

Influence of Personality, L2 Proficiency and Attitudes on Japanese Adolescents' Intercultural Adjustment

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This research examines whether individual variables, including L2 proficiency and extroversion, affect the intercultural adjustment process of adolescent Japanese sojourners. A questionnaire was administered to 139 high school students studying in the United States for one year and to their host families. Multiple regression analyses were conducted with self-rated and host-rated measures of adjustment as dependent variables. Independent or predictor variables were standardized English test scores, extroversion scores as measured by a personality type indicator, and several variables taken from a pre-departure questionnaire. The results showed that extroversion was a predictor of almost all self-rated measures of adjustment, including satisfaction with friendship with Americans, relationships with the host family and school work. English proficiency was a predictor of host-rated adjustment. A stronger international interest and a less Japanese-centered outlook led to better academic adjustment and the participants' overseas experience was shown to positively affect host-rated adjustment measures.

本研究では、第二言語能力と外向的傾向を含むいくつかの個人要因が、日本人高校生の異文化適応に影響を与えるかどうかを明らかにすることを目的とする。調査対象は一年間アメリカの家庭にホームステイしながら、現地の高校に通う日本人高校生139名と、そのホストファミリーである。出発前に行った英語標準テストの成績、性格タイプインディケータにより測定した外向的傾向、及び、質問調査から得たいくつかの変数を独立変数とし、質問紙郵送法による自己評価、ホスト評価の適応を依存変数として重回帰分析を行った。その結果、外向性傾向は、アメリカ人との交友やホストとの関係に対する満足度など、ほぼすべての自己評価の適応指標を予測できた。一方英語力はホスト評価の適応を予測することができた。また、国際的関心をもち、日本中心性が弱いほど学校授業に対する満足度が高いこと、過去の海外滞在経験が適応に良い影響を与えることも示された。

Research on intercultural communication has attempted to identify individual qualities and situational factors that facilitate adjustment to a new culture. A number of interpersonal communication skills have been isolated as universal qualities which lead to successful interaction with people in different cultures, e.g., role behavior flexibility, empathy, ability to display respect, tolerance for ambiguity, mindfulness and ability to reduce anxiety (Ruben, 1976; Gudykunst, Wiseman & Hammer, 1977; Hammer, Gudykunst & Wiseman, 1978; Brislin, 1981; Hawes & Kealey, 1981; Gudykunst, 1991; Kim, 1991).

Considering people's movements between cultures, however, it is clear that conditions vary greatly with regard to parameters such as the sojourners' mother culture and host culture (and the cultural distance between them), the purpose and length of the sojourn, the sociopolitical and economic conditions of the host country, and the ages and occupations of the sojourners. As these differences are likely to affect the adjustment process to varying degrees, a careful examination of individual sojourn cases to identify culture-specific, situation-specific problems is necessary.

Researchers have identified a number of difficulties that Japanese sojourners¹ face during their travels abroad. Some early studies claim that Japanese suffer maladjustment (Inamura, 1980) or culture shock to a greater extent than do people from other countries (Nakane, 1972). Ebuchi (1986) studied Japanese sojourners in Southeast Asian countries and reported a common interactional pattern of spending time with other Japanese nationals so as to avoid contact with members of the host culture. He calls this "adjustment through avoidance" as opposed to adjustment through interaction. However, in a fairly complete review of prior research on Japanese sojourners overseas, Okazaki-Luff (1991) argues that the claim that Japanese suffer more adjustment problems than other nationals has no empirical evidence. She concludes her survey by stating that the difficulties discussed in earlier research were often related to a lack of communicative competence in the host nation's language and culturally-based communication styles.

Communication Styles

Many researchers have discussed characteristics of Japanese communication styles by contrasting Japanese cultural values with those of the US, using key concepts such as independence/dependence, individualism/collectivism, and heterogeneity/homogeneity. Some show specific Japanese communication behaviors which are likely to hinder effective communication with non-Japanese (e.g., Ishii, 1984; Kawabata, 1987;

Moyer, 1987; Kume, 1989; Tanaka, 1991; Tezuka, 1992). According to Ishii (1984), in order to maintain harmony, verbal expression is often subdued in the Japanese culture, and ambiguity and vagueness are preferred over direct and clear cut expressions of one's opinion. He says that the communicator unconsciously "simplifies explanations rather than elaborates on them, and expects the other person to sense what is left unsaid" (p. 55). Hall (1976) analyzed this characteristic of Japanese communication in terms of the concept of high and low-context cultures. In a high-context culture, of which Japan is a typical example, most of the information is either in the physical context or internalized within the person, resulting in a tendency to depend less on language and other explicit codes for communication. Because of this, people from low-context cultures, who are less accustomed to having to guess what is not communicated explicitly, may have difficulty communicating smoothly with people from high-context cultures.

