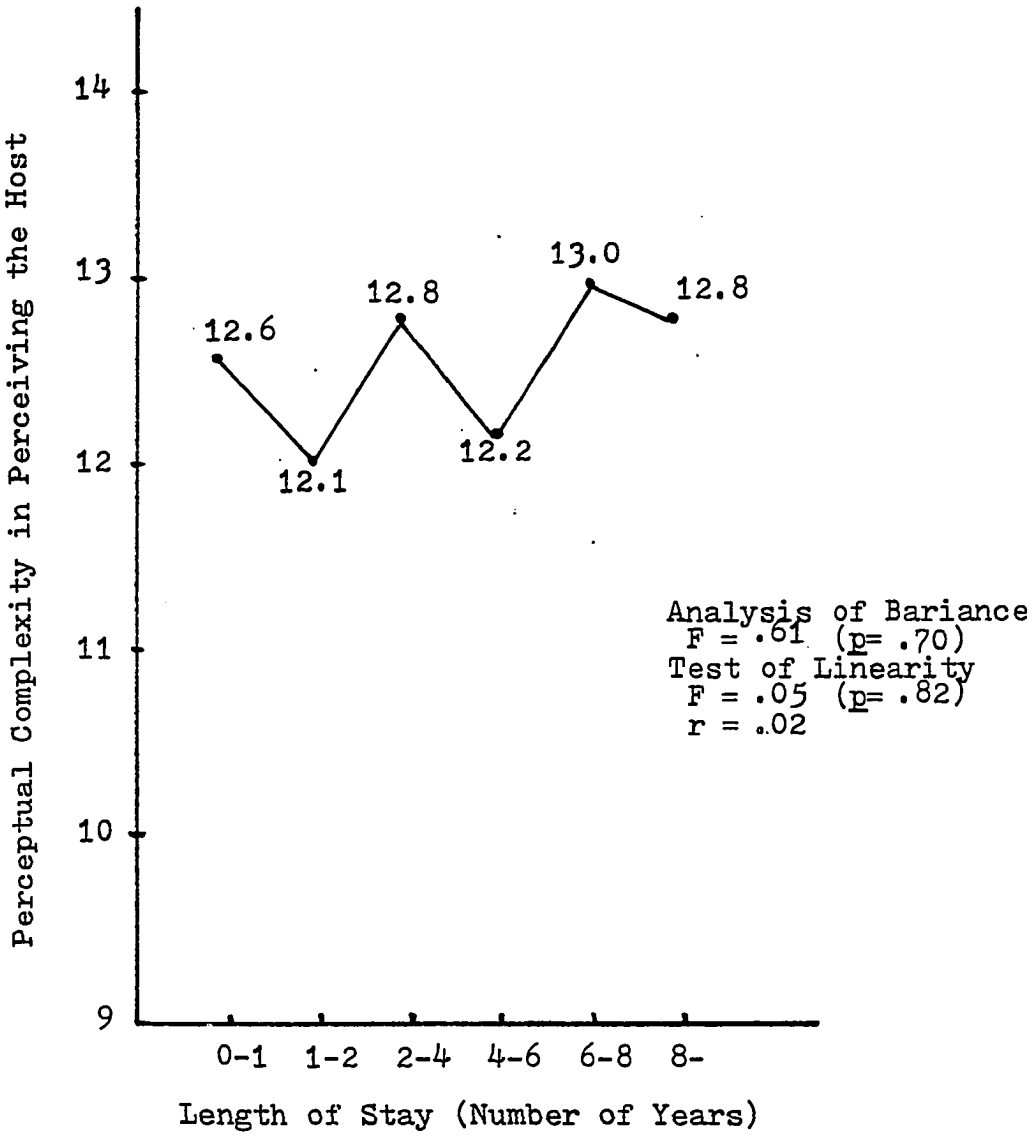


Figure 22. Trend in Perceptual Complexity

Affect Toward the Host Society. The affective and evaluative image ("favorable" or "unfavorable") of the host held by the foreign students and visitors has been studied by a number of researchers. These studies generally agree upon the now familiar "U-shaped curve" of changing attitude, i.e., the students typically start with a positive attitude toward the host society; after a while they tend to become disillusioned; but beyond a certain time, they gain a more favorable attitude. The finding of the present study also generally confirms the "U-shaped curve" of changing attitude. The same six-item attitude scale used in measuring the cognitive complexity was employed for this purpose.[9]

The Thai students across all six subgroups of differential length of stay in the United States show a generally positive attitude toward the American people (see Table 6). A higher degree of agreement is observed concerning such descriptions of Americans as "frank," "independent," and "industrious."

Insert Table 6 about here

When the trend of changes in attitude is plotted, it demonstrates a positive attitude during the first few years (see Figure 23). Then after two years, they gain some unfavorable attitudes. Beyond six years, the student's positive attitudes increase again.

Insert Figure 23 about here

Table 6

The Student's Attitude Toward the Host

Item No.	Adjectives	Attitude Scores* $\bar{X}$ (N=260)	S.D.
45	Peace-Loving	3.22	1.13
46	Frivolous	2.50	1.19
47	Industrious	3.45	1.18
48	Arrogant	3.09	1.29
49	Intolerant	3.07	1.31
50	Friendly	3.17	1.13
51	Independent	3.67	1.16
52	Frank	4.36	0.99
53	Affectionate	2.85	1.01
54	Optimistic	2.94	1.13
55	Trustful	3.24	1.17
56	Trustworthy	2.99	1.08

*Responses to these items were recoded as follows:
"Strongly Agree" = 5, "Somewhat Agree" = 4,
"Neutral or Difficult to Generalize" = 3,
"Somewhat Disagree" = 2, "Strongly Disagree" = 1,
"Don't Know" = 0.

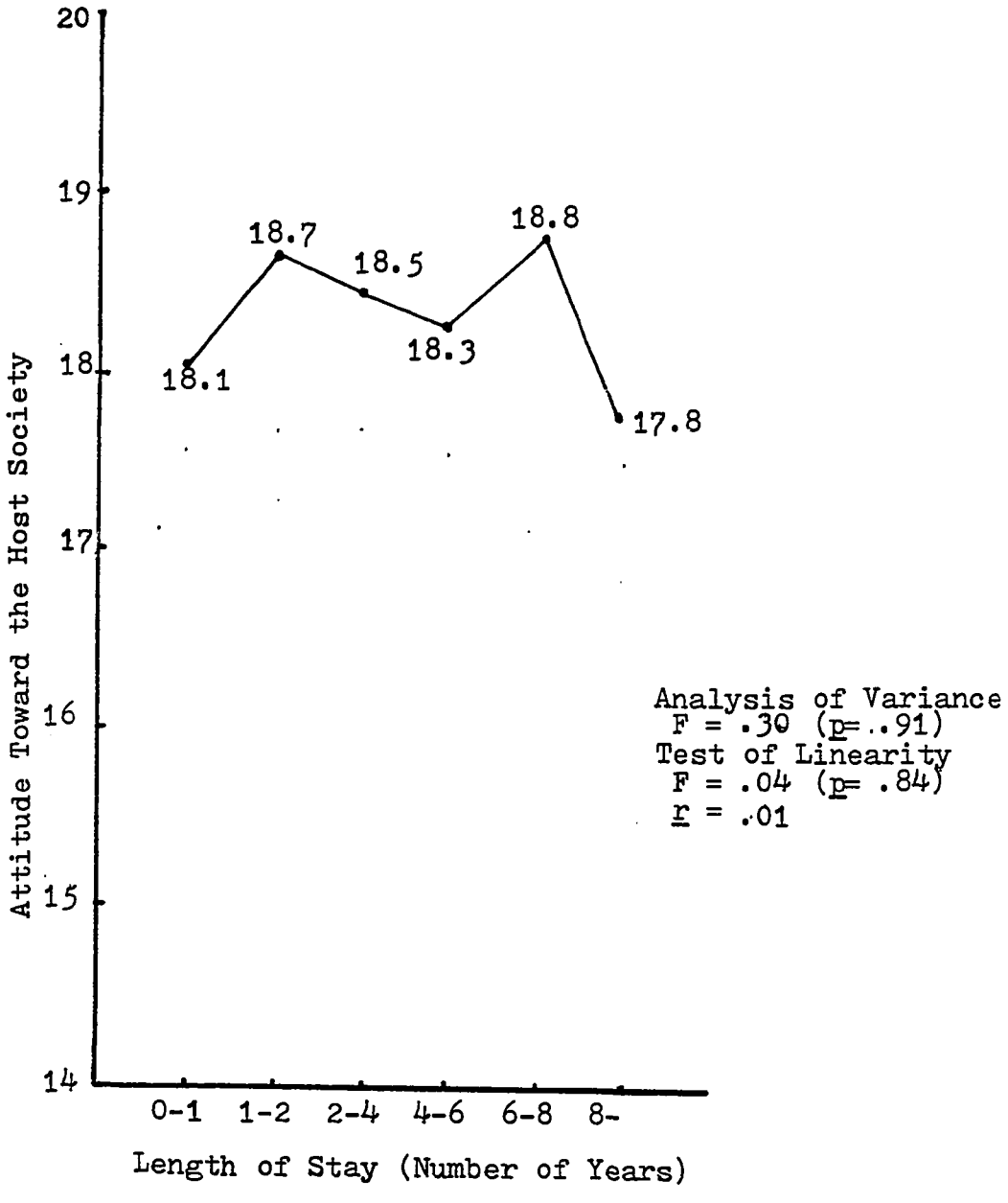


Figure 23. Trend in Attitude Toward the Host Society

Satisfaction Level. Another psychological domain, i.e., the student's satisfaction in living in the host society, was explored. As shown in Figure 24, the psychological satisfaction level also shows the same developmental pattern as the level of attitude toward the host, i.e., the "U-shaped curve." The students start out with somewhat high expectations and enthusiastic initial reactions; after a year, those positive attitudes give way to feelings of dissatisfaction and disillusion, and after a while the students again return to higher satisfaction level.

Insert Figure 24 about here

Overall, the trend in perceptual complexity shows a slight progression over time, after the four-to-six years. The trends in affective-evaluative orientation level and satisfaction level show quite a similar trend of progression over time following the "U-shaped curve."

