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Impacts Of Oral Language Proficiency, Television And Internet On Acculturation Of Taiwanese College Students

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**IMPACTS OF ORAL LANGUAGE PROFICIENCY, TELEVISION AND INTERNET
ON ACCULTURATION OF TAIWANESE COLLEGE STUDENTS**

by

TONY HUANG-YU LIN

DISSERTATION

Submitted to the Graduate School

of Wayne State University,

Detroit, Michigan

in partial fulfillment of the requirements

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DOCTOR OF PHILOSOPHY

2013

MAJOR: CURRICULUM & INSTRUCTION:
English as a Second Language (ESL)

Advisor

Date

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DEDICATION

To my father, Ching-Yao Lin, without his total support for my advanced education and to my loving mother who has been a great stabilizer in taking care of my Dad so I can fully focus on my studies in the USA, I would not be able to come this far and achieve the desire of completing my advanced degree in the field of Education.

To my two sisters and brothers-in-law, thank you for being so patient and encouraging. I wish from deep within my heart that your children will be able to advance their education the way they desire. I hope I will not only play a role as an inspirational figure for the youngsters but be an arm that they can lean on and depend upon whenever they have doubts in regard to their future education.

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Chapter 1: Introduction

The media in its various forms has become a pervasive and endemic part of our lives. Verderer, Klimmet, and Ritterfeld, (2004) contended that the need to use mass media is irresistible. Wang (2006) noted that the internet has established itself apart from television and radio as a source of education, entertainment, and general information. In fact, not only has the media been found to convey cultural and social values (Lee & Tse, 1994; Tan, 1998; Walker, 1999; Yang, Wu, Zhu., & Southwell, 2004) by inundating us with news, views and exposure to culture and society, the Internet and other forms of online communications have also become a fast and effective purveyors of cultural values and views (Melkote & Liu, 2000). Via the Internet, college students are using computer-mediated media like Facebook and MySpace to accommodate their social needs. (Junco & Mastrodicasa, 2007). This particular form of communication that provides people's social and mass communication needs has set itself apart from the traditional media such as television and radio. (Wang, 2006). The integration of entertainment and learning not only plays a role of positive reinforcer for the general audience, (Slater, 2002) but it also provides sources of entertainment, educational learning and general information (Singhal, Cody, Rogers, & Sabido, 2004; Singhal & Rogers, 2002). Being completely free to cross geographical boundaries, and being heavily conducted in English, this social medium of communication has the potential to influence the exposure to English as a language in many countries that may not have experienced this access in the past. The results of this research will not only serve as a basis for English as a Second language educators in Taiwan, but will provide a better understanding of incorporating various media for their classroom instruction but also for United State educators to acquire an in-depth understanding of these possible newcomers (Lee & Devaney, 2007). This study will amplify the apprehension of cross-

lingual, cross-cultural students that was experienced by these Taiwanese college students and will assist educators in areas of foreign language instruction and bilingual education to plan appropriate curriculum and instruction to accommodate their special linguistic needs both cognitively and social-psychologically.

Background

Since survey participants in the study are college students learning English as a second language in Taiwan, a brief history associating the relevance of the study will be introduced in the following section. Thanks to the Chinese government's re-opening of their doors to the western capitalists, Chinese students interested in studying abroad are now having American dreams of their own. These new immigrants' children represent significant numbers of the international student population in American universities. Currently, there are more immigrants' children than ever entering schools everywhere in the United States (Grant & Rong, 1999; McDonnell & Hill, 1993). We refer to the subjects being investigated throughout the article as Taiwanese college students studying in the Greater Taipei City in Taiwan. The independent variables are English language-oriented mass media, mainly television and the Internet's Social Media, which would impact our output variable—degree of acculturation. Moderator variables such as gender, religion, areas of residence will serve as another set of critical variants in the measurement of its relationship to both input and output variables.

English as a dominant language. In *English as a Global Language* published by Cambridge University Press in 1997, Crystal defined the character of a global language as a language that is being treated as, first of all, an official language for the majority for many countries; secondly, it should be considered as a priority selection incorporated into the foreign language curricula for English as a second language students (Crystal, 1997). Not only has the

language of English touched so many people's lives, but in the world of literature, the majority of publications are printed in the English language, according to Lin's article in her research paper submitted to Texas A&M University-Kingsville in 1994 (Lin, 1994).

English language brought about changes in language policy in Asia. The language has brought about dramatic changes in English language teaching policy throughout Asian countries. Nunan (2003) explored the recognition of the English language as being the priority foreign language instruction in many countries in Asia, resulting in changes in foreign language policy. As result, the Japanese education department has also instituted a requirement of three 50-minute lessons per week, training their children in both speaking and listening in English. Similarly, China, an emerging global economic force, has also established English education as a compulsory curriculum subject since 2002 and the policy mandates the commencement of English language education starting at grade 9 and running through grade 11 (Nunan, 2003). This does not include Taiwan. Through its partnership within the U.S., Taiwan had already implemented English education commencing at the age of 6 as part of a required foreign language curriculum (Nunan, 2003). Consequently, not only are Taiwanese students face taking mandatory English language education classes at such an early age, equivalent to grade 1 in the United States' education system, they are also required to take the annual Joint College Entrance Examination in order to be assessed to enter a desired University in Taiwan. They then take a one-year mandatory English course their college freshman year (Lo, 2000). While achieving excellence in the English language seems to be vital for every Taiwanese student whose desire is to enter a college, the path of acquiring a second language at a proficiency level that is acceptable in the eyes of English language educators seems to be lengthy and often questionable.

The difficulties in moving down this path are several. Students might encounter cultural

adjustment difficulties because of the way the English language is being taught in Taiwan. Repetition and drill approaches to teaching English are being commonly used throughout K1-K12 curriculum rather than authentic, meaningful approaches to language teaching. To achieve language proficiency one must acknowledge that language proficiency impacts acculturation and acculturation is a function of language proficiency (Clement, 1986). Clement (1986) further suggested language proficiency functions as an intervening variable that might bring forth self-confidence, which according to Clement, serves as the most important contextual factor impacting acculturation in inter-ethnic contact. Finally, language cannot be separated from culture in that language reflects culture. (Peterson & Coltrane, 2003) Peterson and Coltrane (2003) further advised that cultural context should be incorporated into the curriculum, and usage of authentic media tools including television, films, news broadcasts, newspapers, magazines as well as the menus from restaurants should also be permitted in the design of oral lessons. In essence, language instruction should be both stimulating and culturally embedded.

The discussion will now to move to the independent variable in the study: first of all, the impact that media such as television and the Internet have on acculturation; secondly, the impact language proficiency has on acculturation.

Acculturation through media exposure. Several studies that go back as early as the 40's to more recent studies affirm the positive relationship between the use of American mass media and acculturation (Cho, 1957; DeFleur & Graves, 1967; Kim, 1988; Lasswell, 1948; Richmond, 1967; Wright, 1986). In addition, Nagata (1969) claimed the more exposure that an individual whose native language is not English has to the host media, the more acculturated that individual will become, sustains one of the central hypotheses in this paper. This suggestion was

affirmed by Nagata's partner Li (2005), one of the most prominent pioneers in the field of communication for ethnic adaptation at the time.

Reese & Palmgreen (2000) added to this perspective when they investigated United States Indian immigrants and concluded that the media played a significant role in bridging the gap in their acculturation process. Moon and Park (2007) further concluded that the media is the most important variable that influences the acculturation process. Lasswell (1948), DeFleur and Cho (1957), Graves (1967), Richmond (1967) and Nagata (1969). also claim similar findings.

Before going further, it might be helpful to define "acculturation." Kim (1979) defined the acculturation process as a "natural process of adaptation, occurring in and through communication. Some of the dynamics of the acculturation process were highlighted by other researchers. For example, Sandowsky and Plake (1992) identified factors that affect the degree of acculturation with respect to an individual's views on religion, food, entertainment and on the use of language. Flege, Munro and Mackay (1995) examined gender and the respective degrees of acculturation. Finally, Padilla and Perez (2003) found that independent variables such as gender, religious belief, and residency intervened in their study of media acculturation. Thus, a person's first culture will exert some influence on their acceptance of a second culture.

Following this line of thinking, Li's (2005) work found that someone's culture provides an avenue for interaction enhanced by the cross-cultural competencies that exist between the individuals. Li used the cross-cultural model to describe how the dissemination of information can be successful or can lead to outright failure. This is known as "cultural bump", which is usually experienced whenever there is a misunderstanding. According to Li's claim, any culture is learned and never genetic. The author points out that the influence of movies, television and radio programs played a major role in the diffusion of a culture's customs, beliefs, and even

morals between the interacting parties. Cultural diffusion, is, therefore, important in the development of cultures through the establishment of linguistic equivalents that may be lacking in the other cultures. Li (2005) concluded that this process of cultural permeation affects positively the degree of acculturation and that the absence or poor cultural diffusion would affect the degree of acculturation negatively. Reese & Palmgreen (2000) investigated United States Indian immigrants and concluded that the media played a significant role in bridging the gap in their acculturation process. Moon and Park (2007) concluded that the media is the most important variable that influences the acculturation process. Lasswell (1948), DeFleur and Cho (1957), Graves (1967), Richmond (1967) and Nagata (1969) also proclaim similar findings.

Research in the area of media acculturation has primarily focused in four domains. First, there are studies that focus on the promotion of cross-cultural assimilation that can be acquired through exposure to the host media (Cabasa, 2003; Defluer & Cho, 1957; Kim, 1979, 1984; Moon & Park, 2007; Peterson, Jensen & Rivers, 1965; Richmond, 1967; Zohoori, 1988). Other researchers focused on English as a second language (Dao, Lee & Chang, 2007; Gambino, 2001; Graham & Brown, 1996; Kang, 2006; Kim, 1979; Lee, Sobal & Frongillo 2003; Lee, 2005; Schumann, 1990; Wang, 2006; Young & Gardner 1990). The third research focus has been the role of social media (Eaton, 2010; Itakura, 2004; Kang, 2005; Khabilan & Ahmad, 2006; Kim, 2010; Sokol & Sisler, 2010; Wang & Sung, 2009; Ying, 2009; Wang, 2006; Yu, Tien, Vogel & Kwok, 2010;). The fourth area of research interest has been on mass media as a source of information (Allen & Hatchett, 1986; Reese & Palmgreen, 2000; Rio & Gains, 1998; Rubin, 1981, 1984).

In addition to the abundance of research in acculturation in media, Jiang, Green, Henley and Masten (2009) examined the process of acculturation in relation to the acquisition of an

English as second language and found that: (1) the more an ESL student is acculturated, the more the likelihood this student will acquire the second language, (2) there is a clear relation between understanding a host culture and language (verbal) proficiency, (3) second language acquisition requires social and affective effort, and (4) acculturation is the most influential factor in second language acquisition. Interestingly, however, Jiang et al. (2009) pointed out that although the degree of acculturation did improve speaking proficiency it did not improve the *pronunciation* in the second language.

The Proposed Study

This section includes: (1) problem statement; (2) significance and need for the proposed study; (3) purpose of the study; (4) research questions; (5) research hypotheses; (6) null hypotheses; (7) definitions of terms; and (8) assumptions of the study.

Problem Statement

Research suggests that extensive exposure to various English mass media in Taiwan is necessary to support students in learning English as a Second Language with because of its impact on the degree of acculturation they will gain in their transition into the host culture. There is, however, limited information supporting this claim based on the particular demographic population in Taipei, Taiwan. The number of college students from this area of the world coming to United State colleges is growing faster over the decades; however, little evidence was found on the language-learning process, enough to support the idea that these particular media will strengthen and facilitate the process of acculturation for Taiwanese college students learning English as a second language.

Thus, there is a need to examine the effects of exposure to various English mass media on Taiwanese college ESL students aged 18-25 and enrolled in their first-year college English

classes in the foreign language department of four Universities in Taipei City, Taiwan. The students participated in the study were exposed to at least one of the English mass media, or were eligible to be included but did not participate.

Significance of the Study

The need for this study stems from four main reasons and concerns. First, there is a paucity of research conducted in the examination of the statistical relationship between the influence of the media and the acculturation process, especially as it relates to Taiwanese college ESL students (Mansfield-Richardson, 2000). The selected demographic in this study, Taiwanese second-language learners, also demands a more comprehensive exploration as there has not been sufficient attention given to the understanding of acculturation among this group. Second, little research has been conducted examining the influence of the media on second language learning through the acculturation process (Mansfield-Richardson, 2000). Third, the recent research conducted also lacks any unifying consensus (Lahey, 2003). Finally, there are few research studies on degree of acculturation influenced by the use of internet provided by the host country (Melkote & Liu, 2000). Thus, this study will re-emphasize the significance of the cultural-maintaining approach during the process of acculturation advocated by John Berry's model of acculturation (Berry, 1980).