Cross-cultural empirical studies on communication styles suggest that Japanese are less inclined to talk (Geatz, Klopff & Ishii, 1990), are less assertive and responsive (Ishii, Thompson & Klopff, 1990), and demonstrate more reluctance for self-disclosure (Barnlund, 1975, 1989) than Americans. Further, in studies of psychological aspects of communication, Japanese were found to have more communication apprehension than Americans, Koreans, Chinese and Puerto Ricans (Klopff & Cambra, 1979; McCroskey, Fayer & Richmond, 1985) and were shown to be more introverted than British people (Iwawaki, Eysenck & Eysenck, 1977).

L2 Competence

In contrast to the amount of research that has focused on differences in communication styles in the study of intercultural communication and adjustment, not much emphasis has been placed on the sojourner's proficiency in the host country's language (Nishida, 1985; Uehara, 1992). Uehara attributes this to the fact that the bulk of earlier research in intercultural adjustment was conducted by British and North American researchers and it was assumed that the participants spoke English. Nishida (1985) argues likewise, "In most of the intercultural communication studies to date, researchers have not paid attention to the language spoken between the participants" (p. 249). Nishida calls attention to the fact that foreign language competence can be an important factor in situations where sojourners cannot communicate in their native/strongest language. In her study of 18 Japanese college students, listening and speaking skills in English were shown to correlate negatively with the culture shock they experienced during a four-week sojourn in America.

In one model of intercultural communication competence, foreign language proficiency is regarded as an aspect of "behavioral flexibility" (Gudykunst, 1991). Gudykunst states that "some attempt at using the local language is necessary to indicate an interest in the people and/or culture" (p. 123). For Japanese sojourners in America, where the host nationals for the most part are unlikely to speak Japanese, language is perceived as a major problem (Diggs & Murphy, 1991) or as one of the most important elements of international competence (Kawabata, Kume & Uehara, 1989). Studies of young Japanese show that local language development either precedes or coincides with the children's adjustment or acculturation process (Minoura, 1984; Farkas, 1983).

In preliminary studies conducted between 1989 and 1991² (Yashima & Viswat, 1991, 1993a) Japanese high school students sojourning in the United States for one year and their host families attributed the difficulty students faced to a lack of ability to communicate in English. Not only the students' actual competence in L2 but also psychological factors such as anxiety and lack of confidence in using the L2 were issues. The students also stated that in order to adjust to living in the United States it was essential to be outgoing, to have participatory behavioral patterns, and to have a willingness to open themselves up by talking with host nationals.

Thus, the students were faced with the difficult task of expressing themselves in a culture in which "openness," "a willingness to talk," and "a frank exchange of opinions" are valued, using a language in which they were not proficient (Yashima & Viswat, 1992, 1993a; Yashima & Tanaka, 1996).

Research Focus

The subjects of this study were Japanese high school students studying in the US. The research presented here examines whether or not objectively-assessed language competence and extroversion (sociability and talkativeness) can indeed predict Japanese sojourners' adjustment. Few studies have empirically examined the relationship between these factors (e.g., Nishida, 1985, mentioned above) and a causal relationship has not been clearly established. To address interpersonal aspects of adjustment, this study focused on those who have sojourned abroad long enough to overcome the initial period of culture shock and started to build relationships with members of the host culture.

Studies in the past (e.g., Iwao & Hagiwara, 1987; Diggs & Murphy, 1991) primarily relied on self-rated language skills as the basis for assessing language competence. However, while self-rated language skills

may reflect some aspects of competency, they cannot be considered definitive. In addition, because adjustment studies on Japanese high school exchange students are scarce this researcher believes that the group deserves more attention, particularly since the number of adolescent participants in overseas study programs has increased in recent years. This group of subjects was also selected because of its relative homogeneity in terms of age, length and objective of sojourn, as well as similarities in their individual experiences (i.e., attending a local high school, homestaying with an American family).