Results of Background Characteristics Analysis

The next question considered is why some individuals are more fluent in English, higher in motivation, and have better access to the communication channels of the host society than others. To provide further causal explanation of the student's communication patterns, data on individual

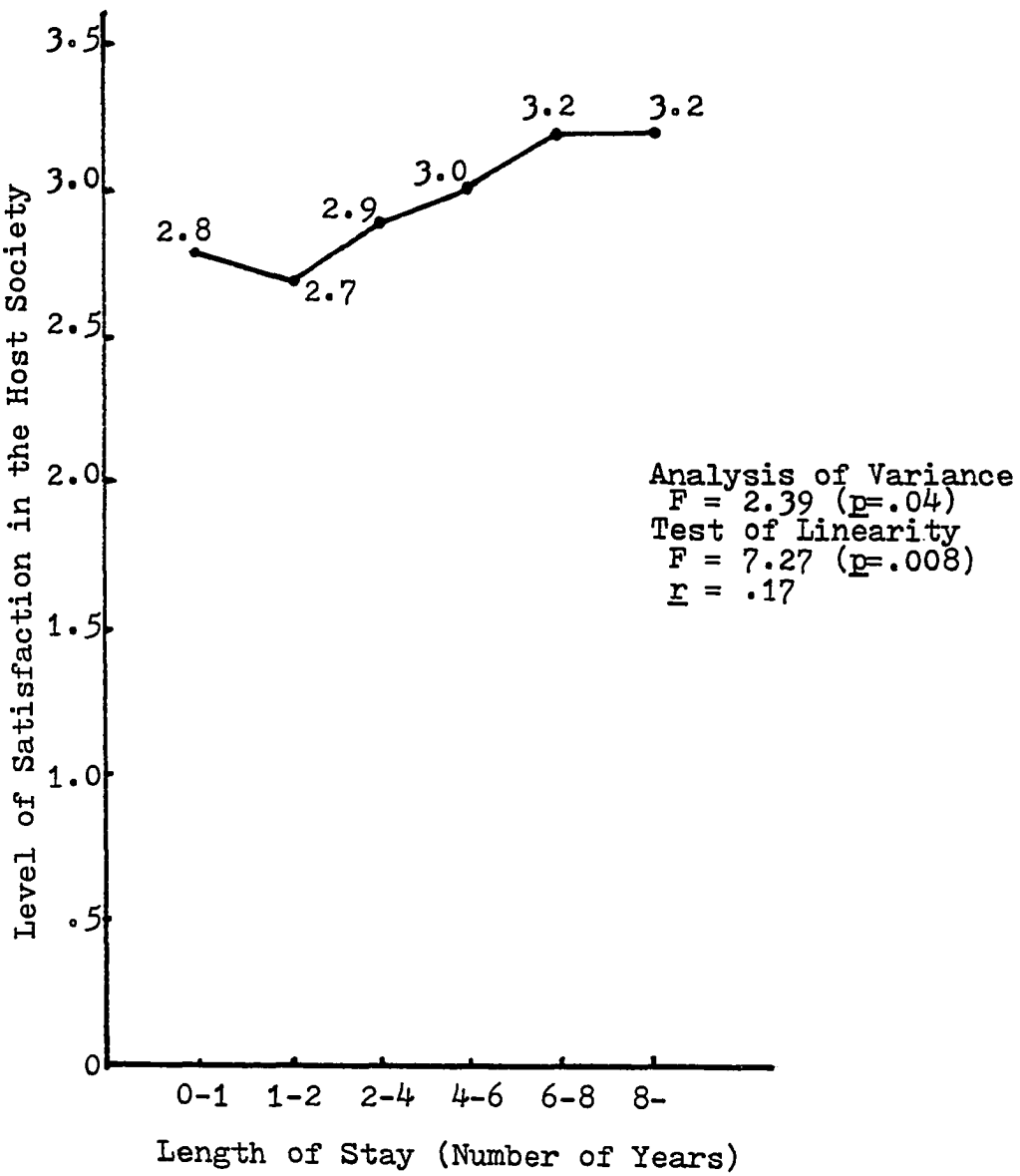


Figure 24. Trend in Satisfaction Level

student's background characteristics were tested in relation to language fluency, acculturation motivation, interaction potential and mass media availability. Table 7 shows correlations among background characteristics and the four causal factors.

Insert Table 7 about here

Antecedents of Language Fluency. From Table 7, it is observed that five background characteristics--length of stay, financial support, number of other foreign countries already visited, marital status, length of stay in other foreign countries--are significantly associated with language fluency. The respective correlation coefficients between each of the five variables and language fluency is .29 ($p < .001$), .22 ($p < .001$), .18 ($p = .002$), -.16 ($p = .004$), .16 ($p = .005$) respectively.

The five variables were simultaneously regressed on the dependent variable (language fluency) to determine their relative influence (see Table 8). The results show that the five background variables all together explain 17.0% of the total variation in language fluency and that a student's length of time he has been in the United States is the most important factor. It can also be concluded that:

1. The longer a student stays in the host society, the more fluent he will be in the host language.

Table 7

Correlation Matrix of Background Variables and the Four Causal Factors

	ENGLISH	MOTIVE	AMEDIA	ITPOTEN	AGE	SEX	TEDUC	LOFSTAY	MARITAL	PORIGIN	FINANCE	INCOME	WORK	RTIVENCW	FCTRIES	FCTRYMO
ENGLISH	1.00															
MOTIVE	.05	1.00														
AMEDIA	.24	-.08	1.00													
ITPOTEN	.30	.17	.14	1.00												
AGE	.12	-.07	.04	.12	1.00											
SEX	-.07	-.02	.02	.02	.00	1.00										
TEDUC	-.06	.00	-.10	-.11	.50	.07	1.00									
LOFSTAY	.28*	-.10**	.18*	.36*	.35	-.11	-.14	1.00								
MARITAL	-.16*	-.03	-.07	-.04	-.44	-.01	-.26	-.14	1.00							
PORIGIN	-.07	.04	-.05	.01	.27	-.11	.13	.03	-.12	1.00						
FINANCE	.22*	-.04	-.05	.18*	.29	-.05	.19	.07	-.06	.02	1.00					
INCOME	.02	-.15**	.16	.24*	.19	-.03	.01	.32	-.32	-.02	-.01	1.00				
WORK	.13	.02	.16	.36*	.28	.01	.03	.41	-.17	.02	.10	.42	1.00			
RTIVENOW	.11	.13**	.10	.09	.18	-.06	.12	-.02	-.02	.00	.13	-.09	-.04	1.00		
FCTRIES	.18*	.00	.07	-.04	-.05	.04	-.18	.15	.04	-.13	-.10	.15	-.04	.02	1.00	
FCTYMO	.16*	-.03	.06	-.01	.08	-.01	-.20	.10	-.05	-.07	-.07	.17	-.01	.08	.54	1.00

*Significant at $p < .01$

**Significant at $p < .05$

2. A student with a scholarship of some kind tends to be more fluent in English than a student without a scholarship.

3. The higher the number of other foreign countries a student has already visited the more fluent he will be in English language.

4. A student who is married with a spouse here in the U.S. tends to be more fluent in English than a student who is married but a spouse is in Thailand, or than a student who is not married.

5. The longer a student stays in the other foreign countries, the more fluent he will be in English fluency.

Insert Table 8 about here

Antecedents of Acculturation Motivation. From the correlation matrix of Table 7, three background characteristics--income, relative availability, and length of stay--were identified as significantly associated with acculturation motivation. Correlation coefficients between each of the three variables and motivation level were -.15 (p=.008), .13 (p=.02), -.10 (p=.05), respectively. The three variables were simultaneously regressed on the motivation level, to determine their relative influence (see Table 9). The results show that the three background variables all together explain 4% of the total variation in acculturation motivation. It can be

Table 8

Multiple Regression of Length of Stay, Financial Support, No. of Other Foreign Countries Visited, Marital Status, Length of Stay in Other Foreign Countries on Language Fluency

Independent Variable	Simple r	Multiple r	Change in r^2	Overall r^2
Length of Stay	.29 ($p < .001$)	.29	.08	.08
Financial Support	.22 ($p < .001$)	.35	.04	.12
No. of Other Foreign Countries Visited	.18 ($p = .002$)	.39	.03	.15
Marital Status	-.16 ($p = .004$)	.41	.02	.16
Length of Stay in Other Foreign Countries	.16 ($p = .005$)	.41	.004	.17

concluded that:

1. The lower a student, income level is, the higher will be his acculturation motivation in the host society.

2. A student who has relative(s) staying in the host society tends to have higher acculturation motivation than a student who does not.

3. The longer a student stays in the host society, the lower will be his acculturation motivation.

Insert Table 9 about here

Antecedents of Interaction Potential. From the correlation matrix of Table 7, four background characteristics--working, length of stay, financial support, income--were identified as significant in relationship with interaction potential. Correlation coefficient between each of the four variables and interaction potential were .36 ($p < .001$), .36 ($p < .001$), .18 ($p = .002$), .24 ($p < .001$), respectively. These four variables together explained 20.0% of interaction potential, when simultaneously regressed on the dependent variable (see Table 10). Here, working was found to be the most important of the four background characteristics in influencing a student's access to the members of the host society. It can be concluded that:

1. A student who works while staying in the host society tends to have a greater access to the members of the host society than a student who does not work.

Table 9

Multiple Regression of Income, Relative Availability, and Length of Stay on Acculturation Motivation

Independent Variable	Simple r	Multiple r	Change in r^2	Overall r^2
Income	-.15 (p= .008)	.15	.02	.02
Relative Availability	.13 (p= .02)	.19	.01	.04
Length of Stay	-.10 (p= .05)	.20	.003	.041

2. The longer a student stays in the host society, the greater access he will have to the members of the host society.

3. A student with a scholarship of some kind tends to have a greater access to the members of the host society than a student without a scholarship.

4. The higher a student's income level is, the greater access he will have to the members of the host society.

Insert Table 10 about here

Antecedents of the Mass Media Availability at Home. From the correlation matrix of Table 7, three background characteristics--length of stay, working, and income--were identified as significantly associated with the student's mass media availability at home. The correlation coefficients between mass media availability and each of the three variables were .18 (p=.001), .17 (p=.006), and .16 (p=.006), respectively. As shown in Table 11, the three variables all together explain 5.0% of the total variation in the dependent variable (media availability). Length of stay was again found to be the most important factor of the three background characteristics. It can be concluded that:

1. The longer a student stays in the host society, the greater access he will have to the host mass communication channels.

Table 10

Multiple Regression of Working, Length of Stay, Financial Support, and Income on Interaction Potential

Independent Variable	Simple r	Multiple r	Change in r^2	Overall r^2
Working	.36 ($p < .001$)	.36	.13	.13
Length of Stay	.36 ($p < .001$)	.43	.05	.18
Financial Support	.18 ($p = .002$)	.45	.02	.20
Income	.24 ($p < .001$)	.45	.004	.203

2. A student who works while staying in the host society tends to have a greater access to the host mass communication channels than a student who does not work.

3. The higher a student's income level is, the greater access he will have to the host mass communication channels.

Insert Table 11 about here

So far, the individual student's background characteristics have been examined in relation to his language fluency, acculturation motivation, channel accessibility to interpersonal communication and mass communication of the host society. Throughout the analysis, it has been shown that the student's number of years staying in the host society plays an important role in determining his language fluency, interaction potential, mass media availability at home, and acculturation motivation. Income, working, financial support (with scholarship or without scholarship) are also found to be important background characteristics. Income was found to be the most important factor in explaining the acculturation motivation. Working while staying in the host society was found to be a significant factor in explaining the accessibility to the host interpersonal communication channels. Age, sex, education, were not found to be a significant factor in explaining any causal factor.

Table 11

Multiple Regression of Length of Stay, Working, and Income on Mass Media Availability

Independent Variable	Simple r	Multiple r	Change in r^2	Overall r^2
Length of Stay	.18 (p= .001)	.18	.03	.03
Working	.17 (p= .004)	.21	.01	.04
Income	.16 (p= .006)	.22	.01	.05

CHAPTER V

CONCLUSIONS

The present study attempted to (1) develop a causal theory by which individual differences in the Thai student's communication patterns could be explained, (2) provide explanations for the relationship between some of the background characteristics of students and their communication patterns, and (3) describe developmental trends in communication-related variables over time.

Throughout the study, communication patterns have been conceptualized as the fundamental mechanism by which students achieve control over their environment and by which the host society maintains basic unity and coherence within the system. Communication variables have been categorized into two levels --cognitive and behavioral. The cognitive level was observed by measuring the complexity of structure of the student's perception of the host; the behavioral level of communication was observed by indexing the degree to which the student participates in interpersonal and mass communication channels of the host society.