Purpose of the Study

The study investigated the degree of acculturation via English media among students aged 18-25 attending a Taiwanese college in Taipei City, Taiwan. The study adapted the media part of the Bicultural Involvement and Adjustment Scale for Hispanic-American Youth (BIAS) designed by Szapocznik in 1980 to assess the fondness for English media by the Taiwanese students. The ten-level oral language proficiency guidelines established by the American Council

on the Teaching of Foreign Language (ACTFL) were used to evaluate the participants' oral language proficiency in English. The media section from the questionnaire initially designed by Huang (1993) to elicit the amount of time spent on media per week was replicated. The central thesis investigated in this study was that there is a clear relationship between exposure to the media and acculturation among foreign and second language learners.

Research Questions

Three research questions were examined.

1. Is there a statistically significant correlation between English Oral Language Proficiency and the degree of American acculturation of Taiwanese College ESL students?
2. Is there a statistically significant correlation between exposure to English television media and the degree of American acculturation of Taiwanese College ESL students?
3. Is there a statistically significant correlation between English social Internet media and the degree of American acculturation of Taiwanese College ESL students?

Research Hypotheses

Three hypotheses were tested in the study. They were follows:

H1 English Oral Language Proficiency and the degree of American acculturation of Taiwanese College ESL are positively correlated.

H2 Exposure to genre-specific English television programs and the degree of American acculturation of Taiwanese College ESL students are positively correlated.

H3 Usage of English social Internet media and the degree of American acculturation of Taiwanese College ESL students are positively correlated.

Null Hypotheses

The following specific null hypotheses were examined:

1. There is no statistically significant correlation between English Oral Language Proficiency and the degree of American acculturation of Taiwanese College ESL students.
2. There is no statistically significant correlation between exposure to English television media and the degree of American acculturation of Taiwanese College ESL students.
3. There is no statistically significant correlation between English social Internet media and the degree of acculturation of American Taiwanese College ESL students.

Dependent and Independent Variables

The study investigated the relationship between the following independent and dependent variables.

Independent variables. There were three independent variables: (a) Oral language proficiency level, 1-10, as set by the American Council on the Teaching of Foreign Languages, (b) Number of hours of television watched per week, and (c) Number of hours engaged in social media per week.

Dependent variable. The dependent variable is the degree of American acculturation as measured on a Likert-scale survey.

Definition of Terms

Acculturation: The process of becoming familiarized with the host community through the use of media (Kim, 1979).

Degree of acculturation: Using the Likert Scale of 1 to 5, how does a Taiwanese college ESL student prefer acquiring second language usage when given the choice of American media access such as television, newspaper, radio, movie video, or the Internet?

English as foreign language learners (EFL): Second language learners whose native language is any other language than English and the English language is the targeted foreign language to be acquired.

Targeted language (TL): Targeted language refers to the language of English.

Second language acquisition (SLA): This term refers to English language acquisition.

English as second language learners (ESLs): Learners of a foreign language whose very first chosen foreign language learning experience is English.

English language learners (ELLs): Language learners of English whose native language is not English

Media Exposure: Time spent viewing technological devices that deliver information to a large audience, in particular, television and the Internet.

Genre of Media: refers to first of all, television and secondly, the social media and exemplifies modern mediums that deliver information about politics, economics, finance, entertainment and leisure. They are as following;

1. Television: Programs that are aired only in the English language in Taipei, Taiwan.

2. Internet Surfing: Any computer-mediated communication or social media Internet surfing activities including surfing the Internet for general purposes, communicating either through MSN, Skype and Facebook with friends whose native language is English as well as e-mailing with members from the host community whose native language is English.

Assumptions of This Study

This study assumed that English language learners at college in Taipei, Taiwan, who are proficient in their native language, will have had formal schooling at the K-12 level and will have been exposed to and completed all their K-12 required English courses before taking the

questionnaire survey. Another assumption for the study was participants taking the survey have never been to the United States of America for formal education. It also assumed that participants involved were in the integration stage of acculturation proposed by John Berry's model of acculturation (Berry, 1980) in that participants were maintaining their initial identities and cultural practices but sought out an interest of another culture.

Chapter 2: Literature Review

This chapter consists of two sections. The first section will address acculturation and language proficiency by explaining the theoretical framework for these two constructs, followed by the discussion of the empirical studies pertinent to these variables. Second there will be a discussion how television and the Internet fit into this study's theoretical framework; this will be followed by an examination of empirical studies that address these two variables—in particular, how television and the Internet have been studied in the context of acculturation and language learning.

Theoretical Framework on Acculturation

Brown (2007) defined culture as “the ideas, customs, skills, arts, and tools that characterize a given group of people in a given period of time” (p. 380). A more comprehensive definition of culture was developed by Díaz-Rico and Weed (2006), who viewed the term as:

The explicit and implicit patterns for living, the dynamic system of commonly agreed upon symbols and meanings, knowledge, belief, art, morals, law, customs, behaviors, traditions, and/or habits that are shared and make up the total way of life of a people, as negotiated by individuals in the process of constructing a personal identity (p. 233).

This definition highlights the fact that culture is a dynamic, instead of static process and is neither something to be memorized nor a program that can be encoded to dictate behavior (Díaz-Rico & Weed, 2006).

With this concept of culture in mind, several studies contribute to a model of how one adapts to a new culture. One early study (Redfield, Linton, & Herskovits, 1936) defined acculturation as the process of adapting to a foreign culture, including changes that take place almost at the instant when people with distinct cultures make first contact with the host culture (Redfield,

Linton, & Herskovits, 1936. p. 149-152). In a more recent review, Espenshade and Fu (1997) found that several significant cross-cultural studies have focused on the psychological adaptation of these newly-arrived immigrants, as well as their ethnic identities having an effect on their degree of acculturation (p. 289). Garcia-Vazquez (1995) noted much of the research dealt with the rendering of a unified operational definition and assessing the appropriateness of the instrument for acculturation (p. 305). In research of particular interest to this study, Berry (1997) contends that learners of English language in a pluralistic approach adapt four strategies during the process of acculturating themselves. They are integration (positive relationship to new and old), assimilation (relinquishing old, embracing new), segregation (retaining old, rejecting new), and marginalization (relinquishing old and new) (p.9).

Theoretical perspective on language impacting acculturation. Learning a second language demands an individual to take on a new identity (Brown, 1980). As a result, one adopts a new culture; during this process of intertwining language and culture, an adult learning English as second language can reach his optimal language proficiency level (p. 159). This process is called acculturation, generally referred to as the act of adjusting to a new culture. The process of learning a new language while being immersed in a new culture involves cultural conflict and reconciliation of that conflict in order to come to terms with the host culture This sustains the investigator of this paper's claim that Taiwanese students acquiring English language must undergo this psychological process of cross-cultural experience.

According to Kumar, Trofimovich, and Gatbonton (2008), language and culture are interconnected. Macintyre and Charos (1996) proposed that communication is arguably the only way to facilitate second language acquisition. Similarly, the process of language learning itself is socially and culturally constructed (Graham & Brown, 1996; Norton-Piece & Toohey, 2001;

Tang, 2006). Adding to this premise, Stauble (1981) advised that in claiming a second language, a learner's degree of acculturation is affected largely by of his own native cultural influences (Stauble, 1981, p, 694-696). Schumann's (1978) acculturation model on second language acquisition supports Stauble's contention by asserting that the individual ELL has the choice of how much to immerse oneself in the mainstream culture in order to take up a new language while preserving the native culture (Schumann, 1978, p. 34). This explains how closely intertwining the relationship between culture and language is. Berry (1980) further explained acculturative strategies which an immigrant experiences on both the individual and group levels; individual levels include religious beliefs, language proficiency level in both native and the targeted languages, ages, genders and education, whereas group levels include economic and social-cultural status. Both Schumann and Berry's acculturation models allow the investigator to effectively measure the degree of acculturation of participants as a result of various determinants.

Schumann and Berry's findings are tightly tied to actual language learning. Additionally, Gardner (1979) concluded that the success with which an ESL student can achieve linguistically depends on how much that individual can incorporate cultural elements into the process of acquiring his second language. This is later confirmed by Keffe & Padilla (1987) in their study of Mexican-Americans, where they argued that acculturation entails a one-dimensional model in which an ESL student attempts to integrate completely into the target culture with some degree of resentment as a result of previous experiences with discrimination by the members of the host society. It also entails the retention of the native culture's identity and assumes that the individual goes through a positive reinforcement, i.e., feeling and attitude are developed positively toward the targeted culture during the process of acculturation (Keffe & Padilla, 1987; Lee, Sobal, & Frongillo, 2003). However, Kang (2006) pointed out that the one-dimensional

model does not allow for maintaining bicultural identities. Schumann's (1986) acculturation model included the following social variables: social dominance, assimilation, preservation, and adaptation, enclosure, cohesiveness and size, congruence, attitude, and intended length of residence. It also included four affective variables (language shock, culture shock, ego permeability, and motivation) which affect the quantity and quality of contact that a second language learner has with the target language community. Schumann argued that "the degree to which a learner acculturates to the mainstream language group will control the degree to which he acquires the second language" (p. 334). According to Schumann, however, this claim is only limited in the context of natural SLA, such as when the learning occurs in an environment removed from the student's direct language instruction or where the L2 is spoken. The author of this proposed study will assume participants going through this process of psychological changes have a similar amount of motivation and positive attitude. Schumann's proposition based on assimilation approach to acculturation contradicts Berry's acculturation model where the acculturation process can be bi-dimensional and pluralistic.

Although Garcia-Vazquez, and Schumann called for a total assimilation approach to acculturation, the theoretical perspectives provided to us by Berry, Sobal, Frongillo, Keffe and Padilla all contributed to the development of the concept that the acculturation process is bi-dimensional and pluralistic. However, the author of this study replicated an assimilation approach throughout the paper which participants selected randomly are assumed to be willingly and are interested in the learning of the host culture. Regarding this paper's treatment of second language acquisition (SLA) in particular, Kim (1977) offered three factors that lead to the communication skills of a person learning a second language (in this case, English) in a host country. They are: "language competence, acculturation motivation, and accessibility to host

communication channels” (p.22) Furthermore, Kim (1976) offered 9 propositions positing the various degrees to which an immigrant perceives and interacts with the host society. First, the complexity of perception by an immigrant is largely determined by the interaction that an immigrant has with the member of the host society. Second, the more of the host society’s media an immigrant consumes, the more complex an immigrant’s perception of the host society is. Third, the ability with which an immigrant is able to communicate orally in English with the member of the host society determines the amount of the communication he produces in communicating with the local people. Fourth, the more language proficiency an immigrant possesses, the more exposure to the host media an immigrant would likely pursue. Fifth, the greater motivation possessed by an immigrant, the greater an immigrant’s participation with the local people will be. Sixth, an immigrant’s motivation to acculturate himself to the host society has a positive impact on the amount of media exposure an immigrant engages in. Seventh, the ability to socialize possessed by an immigrant affects the immigrant’s quality in his interpersonal communication with the members of the host society. Eighth, the varieties in the media accessible to an immigrant significantly impact the amount of host media consumed by an immigrant. Last, perception about the host society by an immigrant not only is largely determined by English language proficiency, willingness to be acculturated into the host society, and media’s accessibility; but their perception is also influenced by an immigrant’s personal media consuming experience and their interpersonal socialization (Kim, 1976. p.9-14.). Kim (1976) also found that the immigrants with better English command tend to have higher levels of acculturation. Kim’s (1992) acculturation theory suggests that both personal communication with the members of the host society and extensive exposure to media creates a subjective view of the mainstream society in the viewer that coincides with Gerbner’s cultivation theory (1976).

Gerbner observed that reality is somehow constructed through the viewing of the accessible media by the host culture. This claim by both Kim and Gerbner coincides with the central hypothesis the author of this paper intends to convey: the influence of English language proficiency with respect to the degree of acculturation of Taiwanese English as second language learners.

Questions about how an ELL's language proficiency affects acculturation, however, are not viewed uniformly throughout the world of researching scholars in the field of cross-cultural studies. In the next section the investigator will be discussing the empirical perspective on language proficiency in relation to acculturation. Kim, Berry, Gardner, Gerbner and Schumann all played important roles in supporting the author's central idea and they are selected because of their relevance to the study. In the following section, the investigator will provide empirical research on oral language proficiency and how it impacts acculturation.

Empirical Perspective on Language Proficiency With Respect To Acculturation

A significant number of empirical studies have focused on the effect of language proficiency on acculturation based on Kim, Gerbner, Gardner, Schuman and Berry's acculturation models. In this section, the investigator will first examine general studies that include the effect English language proficiency has on acculturation (Dao, Lee, & Chang, 2007; Jiang, Green, Henley, & Masten, 2009; Gambino, 2001; Clement, 1986; Stauble, 1981; Kim, 1992; Garcia-Vazquez', 1995). Second, the investigator will examine studies that focus specifically on the impact of oral proficiency on acculturation. The critique of the studies will be reviewed at the end of the section.