Adjustment can be defined as a psychological state of comfort, satisfaction, and perceived acceptance by hosts (as in Brislin, 1981). As investigated here, adjustment also includes the aspect of interactional effectiveness as defined in terms of participation, social adjustment, or cross-cultural interaction, and transfer of skills (as in Ruben & Kealey, 1979).

In the case of high school sojourners, no tangible results such as transferring technical know-how, gaining a degree or concluding a business contract are expected. The purpose of the sojourn is to interact with Americans and improve speaking skills in English. Thus, forming good human relations with Americans is at the core of their adjustment process.

The Study

Research Questions

The following research questions were investigated:

1. Can the English language proficiency of a Japanese sojourner prior to departure (as tested by a standardized proficiency test) predict his/her adjustment in the United States?
2. Can the degree of extroversion tested by a personality indicator (as a holistic psychological indicator of outgoing behavioral tendencies, sociability and talkativeness) predict his/her adjustment in the United States?

In addition, attitudinal parameters related to the specific experience of "studying abroad" were examined as possible predictors of successful adjustment. They included motivational strength for interaction with Americans, motivation for language learning, former overseas experience, and international outlook.

Method

Participants

The participants were 139 Japanese high school students (94 females and 45 males) of 15 to 18 years of age, who lived with families and studied in America for one year.³ In addition, their 139 host families participated in this study as respondents to a questionnaire. Prior to the students' departure, an orientation session was held in Japan, at which time part of the data was collected. One hundred and eighteen students (81 females and 37 males) attended this session. Sixty-one of the students who attended the orientation had previously been overseas, mostly for short trips of a few days to three weeks in duration.

Pre-departure Tests and Questionnaires

In the orientation session prior to departure, English tests, a series of questionnaires and a personality type test were administered, as described below.

Test of English

As a measure of English proficiency, the Secondary Level English Proficiency Test (SLEP) by ETS consisting of a 75-item listening comprehension section (SLEP 1) and a 75-item reading/grammar section (SLEP 2) was administered.⁴ As an additional measure of proficiency, oral interviews were conducted with 45 out of 53 students who had been participants in the 1992-3 program. The interviews were rated by two TESOL specialists who were experienced in oral interview assessments. The students were rated on six aspects of oral proficiency.⁵ The inter-rater correlation was .916. Moderately high correlations between the results of the SLEP and interview tests (Interview with SLEP 1: $r = .703$; Interview with SLEP 2: $r = .611$) suggest that SLEP 1 and 2 adequately measured the communicative English competence of Japanese high school students.

Pre-departure Questionnaire

The pre-departure questionnaire consisted of three sections written in Japanese: 1) a section asking for demographic information, 2) a motivation scale, and 3) a section designed to assess students' international outlook.

Motivation Scale

This consisted of 18 items designed to measure the student's motivation to study in America. The questionnaire was adapted from a previous study (Yashima & Viswat, 1993b) and used a 5-point Likert scale (1—"not at all important" to 5—"very important").

International Outlook

Nine items were adopted from the questionnaire used by Tanaka, Kohyama & Fujiwara (1991), using the same 4-point scale (1 - "I don't feel this way at all." to 4 - "I mostly feel this way"). This section was designed to assess the students' interest in and attitudes toward international affairs and foreign countries. These items are given in Table 2 in Results.

Personality Type Test

As a measure of personality type, a type indicator in Japanese, similar to the Myers-Briggs Type Indicator under development by *Jinji Sokutei Kenkyusho* in 1991 was used. This consisted of 105 questions of which 23 items were related to the extroversion/introversion dimension.⁶ For each item, students were required to choose between two statements according to which better described their character.

Experience Abroad

The students were categorized into four groups depending on their length of stay in foreign countries: Group 1 had never been abroad; Group 2 had traveled abroad for a week or less; Group 3 had stayed abroad for three months or less but more than a week; and Group 4 had stayed abroad more than three months.

Measurement of Adjustment

Four months after their departure from Japan,⁷ questionnaires were mailed to the students and their host families to assess the students' adjustment (see Appendix). The student questionnaire includes a measure of overall satisfaction, adjustment, and performance of social skills. The sections on adjustment and social skills were translated into English and then back-translated into Japanese by bilingual translators to ascertain the semantic and functional equivalence of the two sets of questionnaires. The English version was then sent to the host families. The items were selected based on the concept of adjustment discussed in an earlier section, referring to findings and information collected through preliminary studies conducted between 1988 and 1991. Two subsections of the questionnaire were analyzed for the purposes of the current study.