Theory

The theory consisted of nine postulated assumptions

regarding the relationships among the behavioral and cognitive levels of communication patterns and four factors--language fluency, acculturation motivation, interaction potential and mass media availability--that were postulated as major determinants of one's communication participation in the host society. Not all of the nine assumptions were supported by the data. Assumptions 1, 2, and 9 were not supported by the data. The conclusions can be drawn as follows:

1. The student's participation in interpersonal and mass communication channels of the host society were not found to be significant determinants of the cognitive complexity of his perception of the host society. Both interpersonal and mass communication experiences with the host society determine only .6% of the total variation in the student's perceptual complexity.

2. Language fluency, acculturation motivation, interaction potential, and mass media availability are significant multiple causal factors that influence the student's participation in intercultural and mass communication channels of the host society.

3. The three causal factors (i.e., English fluency, interaction potential, acculturation motivation) simultaneously determine 19% of the variation in the student's interpersonal communication behavior, and the three causal factors (i.e., English fluency, acculturation motivation, and mass media availability at home) determine 27.0% of his mass media consumption.

4. Language fluency, interaction potential, and media availability at home, do not affect one's perceptual complexity directly, and are not mediated by his interpersonal and mass communication experiences with the host society either. Unexpectedly, it was found that the influence of acculturation motivation on perceptual complexity is direct. This result suggests that the greater a student's acculturation motivation, the more complex will be his perception of the host society. A student with a higher motivation level is the one who would like to learn more about the culture, the members of the host society, and to make friends with the host. The more a student learns about the host, the more differentiated the initial stereotypes of the host become.

These results do not support the existing view of communication as functional to the general acculturation process (Kim, 1976). The contribution of both interpersonal and the use of host mass media to the development of a refined and realistic perception and understanding of the host society was not proved to be strongly significant. This could be due to the differences between the two groups of population under study that led to different results.

However, one important aspect of the present theory is in its identification of multiple causal factors for individual differences in the student's intercultural communication behaviors. The present theory attempts to consider simultaneously the four factors--language fluency, acculturation

motivation, interaction potential, and media availability--in explaining and predicting Thai students' communication behaviors. Fluency in the host language has been commonly regarded to be important in facilitating intercultural communication. What has not been paid attention in previous research (except, of course, in Kim's study), however, is that an immigrant's communication participation in the host society can be even more powerfully predicted by the additional two factors--acculturation motivation and channel accessibility. It was found in the present study that interaction potential and mass media availability at home were shown to be the two primary causal factors of the four in facilitating intercultural communication.

As a whole, the present theory of communication-acculturation, which was originated by Young Kim, fills the gap between the broad conceptualization of the acculturation function of communication and empirical evidence on specific communication patterns of sojourners. Traditional theories pointed out the general importance of communication in acculturation. Such theories, however, have provided us with relatively few specific propositions that are sufficiently precise to yield testable hypotheses. By contrast, empirical studies in the past have not generated any theoretical framework upon which the observed communication phenomena could be systematically explained. The present theory is stated in specific testable assumptions and yet has a broad range of

possible applications to intergroup variations as well as intragroup variations of communication patterns across different ethnic communities. It not only explains individual differences in communication patterns but also provides an independent framework for ordering and predicting the degree of a student's participation in intercultural communication in the host society. The specific coefficients of relationship reported earlier will not be the same for different groups and different situations of acculturation.

Time Trends

The analysis of the communication-related variables through time provided the following findings:

1. Language fluency, interaction potential, and mass media availability at home of the students increase steadily over the years in a general linear fashion. On the other hand, acculturation motivation of the students decreases over the years. The pattern of change in the motivation, however, is less consistent than that of the other three factors.

2. The volume of the student's American casual acquaintances (whom he knows well enough to talk to when they meet) increases steadily over the years. On the other hand, the volume of ethnic acquaintances decreases slightly after four-to-six years. Throughout the years, however, the average of the student's casual interaction within his ethnic group is slightly greater than those with the host society. These

findings indicate that Thai students generally associate more with members of their own ethnic group than with members of the host society.

3. The volume of the student's American casual and intimate friends increases somewhat steadily over the years. On the other hand, the trend in the volume of the student's ethnic casual and intimate friends is less consistent. However, from the findings, it shows that friendship composition is relatively ethnic and homogeneous during the initial years and becomes more heterogenous through time.

4. The volume of the student's participation in both American and Thai organizations increases over time. This finding suggests that participation in the host organizations and in ethnic organizations increase together over time, and that a student who is active in the host society tends to be also active in his own ethnic group.

5. The student's consumption of host mass media increases over the years, while his use of Thai mass media seems constant over the years, but decreases after the four-to-six years time frame.

6. The student's cognitive structure in perceiving the host becomes, in general, more complex over years. During the first few years in the host society, the student's perception of the host society shows a somewhat inconsistent pattern. Then, after four-to- six years, it progresses toward a higher complexity. The initial stereotypes of the host become more differentiated as the student lives and experiences the new

environment.

7. The trend in the student's affective-evaluative orientation toward the host society demonstrates a positive attitude and tends to remain stable during the first few years. Then, after four years, they gain some unfavorable attitudes. Beyond six years or so in the host society, the student's positive attitude increases again. This finding confirms the "U-shaped curve" of changing attitudes of the foreign students.

8. The trend in the student's psychological satisfaction level is somewhat high during his first year in the host society and drops during the next few years, and starts to increase steadily again after the two-to-four year period.

The observed simultaneous increase in participation in both American and Thai organizations reflects the fact of "structural pluralism" (Marden and Meyer, 1968), i.e., ethnic individuals maintain their active membership in both host society and their own ethnic community. At the same time, the trend in the student's informal relationships shows a change from an ethnic and homogeneous friendship circle to a mixed and heterogenous one. One would expect the reference role of the ethnic individuals to be intensified during the initial period because of the absence of other meaningful groups to which the student can refer for information, advice, and affection. The ambiguity of the new social environment, plus the detachment from familiar surroundings, make such ethnic

friendship and ethnic media paticularly important. After a certain period, however, the student begins to have more Americans in their friendship circle and more American media in their social and cultural activities.

On the psychological level, the present study demonstrates a somewhat inconsistent developmental pattern in the student's cognitive complexity during the first four years in the U.S. After four-to- six years, the student's cognitive complexity in perceiving the host society increases over the years. The present study also demonstrates the "U-shaped curve" of attitude level toward the host and the satisfaction level. Typically, the student's perception of the host society is simpler during the first few years. During these years, he is somewhat satisfied with his life in the new environment and holds a positive attitude toward the host society. Over the years, the cognitive complexity level increases in a general linear progression. While the affective and evaluative orientation level decreases after two years and increases again beyond six years or so in the host society, the satisfaction level decreases after the first year and steadily increases again after two-to- four years in the host society.

The linear developmental patterns of attitude toward the host and satisfaction level observed in the present study are somewhat consistent with that of several previous studies of foreign students. As pointed out earlier, a few investigators have noted a "U-shaped curve" in the students' reactions--

to the extent of the satisfaction with their stay and their evaluations of the United States. These authors suggested that students start out with high expectations and enthusiastic initial reactions; after a period of time, these positive attitudes give way to feelings of dissatisfaction and disillusion, and slowly do the students again return to favorable attitudes. These investigators also pointed out that different students went through these stages at different rates.

Background Characteristics

The analysis of the data on the students' background characteristics in relation to their English fluency, acculturation motivation, interaction potential, and mass media availability, further illuminated the present theory. The important findings from the background analysis can be summarized as follows:

1. A student's fluency in the host language can be predicted by his background characteristics such as his length of stay in the host society, financial support (with scholarship or without scholarship), number of other foreign countries already visited, marital status, and length of stay in other foreign countries. The longer a student stays in the host society, the higher the number of other foreign countries he has already visited, and the longer he stayed in those countries, the more fluent he will be in English language. A student who is married and has a spouse here in the U.S.

tends to be more fluent in the host language, than a student who is married but the spouse is in Thailand, or than a student who is not married. Students with a scholarship of some kind tend to be more fluent in the host language than students without scholarship. This can be attributed to the fact that a student with a scholarship is a selected student who either has already passed a very high standard examination or a student with an outstanding grade point average who has an outstanding personality. These concerns also include a high ability with foreign language.

2. A student's motivation level can be predicted by income level, relative availability, and length of stay. The lower a student's income level is, the higher will be his acculturation motivation in the host society. The lower income students might have the need to upgrade themselves by trying to learn about the host as much as possible and try to adapt themselves to the new environment and the members of the host as best they can. A student who has relative(s) staying in the U.S. tends to have a higher motivation than a student who does not. And the longer a student stays in the host society, the lower will be his acculturation motivation in the host society. A student who stays in the host society for quite a long time might think that he has already learned a lot of things so that he may think he has no need to learn more about the host.

3. The accessibility of interpersonal and mass communi-

cation channels of the host society can be predicted by whether one is working while staying in the host society, one's length of stay in the host society, and one's income level. The more a student works while staying in the U.S., the longer he stays in the host society, and the higher his income level is, the greater access he will have to the communication channels of the host society. And a student with a scholarship of some kinds tends to have a greater access to the members of the host society than a student without a scholarship.

Overall, the background analysis did not show a significant difference between male and female students, between younger and older students, or between lower and higher educational level, in all of the four causal factors that determine intercultural communication behaviors. The background analysis showed a significant difference between different length of stay in the host society in all of the four causal factors.

The Kim Study VS. The Present Study

The differences in the findings between the present study and the Kim study are the following:

1. The correlation between perceptual complexity and intercultural communication is not as significant as found in the Kim study. This could be due to the measurement of cognitive complexity used in the Kim study; her techniques might not be very effective in measuring the cognitive complexity of the Thai students. Or it might be that the differences

between the two groups of population under study led to different results.

2. Most of the background characteristics (i.e., sex, age,education), except the length of stay in the host society, that were found to be the most important variables in influencing the four causal factors in the Kim study, were not found to be as important in the present study. Instead, working, income, financial support, relative availability, number of other foreign countries already visited, and length of stay in those other foreign countries, were found to be the important background variables.

3. The developmental patterns of attitude toward the host society and satisfaction level observed in the present study are somewhat inconsistent with those of Kim's study. The trends in attitude level and satisfaction level in Kim's study increase steadily over the years. In the present study, the developmental patterns follow the "U-shaped curve." The observed favorable attitude among the students during the first year is not found among the Korean immigrants. Such difference is probably due to the differences in the adjustment process between the two groups of foreigners. For students, the new environment is generally an object of interest and curiosity to be explored and learned with hopeful expectations. The students usually occupy a uniquely endowed role in the host society; they enjoy certain exemptions from conformity to the norms of the host society. Students do not see the host society with as deep

a commitment as the immigrants usually do. The people in the host society with whom the students come in contact are likely to be more willing to show hospitality to them.

For the immigrants, on the other hand, the same environment is more a problematic reality in which they have to establish their new lives. They, unlike the students, experience pressures to conform to the norms and behavioral patterns of the host society. Most of the immigrants experience sense of failure and frustration during this period. Conforming to the norms of the host society is not easy and smooth; the immigrants lack knowledge and experience in the new society. Consequently, the greater extent of conformity to the norms of the host culture the immigrants has to experience, the greater will be his frustration and aggressiveness (Zajonc, 1952). Becuase the immigrants apparently have to go through more frustration than students during the initial year, one can expect that the expressed opinions about the host society of the foreign immigrants are likely to be more negative than those of the students.