Summary of studies. Acculturation was found to be significantly correlated to language proficiency among Hispanic-English bilingual children (Gambino, 2001). In another study,

Clement (1986) showed how the interplay of motivation, individual attitudes and degree of acculturation resulted in SLA proficiency. Clement adapted interview questionnaires that assessed students ethno-linguistic vitality, motivation, and attitudes in an attempt to evaluate their proficiency in spoken English as a second language. It was found that minority group members exhibited more self-confidence in their skill of speaking English as a second language and were also judged to be more proficient than members of the majority group. The level of acculturation measured by the frequency of L2 use and the frequency of contact with L2 speakers was revealed to be functional in language proficiency; however, motivation and attitudes toward L2 speakers and L2 culture were not significantly correlated to language proficiency. Thus, in Clement's study, it is suggested that a relationship exists between the ability to communicate orally and the amount of cultural knowledge being obtained.

A recent cross-cultural study using 112 graduate Taiwanese students by Dao, Lee, and Chang (2007) revealed a strong relationship between language proficiency and acculturation. This study is consistent with the findings of Jiang et al (2009) which found that greater degrees of immersion in American society leads to higher proficiency in the English language. Jiang, Green, Henley, and Masten (2009) studied acculturation and English proficiency by examining an older Chinese-English population. Correlational analyses revealed a strong relationship between the degree of immersion in the dominant society and proficiency in oral English. Nevertheless, while speaking proficiency was found to be correlated with acculturation, accents were not. Stauble (1981) additionally found that an increased use of the English language is strongly associated with a higher level of proficiency.. Kim's model adds that the immigrant with a better English command "may tend to have higher acculturation motivation" (1977, p. 75).

Critique of studies. Overall, the aforementioned studies showed that English oral language proficiency affects cross-cultural understandings. However, the cited investigations have three major limitations. First, the students of Dao et al (2007), Jiang et al. (2009) and Garcia-Vazquez (1995), had small numbers of respondents. Second, Dao et al. (2007) and Kim (1997) neglected to provide respondents with standardized English proficiency tests. These studies assumed all respondents had the same level of English competence. They failed in distinguishing the impact on acculturation between participants who had little or a great deal of English proficiency. This proposed study will investigate the relationship between participants' oral proficiency level based on *ACTFL's Proficiency Guidelines* (1999) with respect to degree of acculturation of Taiwanese college level English as a second language students. Dao et al. (2007) used respondents from a restricted area which also poses an immediate concern for its predictability for a larger population.

Several demographic factors, not sufficiently examined in earlier studies, will be investigated in this study. For example, the degree of acculturation, age, and marital status can all be important factors in language proficiency. Lee (2005) investigated the relationship of English proficiency and the degree of acculturation in terms of U.S. media consumption in Korean immigrants who were residing in Kentucky. The results revealed that the use of the Korean language over the Internet negatively correlated with acculturation. Those who did not use English when participating in Internet-based communication, were less proficient in speaking English than those that used English frequently. Moreover, younger and single Koreans were more proficient in speaking English than older and married Koreans due to their former higher levels of U.S. media consumption (Lee, 2005). Thus, this study included the demographic

variables studied above, such as gender and age, in an attempt to better explain the dynamics within group selected from this study.

Despite these few faults in the above investigated studies, three strengths in the aforementioned studies are worth mentioning. First, English language proficiency for the participating students was measured with standardized tests to determine the effect on the core English academic performance (Garcia-Vazquez, 1995; Jiang et al., 2009). Also, three of the studies included dummy variables for gender for better prediction (Jiang et al., 2009; Dao et al., 2007; Garcia-Vazquez, 1995). Additionally, Clement (1986) and Kim (1997) employed a large number of participants in the questionnaire which increased their studies' resulting predictability and ability to represent. The investigator will gather data from a large sample using the questionnaire which will capitalize on the strengths of the studies described above. In the following section, the author will explore, discuss and evaluate the theoretical perspective on television with respect to acculturation .

Theoretical Foundation on Television and Its Effect on Acculturation

Zohoori (1988) outlined the central theoretical premise underlying the connection between acculturation and the media:

One salient need of immigrants is to adapt to the host culture...Such adaptation requires communication skills to establish meaningful social interaction with the inhabitants of the new culture and to acquire information about norms and behavioral patterns of the host culture. The mass media are major components of communication for adaptation and main sources of information about the host culture (p.105).

Furthering Zahoori's contention, Kim (1977) offered 9 propositions positing the various degrees to which an immigrant perceives and interacts with the host society. The nine propositions are as follows: (1) The more involvement an ELL has with the members of the host society, the more complex the acculturation process will be. (2) The more media an ELL consumes the more complex an ELL's perception about the targeted society will become. (3) The more English proficiency an ELL possesses, the greater an ELL's involvement with the people from the local society. (4) The more English proficiency an ELL acquires the more American media an ELL will consume. (5) The greater an ELL's motivation, the greater the participation with the host members of the targeted society. (6) The more motivation a non-English speaker has, the more he will choose exposure to American media. (7) The more socially outgoing an immigrant is, the more chance of success an immigrant has in communicating with the host members. (8) The more access an ELL has to media, the more time will an ELL spend on media. Lastly, (9) The perception an ELL holds for the host society is a result of the degree of language proficiency. These nine propositions are the roots for the arguments throughout this paper.

Taking the argument a step further, Moon and Park (2007) suggested that different *forms* of American media like print, radio, television, and social media, may greatly influence the acculturation process. By investigating the effect through American mass media, researchers are able to go beyond a superficial level (Kim, 1977; Lee & Tse, 1994; Walker, 1999). Berger and Luckmann (1966) claimed social media theories drew upon a socially constructed reality theory which prompts the creation of one's subjectivity of reality through the input of various types of media, and this accounts for ethnic identities, how immigrants perceive themselves as a group in their host society. Inversely, the cultivation theory developed by Gerbner and Gross (1976), in an

attempt to assert phenomena resulting from continuous exposure to television, constructs one's reality of the world in general and claims that the influence of television had surpassed its predecessors' religion and education as a form of media and that this had the greatest impact on their perceived reality and social influence (Gerbner, Gross, Morgan, & Signorielli, 1986).

Thus, the literature brings up some important questions: Which media type or form is most pervasive? Which is most influential? and, What factors are important in understanding the media in second-language learning?

A particular focus in the study of acculturation and a central concern of the following discussion will be the way that English as a second-language users have been influenced by certain types of media and the extent to which this exposure to the various media has assisted them in language usage and acculturation. This is an aspect that is dealt with in a number of studies. For example, in a study of the influence of English media in Japan by Potter and Chang (1990), the result revealed that "...more people are exposed to the mass media, especially television; the more they will come to believe that the real world reflects media content" (Potter & Chang, 1990).

This view refers to the cultivation theory, which also forms an important aspect of the present research. The cultivation theory argues that, "... cultivation is an effect resulting from a person's total exposure...to media such as television" (Potter & Chang, 1990). In other words, pervasive media, such as television, has an impact that is more extensive than merely imitating and learning to represent other cultures and social norms and expectations (Walker, 1999). In fact, the cultivation theory argues that exposure to certain types of media actually shapes an individual's perception and understanding of reality.

In sociological terms, this stance refers to the individuals 'construction' of reality. This is referred to as the "cultivation hypothesis" (Potter & Chan, 1990). The Social Construction Theory, which was propounded by theorists like Berger and Luckmann in their work entitled *The Social Construction of Reality: A Treatise in the Sociology of Knowledge* (1966), declared that "...reality is socially constructed". This work enabled insight into the ways in which "natural" aspects of life are seen to be, in reality, socially determined and constructed. As Berger stated:

Social order is a human product, or, more precisely, an ongoing human production. It is produced by man in the course of his ongoing externalization. Social order exists only as a product of human activity. Both in its genesis (social order is the result of past human activity) and its existence at any instant of time (social order exists only and insofar as human activity continues to produce it) it is a human product (Berger & Luckmann, 1966. p. 51).

Therefore, theoretical schools of thought, such as the Cultivation Theory and the Social Construction Theory, are important to the study of this topic of enculturation among foreign language students and adults, as they serve as a basis for a discussion on the theme of acculturation. They will also form a foundation for the present study on the media's effects on acculturation of Taiwanese adults learning English as a second language. According to Berger and Luckmann (1996), we rely on external secondary sources, such as television's news programs, to seek, retrieve and acquire information, which otherwise lies beyond the existing set of limitations. Gerbner, (1990) further supported Berger and Luckmann's claim by specifying that television plays a role that assists us to understand the world beyond our cultural experiences and knowledge. In partial agreement with this view of the cultivation theorists is another prominent social cognitive theorist, Bandura, who assumes that people acculturate themselves

through various means. He explained that through exposure to the host media, such as television, one can definitely understand the host country's culture, because television programs convey social context and values relevant to culture (Bandura, 2002). Although both cultivation theorists and social theorists agree that there is an anticipated relationship between media exposure and acculturation, gratification theorists would argue that viewers choose to watch specific content programming based on their different and personal needs and desires (Moon & Park, 2007).

The above theories by Bandura, Kim, Gross, Morgan, Signorielli, Gerbner, Zohoori, Potter, Chang, Berger and Luckmann were chosen because of their relevance to the study. Having established a theoretical framework, the following section will discuss empirical findings on television pertaining to acculturation.

Empirical Foundation of Television With Respect to Acculturation

This section will provide a review of empirical research that supports the hypothesis claimed by Kim, Gerbner, Gross, Morgan, Signorielli and Bandura that media facilitates acculturation process for ELLs.

Summary of studies. Kim's survey of 281 Korean immigrants in Chicago revealed that after analyzing the data, three detrimental elements were found to significantly impact immigrant's media consumption patterns: (1) language competence, (2) acculturation motivation, and (3) accessibility to host communication channels (Kim, 1977. P.66). Kim does a more thorough job of explaining the immigrant's "information-oriented use of the host media" than his interpersonal communications behavior, i.e., interacting with actual speakers of the target language. The explanation is straight forward. Kim asserts that interpersonal communications is more complex, and more intense than when immigrants read newspapers, watch television, or listen to radio because they are psychologically involved to a greater degree (p.71). Thus, there is

a bit of a comfort zone in receiving communication and interpreting it versus actually conducting two-way communication face to face.

Lan (2007) referenced Albert Bandura's social cognitive theory of mass communication as a worthy contribution to the discussion of non-English speakers' social learning process. Bandura's four human abilities "account for our social learning through mass media," Lan explains his hypothesis in that immigrants have "more positive attitudes than Americans do" was backed up by Lan's own study of 358 university graduate students. Immigrants becoming acculturated in America, she indicates, come to a better understanding of what an American is through television advertising. "Learning to consume as an American is an important part of learning to be an American" (p. 19). In other words, non-English speakers can understand American culture faster if they choose to view American TV and American TV commercials (O'Guinn, Lee, & Faber, 1986).

An article by Ryu (1977) entitled "Some Characteristics of Korean Immigrants in the Los Angeles Area: Initial Perceptions and Mass Media Perceptions" also underlines the important role of the media, especially television, in the acculturation process. One of the significant findings from this survey was that the level of social knowledge among survey respondents was relatively low. The mean score out of a possible ten points was 4.99 (Ryu, 1977. p. 9). Females were found to be generally lower than males in terms of cultural knowledge. The above findings, therefore, place a great degree of onus on the media as an important part of the acculturation process. The study found that, "Most of the respondents indicated that they watched television when they had spare time" (p.14). It was also found that the media was used for information, education and entertainment (p. 14). Television was found to be the most effective of all the media for entertaining and English language learning (p.14). In this regard,

one of the central conclusions of the study was that "...mass media like television and newspapers serve as a surrogate function where immigrants tend to avoid direct contact with American people and culture" (p.16). Significantly, the study ends with a suggestion that there should be further research into the relationship between the media and the perception of the host people and the environment.

While Ryu found some effects of gender in relation to acculturation, Zohoori (1988), looked at age and time spent in the U.S. as factors. Based on the hypothesis that suggested foreign children tend to make use of television for education and instructional purposes more than their American counterparts, and "[t]he results also suggest that the cultivation effects of television should be stronger among children with shorter periods of residency in the U.S. than among those with longer periods" (Zohoori, 1988; Lee & Tse, 1994). In fact, Zohoori (1988) found that foreign children tend to identify with television characters and stereotypes more strongly than their American counterparts. This implies that age may account for a greater degree of acceptance of the social and cultural mores and norms via the media, which can be translated into a more intense degree of acculturation.

Another interesting study that poses a number of questions relating to television and acculturation is "Daytime Television Talk Shows and the Cultivation Effect among U.S. and International Students" (Woo & Dominick, 2001). This study examines the proposition that exposure to daytime television talk shows can lead to the cultivation of negative attitudes and perceptions of interpersonal relations among students (p. 610). The central hypothesis that is tested in this study is that there would be a greater cultivation effect with this type of media exposure on foreign students.

The Woo study is based on cultivation analysis, which is related to the theme of acculturation in that it examines the long-term effects of exposure to media, like television. This form of analysis begins with a determination of patterns of stereotypes that are conveyed in television content, and then it conducts a survey, which attempts to ascertain how this media content relates to perceptions and interpretations of the world. The genre of the daytime television talk show was used as a focus in their analysis, largely due to the increasing popularity of this media type (Woo & Dominick, 2001. p.610). Therefore, this type of analysis and theoretical perspective has relevance to the topic of acculturation, as this media type is one that many foreign adults and children are likely exposed to.