The Satisfaction Scale

This scale consisted of 20 items concerning various aspects of life in America such as "depth of friendship with Americans," "the amount of conversation with hosts," and "improvement of English." The students were asked to evaluate the degree of their satisfaction with each of these on a 5-point scale, from "1: dissatisfied" to "5: very much satis-

fied." A global measure of satisfaction is frequently used in sojourn studies (Uehara, 1986; Rohrlich & Martin, 1991). See Table 1 in Results.

Self-Rating of Overall Adjustment to Host Family and School

Overall adjustment to host family and school was rated on a 5-point scale from "1: not at all adjusted" to "5: very well adjusted." The host families were asked to rate the adjustment of the students they were hosting on an equivalent scale in the English questionnaire.

Of the 139 students, 116 returned the questionnaire. Among those, 17 had not taken the pre-departure tests. Therefore, 99 students completed both procedures. Among the 139 host families, 101 returned the questionnaire.

Analyses and Results

This report presents the statistical analyses and results together in three separate sections. First, the dependent variables or measures of adjustment are analyzed. Second, the independent variables or predictor variables are examined. Finally, the results of multiple regression analyses are reported. The *SPSS Statistics Package 6.1* for the Macintosh was used for the analyses that follow. Options used were Advanced Statistics and Professional Statistics.

Dependent Variables

Adjustment

Dependent variables were extracted from the adjustment questionnaires. The raw scores (1 - 5) of the self-ratings of overall adjustment and the host families' ratings of overall adjustment were used. To determine how items were clustered and to form categories for use as dependent variables, 20 items from the Satisfaction Scale were subjected to a factor analysis. The factor matrix appears in Table 1. Factor 1 receives fairly high loadings from six items pertaining to friendship, activities and conversation with Americans, and is labeled "satisfaction in friendships with Americans." Factor 2 loads heavily on five items concerning life with the host family and is labeled "satisfaction with host family." Five of the six items loading heavily on Factor 3 relate to school work, the other being "human development." This factor is therefore best labeled "satisfaction with school work." Factor 4 receives high loadings from three items, "school environment," "school atmosphere," "attitude of Americans in general towards the student," all of which seem to refer to the human and/or physical environment. This factor is labeled "satisfaction with environment." ^{8,9}

One factor (international interest) derived from the questionnaire on International Outlook affected students' satisfaction with school work, and another factor (Japan-centeredness) almost attained the significance level. This means those who had stronger "international interest" and less "Japan-centeredness" were more likely to be satisfied with their school work.

Table 1: Factor Analysis of 20-item Satisfaction Scale
(Varimax Rotation, Principal-Component Analysis; N = 116)

Items in the questionnaire	Factors				Community
	1	2	3	4	
Number of American friends	.77	.06	-.04	.41	.77
Depth of friendship with Americans	.88	-.00	-.00	.25	.83
Amount of conversation with American friends	.86	.10	-.02	.17	.78
Range of activities participated in with American friends	.86	-.01	-.02	.08	.74
Extra-curricular activities at school	.55	.05	.23	.02	.36
English development	.58	.18	.32	-.27	.54
Closeness to host family	.12	.81	.27	.18	.77
Care by host family	.04	.89	.16	.18	.85
Food provided by family	-.02	.88	.11	.02	.78
Amount of conversation with host family	.20	.82	.18	.07	.75
Rooms and facilities at the host residence	-.01	.70	.21	.14	.56
Care by teachers	-.49	.16	.76	.43	.79
Teachers' teaching style	-.01	.14	.79	.26	.72
Content of classes	.23	.04	.69	.27	.60
Academic achievement	.04	.27	.64	-.02	.49
Participation in class	.04	.25	.57	.04	.39
Human development	.40	.29	.50	-.24	.55
School environment	.11	.15	.28	.80	.76
School atmosphere	.24	.16	.14	.79	.73
Attitude of Americans in general towards student	.28	.37	.21	.61	.63
Eigenvalues	6.67	3.27	1.91	1.55	
Percent of variance explained	33.3	16.4	9.5	7.8	

Factor 1: Satisfaction with friendships with Americans

Factor 2: Satisfaction with host families

Factor 3: Satisfaction with school work

Factor 4: Satisfaction with environment

Independent Variables

The independent variables in this study were: (1) the SLEP total score; (2) the score of extroversion by the type indicator; (3 and 4) the two factors from the International Outlook questionnaire; and (5 and 6) two items from the Motivation Scale, "to improve spoken English ability" and "interest in American people and culture." The International Outlook data will be presented first.