Thus far, the findings of the present study have been discussed from a theoretical perspective. In addition to the theoretical aspects, the study has several methodological and practical implications. Methodologically, the multi-item scales developed and tested in the study have generated a few guidelines for future studies. First, the study demonstrates that a foreign student's language fluency can be effectively measured through his subjective evaluations without having to

employ independent and objective judges. Second, the measurement of cognitive complexity, although was not found to be very significant in the present study, is simple enough to be used in mail surveys. Since these measures do not require one to consider culture-specific characteristics (e.g., cultural values and attitudes), they can be easily adopted in developing scales for studies of other ethnic groups and cross-ethnic comparisons. However, more research still needs to be done to prove the contribution of both interpersonal and the use of mass media to the development of a refined and realistic perception and understanding of the host society.

On a more practical level, it is believed that the present study should be helpful to those who are concerned with the successful adjustment of Thai students in the American social system. With respect to the host society, the customary goals are reducing the likelihood of prejudice or stereotype-based hostility on the part of sojourner groups and the development of integration mechanisms for accomplishing their smooth adjustment. The results of the study alert one to the importance of communication as a fundamental mechanism by which such goals can be better accomplished. The study has demonstrated the role of interpersonal and mass communication experiences in the host society in promoting the student's understanding of the new environment.

With respect to the students themselves, goals generally include attention to those factors which increase the likelihood

of their making a satisfactory transition. To meet these goals according to the findings in the present study, students should develop their language competence, should attempt to motivate themselves to participate in the host society, and should make the host communication channels readily available in their everyday life. Once these conditions are met, the students can participate in intercultural communication more actively, which will help them to develop more realistic and refined knowledge of the environment. Ultimately, such refined understanding of the host society will produce better psychological well-being. Further, the findings concerning the students' individual background characteristics might be valuable information to future students as well as the host society.

Conclusion and Recommendations

In concluding the study, some suggestions for future research can be made. One of the shortcomings of the present study, as pointed out earlier, concerns the data collection process. Due to limited time and resources, the data were collected only at one point in time. Obviously, the theory and the research questions can be more accurately answered through time-series observations of the same individuals over an extended period of time. Through time-series data, it is possible to study the complex feedback effects among the communication variables of the present theoretical system and to trace the development of students' communication patterns

more realistically.

Another weakness of the present investigation is in its study of the process of acculturation from a "monistic" point of view; the research focus has been only on the students. Little attention has been paid to the interlocking forces of "push" and "pull" in the relationships of ethnic individual with the core members.[10] One can argue that the key to successful acculturation is essentially in the hands of the core group and validation of acculturation takes place in the host society not the ethnic community. Therefore, the next step of investigations in communication of foreign students should focus on the nature and content of communication interactions between the two groups.

All in all, more research still needs to be done. A great deal of attention should be paid to the communication precesses of foreign students. The problems of ethnic groups in contemporary American society can be more effectively approached when our scientific knowledge provides insights into the underlying processes of communication between and among members of different ethnic groups and the majority of the host society.

ENDNOTES

[1]Due to the lack of accurate statistics on the number of Thai students in the United States, this figure is estimated by an officer of the Students Department, the Royal Thai Embassy, on the assumption that there will usually be at least twice as many Thai students who come to the U.S. on their own as come under the supervision of the Students Department. There are approximately 3,000 Thai students under the supervision of the Students Department, in 1981.

[2]The distinction between the two terms--"cognitive structure" and "perceptual process"--is a matter of emphasis rather than of kind. While cognitive structure emphasizes some mediational process between previous learning and response patterns or response sequence, perception stresses the immediate relations between stimuli and the person's responses. Both processes are determined by previous learning; both refer to the response patterns of an individual. The two terms, therefore, will be used interchangeably throughout the present study.

[3]In addition to material and non-material acculturation, physical change of Korean children born in the United States has been observed. The faces of Korean children born in the U.S. tend to be longer than those who are born in Korea. The main factor for the change seems to have been based on the

sleeping pattern of children. Korean-born children sleep or are instructed to sleep on their back according to the traditional way. Sleeping on the stomach seems to make the face longer because of placing the head on each side. On the other hand, sleeping on the back makes the head flat. And so, it is assumed that the shape of the face is usually round rather than long. This type of observation may be elaborated by further study with a physical anthropologist (Lee, 1975).

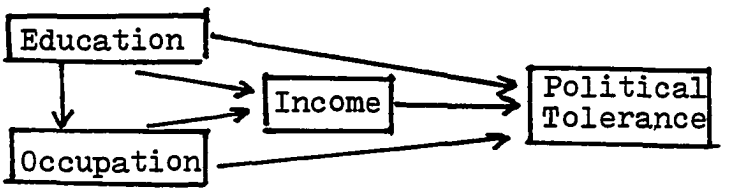
[4]These processes, it should be noted, occur also in response to inventions, changes, and innovations occuring internally as well as those resulting from contact with a different culture. They are markedly operative in Western industrial and urbanizing societies.

[5]The modification is the following. First, in the Kim's study, there were two methods for measuring cognitive complexity--direct method and indirect method. The present study applied only the indirect method measuring the attitude scales. The present study did not apply the direct method in which the students have to respond to the open-ended question because it appeared in the pilot study conducted among the Thai students at the University of Oklahoma that more than half of the students did not respond to the open-ended question at all. Secondly, several items in the Kim's questionnaire which were originally prepared for the Korean immigrants, were modified to be suitable to the Thai students. Lastly,

several items, such as the questions dealing with socio-economic status, current visa status, present occupation and rank, that were not relevant to the present study were deleted.

[6]One application of multiple regression as a descriptive tool is the use of multiple regression technique in conjunction with causal theory. The emphasis in such an application is neither on the overall dependence of one variable on another nor the relationship between any particular pair of variables. Rather, multiple regression is used to describe the entire structure of linkages between independent and dependent variables and to assess the logical consequences of a structural model that is posited a 'priori' from some causal theory. The best known such application is path analysis. For illustration, the researcher might have constructed the causal theory by specifying an "ordering" among the variables that reflects a presumed structure of cause-effect linkages. Multiple regression techniques are then used to determine the magnitude of direct and indirect influence that each variable has on other variables that follow it in the presumed causal order. Each arrow in the diagram below represents a presumed causal linkage or path of influence. Through regression techniques the strengths of each separate path are estimated. This estimation actually involves several regression equations since Occupation is a dependent variable for the Education-Occupation relationship, Income is a dependent variable for the Education-Occupation-

Income relationship, and Political Tolerance is a dependent variable with regard to the remaining three variables (Nie, et al, p.322).



[7]The test of linearity (or "linear trend test") allows one to find out whether the change in each of the variables shows linear or non-linear trends. In formal terms, it allows one to test the hypothesis that the coefficients of the non-linear terms of the general statistical prediction model are all equal to zero. Thus, if the statistical significance level is close to .05 level or zero, the test result indicates that the change trend is non-linear; the farther away from zero the coefficient is, the stronger the degree to which the trend follows linear (see Nie, et al for details).

[8]From the results of the trend analysis it was found that the group of students who have been in the United States for six or more years tends to deviate form the other groups. In contrast to the other groups for most of the communication variables tend to decrease after six or more years. Two major reasons may be causing this group to diverge from the other results: First, only 25 people are in this group for only 9.6% of the total group; this constitutes a small minority

in relation to the other groups. Second, their background characteristics might somehow contribute to this deviation. From the total of 25 Thai students in this group, the average age is 28.3; the average number of years in the United States is 7.4 years; 72% are male students; 60% are single; 68% are supported by the family; 44% have a high school diploma and 44% have a bachelor's degree before coming to the United States; 32% are working on master's degree and 52% are working on doctoral degrees; 88% are working while staying in the United States, either part-time or full-time; and 32% plan to stay here in the United States and 56% plan to go back to Thailand. The majority of this group are male, single, supported by the family, and also are working while staying in the U.S. They are considered to be quite independent from any obligations and responsibilities, at least for the time being. They might have a somewhat distinctive personality comparing to the other groups.

[9]It has to be pointed out that, in measuring the cognitive complexity, the distance of the responses from the neutrality or expression of difficulty to generalize about the American people was considered as an indication of higher complexity in cognitive structure. For measurement of affective attitude, "strongly agree" to the positive adjectives is considered to be more favorable and "strongly disagree" more unfavorable.

[10]The "push" may be considered the desire of an ethnic group to participate in the host society as equally as

possible, whereas the "pull" may be the level of acceptance by the host society.

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APPENDICES

Appendix 1

Measurement of Perceptual Complexity

Six adjectives describing the American people were chosen from the items used in Young Kim's study (1976) of communication patterns of Korean population in Chicago in the process of acculturation. For each adjective , six response alternatives were provided: "Strongly Agree," "Somewhat Agree," "Neutral," "Somewhat Disagree," "Strongly Disagree," and "Don't Know." Then, the degree of perceptual complexity was measured by the distance of their responses from "Neutral or Difficult to Generalize." "Don't Know" responses were not included in the analysis. The farther away the responses are from neutrality, the simpler are the cognitive structures in perceiving the host society. The six items and the responses of the students in the survey are as follows:

	Items	$\bar{X}$ distance from neutrality	S.D.
Item 45	"peace-loving"	.82	.80
Item 46	"frivolous"	1.01	.80
Item 47	"industrious"	1.05	.70
Item 48	"arrogant"	1.00	.82
Item 54	"optimistic"	.75	.85
Item 55	"trustful"	.88	.81

N = 260

Average Inter-item correlation coefficient $\underline{r}$ = .23.

Correlation Matrix for 6-item CMPLXTY

	Item 45	Item 46	Item 47	Item 48	Item 54	Item 55
Item 45	1.00					
Item 46	.15	1.00				
Item 47	.20	.25	1.00			
Item 48	.16	.22	.20	1.00		
Item 54	.24	.29	.24	.30	1.00	
Item 55	.24	.26	.20	.18	.30	1.00

Appendix 2

Measurement of Interpersonal Communication

An immigrant's formal and informal relationship with members of the host society was measured through three items: (1) the number of casual acquaintances one knows well enough to talk with when they meet, (2) the number of friends one meets in one another's home, (3) the number of close friends one can discuss his private and personal problems with. The distribution of responses to each of the three items is as follows:

		$\bar{X}$ (N=260)	S.D.
(Item 19b&c)	Casual American Acquaintances	24.0	28.8
(Item 20b&c)	Casual American Friends	6.0	11.2
(Item 21b&c)	Intimate American Friends	2.0	4.9

Correlation Matrix

	Item 19b&c	Item 20b&c	Item 21b&c
Item 19b&c	1.00		
Item 20b&c	.54	1.00	
Item 21b&c	.35	.61	1.00

Average Inter-item correlation coefficient $\underline{r}$ = .51.

Appendix 3

Measurement of Mass Media Use

The student's consumption of American mass media was originally measured by the following 7 items:

(Item 26) "How much time do you usually spend listening to the radio everyday?"

(1) Less than 30 minutes
(2) 30-60 minutes
(3) 1-2 hours
(4) 2-3 hours
(5) More than 3 hours

$\bar{X}$ = 2.39
S.D.= 1.44

(Item 27) "How much time do you usually spend watching TV everyday?"

(1) Less than 30 minutes
(2) 30-60 minutes
(3) 1-2 hours
(4) 2-3 hours
(5) More than 3 hours

$\bar{X}$ = 3.23
S.D.= 1.26

(Item 28) "How much time do you usually spend reading the American newspaper(s) everytime you receive it?"

(1) Less than 10 minutes
(2) 10-30 minutes
(3) 30-60 minutes
(4) 60-90 minutes
(5) More than 90 minutes

$\bar{X}$ = 2.12
S.D.= .80

(Item 30) "How often do you usually go to see American movies?"