Woo and Dominick (2001) found that foreign students tend to watch more talk shows than their American counterparts. The study therefore concludes that the influence of this type of television is more pervasive and influential among foreign students (Woo & Dominick, 2001. p. 611). This has obvious implications for the topic of the present study in that this type of television has to be considered in order to understand the effects of the media on acculturation.

Critique of studies. The studies investigated above reveals several limitations. These limitations will be discussed, and ways of accounting for them in the current study will be explained.

First, the questionnaires used were only written in the English language (Beasley, Chuang, & Liao, 2008; Clement, Baker, Josephson, & Noels, 2005; Dubreil, Corrie, & Cole, 2002; Kim, 1976; Potter & Chang, 1990; Woo & Dominick, 2001; Zohoori, 1998) and this qualitative research method posts an immediate concern for students whose second language is not English. English as second language learners' ability to correctly comprehend the very essential nature of the questionnaire itself becomes an immediate problem. This results in

incomplete questionnaires with inaccurate data. In the proposed study, however, the author will make use of questionnaires with two language versions—English and Mandarin. This will provide the participants the opportunity to choose which language they prefer to use in taking their survey. The rationale is not only to allow the subjects to feel comfortable in responding, but also to ensure that their responses accurately reflect the participants' intentions.

Second, in looking at the criterion variables adapted in researches by Ryu, (1977) and Clement, et al. (2005), TV programs were broadly defined without specifying whether it is news or a talk show. This utilization of molar independent variables will not result in bringing about any truly definitive findings.

Third, the smaller sample size of the majority of the aforementioned studies (Ryu, 1977; Herron, et al., 2002; Woo & Dominick, 2001) resulted in limited statistical value and it precludes, to a certain extent, any definitive interpretations of the data. Herron, et al. (2002) adapted a small sample size that limits the generalizability of the data and only one level of foreign language learners were being studied and tested, which minimizes the fact that other levels of students with varied proficiency levels might benefit more or less in terms of acquiring cultural knowledge from media sources. In other words, the sampling size used in the studies investigated were not large enough to include various permutations and variables that might apply.

Fourth, the studies investigated chose participants from only one grade of students (Herron et al., 2002; Zohoori, 1998), because school officials only permitted the researcher to observe from an appointed educational grade level during data collection. Data collection from such a limited sample causes statistical validity problems that limit the ability to project findings

onto a larger population since other grade levels of students might have achieved a much different result.

Fifth, cited works did not address characteristics of participating respondents' proficiency in English language by a validated measuring instrument, which could produce statistically imprecise data representation. One of the cited works indicated a notable limitation to the study involving young children which should be taken into account. According to Zohoori (1988), the characteristics of each of these participating children disclose problems for researchers conducting data collection of a qualitative-design study. These concerns included children's perceptual abilities, instability in responding to the questionnaire, and limited ability to express verbally with language proficiency during an interview, which affected both external and internal validity (Zohoori, 1988).

In spite of these shortcomings, some strength of the previous studies are worth noting. First, the results of several studies of the relationship between the media and acculturation were significant and noteworthy (Beasley et al. 2008; Clement et al. 2005; Herron, Dubreil, Corrie, & Cole, 2002; Lee, 2007; Kim, 1976; Potter & Chang, 1990; Woo & Dominick, 2001; Zohoori, 1998). Herron, Dubreil, Corrie, and Cole (2002). This earlier research indicated a central finding that, while books and television were found to play a significant role in the acculturation process of foreign students, radio and music media did not seem to play the same role. One conclusion from their findings is that the media is responsible for both cultural and ethnic assimilation and polarity. More importantly, in terms of the present study, Clement, Baker, Josephson and Noels (2005) found that media exposure and usage over time showed that the media, by influencing identity profiles and language confidence, "...could also promote societal-level changes in the

ethnic composition of the population” (Clement, Baker, Josephson, & Noels, 2005. p. 418). This suggests a far-reaching effect of media on acculturation and language proficiency.

It is also worth mentioning that the qualitative measurement for criterion variables were uniformly applied across the studies cited, and the use of media was comprehensive and included a wide range of aspects, including exposure and media-related needs (Beasley et al. 2008; Clement et al. 2005; Herron, Dubreil, Corrie, & Cole, 2002; Kim, 1976; Potter & Chang, 1990; Woo & Dominick, 2001; Zohoori, 1998;).

In addition, the methodology used in the aforementioned studies was fairly comprehensive and employed a select sample base to extract data via interviews and questionnaires. The research studies cited above (Herron et al., 2002; Kim, 1976; Potter & Chang, 1990; Zohoori, 1998) provided an extensive insight into the acculturation process and the uniqueness of acculturation by specifying both exogenous and endogenous molecularly with major theories and empirical practices. Their measuring instruments assessing both independent and dependent variables were clearly defined quantitatively for statistical calculation (Clement et al., 2005; Ryu, 1977; Zohoori, 1998;). Several studies provided include independent variables with detailed descriptions for the media’s genre-specific programs. (Herron et al., 2002; Potter & Chang, 1990; Woo & Dominick, 2001).

In some respects, the present study replicated previous ones by using a qualitative questionnaire based on a large sampling size to potentially provide the necessary power to reveal the effect the impact media has on the acculturation into the host culture (Beasley et al., 2008; Clement, Baker, Josephson, Kim, 1976; Lee, 2007; Noels, 2005; Payne, 2003; Potter & Chang, 1990; Zohoori, 1998). By contrast, the participants in the present study were drawn randomly

from one university and two colleges across four grade-levels in Taipei suburbs, Taiwan (Beasley et al. 2008; Potter & Chang, 1990; Zohoori, 1998;).

Furthermore, the uniqueness of the individual's acculturation process, as a result of exposure to media, among other factors, is supported by the finding that individual complexity in the process of acculturation is dependent on various social, sexual, and biological conditions; such as gender and level of language proficiency. Thus, the constructs examined in this study included, but were limited to, exposure to the media.

Theoretical Perspective on the Internet (E-Mail, Facebook, Skype, and Internet Music) in Acculturation

Many recent communication sociology theorists recognize that the process of acculturation is one that implies a host of complex variables, including the impact of English television on acculturation, (Beasley & Chong, 2008; Federico & Velez, 1986; Kang & Kim, 1998, Kim, 1976; Lan, 2007; Lee & Tse, 1994; Moon & Park, 2007; Potter & Chang, 1990; Ryu, 1977; Woo & Dominick, 2001; Won & Myong, 1988; Wyers, 1997; Yang & Wu, 2004; Zohoori, 1988) however, the uses and gratification need for surfing the Internet that eventually affect the degree of cross-cultural understandings is what is largely being addressed by the proposed study (Eaton, 2010; Singhal, 1997; Wang & Sung, 2009; Wang, 2006; Ying, Wang, Sun, & Haridakis, 2009; Yu, Tien, Vogel, & Kwok, 2010) is what is largely being discussed.

Studies in the past have mainly focused on English language learning as a result of the usage of Internet websites like Skype and Facebook (Kabilan, Ahmad, & Abidin, 2010). The literature stressing the acculturative motivation, and need, which results in better cross-cultural understandings with the members of the host society through the use of the Internet are abundant (Wang, 2006; Wang & Sung, 2009) Studies that specifically emphasize a particular Internet

device such as e-mail (Itakura, 2004), Internet music, (Beasley, Chuang & Liao, 2008) Facebook, (Blattner & Fiori, 2009; Kwok , 2010) and Skype in regard to their roles in the process of cross-cultural understanding, however, are scarce. Despite a thorough investigation, little research was found on the effectiveness of on-line communication on acculturation of Chinese students whose native language is Mandarin.

Although researchers in the past have discussed media and acculturation implications within the framework of gratification theory, recent researchers are starting to use a need-driven theory, which was first developed to predict media patterns to effectively apply the new social media devices (Quan-Haase & Young, 2010). According to Katz , Haas, and Gurevitch (1973), audiences view accessible media as a result of purposeful objectives, and audiences are consciously choosing the media to accommodate their already-constructed goals (Katz, Haas, & Gurevitch, 1973, p. 165). Katz et al. (1973) claimed that there are five levels of needs that result in consumption of media. They are cognitive needs, affective needs, personal integrative needs, social integrative needs, and tension-release needs. Contrary to the uses and gratification theory that emphasizes the power choice of the audience over media; Katz's societal theory which only focuses on the manipulation by media (Ye, 2005). Katz and Gurevitch's theory contributed to this study significantly because it allows the author of this paper to filter out other theories associated with cognitive-driven media consumption.

A number of scholars have employed this theory to predict the degree of acculturation of Chinese students using English-oriented Internet devices (Chou, 2001; Kim, 2010; Lee, 2005; Walker, 1999; Wang & Sun, 2009; Yang, Wu, Zu, & Southwell, 2004) In addition, people use social network sites (SNS) because of social needs to maintain contact with old friends and to make new friends (Flanagin & Metzger, 2001; Wang & Sun, 2009; Ye, 2005). As a result,

college students developed varied dependence on different types of Internet applications (Chou & Hsiao, 2000). Junco and Mastrodicasa (2007) asserted students of the modern era use Internet, emails, and social media websites such as Facebook and Skype more frequently compared to other social groups in the same generation. Chou (2001) claimed students in Taiwan depend heavily on the Internet when going to college because they often consider this popular social media device as an important way to interact with the outside world. Chou and Hsiao (2000) proposed that college students in Taiwan use the Internet as part of their daily routine to get to know people from other parts of the world which coincides with the investigator's central claim that continuous exposure to the Internet might result in increased level of cross-cultural understanding. Thus, the use of English-oriented Internet devices is supported as a potential predictor of acculturation for this study.

The aforementioned theoretical perspectives claimed by gratification theorists Katz, Gurevitch, Haas, Lee, Flanagan, Metzger, Kim, Yu, Tien, Vogel and Kwok lay the foundation in support of the central claim by the researcher of this proposed paper. They were chosen due to their relevance. They set the stage for the following empirical section by suggesting substantial understanding of the host culture could be obtained, not only through the use of television but also through the use of the modern world's fastest growing social media, networking.

Empirical Perspective on the Internet (E-Mail, Facebook, Skype, and Internet Music) and Acculturation

There are several empirical studies which include the effect of the Internet on acculturation, that have their underpinnings based on the Gratification Theory. In this section, the investigator will examine some general studies that include the role of the Internet on acculturation. The critique of the studies is reviewed at the end of the section.

Summary of studies. Melkote and Liu (2000) investigated the correlation between newly arrived Chinese immigrants and English media. They found that international students and scholars often choose the Internet as their preferred device to either browse the web for personal enjoyment or information-seeking purposes. Melkote and Liu (2000) also concluded that the Chinese ethnic Internet strengthens the tie for the newcomers with their native Chinese culture. Their finding suggested that, conversely, exposure to the English Internet will result in an increased degree of acculturation. In addition, Lee (2005) investigated the relationship of English proficiency and the degree of acculturation in terms of United States media consumption in Korean immigrants who were residing in Kentucky. The results revealed that the use of the Korean language over the Internet negatively correlated with acculturation. Those that did not use English when participating in internet-based communication were less proficient in speaking English than those that used English frequently. Moreover, younger and single Koreans were more proficient in speaking English than older and married Koreans due to their former higher levels of United States media consumption (Lee, 2005). Lee indicated that the recent Internet consumption phenomena; as result of technological advancement, has added another media channel for acculturation. Lee (2005) conducted research on 700 Korean immigrant participants with a questionnaire based on a 5-point Likert scale that asked questions on the amount of time they spent daily on each of the specified four major activities. These four activities were first characterized by Flanagin and Metzger (2001) as Internet, email, conversation and data uploading. The response categories were on a 5-point Likert scale: (a) less than 30 minutes, (b) 30 minutes to 1 hour, (c) 1 to 2 hours, (d) 2 to 3 hours, and (e) more than 3 hours (Flanagin & Metzger, 2001; Lee, 2005).

Wang (2006) demonstrated that not only was Internet use in the host culture's language contributed to the psychological wellbeing of an individual, but also such a factor has significant weight in the prediction for both depression and happiness. This emotional need-fulfillment function is defended further by Kim (2010) in a thesis that sought to find the motives that encouraged Chinese and Korean students to participate in Internet acculturation. According to the author, the Internet has influenced and changed the way human beings live and interact with each other. The Internet is seen as a haven for foreign students, to seek solace because of the emotional uncertainties met in the new environment (Kim, 2010, p.1). This shows that that the Internet does not only fulfill the informational role, but it also fulfills the emotional needs of the users. The unlimited information on the web provides immediate responses to the users, thus enhancing the ease of interpersonal communication with the new society. Kim suggested that acculturation is not just a process that involves the fixation of the new cultural elements to the society, rather the sustenance of values that enhance cultural heritage (p. 2).

While studying the possibility of having the virtual learning process, Yu, Tien, Vogel and Kwok (2010) took into consideration the effects that Facebook has had in the process of acculturation. They concluded that the practice of engaging oneself in social networking sites influences the process of socialization, social acceptance, and acculturation. Behavior patterns and norms coupled with whatever is observed in the videos and print media, has a positive effect on acculturation (Yu et al., 2010).