International Outlook

The nine items on International Outlook were scored along a 4-point scale. As a means of reducing the number of variables into fewer, more abstract categories to be used as predictor variables, a principal component factor analysis of these nine items was performed and yielded three factors as shown in Table 2. Factor 1 receives high loadings from four items: "interested in international events," "knowledgeable about Japanese culture," "have seldom been out of hometown (negative)" and "want to work in an area that will contribute to the development of the world" and is therefore labeled "international interest." Factor 2 loads heavily on three items that indicate patriotism and unwillingness to live outside of Japan and is labeled "Japan-centeredness." Factor 3 is defined by three items, "realize Japan's role and responsibility in the world," "familiar with life and manners in foreign countries," and "have awareness of and pride in being Japanese" and is therefore referred to as "awareness of being Japanese in the world."^{10, 11}

Analysis of Variables

The other independent variables were analyzed as follows. The English test was scored using the supplied answer key, with raw scores rather than scaled scores used (150 points in total, Mean = 88.79, Standard deviation = 14.51, Reliability KR-21rk = .84). A total extroversion score was then calculated from the Personality Type Indicator results (Reliability KR-21rk = .79).

The independent variables selected were not strongly correlated with each other. Since International Outlook Factor 2 and Factor 3 showed a moderately high correlation ($r = .52$), Factor 3 was dropped from the analyses as it showed lower correlations with the dependent variables. As former overseas experience was considered to be categorical data, it was analyzed separately through ANOVA.

Multiple Regression Analysis

Multiple regression analyses using the stepwise method were conducted to examine whether English proficiency, extroversion and the other independent variables could predict eight measures of adjustment

Table 2: Factor Analysis of the Nine-item Questionnaire
on International Outlook
(Varimax Rotation, Principal-Component Analysis; N = 116)

Items in the questionnaire	Factors			Community
	1	2	3	
Interested in international events	.75	-.09	.02	.66
Knowledgeable about Japanese culture	.66	.38	.16	.63
Have seldom been out of hometown	-.51	-.03	.04	.81
Want to work in an area that will contribute to the development of the world	.49	-.29	.26	.55
Patriotic, have love for Japan	.14	.86	.07	.78
Do not want to live outside Japan	-.39	.66	-.07	.59
Realize Japan's role and responsibility in the world	.04	.10	.86	.76
Familiar with life and manners in foreign countries	-.00	-.08	.74	.73
Have awareness of and pride in being Japanese	.26	.51	.53	.63
Eigenvalues	2.26	1.65	1.18	
Percent of variance explained	25.1	18.4	13.1	

Factor 1: International interest

Factor 2: Japan-centeredness

Factor 3: Awareness of being Japanese in the world

assessed through the questionnaires.¹² The eight dependent variables were: (1-4) the four factors from the Satisfaction Scale shown in Table 1; (5) the students' self-evaluation of their adjustment with host families; (6) the students' self-evaluation of adjustment at school; (7) the host families' evaluation of the students' adjustment to the host family and (8) the host families' evaluation of the students' adjustment to school.

The results of the regression analyses are given in Table 3. As observed, the proportion of variance accounted for by the independent variables is not very great. However, the results indicate a significant contribution by some variables which is worth reporting. Extroversion was able to predict the students' satisfaction with friendships with Americans, their relationship with the host family, and their self-rated adjustment to the host family and to school. English proficiency, on the other hand, was the significant predictor of the host-rated adjustment of the students to their host families and school.

Neither item from the motivation scale could predict adjustment at the significance level of $p < .05$. Yet at three points the significance level

Table 3: Results of Stepwise Multiple Regression Analysis

Dependent Variables (Adjustment)	Independent Variables	Beta	F	R2	Adjusted R2***
Satisfaction with friendships with Americans	Extroversion Culturally-oriented motivation	.32**	8.99** .21+	.10	.09
Satisfaction with host family	Extroversion	.43**	18.57**	.19	.18
Satisfaction with school work	International interest Japan-centeredness Culturally oriented motivation Extroversion	.30** -.22+ .21+ .20+	8.07**	.09	.08
Satisfaction with environment	-	-	-	-	-
Self-rated adjustment: Family	Extroversion	.24**	4.75*	.06	.04
Self-rated adjustment: School	Extroversion	.43**	18.47**	.19	.18
Host-rated adjustment: Family	English proficiency	.35**	8.93**	.13	.11
Host-rated adjustment: School	English proficiency English-oriented motivation	.31* .22+	6.46*	.10	.08

* $p < .05$ ** $p < .01$ + $p < .1$

***R2 is a coefficient of determination with a possible value between 0 and 1. The closer R2 is to 1, the fitter the model. However, since R2 increases as the number of predictor variables is increased, R2 must be adjusted (Ishimura, 1992).

was nearly attained. Those who had a stronger interest in American people and culture before departure displayed a tendency towards being more satisfied with their relationships with American friends and school work, and those who had stronger motivation to study English tended to be rated higher by the hosts.