(1) Seldom
(2) Once every three months
(3) Once every two months
(4) Once every month
(5) About twice a month
(6) More than three times a month

$\bar{X}$ = 2.60
S.D.= 1.60

(Item 31) "How many American magazines are being subscribed for your own reading?"

(1) None at all
(2) 1-2
(3) 3-5
(4) More than 5

$\bar{X} = 1.74$
S.D. = .71

(Item 32) "How often do you usually spend listening to radio news?"

(1) None at all
(2) 1-2 times a week
(3) 3-4 times a week
(4) More than 5 times a week

$\bar{X} = 2.66$
S.D.= 1.17

(Item 33) "How often do you usually watch TV news?"

(1) None at all
(2) 1-2 times a week
(3) 3-4 times a week
(4) More than 5 times a week

$\bar{X} = 3.48$
S.D.= .82

Correlation Matrix

	Item 26*	Item 27*	Item 28	Item 30*	Item 31	Item 32	Item 33
Item 26*	1.00						
Item 27*	.17	1.00					
Item 28	.12	.09	1.00				
Item 30*	.14	.20	.02	1.00			
Item 31	.04	.05	.16	.11	1.00		
Item 32	.32	.03	.14	.13	.16	1.00	
Item 33	.16	.33	.05	.04	.09	.13	1.00

*Item values reversed from negative to positive correlation coefficients.
Mean of Inter-item correlations = .15.

After a factor analysis was done, it was found that only three items (viz., items 28, 31, and 32) are the significant items in measuring mass media use. Therefore, for the present study, time spend reading the American newspaper(s), number of American magazine(s) being subscribed for a student own reading, and time spent listening to radio news used in measuring a student's mass media use.

Correlation Matrix

	Item 28	Item 31	Item 32
Item 28	1.00		
Item 31	.16	1.00	
Item 32	.14	.16	1.00

Mean of Inter-item correlation = .16.

Appendix 4

Measurement of Channel Accessibility

a. Items Measuring Interaction Potential

(Item 23) "Of all daily personal contacts you make, how much percentage is with Americans?"

(1)	less than 25%	15.8%
(2)	25-50%	18.5%
(3)	50-75%	21.9%
(4)	more than 75%	43.8%
	total	100.0% (N = 260)

($\bar{X}$ = 2.94, S.D. = 1.12)

b. Items Measuring Media Availability

(Item 22) "Check all the mass media you have at home or subscribe to regularly."

	Yes	No	Total (N=260)
Radio set(s)	93.9%	6.1%	100.0%
TV set(s)	93.1%	6.9%	100.0%
American newspaper(s)	63.8%	36.2%	100.0%
American magazine(s)	64.2%	35.8%	100.0%

Correlation Matrix

	Radio set(s)	Television set(s)	American newspaper(s)	American magazine(s)
Radio set(s)	1.00			
Television set(s)	.35	1.00		
American Newspaper(s)	.18	.23	1.00	
American Magazine(s)	.23	.18	.31	1.00

Average Inter-item correlation coefficient $\underline{r}$ = .50.

Appendix 5

Measurement of English Fluency

The immigrant's English fluency was measured by the four items asking their subjective confidence in listening comprehension, speaking, self-confidence, and comparison with native speakers. The distribution of responses to each of the four items is as follows:

(Item 34) English listening comprehension ($\bar{X}$ = 3.8, S.D.= .64)

(1)	hardly	0.0%
(2)	a little	3.1%
(3)	about half	26.5%
(4)	mostly	61.9%
(5)	completely	8.1%
	no answer	.4%
	total	100.0% (N = 260)

(Item 35) English speaking ability ($\bar{X}$ = 3.6, S.D. = .62)

(1)	hardly	0.0%
(2)	a little	3.1%
(3)	about half	38.1%
(4)	mostly	54.2%
(5)	completely	4.2%
	no answer	0.4%
	total	100.0% (N = 260)

(Item 36) Self-confidence in English ($\bar{X}$ = 2.3, S.D. = .75)

(1)	little	9.2%
(2)	a little	56.5%
(3)	somewhat	26.2%
(4)	highly	7.7%
	no answer	0.4%
	total	100.0% (N = 260)

(Item 37) Comparison with Americans in English ($\bar{X}$ = 2.2, S.D.=.71)

(1)	much worse	13.1%
(2)	somewhat worse	53.8%
(3)	a little worse	28.1%
(4)	about equal	3.1%
	no answer	1.9%
	total	100.0% (N =260)

Appendix 6

Measurement of Acculturation Motivation

The following two items were used in measuring the student's motivation to learn about and participate in the host society.

(Item 38) Motivation to learn the host society and culture ($\bar{X}$ = 3.0, S.D. =.70)

(1)	little or none	4.2%
(2)	a little	15.0%
(3)	some	63.1%
(4)	a lot	17.7%
	total	100.0% (N = 260)

(Item 39) Motivation to affiliate with American people ($\bar{X}$ = 3.1, S.D. = .69)

(1)	little or none	2.7%
(2)	a ltttle	10.4%
(3)	some	59.6%
(4)	a lot	27.3%
	total	100.0% (N = 260)

The correlation coefficient between these two variables was .61.

Correlation Matrix

	Item 34	Item 35	Item 36	Item 37
Item 34	1.00			
Item 35	.83	1.00		
Item 36	.69	.69	1.00	
Item 37	.63	.64	.64	1.00

$\bar{X}$ of Inter-item correlation coefficients = .69.

Appendix 7

A Set of Questionnaires for Each Respondent

Appendix 7-A: Letter from the researcher to each respondent.

Appendix 7-B: Translation of introductory letter to respondents.

Appendix 7-C: Letter from the academic advisor to respondents.

Appendix 7-D: The questionnaire in English version.

Appendix 7-E: The questionnaire in Thai version.

Appendix 7-A

Letter from researcher to respondents

The University of Oklahoma at Norman

Department of Communication

เรียน เพื่อนนักเรียนไทย ที่นับถือ

ดิฉัน กันทิมา กุญชร ณ อยุธยา กำลังศึกษาระดับปริญญาเอกในสาขาสื่อสารมวลชน ณ. University of Oklahoma, Norman ดิฉันได้จัดทำแบบสอบถามส่งไปยังหมู่นักเรียนไทยซึ่งมาศึกษาต่อในสหรัฐอเมริกา เพื่อนำข้อมูลไปใช้ในการวิจัยสำหรับวิทยานิพนธ์ของดิฉัน ซึ่งเรื่องว่า "Communication Patterns of Thai Students in the Process of Acculturation."

เพื่อหาสาระในแบบสอบถามเพื่อหนักไปในทางความคิดเห็นเกี่ยวกับสภาพความเป็นอยู่ในสหรัฐอเมริกา วิธีการติดต่อโดยการส่งแบบสอบถามให้ท่านกันเองอเมริกัน หรือการใช้เครื่องมือสื่อสารต่างๆ เช่น วิทยุ โทรทัศน์ หนังสือพิมพ์ แมกกาซีน เป็นต้น จุดมุ่งหมายสำคัญของวิทยานิพนธ์ของดิฉัน คือ การวิเคราะห์ว่าผลของวิธีการติดต่อสื่อสาร ช่วยนักเรียนไทยให้ในการปรับตัวให้เข้ากับสภาพแวดล้อมและศึกษาอยู่ในสหรัฐอเมริกา ดิฉันขอความร่วมมือจากท่านในการช่วยกรอกในแบบสอบถามนี้ เพราะปราศจากท่านทั้งหลายแล้ว วิทยานิพนธ์ฉบับนี้จะไม่ได้รับความสำเร็จบรรลุตามจุดมุ่งหมาย

การกรอกในแบบสอบถามฉบับนี้ จะกระทำโดยไม่แสดงชื่อของผู้กรอกในแบบสอบถาม เพราะดิฉันขอร้องให้ท่านกรอกในแบบสอบถามด้วยความจริงใจ และสมัครใจ เพื่องจากว่าจะไม่มีการระบุชื่อ ที่อยู่ และการอ้างอิงถึงท่านเป็นการส่วนตัว เมื่อดิฉันได้รับแบบสอบถามกลับมาจากท่านแล้ว ดิฉันจะทำข้อมูลเหล่านั้นมาวิจัยทางสถิติ โดยเครื่องคอมพิวเตอร์ทันที

ขอความกรุณาจากท่านให้ช่วยส่งแบบสอบถามคืนมายังดิฉันภายใน 2-3 วันนี้ โดยใช้ซองที่แนบมาพร้อมในแบบสอบถามนี้ ซึ่งได้จ่าหน้าซองถึง Dr. L. Brooks Hill อาจารย์ที่ปรึกษาของดิฉันไว้เรียบร้อยแล้ว และพร้อมกันนี้ดิฉันได้แนบจดหมายรับรองของอาจารย์ที่ปรึกษาเกี่ยวกับการทำวิทยานิพนธ์ฉบับนี้มาด้วย

ดิฉันมีความหวังอย่างยิ่งว่าท่านคงจะช่วยกรุณาสละเวลากรอกในแบบสอบถามคืนมานี้ ซึ่งคงใช้เวลาประมาณ 15 นาที ดิฉันมีความหวังอย่างยิ่งว่า ผลจากการวิจัยครั้งนี้จะช่วยในการพัฒนาหลักวิธีการต่างๆ ในการปรับตัวให้เข้ากับสภาพแวดล้อมในสหรัฐอเมริกาให้ดียิ่งขึ้นสำหรับพวกเราพักเรียนไทย

ขอขอบพระคุณล่วงหน้าในความร่วมมือของท่าน มา ณ. โอกาสนี้

ขอแสดงความนับถือ

กันทิมา กุญชร ณ อยุธยา

(กันทิมา กุญชร ณ อยุธยา)

780 Van Vleet Oval, Room 331, Norman, Oklahoma 73019 (405) 325-3111

Appendix 7-B

Translation of introductory letter to respondents

Dear Fellow Thai Student ____:

I am a Ph.D. candidate in the Department of Communication at the University of Oklahoma. Currently, I am conducting a survey among Thai students in the United States to collect data for my dissertation.

The content of the enclosed questionnaire primarily deals with your opinion about the American society, interpersonal communication patterns, and use of mass media. The main purpose of the study is to investigate various communication problems Thai students face in the process of acculturation in the United States. Please consider that the study cannot be accomplished without your active cooperation by filling out the enclosed questionnaire.

Since all items in the questionnaire will be filled out without name, your personal identity will not be revealed. Also, your answers will be handled statistically through computer as soon as returned.

Please return your completed questionnaire to me by no later than _____using the enclosed return envelope. For your information, I am enclosing a recommendation letter by my academic advisor, Dr. Brooks Hill, who supervises this project.

I sincerely hope you will find time to answer this questionaire and thus add your share of efforts in developing important theoretical foundations which will assist better adaptation of all of us Thai students. You will also be able to look into your own present life while answering the questions.

With my truest appreciation for your help in advance.

Cordially,

Kantima Kunjara

The University of Oklahoma

DEPARTMENT OF COMMUNICATION
780 Van Vleet Oval, Room 331
Norman, Oklahoma 73019
(405) 325-3111

Appendix 7-C

Letter from the academic advisor to respondents

Dear Thai Student:

Ms. Kantima Kunjara, a graduate student in the Department of Communication, University of Oklahoma and my advisee, is asking for your cooperation by participating in her dissertation research study.

The study is aimed at investigating the kinds of communication problems encountered by persons who have decided to come to the U.S. for further education. The results of the study should help to make the adjustment of new students easier.