Further examining the impact of the Internet, Beasley, Chuang, and Liao (2008) explored the factors that influence on-line American Music Immersion or AMI in Taiwanese English as foreign language students. The aim of the study was to ascertain whether and to what extent immersion and exposure to American music is a positive influence in literacy and vocabulary

improvement among students. The methodology was centered on the question of which demographic factors are associated with American music immersion. Another question put forth was whether AMI was a predictor of changes in the vocabulary level of students, as well as in their level of life-style literacy.

In order to deal with these central questions, the respondents were asked the following: How often do you listen to American music? How often do you download American music from the Internet? How would you rate your familiarity with American music? This investigation was linked to a website and to a research design that examined different levels of exposure to American music. The web site was also designed to test the respondents in terms of learning activities related to the music. They found that those respondents who were below twenty-nine years of age were more exposed to music than older respondents. A central finding, however, was that music immersion alone is "...not a good predictor of vocabulary acquisition or literary improvement" (Beasley et al., 2008). Another important finding was that a certain minimal amount of competency in English is needed as a prerequisite to benefit from music immersion. Those who never or occasionally speak in English were significantly less immersed in American music than those who somewhat often or frequently speak in English (Beasley et al., 2008. p.41). Thus, this supports a central premise of this study, that music immersion is not a good predictor of language advancement.

Another study that looked at the impact of the Internet, focused on motivation for using web resources. Yang, Wu, Zu and Southwell (2004) used a questionnaire as a measuring tool whose sampling population was based on eighty-four international students from a university located in the mid-west United States. The results suggested a strong relationship between the *need* to be acculturated and the degree of acculturation. In other words, their study indicated that

the stronger the motives of the surveyed Chinese students, the higher their rate of using the United States-based Internet websites. Wang and Sun (2009) added that Chinese students were motivated to use Internet substantially because of needs to conduct information research for either personal enjoyment or acculturation needs to become socially involved.

Critique of studies. All of the previously cited research expressed that a substantial amount of Internet surfing contributed to developing an understanding of the host culture. There are, however, four limitations among the cited studies.

First, Wang and Sung (2009) applied an electronic questionnaire through an on-line provider, resulting in unreliable information being collected. Also, since participants in the study were Chinese students who had stayed in the United States from one to four years, this limited the study's scope in predicting effects. Other Chinese students with differing lengths of stays in the United States might display completely different patterns of Internet consumption.

Second, some studies employed a rather small sample (Yang et al., 2004; Beasley et al., 2008; Chou, 2001; Kim, 2010). The use of smaller samplings yields greater potential for error and wide confidence levels, which limit the study's predictability over a group of unknown parameters. The investigator will use a larger sample size to avoid errors that result that could threaten significant findings.

Third, there were no levels of English proficiency measured using a standardized test (Kim, 2010; Chou 2001; Yu et al., 2010; Beasley et al., 2008; Yang et al., 2004). The aforementioned studies assumed all students had the same approximate level of English language proficiency which limits its ability to generalize. Readers have no way of knowing whether the English proficiency level possessed by each of the participating Chinese students had a direct impact on the understandings of the host culture through the use of English language-oriented

Internet. Hence, this study intends to assess whether the English proficiency level will have an effect on acculturation.

Fourth, Yu et al. (2010) only measured Internet intensity by asking respondent's frequency of surfing the Internet via one particular social media, Facebook. Using only one proxy measure to predict social learning and acculturation outcomes limited its scope to authentically reflect networking usage patterns.

Despite the lack of certain elements in the cited studies, some strengths are evident. First, two of the studies effectively adopted a large sampling size (Wang & Sun, 2009; Yu et al., 2010). In cross-cultural studies that involve questionnaires and interviews, the sample size is the key component for calculating statistical power and will likely increase the study's ability to be generalized to other comparable populations (Lindlof & Taylor, 2002). Second, Kim (2010) examined acquisition of a new culture from an individual usage pattern of various social media such as e-mail, instant messenger; and Skype which increases the validity and accuracy of the resulting prediction. Third, Wang (2006) utilized the standardized Test of English for Foreign Language (TOEFL) to measure each individual participating student's language proficiency level which allowed the study to forecast the direct impact it bears on the understanding of the host culture. This present study used an adaptation of the *The Proficiency Guidelines* created by the American Council for the Teaching of Foreign Languages (ACTFL), as a rubric to measure participating students' oral language proficiency in an attempt to arrive at a meaningful concluding prediction (ACTFL, 1999).

In summary, Chapter 2 provided the theoretical foundation and empirical evidence for this proposed study examining how English oral language proficiency coupled with English media television and Internet usage impacts acculturation of Taiwanese college students

acquiring English as a second language. The following chapter presents a thorough description of the methodology for this proposed study.

Chapter 3: Methodology

A non-experimental, causal relational study utilizing multivariate statistics was used to observe the relationship between each of the independent variables as well as the correlation among them. This particular research design, that is by many considered to be the most fundamental structure for social study, enabled the researcher to provide a significant amount of information needed for easy interpretation (O'Sullivan, Rassel, & Berner, 2003). This particular method of data collection was chosen for a number of reasons. In general, self-reporting has been shown to provide the widest range of data and allows for a more comprehensive sample and respondent base. This enables the analysis of both the central and peripheral variables to be more inclusive and provide more verifiable results.

Framed Sampling from Population

To conduct this relational study a descriptive research method adapting pre-designed, self-reporting questionnaires was utilized. This included a convenience sampling method of handing out questionnaires to a framed sampling size of 210 Taiwanese college students learning English as a second language. Participating college students were randomly selected from the National Taipei College of Business and Chung Kuo Institute of Technology in Taipei, Lan Yang Institute of Technology in Lan Yang County, and Chihlee Institute of Technology in New Taipei City. A 19-item questionnaire, including questions pertaining to basic demographic information and how many hours per week a participant spends on television and Internet was given. Each survey participant received clear instructions and the surveys both in English and Chinese. The nature of the questionnaire was introduced and explained with detailed instructions and assurances of confidentiality.

Convenience Sampling

Convenience sampling is cost-efficient and saves time as the subjects chosen are usually the ones available right away. It is the most widely used method for collecting ecological data. Also known as subjective sampling, this method is used to gather data which does not necessarily represent the population in the current context. It is also applied by biologists in their line of work due to its ease of usage. The information from a convenience sampling is used to make assessments about the sample characteristic instead of a formal conclusion. (Marshall, 1996)

Self-Report

The self-report method was used as it was considered to be the most appropriate methodology to test the central hypothesis of this study. As McDonald (2008) stated in a study entitled, *Measuring Personality Constructs: The Advantages and Disadvantages of Self-Reports, Informant Reports and Behavioral Assessments*, the validity of a measurement device "...refers to the extent to which it actually measures what it intends to measure. Construct validity, then, refers to the accuracy of a measurement of the theoretical concept ..." (p.1). The advantages of self-reports as well as informant reports in terms of behavioral assessment are as follows. First, the individual can provide a great deal of insight and information in a simple five-factor response model (p.2). Furthermore, self-reports can provide a wealth of data not easily accessed by other means. "...no one else has access to more information... than oneself, and this information is rich with motivational and other introspective details that others might not be aware of..." (p.2). Self-reported questionnaires are also advantageous in that the respondents are likely to be "...more motivated to talk about themselves than others, and they identify with the questions in ways that others do not" (p.3). On the other hand, one also has to take into account the fact that,

“...self-reports are a fallible source of data, and minor changes in question wording, question format, or question context can result in major changes in the obtained results” (p.3).

There are many potential problems of which the researcher must be cognizant. These include the fact that self-reports may include biases. Limitations as such will be carefully discussed in Chapter 5.

Data Gathering Procedure

The framed sampling of this study included the following: 210 Taiwanese undergraduate students enrolling at four National Accredited College-level institutions in both Taipei City and County. This was the target group that completed questionnaires. The questionnaire took approximately 10 minutes to complete.

The pre-designed questionnaire was geared toward eliciting information related to hours of exposure to the three specified mass media and variables corresponding to the acculturation level. The questionnaire was divided into three sections - questions about the media exposure per day and week, acculturation, and other pertinent variables. Behavioral research protocols and research consent was briefly explained before handing out the questionnaire to participating students. The project was approved by the required Human Subjects Board before actions described above proceeded.

Measuring Explanatory Variables Using Interval Numbers

The descriptive statistical calculation was based on hours per viewing of each of the two mass media avenues: namely; television programs, and the Internet which included Skype, MSN, e-mailing and any on-line activities that include surfing the American-related websites and any videos that are both English in language and content. As categorical units broke down to interval units of how many approximate hours one voluntarily sought out these forms of mass media per

week, this allowed for a close examination of variations. For example, “How many hours do you view TV when you want to acquire news?” It should be noted that accessibility to each of these three English mass media is generally good. Exposure to media included time (total number of hours per week) spent on the host culture’s English television, and was translated statistically to the mean and standard deviation with alpha suggested.

Measuring Instrument for the Dependent Variable

Acculturation is considered by many researchers as a process of adapting to the host culture while, at the same time, giving up one’s original culture, resulting in a substantial amount of psychological stress (Szapocznik, 1980). Szapocznik proposed that acculturation should be considered a process where an individual is learning to adapt to the host culture by learning two sets of rules: those of the original culture and those of the host culture. Szapocznik developed an instrument aimed at assessing how an individual is adapting to the host culture with multi-dimensional ways of living in a strange country, that is, with an attitude which is pluralistic and multicultural (1980). The author of this research study adapted six questions from the Media Section of Szapocznik’s Bicultural Involvement and Adjustment Scale for Hispanic-American Youths to measure acculturation levels impacted by exposure to various media. This particular instrument has proven to be reliable with Cronbach’s alpha: .93 (Hispanicism), .89 (Americanism); test-retest (6 weeks) .50 (H)/.79 (A). The Likert Scale involved ratings of 1-5, in which scale 1 represented not feeling comfortable and scale 5 indicated feeling very comfortable at accepting the American music, TV programs, Internet, video and English printed media. Each of the participants was solicited for their preferences in the usage of language in the media from their native to the hosting language of English. Respondents were asked to complete hours of viewing for each of the media accessed. Alpha coefficients were calculated for the different

subscales. Validation was performed by measuring them against standards established by researchers in the past, who worked on other acculturation scales.

Most instruments designed to measure acculturation have relied on specific cultural behaviors and preferences as primary indicators of acculturation. However, feelings of belonging and emotional attachment to cultural communities have not been widely studied (Kang, 2006). The items constructed for this study were obtained by modifying items from an Acculturation Scale. This scale measures individual acculturation as a linear function of the amount of time that a person has been exposed to the host culture. The study analyzed self-reported behavior items measured on a five point Likert Scale ranging from 1-5 with an interval orientation for intended future interpretation. Participants made choices from the least to the most for 7 items adapted from Bicultural Involvement and Adjustment Scale for Chinese-American Youths (BIAS) Items on the original Acculturation Scale that was designed to assess the degree to which a person feels comfortable in their involvement in one culture to the exclusion of the other. In that study the researchers wanted to study the degree to which a person feels comfortable in each culture independent of the other (Szapocznik, Kurtines, & Fernandez, 1980). Using a modified version of the Acculturation Scale allowed for this to happen.

Since acculturation is characterized as a bilinear, multidimensional process, (Miller, 2007, p. 118) it was important to have a measuring instrument that looks at the multidimensional variables that are being studied in a bilinear way. The instrument that was designed and is adapted for this study worked well in allowing the researchers to look at the factors that affect acculturation in relation to both cultures with which the participants identified. Most acculturation scales are inappropriate for adolescent surveys because they are too long, are not applicable to differing ethnic groups, or are language-based only (Unger, Gallaher, Shakib &

Ritt-Olsen, 2002). This scale was adjusted for this reason and was kept short in order to remain effective with this research sampling.

The researchers came to the conclusion after their study that overall, the questionnaire was a good fit for their study, but the validity appeared to depend on its use with subjects who live in a context which appropriately reflects the subject's biculturalism.

Measuring Instrument for Independent Variable

Respondents completed a revised version of Huang, Bao-Huei's interview questionnaire that was discussed in his article "Media use in the acculturation process of Chinese immigrants in Silicon Valley" (Huang, 1993). Using a questionnaire, Huang asked his participants to indicate hours of exposure to various English mass media. That questionnaire was used in the collection of ordinal data for this research study. This present study used an adaptation of the American Council on the Teaching of Foreign Languages (ACTFL) oral language *Proficiency Guidelines* (1999) to measure different levels of ability to communicate that each of the participants possesses. Self-Reported results by respondents were categorized into ten different levels, specifically, first level being the weakest and the tenth level being the strongest.

Scale of Measurement

To strengthen validity of statistical calculation, an interval scale was used throughout the process of measuring both independent variables' hours of exposure to each of the media means, and for the criterion variables such as the Likert scale measurement of the level of acculturation.

