

Background

World War II Peace Corps	1970s to 1980s characteristics	1990s to 2000 conceptual models	2000 to 2020 sociocultural approaches
interactional contact and exchange across national, ethnic, and cultural boundaries	- teaching role - cultural adaptability - cultural sensitivity	a shift in the communication and social psychology disciplines to focus more on relationship development	- telecollaboration - intercultural adaptation - workplace culture - language and intercultural communication - intercultural identity

Programs

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Learning proverbs through telecollaboration with Japanese native speakers: facilitating L2 learners' intercultural communicative competence

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Measuring communication patterns and intercultural transformation of international students in cross-cultural adaptation

Introduction

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- The purpose of the study was to examine how telecollaboration influenced L2 learners' opinions of their ICC knowledge and abilities in relation to a particular verbal communication style (Japanese proverbs).
- Nineteen L2 novice Japanese language learners participated in the study and used Facebook to telecollaborate with 23 native Japanese speakers.
- Following in-class follow-up sessions, a reflection diary exercise, and short plays in Japanese, they had learnt Japanese proverbs through Facebook videos introduced by their Japanese
- Through Facebook videos shared by their Japanese friends, they acquired Japanese proverbs. They then participated in reflection log exercises, in-class follow-up sessions, and finally performed skits in Japanese.

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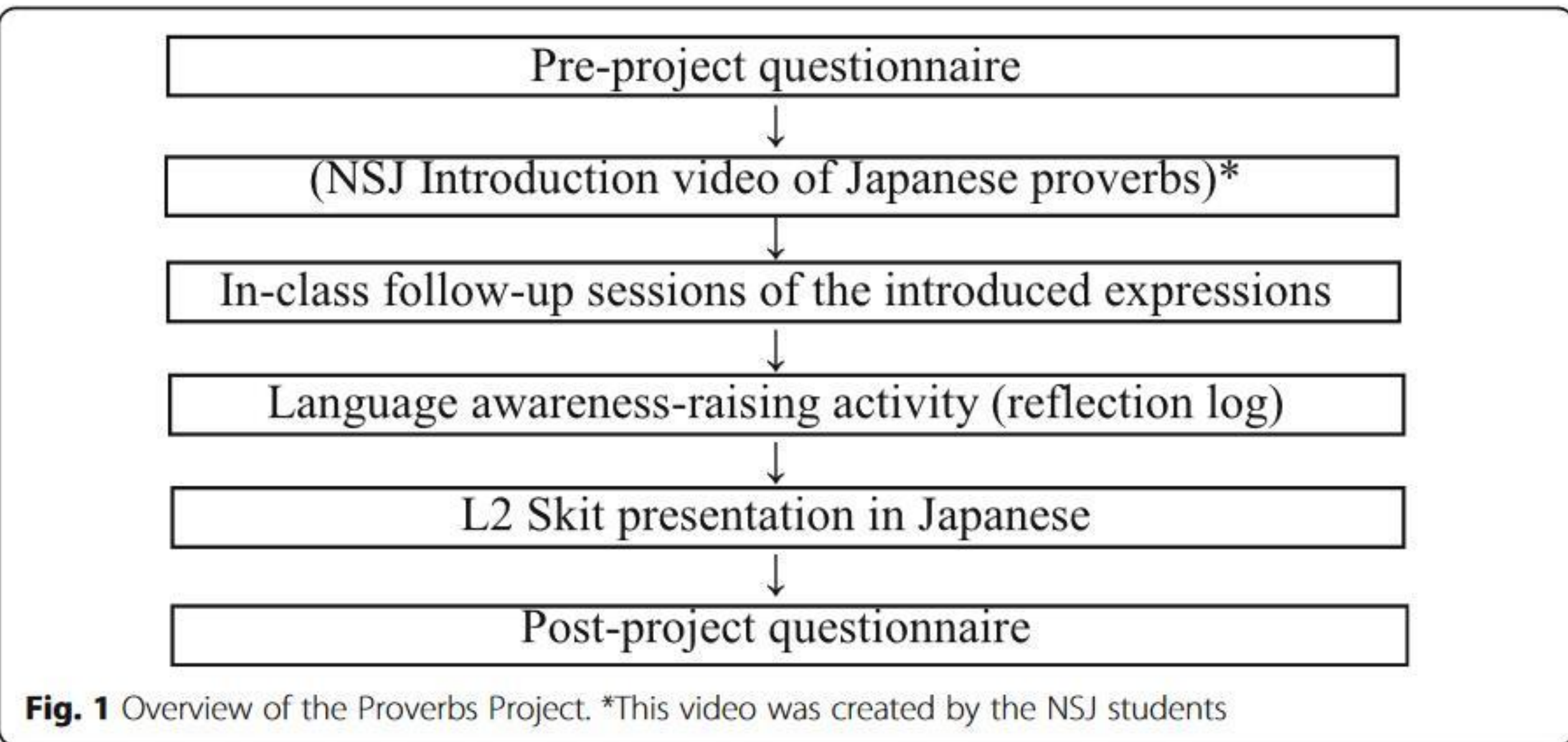
- This study aims to create a quick scale to assess how well overseas students are adjusting to Chinese culture and explores the key avenues for doing so.
- Based on Kim's structural model of cross-cultural adaptation, this study researched several reliability and validity evaluations and constructed a structural equation model for examining the main approaches of cross-cultural adaptation.

Methods

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Participants

- During a four-month interclass telecollaboration involving university students studying Japanese in the US and English in Japan, non-synchronous L1 and L2 video interactions on Facebook were used.
- It needs both verbal and nonverbal communication abilities to succeed.
- Taking into account the differences in the curricula, it lasted 4 weeks.



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Participants

- Three samples were used in this study.
- A total of 665 people were chosen at random from colleges in China's different regions and areas (northern, eastern, southern, and central parts) over the course of three stages.

Research procedure

- Statistica
- SPSS22.0 and AMOS22.0
- Theoretical framework for cross-cultural adaptation proposed by Kim (2005)

Results

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Table 4 The ratings of the Language Use

Category	Mean score out of 2 (rating)
Grammar	M= 1.87 (93.5%)
Pronunciation	M= 1.63 (81.5%)
Contextual appropriateness	M= 1.67 (83.5%)

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Table 5
Independent-samples *t* test.

		N	Mean	Std. Deviation	t	Sig. (2-tailed)
HCC	Group1	32	2.81	1.047	2.988***	0.006
	Group2	31	3.81	.834		
HSC	Group1	32	2.00	1.366	2.876***	0.007
	Group2	31	3.44	1.459		
ITA	Group1	32	2.19	1.276	3.439***	0.002
	Group2	31	3.56	.964		
ITB	Group1	32	1.88	1.633	2.972***	0.006
	Group2	31	3.50	1.455		

Note: HCC, HSC, ITA, ITB abbreviations are explained in Table 1. Goup1 =the newly arrived students, Group 2=Year 1 students.
*** $p < 0.001$.

Conclusions

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- The activities were supported by explicit instruction, which gave the students a sense of satisfaction for mastering the desired verbal communication skill.
- Numerous expressions can be learned by novice-level learners both during and after telecollaboration.

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- The updated scale is credible and reliable for gauging how well foreign students have adapted to Chinese culture.
- Strong and advantageous bilateral contacts along each of the four routes provide the empirical support for the connections between communication styles and intercultural change and the sociocultural and psychological characteristics of the structural model of cross-cultural adaptation.

References

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