It is important that you participate in the study since it is necessary to have a representative sample of persons in order to make meaningful generalizations of results.

All of the data gathered in this study will be reported on a group basis and no individual will be identified. If you desire a copy of this study findings, Ms. Kunjara will be happy to provide you with them.

If you have any questions regarding the study, please contact me and I will be happy to answer them.

Sincerely,

L. Brooks Hill

L. Brooks Hill
Professor

Appendix 7-D

QUESTIONNAIRE

Instruction: Indicate your answer to each of the following questions by circling only one number of the appropriate answer or writing the appropriate information in the space provided. This questionnaire is anonymous; do not sign your name.

DEMOGRAPHIC DATA QUESTIONNAIRE

1. Age on your last birthday: _____years

2. Your sex is

- Male	1.
- Female	2.

3. Place of origin in Thailand

- Bangkok	1.
- Central plains	2.
- North	3.
- East	4.
- South	5.

4. What is your marital status

- Married: the spouse is here with me	1.
- Married: the spouse is in Thailand	2.
- Single	3.
- Others	4.

5. Source of your financial support:

- Family (including yourself working)	1.
- Thai Government scholarship	2.
- U.S.Government scholarship	3.
- Other scholarship (specify)_____	4.

6. What is your present income level?

- Up to $5,000 a year	1.
- $5,000 - $10,000 a year	2.
- $10,000 - $15,000 a year	3.
- $15,000 - $20,000 a year	4.
- More than $20,000 a year	5.

7. Your highest academic level completed in Thailand:

- Elementary school 1.
- Middle school 2.
- High School 3.
- College or university 4.
- More than university (e.g.,M.A.,Ph.D., or equivalent) 5.

8. When did you come to the United States?

About _____ months ago.

9. Degree of which you are studying:

- B.A. 1.
- M.A. or M.S. 2.
- Ph.D. or Ed.D. 3.
- M.D. 4.
- Other (specify)_____ 5.

10. Where do you live now?

- In a dormitory 1.
- In married student housing 2.
- In a room off campus 3.
- In an apartment off campus 4.
- Other (specify)_____ 5.

11. Whom do you live with?

- U.S. family 1.
- U.S. student(s) 2.
- Foreign student(s) from another country 3.
- Student(s) from Thailand 4.
- Your spouse (and children) 5.
- Alone 6.
- Other 7.

12. Do you work while in the United States?

- No, I don't 1.
- Yes, part-time job 2.
- Yes, full-time job 3.

13. What is your future plan?

- Plan to live in the U.S. permanently 1.
- Plan to go back to Thailand 2.
- Don't know 3.

14. Which of the following might make you stay permanently in the U.S.

- Political conflict at home 1.
- Not being able to find a job at home. 2.
- A good job offer in the U.S. 3.
- Marriage to a U.S. citizen 4.
- Family members'advice 5.
- Other situations (specify)_____ 6.
- Nothing would make me stay permanently in the U.S. 7.

15. Did you have your close relative(s) or friend(s) in the city where you live when you <u>first</u> came?

- Yes. 1.
- No. 2.

16. Do you have close relative(s) in your area <u>at present</u>?

- Yes. 1.
- No. 2.

17. How many foreign countries besides the U.S. have you visited and/or lived in?

- None 1.
- 1 country 2.
- 2-3 countries 3.
- 4-5 countries 4.
- More than 5 countries 5.

18. How many <u>months</u> in total were you in those countries?

- None 1.
- 1-6 months 2.
- 7-12 months 3.
- 13-24 months 4.
- More than 24 months 5.

<u>COMMUNICATION BEHAVIOR DATA QUESTIONNAIRE</u>

For Question 19 to Question 22, you need to write appropriate information in the space provided. For Question 23 to Question 44 check your response by circling only one number of the appropriate answer.

19. How many Americans, Thai and other ethnic members do you know well enough to talk with when you happen to meet them?

a - Thai _____ persons
b - White Americans _____ persons
c - Black Americans _____ persons
d - Other ethnic members _____ persons

20. About how many of these people (Item 19) would you say are close enough friends so that you meet in one another's home?

a - Thai _____persons
b - White Americans _____persons
c - Black Americans _____persons
d - Other ethnic members _____persons

21. About how many of these people (Item 20) would you say are so close that you can discuss your private and personal problems?

a - Thai _____persons
b - White Americans _____persons
c - Black Americans _____persons
d - Other ethnic members _____persons

22. Indicate number of all the mass media you have at home or subscribe to regularly.

- Radio set(s) _____
- Television set(s) _____
- American newspaper(s) _____
- American journal(s) (e.g.,Time, Newsweek,) _____
- Thai newspaper(s) (e.g.,Thai rut,Daily news, Kao Thai,etc) _____
- Thai journal(s) (e.g.,Sakul Thai,Lalana) _____

23. Of all the daily conversations you have, what percentage is with your American friends?

- More than 75% 1.
- 50%-75% 2.
- 25%-50% 3.
- Less than 25% 4.

24. How many Thai organizations (e.g., Thai Association, Alumni association, Professional association, Thai temple, etc.) do you currently belong to as a regular member?

- None at all 1.
- 1-2 2.
- 3-5 3.
- More than 5 4.

25. How many American organizations do you currently belong to as a regular member (e.g., American church, PTA, Professional association,etc.)?

- None at all 1.
- 1-2 2.
- 3-5 3.
- More than 5 4.

26. How much time do you usually spend listening to the radio everyday?

- Less than 30 minutes 1.
- 30-60 minutes 2.
- 1-2 hours 3.
- 2-3 hours 4.
- More than 3 hours 5.

27. How much time do you usually spend watching TV everyday?

- Less tahn 30 minutes 1.
- 30-60 minutes 2.
- 1-2 hours 3.
- 2-3 hours 4.
- More than 3 hours 5.

28. How much time do you usually spend reading the American newspaper(s) every time you receive it?

- Less than 10 minutes 1.
- 10-30 minutes 2.
- 30-60 minutes 3.
- 60-90 minutes 4.
- More than 90 minutes 5.

29. How much time do you usually spend reading Thai newspaper(s) everytime you receive it?

- Less than 10 minutes 1.
- 10-30 minutes 2.
- 30-60 minutes 3.
- 60-90 minutes 4.
- More than 90 minutes 5.

30. How often do you usually go to see American movies?

- None at all or scarcely 1.
- About once every three months 2.
- About once every two months 3.
- About once every month 4.
- About twice a month 5.
- More than three times a month 6.

31. How many of the magazines are subscribed for your own reading (in other words, not for your wife, husband, or any one else)?

- None at all 1.
- 1-2 2.
- 3-5 3.
- More than 5 4.

32. How often do you usually spend listening to <u>radio news</u>?

- None at all 1.
- Once or twice a week 2.
- 3-5 times a week 3.
- More than 5 times a week 4.

33. How often do usually watch TV news?

- None at all 1.
- Once or twice a week 2.
- 3-4 times a week 3.
- More than 5 times a week 4.

34. Do you have any difficulty in understanding Americans when they speak?

- Understand perfectly 1.
- Understand mostly, no problem 2.
- Understand only 50%, some difficulty 3.
- Great deal of difficulty in understanding them. 4.
- Cannot understand anything they say 5.

35. How much difficulty do Americans seem to have in understanding you?

- Understand perfectly 1.
- Understand mostly, very little difficulty 2.
- Understand only 50%, some difficulty 3.
- Great deal of difficulty in understanding me 4.
- Cannot understand anything I say 5.

36. How much do you hesitate to talk to Americans or to ask them questions because you think you may not be understood?

- Frequently (or always) 1.
- Sometimes 2.
- Once in a while 3.
- Seldom 4.

37. In your own opinion, how well do you speak English compared with most Americans?

- Very much worse 1.
- Somewhat worse 2.
- Only a little worse 3.
- As good as most Americans 4.

38. How much are you interested in learning and understanding the ways American people behave and think?

- Very much, I would like to try to the best I can. 1.
- Somewhat, I want to learn if chances are given. 2.
- A little, but I don't want to make a concious effort. 3.
- Not at all, there's no need to learn because you can live in Thai ways. 4.

39. How much are you interested in making friends with American people?

- Very much interested 1.
- Somewhat interested 2.
- A little interested 3.
- Not at all, no desire to make friends with Americans 4.

40. How much are you interested in knowing the current political economic, and social situations and issues of the United States?

- Very much interested 1.
- Somewhat interested 2.
- A little interested 3.
- Not at all interested 4.

41. What is your opinion about the statement, "Thais should always be Thais: They cannot and should not change."

- Strongly agree 1.
- Somewhat agree 2.
- Neutral/cannot generalize 3.
- Somewhat disagree 4.
- Strongly disagree 5.

42. If you take ten households that are closest from where you live now, how many of them are "native" Americans (excluding any foreign immigrants)?

- 10 households 1.
- 7-9 households 2.
- 4-6 households 3.
- 1-3 households 4.
- None 5.
- Don't know 6.

43. Speaking in general, how much are you satisfied with your present life in the United States?

- Very much 1.
- Somewhat 2.
- A little 3.
- Not at all 4.

44. Speaking in general, how much do you feel comfortable living in America?

- Very much 1.
- Somewhat 2.
- A little 3.
- Not at all 4.

Here is a list of statements someone uses in describing American people. Please circle <u>one</u> of the six responses (Strongly Agree, Somewhat Agree, Neutral, Somewhat Disagree, Strongly Disagree, Don't Know) based on your own impressions and judgements about American People.

		Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree	Don't Know
45.	Americans are "peace-loving" people.	1	2	3	4	5	6
46.	Americans are "frivolous" people.	1	2	3	4	5	6
47.	Americans are "industrious" people.	1	2	3	4	5	6
48.	Americans are "arrogant" people.	1	2	3	4	5	6
49.	Americans are "intolerant" people.	1	2	3	4	5	6
50.	Americans are "friendly" people.	1	2	3	4	5	6
51.	Americans are "independent" people.	1	2	3	4	5	6
52.	Americans are "frank" people.	1	2	3	4	5	6
53.	Americans are "affectionate" people.	1	2	3	4	5	6
54.	Americans are "optimistic" people.	1	2	3	4	5	6
55.	Americans are "trustworthy" people.	1	2	3	4	5	6
56.	Americans are "trustful" people.	1	2	3	4	5	6

Appendix 7-E

ใบสอบถาม

คำอธิบาย โปรดตอบคำถามต่อไปนี้ โดยเขียนเครื่องหมายวงกลมรอบตัวเลขข้างหลังคำตอบที่เหมาะสม (ข้อละเพียงคำตอบเดียว หรือเติมข้อความที่ต้องการลงในที่ว่างที่จัดไว้ให้ การกรอกใบสอบถามนี้เป็นแบบที่ไม่ต้องแสดงตัวบุคคลผู้ตอบ ท่านไม่จำเป็นต้องแสดงชื่อของท่านลงไปในกระดาษคำตอบ

คำถามเกี่ยวกับข้อมูลส่วนตัว

๑. อายุของท่านเมื่อวันคล้ายวันเกิดครั้งสุดท้าย _____ ปี

๒. เพศของท่าน คือ

- ชาย ๑.
- หญิง ๒.

๓. สถานที่อยู่ดั้งเดิมในประเทศไทยของท่านคือ

- กรุงเทพ ๑.
- ภาคกลาง ๒.
- ภาคเหนือ ๓.
- ภาคตะวันออก ๔.
- ภาคใต้ ๕.