Statistical Tools for Data Analysis

This relational, cross-sectional study included a Multiple Regression Analysis to test the hypothesis. The use of a multiple regression analysis (MRA) enabled the researcher to compute the multiple correlation coefficients which indicated the amount of variance in the criterion

variable Y that is accounted for by the variation in the predictor variable X. On the other hand, MRA also produced the appropriate F-test. In addition, the coefficient of determination r^2 was observed based on the set of predictor variables X_1, X_2, \dots , which were used to explain the variability of the criterion variable Y. As a result, the combined influence of the interdependence among each of the independent variables in respect to the observed criterion variable allowed the researcher to determine which of the media had the most powerful impact for the criterion variable of acculturation.

Confirmatory factor analysis for each of the independent variables' significance for distributional variance was carried out and discussed in detail. Correlations between variables were performed as well. Each predictor derived from individual analysis represented time spent on each of these three specific media, with the criterion variable being the acculturation level. Hours viewing per day and per week with moderators such as ages and gender were included in each of the analyses presented.

Chapter 4: Results

This chapter is divided into two sections: descriptive statistics and inferential analyses. Descriptive statistics pertain to the presentation of demographic and other characteristics that describe the sample in this study. Frequency distributions are presented in order to provide a profile of the students and measures of central tendency and dispersion were used to summarize the continuous data in this study. Inferential statistics were run based on survey responses to address the research questions and test the associated hypotheses.

Descriptive Statistics

Participant demographics. Participant demographic data, including gender, current, grade, religion, residence, age, and years of formal English training, were examined in order to provide a description of the sample for the assessment of external validity. Distributions of demographic data for the participants are presented in Table 1. All of the participants in this study were mostly Taiwanese college students currently registered with schools and who were currently residing (99.9%) in the metropolitan area of Taipei. All participants have had at the least one year of formal English education. The average participant was a sophomore in college and identified as Atheist. Participants were rather evenly distributed with regard to gender, age, and years of formal English training.

In summary, many demographic factors play detrimental roles in the investigation of acculturation and media exposure. (Lee, 2005). To begin with, of the total of 209 survey respondents, there were 102 men and 109 women. One subject did not identify his or her gender on the survey. The survey results show that the largest grade was mainly sophomore students (69.4%) Also, the majority of the students as were reported Buddhists and Atheists. (38.5%+49.3%=87.8%) Also, all respondents 99.9% had at least one year of Formal English

training and the sampling being spread out mostly with ages between 19 and 20 (66.5%).

Table 1

Distribution of Categorical Demographic Variables for Entire Sample (N = 209)

Demographic Variable	n	%
Gender		
Male	102	49 %
Female	106	51 %
Missing	1	--
Total	209	100%
Current Grade in School		
Freshman	29	13.9 %
Sophomore	145	69.4 %
Junior	27	12.9 %
Senior	8	3.8 %
Total	104	100 %
Religion		
Christian	19	9.3 %
Protestant	5	11.7 %
Buddhist	79	38.5 %
Muslim	1	0.5 %
Atheist	101	49.3 %
Missing	4	--
Total	209	100%
Area of Taipei in which Reside		
Taipei County	114	56.3 %
Taipei City	88	43.6 %
Missing	7	--
Total	209	100%
Age		
18	30	14.6 %
19	88	42.7 %
20	49	23.8 %
21	39	18.9 %
Missing	3	--
Total	209	100%
Years Formal English Training		
1 year	55	28.6 %
2 years	50	26.0 %
3 years	35	18.2 %

4 years	52	27.1 %
Missing	17	--
Total	209	100%

Distributional characteristics of variables central to analyses. All variables included in the hypotheses were examined to describe the distribution of responses by the sample. These variables included the ACTFL Language Proficiency Self-Rating Score, BIAS Acculturation Score, Total Hours of TV Viewed, and Total Hours of Internet Used. Categorical variable distributions are presented in frequency tables and measures of central tendency are used to describe the distributions of continuous variables. Descriptive data for categorical variables is presented in Table 2 and descriptive data for continuous variables is presented in Table 3. For descriptive data for continuous variables by item, see Appendix F.

Table 2

Descriptive Statistics for Categorical Variables for Entire Sample (N = 209)

Variable	n	%
ACTFL Score		
Novice-Low	42	20.1 %
Novice-Mid	59	28.2 %
Novice-High	34	16.3 %
Intermediate-Low	28	13.4 %
Intermediate-Mid	18	8.6 %
Intermediate-High	11	5.3 %
Advanced-Low	10	4.8 %
Advanced-Mid	7	3.3 %
Advanced-High	0	0.0 %
Advanced-Superior	0	0.0 %
Total	209	100%
BIAS Score		
2	44	21.1 %
3	21	10.0 %
4	27	12.9 %
5	30	14.4 %
6	42	20.1 %
7	10	4.8 %

8	24	11.5 %
9	5	2.4 %
10	6	2.9 %
Total	209	100%

Table 3

Descriptive Statistics for Continuous Variables for Entire Samples (N=209)

Variable	Mean	SD	MIN	MAX	MED	MODE	SK	KT
Hours TV	36.42	38.78	0.00	234.00	22.00	0.00	1.61	3.25
Hours Internet	54.95	64.59	0.00	554.00	41.00	0.00	4.23	24.85

Data screening. Data screening revealed missing data for five of the six demographic variables measured (see Table 1). There was no missing data for the primary variables examined in this study. Data were screened to determine the appropriate statistical tests to examine hypotheses. Given that each hypothesis will assess a bivariate relationship between either two ordinal variables or between one ordinal variable and one ratio variable, non-parametric statistics, specifically the Spearman correlations appeared warranted.

Spearman correlation is a non-parametric test, and there are no parameters placed on the distribution of scores (the data does not need to be normally distributed). There are two assumptions, however, that must be met to ensure a valid result: (1) independence of observations and (2) variables measured on ordinal, interval, or ratio scales.

There is no indication that participant's scores had any influence on one another, so that independence of observations was assumed. The scales included in the analyses consisted of ordinal (ACTFL and BIAS scores) and ratio (Total Hours TV Viewed and Total Hours Internet Used) data. As such, the decision to proceed with Spearman correlations was confirmed and no transformations or alterations of the data were necessary.

Inferential Analyses

Analysis of hypotheses.

Hypothesis 1. Hypothesis 1 predicted that a significant association would be found between ACTFL Language Proficiency Self-Rating scores and BIAS acculturation scores. This hypothesis was supported.

Spearman correlation was used to test this hypothesis, as the analysis sought to determine the relationship between two ordinal variables. A significant, moderate to large, positive Spearman correlation was found between ACTFL and BIAS scores, $\rho = .44$, $p < .001$. This result indicates that as ACTFL scores increase, scores on the BIAS will also increase.

Hypothesis 2. Hypothesis 2 predicted that a significant association would be found between BIAS acculturation scores and Total Number of TV Hours Viewed. This hypothesis was supported.

Spearman correlation was used to test this hypothesis, as the analysis sought to determine the relationship between one ordinal (BIAS score) and one ratio (Total Number of TV Hours Viewed) variables. A significant, small to moderate, positive Spearman correlation was found between BIAS scores and Total Number of TV Hours Viewed, $\rho = .17$, $p = .012$. This result indicates that as BIAS scores increase, Total Number of TV Hours Viewed will also increase.

Hypothesis 3. Hypothesis 3 predicted that a significant association would be found between BIAS acculturation scores and Total Number of Internet Hours Used. This hypothesis was not supported.

Spearman correlation was used to test this hypothesis, as the analysis sought to determine the relationship between one ordinal (BIAS score) and one ratio (Total Number of Internet Hours Used) variables. The relationship between these variables was not significant, $\rho = -.10$, $p = .150$. This result indicates that BIAS scores do not have a significant systematic impact on Total Number of Internet Hours Used.

Confound Testing. A series of correlations were run to determine whether there were significant relationships between the demographic variables measured in this study and the variables central to the hypotheses. If a demographic variable was significantly related to both variables in a hypothesis (assessed by bivariate correlation), then it was considered a potential confound. Once potential confounds were identified, they could be statistically controlled by re-running the primary bivariate analyses, but separately, by levels or categories of the potentially confounding variable(s). This method could identify potential moderating effects of the demographic variables.

Point biserial correlations were run when one variable was on an interval or ratio scale and one was a nominal dichotomous variable. Gamma coefficients were used when one variable was on an ordinal scale and one was a nominal dichotomous variable. Cramer's V was used when one variable was on an ordinal scale and one variable was nominal with more than two categories. Kendall tau-b was used when variables included either two ordinal scales or one ordinal scale and one interval or ratio scale. Finally, Eta coefficients were used when one variable was on a nominal scale and the other was on an interval or ratio scale. See Table 4 for correlations among demographic and primary variables.

Table 4
Correlations among Demographic and Primary Variable (N = 209)

Variable	ACTFL	BIAS	TV	Inter
Gender	.14	.20*	.07	-.11
Grade	-.10	-.10	.06	-.03
Religion	.21	.20	.25	.25
Residence	.15	.04	.09	.08
Age	-.25**	-.19**	-.12*	-.08
Yrs Eng	.37**	.23**	.28**	.10

Assessed by a combination of Point biserial, Kendall's tau-b, Gamma, Cramer V, and Eta correlation coefficients

Significant correlations are indicated by * ($p < .05$) and ** ($p < .01$).

As shown in Table 4, Years of Formal English Training was related to Total Hours of TV

Viewed, ACTFL scores, and BIAS scores; however, these relationships would be anticipated, as years of English training would expectedly increase proficiency and use of the language, as well as acculturation. As such, Years of Formal English Training was not considered a potentially confounding variable. Similarly, Age was related to Total Hours of TV Viewed, ACTFL scores, and BIAS scores. In contrast to Years of Formal English Training, however, Age would not be inherently related to proficiency and use of the language and acculturation. Given the relationship between Age and these primary variables, Age was statistically controlled by re-running the applicable primary bivariate analyses (H1 and H2) separately for each Age range.

Four Spearman correlations were run to assess the relationship between ACTFL and BIAS scores by range of Age. Specifically, correlations were run for (1) Age 18, (2) Age 19, (3) Age 20, and (4) Age 21. Results revealed that significant, relatively large, positive Spearman correlations were found between ACTFL and BIAS scores for individuals ages 19 ($\rho = .46, p < .001$) and 21 ($\rho = .53, p = .001$), but significant relationships were not found for individuals ages 18 ($\rho = .18, p = .331$) and 20 ($\rho = .19, p = .18$). These results indicate that the association between ACTFL and BIAS scores was moderated by Age.

An additional four Spearman correlations were run to assess the relationship between BIAS scores and Total Hours TV Viewed by range of Age. Specifically, correlations were run for (1) Age 18, (2) Age 19, (3) Age 20, and (4) Age 21. Results revealed that a significant, moderate, positive Spearman correlation was found between BIAS scores and Total Hours TV Viewed for individuals aged 19 ($\rho = .29, p = .006$), but significant relationships were not found for individuals ages 18 ($\rho = -.11, p = .574$), 20 ($\rho = .25, p = .086$), or 21 ($\rho = -.22, p = .168$). These results indicate that the association between BIAS scores and Total Hours TV Viewed was moderated by Age.

These findings, overall, indicate that the associations described in Hypotheses 1 and 2 are conditional and moderated by age.

Conclusion

As result of the revealing data reported from the student demographic survey and the oral proficiency survey that suggested first of all, exposure to host television by Taiwanese students was statistically significant higher than those students that only had little or none exposure to the host TV in relation to acculturation. Secondly, more English language proficiency an individual student possessed, more acculturation effect is revealed compared to those that only had minimal English proficiencies. Thirdly, internet usage only had a little effect on acculturation. The independent variables exposure to television along with internet usage was examined in relation to language proficiency and the impact they have on acculturation. The study concludes with investigation that both exposure to TV and language facilitate understandings of host culture for those Taiwanese college students.

Chapter 5: Discussion

This final chapter will tie together the research findings and analysis in the previous research, in light of one hypothesis at a time. Following this will be a discussion of limitations of this study and implications for further research in the area of social media and language acquisition.

The findings of this study provide empirical support for our efforts in establishing the hypothetical ground. The conclusion derived from this study is that the substantial exposure to cross-cultural use of mass media such as T.V., can not only lead to more meaningful understandings of the host culture, but can also facilitate the of acquisition of a second language.

Oral Proficiencies Impacting Acculturation Positively

Discussion of Hypothesis 1: Oral proficiency. The first research hypothesis stated that there is a statistically significant relationship between oral proficiency and acculturation for Taiwanese college students. The score from the self-reported ten-level rating scale recommended by ACTFL, (American Council on the Teaching of Foreign Language) was used to measure how well a Taiwanese college student communicates orally. The finding by using four Spearman correlations to assess the relationship between ACTFL and BIAS scores by range of Age revealed interesting results. Specifically, correlations were run for (1) Age 18, (2) Age 19, (3) Age 20, and (4) Age 21. Results revealed a relatively large, positive Spearman correlations between ACTFL and BIAS scores for individuals ages 19 only ($\rho = .46, p < .001$) and 21 ($\rho = .53, p = .001$), but significant relationships were not found for individuals ages 18 ($\rho = .18, p = .331$) and 20 ($\rho = .19, p = .18$). These results indicate that the association between ACTFL and BIAS scores was moderated by Age. The findings remain consistent with previous researches (Clement, 1986; Dao et al., 2007; Jiang et al., 2009; Kim, 1977; Stauble, 1981). Both Clement

(1986) and Kim (1997) employed a large sampling in their questionnaire-based studies , which increased the studies' resulting predictability and ability to represent a strong association between language proficiency and acculturation. Garcia-Vazquez (1995) and Jiang et al. (2009) who adapted standardized tests to measure students' language proficiency revealed similar results Jiang et al. (2009) tested a smaller group of 49 Chinese international students in his correlation study which suggested increased language proficiency positively impacts the amount of knowledge of the host culture.