๔. สถานะการสมรสของท่านคือ

- แต่งงาน สามีหรือภรรยาอยู่กับท่านที่อเมริกา ๑.
- แต่งงาน สามีหรือภรรยาอยู่ในประเทศไทย ๒.
- โสด ๓.
- อย่างอื่น ๔.

๕. ท่านได้รับความช่วยเหลือทางด้านการเงินจากใคร

- ครอบครัว ๑.
- ทุนจากรัฐบาลไทย ๒.
- ทุนจากรัฐบาลอเมริกัน ๓.
- ทุนอื่นๆ(ระบุ)_____ ๔.

๖. รายได้ปัจจุบันของท่านอยู่ในระดับใด(ถ้าแต่งงานกรุณาคิดรวมรายได้ของทั้งครอบครัว)

- น้อยกว่า ๕๐๐๐ ดอลล่าร์ ต่อปี ๑.
- ๕๐๐๐-๑๐๐๐๐ ดอลล่าร์ ต่อปี ๒.
- ๑๐๐๐๐-๑๕๐๐๐ ดอลล่าร์ ต่อปี ๓.
- ๑๕๐๐๐-๒๐๐๐๐ ดอลล่าร์ ต่อปี ๔.
- มากกว่า ๒๐๐๐๐ ดอลล่าร์ ต่อปี ๕.

๗. การศึกษาขั้นสูงสุดที่ท่านสำเร็จมาจากประเทศไทยคือ

- ชั้นประถมศึกษา ๑.
- ชั้นมัธยมศึกษาตอนต้น ๒.
- ชั้นมัธยมศึกษาตอนปลาย ๓.
- วิทยาลัย หรือ มหาวิทยาลัย ๔.
- มากกว่าระดับปริญญาตรี (เช่น ปริญญาโท ปริญญาเอก หรือเทียบเท่า) ๕.

๘. ท่านเดินทางมาสหรัฐอเมริกาเป็นเวลานานเท่าไรแล้ว

ประมาณ _____ เดือน

๙. ท่านกำลังศึกษาอยู่ในระดับปริญญาอะไร

- ปริญญาตรี ๑.
- ปริญญาโท ๒.
- ปริญญาเอก ๓.
- ปริญญาแพทย์ ๔.
- อื่นๆ (ระบุ)_____ ๕.

๑๐. ท่านพักอาศัยอยู่ที่ใดในขณะนี้

- หอพัก ๑.
- บ้านพักนักศึกษาแต่งงาน ๒.
- ห้องแบ่งเช่านอกสถานศึกษา ๓.
- อพารตเมนท์นอกสถานศึกษา ๔.
- อื่นๆ (ระบุ) ๕.

๑๑. ท่านพักอยู่กับผู้ใด

- ครอบครัวอเมริกัน ๑.
- นักเรียนชาวอเมริกัน ๒.
- นักเรียนต่างชาติจากประเทศอื่นๆ ๓.
- นักเรียนไทย ๔.
- สามีหรือภรรยา(และลูก) ๕.
- ตามลำพัง ๖.
- อื่นๆ ๗.

๑๒. ท่านทำงานขณะพักอาศัยในสหรัฐอเมริกาหรือไม่

- ไม่ ๑.
- ทำงาน part time ๒.
- ทำงาน full time ๓.

๑๓. ท่านมีแผนการในอนาคตอย่างไร

- มีแผนที่จะอยู่ถาวรในสหรัฐอเมริกา ๑.
- มีแผนที่จะกลับประเทศไทย ๒.
- ยังไม่ทราบ ๓.

๑๔. จากสถานะการณ์ที่จะเสนอต่อไปนี้ สถานะการณ์ใดที่อาจจะทำให้ตัดสินใจอยู่ถาวรในสหรัฐอเมริกา

- ข้อขัดแย้งทางการเมืองในประเทศไทย ๑.
- ไม่สามารถหางานทำที่เมืองไทยได้ ๒.
- มีงานเสนอให้ทำในสหรัฐอเมริกา ๓.
- แต่งงานกับคนสัญชาติอเมริกัน ๔.
- คำแนะนำของสมาชิกครอบครัว ๕.
- สถานะการณ์อื่นๆ (ระบุ)_____ ๖.
- ไม่มีสถานะการณ์ใดที่จะทำให้ตัดสินใจอยู่ถาวรในสหรัฐ ๗.

๑๕. เมื่อท่านเดินทางมาถึงอเมริกาครั้งแรก ท่านมีเพื่อนสนิทหรือญาติสนิทอยู่ในเมืองที่ท่านพักหรือไม่

- มี ๑.
- ไม่มี ๒.

๑๖. ท่านมีญาติสนิทพักอยู่ใกล้ๆกับท่านในขณะนี้หรือไม่

- มี ๑.
- ไม่มี ๒.

๑๗. นอกเหนือจากสหรัฐอเมริกา ท่านได้เดินทางไปเที่ยวหรือพักอาศัยอยู่ในต่างประเทศอื่นๆกี่ประเทศ

- ๐ ประเทศ ๑.
- ๑ ประเทศ ๒.
- ๒-๓ ประเทศ ๓.
- ๔-๕ ประเทศ ๔.
- มากกว่า ๕ ประเทศ ๕.

๑๘. เมื่อนับเวลาพักอาศัยในประเทศนั้นๆรวมกันแล้ว เป็นเวลานานสักกี่เดือน

- ๐ เดือน ๑.
- ๑-๖ เดือน ๒.
- ๗-๑๒ เดือน ๓.
- ๑๓-๒๔ เดือน ๔.
- มากกว่า ๒๔ เดือน ๕.

<u>คำถามเกี่ยวกับลักษณะการติดต่อสื่อสาร</u>

สำหรับคำถามที่ ๑๙ ถึง คำถามที่ ๒๒ กรุณาเขียนคำตอบลงในช่องว่างที่จัดไว้ให้ สำหรับคำถามที่ ๒๓ ถึง คำถามที่ ๔๔ กรุณาวงกลมรอบตัวเลขข้างหลังคำตอบที่เหมาะสม ข้อละเพียงคำตอบเดียว

๑๙. ท่านมีเพื่อนชาวอเมริกัน ไทย หรือ ชาวต่างชาติอื่นๆกี่คน ที่ท่านสามารถจะพักทายหรือพูดคุยได้เมื่อพบปะกัน

- คนไทย _____ คน
- คนอเมริกันผิวขาว _____ คน
- คนอเมริกันผิวดำ _____ คน
- คนต่างชาติอื่นๆ _____ คน

๒๐. จากจำนวนที่ท่านระบุในข้อที่ ๑๙ มีกี่คนที่ท่านสามารถจะกล่าวได้ว่าเป็นเพื่อนสนิท พอที่ท่านและเขาเหล่านั้นจะสามารถไปพบกันที่บ้านของเขาหรือบ้านของเราได้

- คนไทย _____ คน
- คนเอมริกันผิวขาว _____ คน
- คนอเมริกันผิวดำ _____ คน
- คนต่างชาติอื่นๆ _____ คน

๒๑. จากจำนวนที่ท่านระบุในข้อที่ ๒๐ มีกี่คนที่ท่านสามารถจะกล่าวได้ว่าเป็นเพื่อนสนิทกันมากพอที่จะปรึกษาหารือพูดคุยเกี่ยวกับปัญหาส่วนตัวได้

- คนไทย _____ คน
- คนอเมริกันผิวขาว _____ คน
- คนอเมริกันผิวดำ _____ คน
- คนต่างชาติอื่นๆ _____ คน

๒๒. กรุณาแจ้งจำนวนสื่อมวลชนทุกชนิดที่ท่านมีอยู่ที่บ้านพักของท่าน หรือที่ท่านเป็นสมาชิกประจำอยู่ขณะนี้

- เครื่องรับวิทยุ _____ เครื่อง
- เครื่องรับโทรทัศน์ _____ เครื่อง

- หนังสือพิมพ์อเมริกัน _____ ฉบับ
- แมกกาซีนอเมริกัน
  เช่น Time, Newsweek เป็นต้น _____ ฉบับ
- หนังสือพิมพ์ไทย
  เช่น ไทยรัฐ, เสรีชน เป็นต้น _____ ฉบับ
- แมกกาซีนไทย
  เช่น สกุลไทย, ลลนา เป็นต้น _____ ฉบับ

๒๓. จากการสนทนาประจำวันของท่าน ประมาณกี่เปอร์เซ็นต์ที่ท่านได้พูดคุยกับเพื่อนชาวอเมริกัน

- มากกว่า ๗๕% ๑.
- ๕๐%-๗๕% ๒.
- ๒๕%-๕๐% ๓.
- น้อยกว่า ๒๕% ๔.

๒๔. ปัจจุบันท่านได้เป็นสมาชิกของสมาคมไทย หรือองค์การไทยต่างๆ เช่น สมาคมนักเรียนไทย สมาคมศิษย์เก่า วัดไทย สมาคมอาชีพ เป็นต้น บ้างหรือไม่ ถ้าเป็น กี่สมาคม หรือองค์การ

- ไม่ได้เป็น ๑.
- ๑-๒ ๒.
- ๓-๕ ๓.
- มากกว่า ๕ ๔.

๒๕. ปัจจุบันท่านได้เป็นสมาชิกของสมาคมหรือองค์การใดๆของอเมริกันบ้างหรือไม่ เช่น โบสถ์อเมริกัน สมาคมผู้ปกครอง สมาคมอาชีพ เป็นต้น ถ้าเป็น กี่สมาคมหรือองค์การ

- ไม่ได้เป็น ๑.
- ๑-๒ ๒.
- ๓-๕ ๓.
- มากกว่า ๕ ๔.

๒๖. ตามปกติท่านใช้เวลาในการฟังวิทยุวันละนานสักเพียงใด

- น้อยกว่า ๓๐ นาที ๑.
- ๓๐-๖๐ นาที ๒.
- ๑-๒ ชั่วโมง ๓.
- ๒-๓ ชั่วโมง ๔.
- มากกว่า ๓ ชั่วโมง ๕.

๒๗. ตามปกติท่านใช้เวลาในการดูโทรทัศน์วันละนานสักเพียงใด

- น้อยกว่า ๓๐ นาที ๑.
- ๓๐-๖๐ นาที ๒.
- ๑-๒ ชั่วโมง ๓.
- ๒-๓ ชั่วโมง ๔.
- มากกว่า ๓ ชั่วโมง ๕.

๒๘. ตามปกติ ท่านใช้เวลาในการอ่านหนังสือพิมพ์อเมริกันในแต่ละครั้งนานสักเพียงใด

- น้อยกว่า ๑๐ นาที ๑.
- ๑๐-๓๐ นาที ๒.
- ๓๐-๖๐ นาที ๓.
- ๖๐-๙๐ นาที ๔.
- มากกว่า ๙๐ นาที ๕.

๒๙. ตามปกติ เมื่อท่านได้รับหนังสือพิมพ์ไทยรายวัน ท่านใช้เวลาอ่านในแต่ละครั้งนานสักเท่าไร

- น้อยกว่า ๑๐ นาที ๑.
- ๑๐-๓๐ นาที ๒.
- ๓๐-๖๐ นาที ๓.
- ๖๐-๙๐ นาที ๔.
- มากกว่า ๙๐ นาที ๕.

๓๐. ท่านไปชมภาพยนตร์อเมริกันบ่อยสักเพียงไร

- เกือบจะไม่ได้ไปเลย ๑.
- ประมาณ ๑ ครั้งในทุก ๓ เดือน ๒.
- ประมาณ ๑ ครั้งในทุก ๒ เดือน ๓.
- ประมาณเดือนละครั้ง ๔.
- ประมาณเดือนละ ๒ ครั้ง ๕.
- มากกว่า ๓ ครั้งต่อเดือน ๖.

๓๑. ท่านสั่งรับหนังสือแมกกาซีนสำหรับตัวท่านเองกี่ฉบับ (ไม่นับแมกกาซีนสั่งรับสำหรับสามีหรือภรรยาของท่านหรือสำหรับคนอื่นๆ

- ไม่มีเลย ๑.
- ๑-๒ ฉบับ ๒.
- ๓-๔ ฉบับ ๓.

มากกว่า ๕ ฉบับ ๔.

๓๒. ตามปกติ ท่านฟังข่าววิทยุบ่อยสักเพียงไร

- ไม่เคยฟังเลย ๑.
- ๑ หรือ ๒ ครั้งต่อ ๑ อาทิตย์ ๒.
- ๓-๔ ครั้งต่อ ๑ อาทิตย์ ๓.
- มากกว่า ๕ ครั้งต่อ ๑ อาทิตย์ ๔

๓๓. ตามปกติ ท่านดูข่าวโทรทัศน์บ่อยสักเพียงไร

- ไม่เคยเลย ๑.
- ๑-๒ ครั้งต่อ ๑ อาทิตย์ ๒.
- ๓-๔ ครั้งต่อ ๑ อาทิตย์ ๓.
- มากกว่า ๕ ครั้งต่อ ๑ อาทิตย์ ๔.

๓๔. ท่านมีความเข้าใจคนอเมริกันเวลาเขาพูดสักเพียงไร

- เข้าใจดีทุกประการ ๑.
- เข้าใจดีส่วนมาก ไม่ค่อยมีปัญหาอะไร ๒.
- เข้าใจประมาณ ๕๐% มีปัญหาบ้าง ๓.
- มีปัญหามากในการเข้าใจเวลาเขาพูด ๔.
- ไม่เข้าใจอะไรที่เขาพูดเลย ๕.

๓๕. ท่านมีความรู้สึกว่าคนอเมริกันเข้าใจเวลาท่านพูดสักเพียงไร

- เข้าใจดีทุกประการ ๑.
- เขาเข้าใจส่วนมาก มีปัญหาน้อยมาก ๒.
- เขาเข้าใจประมาณ ๕๐% มีปัญหาบ้าง ๓.
- เขามีปัญหามากในการเข้าใจท่าน ๔.
- เขาไม่เข้าใจที่ท่านพูดเลย ๕.

๓๖. ท่านเกิดความสังเวชใจในการสนทนาหรือถกปัญหาชาวอเมริกัน เพราะกลัวว่าเขาจะไม่เข้าใจท่าน บ่อยสักเพียงไร

- บ่อยมาก ๑.
- บางครั้งบางคราว ๒.
- นานๆสักครั้ง ๓.
- ไม่เคยเกิดเลย ๔.

๓๗. ในความคิดเห็นของท่าน ท่านพูดภาษาอังกฤษได้ดีเพียงไรเมื่อเทียบกับชาวอเมริกัน

- แย่กว่ามากจริงๆ ๑.
- แย่กว่ามากพอสมควร ๒.
- แย่กว่านิดหน่อย ๓.
- ดีพอๆชาวอเมริกัน ๔.

๓๘. ท่านมีความสนใจที่จะศึกษาและเข้าใจวิธีการปฏิบัติตน หรือวิธีการคิดของชาวอเมริกันสักเพียงไร

- ต้องการมากจริงๆ พยายามศึกษาให้มากที่สุดเท่าที่จะทำได้ ๑.
- ต้องการมากพอสมควร จะศึกษาเมื่อโอกาสอำนวย ๒.
- ต้องการน้อยมาก ๓.
- ไม่ต้องการเลย เพราะสามารถดำรงชีพอยู่ได้แบบไทยๆเรา ๔.

๓๙. ท่านมีความสนใจที่จะผูกมิตรกับชาวอเมริกันมากสักเพียงไร

- สนใจมาก ๑.
- สนใจบ้างเหมือนกัน ๒.
- สนใจน้อยมาก ๓.
- ไม่สนใจเลย ๔.

๔๐. ท่านมีความสนใจที่จะทราบเกี่ยวกับสภาวะการเมือง เศรษฐกิจ สังคม ในสหรัฐอเมริกาสักเพียงไร

- สนใจมาก ๑.
- สนใจบ้างเหมือนกัน ๒.
- สนใจน้อยมาก ๓.
- ไม่สนใจเลย ๔.

๔๑. ท่านมีความคิดเห็นเกี่ยวกับข้อความต่อไปนี้อย่างไร "คนไทยต้องเป็นคนไทยเสมอไป ไม่สามารถและไม่ควรที่จะเปลี่ยนแปลง"

- เห็นด้วยอย่างยิ่ง ๑.
- เห็นด้วยบ้างเหมือนกัน ๒.
- เป็นกลาง ๓.
- ไม่เห็นด้วยพอสมควร ๔.
- ไม่เห็นด้วยอย่างยิ่ง ๕.

๔๒. ถ้าท่านสังเกตุเพื่อนบ้านใกล้เคียงกับที่พักอาศัยของท่านที่สุดสัก ๑๐ หลังคาเรือน มีกี่หลังคาเรือนที่เป็นชาวอเมริกันพักอาศัยอยู่

- ๑๐ หลังคาเรือน ๑.
- ๗-๙ หลังคาเรือน ๒.
- ๔-๖ หลังคาเรือน ๓.
- ๑-๓ หลังคาเรือน ๔.
- ไม่มีเลย ๕.
- ไม่ทราบ ๖.

๔๓. กล่าวโดยทั่วไป ท่านมีความพึงพอใจกับชีวิตความเป็นอยู่ของท่านในสหรัฐอเมริกาในขณะนี้สักเพียงไร

- มีความพอใจมาก ๑.
- มีความพอใจพอสมควร ๒.
- มีความพอใจน้อยมาก ๓.
- ไม่มีความพอใจเลย ๔.

๔๔. กล่าวโดยทั่วไป ท่านมีความสะดวกสบายพักอาศัยอยู่ในสหรัฐอเมริกาสักเพียงไร

- มีความพอใจมาก ๑.
- มีความพอใจพอสมควร ๒.
- มีความพอใจน้อยมาก ๓.
- ไม่มีความพอใจเลย ๔.

ต่อไปนี้ เป็นข้อความที่คนบางคนใช้ในการอธิบายลักษณะของคนอเมริกัน กรุณาวงกลมรอบตัวเลขเพียงข้อละคำตอบเดียว จาก ๖ คำตอบ (เห็นด้วยอย่างยิ่ง, เห็นด้วยพอสมควร, เป็นกลาง ยากที่จะพิจารณา, ไม่เห็นด้วยพอสมควร, ไม่เห็นด้วยอย่างยิ่ง, ไม่ทราบ)

	เห็นด้วยอย่างยิ่ง	เห็นด้วยพอสมควร	เป็นกลาง ยากที่จะพิจารณา	ไม่เห็นด้วยพอสมควร	ไม่เห็นด้วยอย่างยิ่ง	ไม่ทราบ
๔๕. คนอเมริกันรักสันติ	๑	๒	๓	๔	๕	๖
๔๖. คนอเมริกันตลกคะนองไม่เอาจริงจัง	๑	๒	๓	๔	๕	๖
๔๗. คนอเมริกันอุตสาหะพยายาม	๑	๒	๓	๔	๕	๖
๔๘. คนอเมริกันเป็นคนหยิ่ง	๑	๒	๓	๔	๕	๖
๔๙. คนอเมริกันไม่อดกลั้นไม่ผ่อนปรน	๑	๒	๓	๔	๕	๖
๕๐. คนอเมริกันมีมิตรจิต	๑	๒	๓	๔	๕	๖
๕๑. คนอเมริกันเป็นคนเปิดเผยตรงไปตรงมา	๑	๒	๓	๔	๕	๖
๕๒. คนอเมริกันรักอิสระ	๑	๒	๓	๔	๕	๖
๕๓. คนอเมริกันเป็นคนน่ารักใคร่	๑	๒	๓	๔	๕	๖
๕๔. คนอเมริกันมองโลกในแง่ดี	๑	๒	๓	๔	๕	๖
๕๕. คนอเมริกันเป็นคนซื่อสัตย์	๑	๒	๓	๔	๕	๖
๕๖. คนอเมริกันเป็นคนไว้วางใจได้	๑	๒	๓	๔	๕	๖

Appendix 8

Results of Trend Analysis

	Degree of freedom	Sum of Squares	Mean Squares	F Ratio	F Probability
English Fluency					
Linear	1	86.10	86.10	15.87	.000
Quadratic	1	0.95	0.95	0.18	.676
Acculturation Motivation					
Linear	1	3.85	3.85	2.46	.118
Quadratic	1	0.06	0.06	0.04	.847
Interaction Potential					
Linear	1	32.11	32.11	28.70	.000
Quadratic	1	6.28	6.28	5.61	.019
Availability of American Mass Media					
Linear	1	30.22	30.22	4.25	.040
Quadratic	1	0.04	0.04	0.01	.940
American Casual Acquaintances					
Linear	1	10115.48	10115.48	12.75	.000
Quadratic	1	396.89	396.89	0.50	.480

	Degree of freedom	Sum of Squares	Mean Squares	F Ratio	F Probability
Thai Casual Acquaintances					
Linear	1	0.14	0.14	0.00	.988
Quadratic	1	201.58	201.58	0.35	.554
American Casual Friends					
Linear	1	634.17	634.17	5.10	.025
Quadratic	1	153.87	153.87	1.24	.267
Thai Casual Friends					
Linear	1	3.80	3.80	0.02	.884
Quadratic	1	16.13	16.13	0.09	.764
American Intimate Friends					
Linear	1	116.21	116.21	4.88	.028
Quadratic	1	7.23	7.23	0.30	.582
Thai Intimate Friends					
Linear	1	302.76	302.76	9.25	.003
Quadratic	1	26.19	26.19	0.80	.372
American Organizational Membership					
Linear	1	1.30	1.30	3.02	.083
Quadratic	1	1.57	1.57	3.66	.057

	Degree of freedom	Sum of Squares	Mean Squares	F Ratio	F Probability
Thai Organizational Membership					
Linear	1	0.81	0.81	2.52	.114
Quadratic	1	0.12	0.12	0.36	.550
Use of American Mass Media					
Linear	1	17.63	17.63	5.51	.020
Quadratic	1	0.07	0.07	0.02	.886
Consumption of Thai Media					
Linear	1	0.16	0.16	0.13	.723
Quadratic	1	0.51	0.51	0.41	.525
Perceptual Complexity					
Linear	1	0.30	0.30	0.04	.848
Quadratic	1	5.12	5.12	0.62	.432
Attitude Toward the Host					
Linear	1	0.76	0.76	0.06	.805
Quadratic	1	0.18	0.18	0.02	.904
Satisfaction Level in Host Society					
Linear	1	2.26	2.26	6.01	.015
Quadratic	1	0.04	0.04	0.11	.742

Appendix 9

Reasons That Might Make Students Stay Permanently in The U.S.

1.	Political conflict at home.	12.6%
2.	Not being able to find a job at home.	0.8%
3.	A good job offer in the U.S.	17.7%
4.	Marriage to a U.S. citizen.	6.3%
5.	Family members' advice.	5.1%
6.	Other situations.	4.3%
7.	Nothing would make student stay permanently in the U.S.	53.2%
	Total (N = 254)	100.0%