Referring back to the Gardner acculturation model (1979) brings further clarity to the findings here. Garner suggested that the success which an ESL student can achieve linguistically depends on the amount that individual can incorporate cultural elements into the process of acquiring his second language. According to Gardner's socio-educational model (1979), an individual creates an optimal language environment when he also understands the culture context of that language.

Affective Consequence as Result of Exposure to Host TV

Discussion of Hypothesis 2: Television. The second research hypothesis suggested that there is a statistically significant relationship between hours of host TV consumed and acculturation. The acculturation scores index was adapted in accordance with the work of Szapocznik (1980), which had an index measure which was derived from asking students hours of exposures to media devices in the media section of the Bicultural Involvement and Adjustment Scale for Hispanic-American Youths to measure acculturation levels impacted by exposure to various media. The current study showed that there is a statistically moderate correlation which was moderated by age. Results revealed that a significant, moderate, positive Spearman correlation was found between BIAS scores and Total Hours TV Viewed for

individuals aged 19 ($\rho = .29, p = .006$), but significant relationships were not found for individuals ages 18 ($\rho = -.11, p = .574$), 20 ($\rho = .25, p = .086$), or 21 ($\rho = -.22, p = .168$). The finding coincides with previously published researches (Kim, 1976; Herron et al., 2002; Potter & Chang, 1990). However, Lee (2006) had similar finding that reported age was not significantly correlated with respect to acculturation but served as a moderator.

In addition to being supported by earlier research studies, the result of the present study corresponds with social cognitive theory of mass communication. Bandura (2002), in his theory of mass communication, suggested that through exposure to media devices such as television, one can definitely gain understanding of the host culture. The finding can be also linked to Kim's (1977) findings that in the learning of the second culture, the access to media devices for students learning second language, impacts the amount of knowledge a student will acquire in regard to the host culture.

Discussion of Hypothesis 3: Internet. The third research hypothesis stated that there is a statistically significant relationship between internet usage and acculturation. Spearman correlation was used to test this hypothesis, as the analysis sought to determine the relationship between one ordinal variable (BIAS score) and one ratio variable (Total Number of Internet Hours Used). The relationship between these variables was not significant, $\rho = -.10, p = .150$. The present study contradicts this hypothesis; however, there are factors that could have influenced the degree of acculturation, such as gender, residency at the time of receiving English training, and religion (Padilla & Perez, 2003). Also, according to Zohoori (1988), a qualitative-design study involving young adults, particularly children, discloses problems such as limited ability to respond to survey questions due to low language proficiency, or inability to comprehend the questions completely, which affected both external and internal validity of the

final result. On the other hand, studies in the past have mainly focused on English language learning as a result of exposure to internet websites like Skype and Facebook (Kabilan et al., 2010). In addition, literatures that specifically emphasize a particular internet device such as email (Itakura, 2004), internet music, (Beasley et al., 2008) Facebook (Blattner & Fiori, 2009; Kowk, 2010) and Skype in regard to their roles in the process of cross-cultural understandings are scarce. Nevertheless, Beasley et al. (2008) found that insufficient language proficiency might throw off results. A young person might, for example, make extensive use of the internet, but their limited English proficiency makes acculturation unlikely or minimal.

In addition, the usage of the internet could be linked to the social need to integrate with the society. Katz et al, (1973) argued audiences of media have the purpose to use the media as result of affective and social-integrative needs. There are a number of studies which have employed this theory because of social need that young people often have for maintaining contacts with their friends (Flanagin & Metzger, 2001; Wang & Sung, 2009; ye, 20e05). Chou (2001), revealed that Taiwanese students often use the internet as a way of interacting with the outside world. Chou and Hsiao (2000) proposed similar findings, which supported the potential prediction of the third hypothesis of this study. Thus, this hypothesis might be pursued further, with an eye towards acculturation, but controlling for language proficiency.

Limitations of the Study

This investigation has a few limitations despite it giving statistical support for two of the hypotheses. First, students who participated in the study were mainly from sophomore grade; a different outcome might have resulted had the sampling been more evenly distributed throughout four grades of students. Second, the fact that students were selected only from Taipei's metropolitan area might have affected the outcome of the study. Lastly, at the beginning of this

investigation, data and literature were scarce with respect to the effects of the internet on acculturation; thus, resources were very limited in the preliminary, hypothesis-forming stage of this study. The hope is that future studies will reveal more conclusive findings on the effects of the internet with regard to acculturation.

Educational Implications

Several implications arise as result of this investigation. First, previous results that had focused on the media's influence on the degree of acculturation revealed macro-discoveries about either television influence or English language proficiency on cross-cultural understandings (Kim, 1977; Lan, 2007; Woo & Dominick, 2001); but only limited attention had been given to effects of internet usage. Although the current research does not support the continued usage of internet social media leading to increased understanding of the host culture, research on oral proficiency with respect to acculturation remains very limited. Thus, both qualitative and quantitative data from this study serve as important and interesting groundwork for future research. Secondly, given the supportive results derived from both hypothesis one and two, administrators and educators might use the findings of this study as consideration to incorporate a meaningful, authentic in-class television program that reflects authentic teaching of the cultural aspect of language (Peterson & Coltrane, 2003), and encouraging the use of educational social media that expands students learning outside of the classroom.

Direction for Future Research

This study provides comprehensive feedback to the research questions (1) Is there a statistically significant correlation between English oral language proficiency and the degree of acculturation of Taiwanese College ESL students? (2) Is there a statistically significant correlation between exposure to English television media and the degree of acculturation of

Taiwanese college ESL students? and (3) Is there a statistically significant correlation between English social internet media and the degree of acculturation of Taiwanese college ESL students? At the conclusion of this study, all have not yet been answered in either the United States or Taiwan. No research yet has included three affective independent variables in one study on acculturation. The study suggests both exposure to television and oral proficiency are related to the degree of cross-cultural understandings but not the internet exposure. Although participating students from the four Taiwanese colleges in the metropolitan Taipei area at the time of completing the questionnaire survey had had 1-4 years of English course training, outcomes might have been different if all participants across the 4 grades had a uniform length of English training. In addition, the English courses offered at the mandatory first-year level at each of these colleges might have had a different set-up and syllabus from each other, which might have produce different language proficiency attainments as result of diversified curriculum and instruction. Although the current study provides an overall comprehensive groundwork for cross-cultural examination resulting from viewing host TV and increased language proficiency, additional studies are still needed to add to the literature in the area of social-media networking in relation to the facilitation of English language proficiency. In the future, researchers are recommended to continue to explore the findings of this research by addressing the following questions:

- 1) Do social media such as Facebook and Skype facilitate the understanding of the host culture?
- 2) Does exposure to a specific-genre program such as CNN news broadcasting program help to improve pronunciation aspect of the spoken language?
- 3) Does exposure to TV encourage students of second language learning to interact with

- the host members?
- 4) Does the acculturation process take place at the time when an ESL student first encounters second language learning?
 - 5) Does the acculturation process take place most noticeably when one's language proficiency reaches the higher levels?
 - 6) Is there a difference in degree of acculturation between a student with limited language proficiency and a student with high level of language proficiency?
 - 7) Is there a statistical significant difference between ESL students learning at the Metropolitan College from those learning the new language in a more rural area?

Conclusion

This investigation scrutinized affective factors impacting the degree of acculturation for Taiwanese college students in the metropolitan area of Taipei City. The exposure to the host television not only facilitates the learning of the language, but it also incorporates cultural elements in authentic acquisition of the second language (Li, 2005; Lan, 2007). The effect of social media usage, however, remains inconclusive and requires additional research efforts. The current findings with regard to exposure to host television and oral language proficiency impacting a second language learner's cultural knowledge remains intact and consistent with recent studies. Communication is a way to facilitate second language acquisition (Macintyre & Charos, 1996) and the process of language learning itself is socially and culturally constructed (Graham & Brown, 1996; Norton-Piece & Toohey, 2001; Tang, 2006). The benefits arising from incorporating authentic learning from host TV programs and the oral aspect of the spoken language are related to the real understandings of the host culture as well as offering outside-of-the-classroom knowledge that is indispensable to not only current administrators and educators

of foreign language, but to students who are ready to embark on optimal second language acquisition. (Brown, 2007).

APPENDIX A. Statistical Table

Hypotheses	Variables	Scale	Statistic
<p>H₁: English Oral Language Proficiency as measured by the American Council on the Teaching of Foreign Languages Guideline for Oral Proficiency (ACTFL-Oral Proficiency Guideline) significantly and positively predicts the degree of acculturation as measured by BIAS of Taiwanese College ESL students aged 18-25</p> <p>R1 To what extent is there a statistically positive correlation between (a) English Oral Language Proficiency as measured by the self-reporting questionnaire based on 10 groups outlined by the American Council on the Teaching of Foreign Languages for Oral Proficiency and the degree of acculturation of Taiwanese College ESL students aged 18-25 as measured by the 19-item questionnaire adapted from the Bicultural Involvement Adjustment Scale.</p>	<p><u>Dependent variable:</u></p> <p>Degree of acculturation as measured by the Bicultural Involvement and Adjustment Scale (BIAS) Szapocznik, J., Kurtines, W.M., & Fernandez, Tatjana. (1980).</p> <p><u>Independent variables:</u></p> <p>(a) English oral language proficiency as measured by American Council on the Teaching of Foreign Languages Guideline for Oral Proficiency.</p> <p>The 10 groups are novice low, novice mid, novice high, intermediate low, intermediate mid, intermediate high, advanced low, advanced mid, advanced-high, and superior.</p>	<p>Ordinal</p> <p>Ordinal</p>	<p>Because the predictor is a nominal variable with ten levels, nine dummy variables will be created, each of them comparing each level of proficiency to the first level (novice low). Then, the dummy variables will be entered into the regression equation in the first step as control variables. Spearman's Rho is used to exam the correlation if they are to be correlated</p>
<p>H₂: Exposure to English TV media as measured by hours of viewing per week significantly and positively predicts the degree of</p>	<p><u>Dependent variable:</u></p> <p>BIAS scale</p> <p><u>Independent variable:</u></p>	<p>Ordinal</p> <p>Ratio</p>	<p>Exposure to English TV media as measured by hours of viewing per week will be</p>

acculturation as measured by BIAS of Taiwanese College ESL students aged 18-25 after controlling for English oral language proficiency (ACTFL).	Exposure to English TV media as measured by hours of viewing per week <u>Control Variable:</u> ACTFL		entered into the regression equation in the second step; The R^2 change and its significance will be reported.
Hypotheses	Variables	Scale	Statistic
<p>H₃: Surfing of English social Internet media as measured by hours of surfing per week significantly and positively predicts the degree of acculturation as measured by BIAS of Taiwanese College ESL students aged 18-25 after controlling for English oral language proficiency (ACTFL).</p> <p>R₃ To what extent is there a positive statistical significant correlation between (e) surfing of English social Internet media as measured by hours of surfing per week and the degree of acculturation of Taiwanese College ESL students aged 18-25, as measured by the self-reporting 19-items questionnaire survey adapted from the Bicultural Involvement Adjustment Scale.</p>	<p><u>Dependent variable:</u></p> <p>BIAS scale</p> <p><u>Independent variables:</u></p> <ul style="list-style-type: none"> • Exposure to English TV media as measured by hours of viewing per week • Exposure to English video-DVD media as measured by hours of viewing per week • Reading of English printed media as measured by hours per week • Surfing of English social Internet media as measured by hours of surfing per week <p><u>Control Variable:</u></p> <p>ACTFL</p>	Ordinal	<p>Surfing of English social Internet media as measured by hours of surfing per week will be entered into the regression equation in the fourth step; The R^2 change and its significance will be reported.</p> <p>Utilizing Simple regression analysis to reveal effects of language oral proficiency on acculturation. Any possible violation of underlying assumptions such as multicollinearity and correlated error terms will be examined by checking the VIF statistic and Durbin-Watson test.</p>

APPENDIX B

BEHAVIORAL RESEARCH INFORMED CONSENT

Title of Study: Impacts of Language Oral Proficiency, Television and Internet on Acculturation of Taiwanese Adult University Students

Principal Investigator (PI): Huang Yu Lin
 College of Education
 (586) 404-2842

Purpose

You are being asked to be in a research study of the relationship between weekly exposure to media and the degree of acculturation by Huang Yu Lin, a PHD candidate from the College of Education, Wayne State University, Detroit, Michigan, U.S.A. because you are either a university or college student in Taipei, Taiwan whose native language is Mandarin Chinese. This study is being conducted at Wayne State University, Detroit, Michigan, U.S.A and subjects used in the study will be randomly selected from the National Taipei College of Business, China college of Technology and Science, Chi-Lee College of Technology, Lan-Yan College of Technology in Metropolitan Taipei area in Taiwan. The number of participants to be selected randomly for this study are two hundred and twenty. Please read this form and ask any questions you may have before agreeing to be in the study. A self-reported test, based on the American Council on the Teaching of Foreign Language's oral language guideline will be administered along with a questionnaire surveying time spent on TV and Internet to determine the possible relationship existing among factors described.

In this research study, we are studying the impact of time spent watching English TV as well as surfing the Internet on cultural understanding. The ability to speak English will also be examined in relation to cultural assimilation.

Study Procedures

If you agree to take part in this research study, you will be initially asked to provide basic personal information such as your gender, religious belief, area of residency, ages and completed formal English training or courses followed by twelve questions (question 6-17) about weekly media consumption and at the end questions 18-19 will ask how much do you enjoy watching English media programs as assessed by the Likert Scale 1-5. This part of the questionnaire

survey will take about 12 minutes. Lastly, you will be taking a self-report, oral proficiency assessment adapted from the American Council on the Teaching of Foreign Languages to determine your level of English oral proficiency and you will be assigned one of ten levels; novice low, novice mid, novice high, intermediate low, intermediate mid, intermediate high, advanced low, advanced mid, advanced high or advanced superior. This test will only require 10-15 minutes of your time. You will not be required to state your name, telephone number or any other personal information that might reveal your personal identity. You will be allowed to leave spaces blank and stay in the survey if you do not have access to either television or the Internet.

Benefits

The possible benefits to you for taking part in this research study are first of all, you might be made aware of the impact accessible media has on the acquisition of the English language. Secondly, results from the study may benefit other students in the future that are thinking of coming to America either to work or study, and the role of the ability to speak English in acculturation.

Risks

There are no known risks at this time to participation in this study.

Study Costs

Participation in this study will be of no cost to you.

Compensation

You will not be paid for taking part in this study.

Confidentiality

All information collected about you during the course of this study will be kept confidential to the extent permitted by law. You will not be identified in the research records by a code name or an identifier. Information that identifies you personally will not be released without your written permission. Consequently, all consent and questionnaire survey forms will be kept in safe, confidential environment for up to three years. However, the study sponsor, the Institutional Review Board (IRB) at Wayne State University, or federal agencies with appropriate regulatory oversight [e.g., Food and Drug Administration (FDA), Office for Human Research Protections (OHRP), Office of Civil Rights (OCR), etc.] may review your records.

When the results of this research are published or discussed in conferences, no information will be included that would reveal your identity.

Voluntary Participation/Withdrawal

Taking part in this study is voluntary. You have the right to choose not to take part in this study.

Questions

If you have any questions about this study now or in the future, you may contact Huang Yu Lin at the following phone number: 586-404-2482. If you have questions or concerns about your rights as a research participant, the Chair of the Institutional Review Board can be contacted at (313) 577-1628. If you are unable to contact the research staff, or if you want to talk to someone other than the research staff, you may also call (313) 577-1628 to ask questions or voice concerns or complaints.

Consent to Participate in a Research Study

To voluntarily agree to take part in this study, you must sign on the line below. If you choose to take part in this study you may withdraw at any time. You are not giving up any of your legal rights by signing this form. Your signature below indicates that you have read, or had read to you, this entire consent form, including the risks and benefits, and have had all of your questions answered. You will be given a copy of this consent form.

Signature of participant / Legally authorized representative *

Date

Printed name of participant / Legally authorized representative *

Time

Signature of witness**

Date

Printed name of witness**

Time

Signature of person obtaining consent

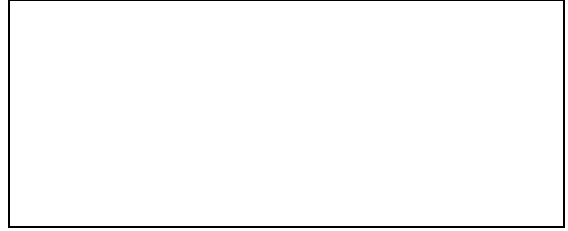
Date

Printed name of person obtaining consent

Time

*Remove LAR reference if you don't intend to consent participants that have or may have a LAR.

**Use when participant has had this consent form read to them (i.e., illiterate, legally blind, translated into foreign language).



Signature of translator

Date

Printed name of translator

Time

APPENDIX D: QUESTIONNAIRE SURVEY

<p>1. What is your sex? Male<input type="checkbox"/>Female<input type="checkbox"/> 1. 男<input type="checkbox"/>女<input type="checkbox"/></p>				
<p>2. What is your religion? Christianity__ Protestant__ Buddhist__ Muslim__ Atheist__ 2. 基督教__ 新教__ 佛教__ 伊斯兰教__ 无神论__</p>				
<p>3. Which area of Taipei do you live in? Taipei County __ Taipei City__ 3. 台北市__ 新北市__</p>				
<p>4. How old are you? 18 __ 19 __ 20 __ 21 __ 4. 18岁__ 19岁__ 20岁__ 21岁__</p>				
<p>5. How many years of formal English training or courses completed? 1yr __ 2yr __ 3yr __ 4yr __ 5. 1年__ 2年__ 3年__ 4年__</p>				
<p>Question 6-12 please check the media type and its relevant hours consumption 请勾选您获取新闻的主要媒体类型及其相关的小时数</p>	<p>Television 电视</p>	<p>Hours 小时</p>	<p>Internet 网络</p>	<p>Hours 小时</p>
<p>6..I obtain news mostly from 6. 我主要通过 获取新闻</p>				

<p>7. When I want to know about U.S. news, I use</p> <p>7. □□□□□□□□□□□□□□□□</p>				
<p>8. When I want to know about Chinese-related news, I use</p> <p>8. □□□□□□□□□□□□□□□□□□</p>				
<p>9. When I want to know about fashion trends or general news (entertainment, health, cooking, shopping, fashion etc.), I use</p> <p>9. □□□□□□□□□□□□□□□□ □□□□□□□□□□□□(□□□□□□□□ □□□□□□□□)</p>				
	<p>Television □□</p>	<p>Hours 小时</p>	<p>Internet 网络</p>	<p>Hours 小时</p>
<p>10. When I want to know more about American people and their lives, which of the following is most helpful?</p> <p>10. □□□□□□□□□□□□□□□□ □□□□□□□□□□□□□□□□□□</p>				
<p>11. When I want to relax and be entertained, I choose:</p> <p>11. □□□□□□□□□□□□□□□□□□ □</p>				
<p>12 Do you use any of the following English media regularly? Please check that all apply.</p> <p>7. □□□□□□□□□□□□□□□□□□ □□(□□□□)</p>				
<p>13. Do you use any of the following Chinese media regularly? Please</p>				

your American friends). □□□□□□□□□□□□□□□□□□					
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Questions 6-17 adapted from Huang, Bao-Huei's interview questionnaire survey in "Media use in the acculturation process of Chinese immigrants in Silicon Valley". (Huang, 1993). Questions 18-19BIAS is adapted from Szapocznik's Bicultural Involvement and Adjustment Scale for Hispanic-American Youth's Media Section with Scale: 1-5; Cronbach's alpha: .93 (Hispanicism), .89 (Americanism); test-retest (6 weeks).50 (H)/.79(A).

APPENDIX: F*Descriptive Statistics for Continuous Variables by Item/Question Number (N=209)*

Variable	Mean	SD	MIN	MAX	MED	MODE	SK	KT
<u>Hours TV</u>								
Q7	4.61	6.39	0.00	35.00	2.00	0.00	1.86	3.69
Q8	1.54	3.28	0.00	20.00	0.00	0.00	2.86	10.01
Q9	3.75	6.25	0.00	34.00	0.00	0.00	1.97	3.77
Q10	5.54	8.35	0.00	30.00	0.75	0.00	1.45	0.86
Q11	1.97	4.24	0.00	24.00	0.00	0.00	3.00	10.11
Q12	3.59	6.37	0.00	30.00	0.00	0.00	1.91	2.84
Q14	2.15	4.51	0.00	48.00	0.00	0.00	5.76	52.08
Q15	5.60	7.00	0.00	36.00	2.50	0.00	1.64	3.12
Q16	1.13	4.44	0.00	56.00	0.00	0.00	9.88	116.39
Q17	4.29	7.35	0.00	84.00	2.00	0.00	6.57	66.86
Q18	3.09	5.34	0.00	56.00	1.00	0.00	5.26	46.51
<u>Hours Internet</u>								
Q7	6.17	11.11	0.00	84.00	2.00	0.00	3.77	17.80
Q8	3.74	6.45	0.00	60.00	1.00	0.00	4.42	29.78
Q9	6.16	11.30	0.00	100.00	2.00	0.00	5.03	33.25
Q10	6.07	11.11	0.00	100.00	2.00	0.00	4.48	28.90
Q11	3.63	6.04	0.00	60.00	1.00	0.00	4.89	37.85
Q12	9.03	16.02	0.00	154.00	5.00	0.00	5.10	36.00
Q14	3.39	6.51	0.00	60.00	1.00	0.00	5.38	38.88
Q15	7.56	14.42	0.00	150.00	4.00	0.00	6.54	55.29
Q16	1.86	3.40	0.00	24.00	1.00	0.00	3.48	14.59
Q17	4.30	8.35	0.00	84.00	1.00	0.00	5.63	45.87
Q18	3.72	5.36	0.00	56.00	2.00	0.00	5.15	44.40

See Appendix * for survey content

Note that no Q 13 was contained in the survey

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ABSTRACT**IMPACTS OF ORAL LANGUAGE PROFICIENCY, TELEVISION AND INTERNET
ON ACCULTURATION OF TAIWANESE COLLEGE STUDENTS**

by

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The majority of recent cross-cultural research with regard to the media's impact on acculturation has been aimed at Chinese immigrants' acculturation by the media in the United States with relatively little attention to Taiwanese college students' state of change in acculturation by various media sources while acquiring English as a second language. There are significant numbers of studies on assimilation to the host culture by both the ethnic and host media; however, there is a paucity of literature based on the one-dimensional media impact on a particular demographic group which can be easily traced to various types of media affecting acculturation. This study investigates the possibility of the existence of the relationship between oral language proficiency, television media, and the Internet with respect to degree of acculturation on Taiwanese college-aged students from four colleges in Taipei, Taiwan. The study starts with an initial literature review on the causes of media's impact on English language acquisition and acculturation. Television and the Internet are used as independent variables to predict the degree of acculturation. A total of two hundred and ten participants were college-aged students whose native language is Mandarin. The study incorporates both qualitative and quantitative research methods to elicit data and quantify on the survey's feedback. A pre-

designed questionnaire survey consisting of twenty-nine questions were handed out to 210 students randomly to elicit required responses. Hierarchical linear multiple regression analysis will be deployed to confirm the variables that have the most impact on acculturation. All participants demonstrated significant changes on acculturation as a result of their great interest and substantial time spent on the English media. Different results between the groups using demographic variables (religion, areas of residence, and gender) were entered to triangulate data. An arousing result was revealed when variables were added in multiple regression equations to anticipate types of media significantly affecting degree of acculturation.

Furthermore, both TV and Internet represents effective variables in predicting degree of acculturation. Nevertheless, replication studies with different moderation variables such as religious beliefs and genders might be needed to validate this outcome. The paper concludes with possible implications for needed changes in current mal-practices and recommendations for future research that is required addressing the pertaining issues. Suggestions for further studies that would better accommodate these problems in a way that would assist foreign language educators in better understandings and appreciation for English language learners in Taiwan will be revealed.

AUTOBIOGRAPHICAL STATEMENT

Huang Yu Lin received a MBA degree from Baker College, Flint, Michigan. Later he acquired a business certificate from MacMaster University in Hamilton, Ontario, Canada.

He has worked as a manger and later as a director for the oversea sales division for an IC-chipset manufacturing company in Taipei, Taiwan. He also had extensive experiences teaching English to Taiwanese college and high school students prior of entering his Ph.D. program with Wayne State University, Detroit, Michigan.

In spring, 2013, he defended his Ph.D. dissertation entitled, *IMPACTS OF ORAL LANGUAGE PROFICIENCY, TELEVISION AND INTERNET ON ACCULTURATION OF TAIWANESE COLLEGE STUDENTS*. His doctoral area of research specializes on curriculum and instruction with emphasis to second language acquisition theory and practice, English as second language teaching methodology, and qualitative and quantitative research in SLA. He had worked at the KAI-PING Vocational High School as an English teacher teaching English conversation courses in Taipei City, Taiwan. He has also served as leading teaching instructor for English conversation clubs for many years at National Taipei College of Business in Taipei, Taiwan and also held a position as a part-time English instructor with the Department of Applied Foreign Language at the National Taipei College of Business in Taipei, Taiwan. His areas of interest for future research include English oral language proficiency and positive facilitation in English acculturation and English media consumption impacting acceleration in acquisition of English as Second Language.