ANOVA revealed that host-rated adjustment to host families was significantly affected by group difference as shown in Table 4.¹³

Table 4: Result of ANOVA Investigating
the Influence of Overseas Experience on Adjustment

D.F.	Sum of Squares between groups	Sum of Squares within groups	F Ratio
2/70	14.11	127.83	3.87 ($p < .05$)

Tukey's Honestly Significant Difference tests¹⁴ were conducted to see whether there was any significant difference between any pairs of groups (Table 5). The results indicate that Group 3 (students who had been abroad up to three months but more than a week) had a significantly higher adjustment rating from their host families than Group 1 (students who had never been abroad) and Group 2 (students who had traveled abroad for a week or less). There was no significant difference between Groups 1 and 2.

Table 5: Pair-wise Comparisons with Tukey-HSD Tests:
Three Student Groups

	Group 1	Group 2
Group 2	.15	
Group 3	-.90*	-1.05*

* $p < .05$

Discussion

With regard to Research Question One, which asked if the English language proficiency of a Japanese sojourner prior to departure could predict his/her adjustment in the United States, it was found that English proficiency was a significant predictor of the host family's evaluation of the students' adjustment to school and to life with the host family, but it did not predict the students' perceptions of adjustment or sense of satisfaction. This probably indicates that accurate verbalization is important from the host families' perspective. Students who appear to have adjusted in the host families' eyes are likely to be those who are communicating well in English, i.e. accurately and effectively.

As for the second Research Question, which asked whether the student's degree of extroversion could predict his/her adjustment, extroversion was found to be a predictor of almost all the self-rated measures of adjustment, and was most strongly related to the interpersonal aspects of adjustment, i.e., satisfaction with American friends and host families. Extroverted individuals tend to be sociable, and are able to initiate interactions and talk comfortably with strangers. They usually find it easier to communicate their intentions/emotions through verbalization and explicit communication behaviors. These qualities might have helped the students build relationships and experience satisfaction in relationships with American people.

Why, then, didn't extroversion predict the host families' judgment of the students' adjustment? The host family is a given environment where host parents are expected to play the role of caregivers. The family members might try to talk to the students, inviting them into conversation as some host parents mentioned in the questionnaires, and thus may allow the students to play a more passive role in communication. As a result, therefore, efficiency of communication based on accurate listening comprehension most likely becomes more important than the number of interactions initiated by the students, the latter being related to extroversion.

On the other hand, extroversion probably becomes more critical in situations such as the school, where the student needs to initiate interactions to build relationships. In such settings students need to interact with the social environment, to lay the groundwork for communication by, for example, approaching a classmate in a friendly manner, greeting and initiating a conversation, or joining a group of classmates having lunch. Another explanation may be that extroverted individuals who are communicative and active feel satisfied with themselves but, due to a lack of linguistic competence, they may not be viewed as interactionally effective by the host family. Other-rated adjustment in the school situation by teachers or friends would clarify this point.

How do other individual parameters affect the students' adjustment? It was shown that students who had a higher interest in international affairs and were more open-minded tended to be more satisfied with school-work and were academically better adjusted than those who were more close-minded. Stronger culturally-oriented motivation (an interest in American people and culture) has a tendency to lead to higher satisfaction in friendships with Americans and school life.

Past overseas experiences, if longer than a week, also seemed to facilitate adjustment. Those who had stayed abroad from eight days through three months had significantly higher adjustment ratings from their host families than those who had had a week or less overseas experience.

Conclusions

The results of these statistical analyses confirmed what has been reported previously based on preliminary interviews and students' self-reports (Yashima & Viswat, 1991, 1992, 1993a & b). In earlier studies, social skills were identified that were suggested to facilitate students' adjustment (Yashima & Tanaka, 1996). They included skills related to initiating interaction, self-exposure, participation and avoiding ambiguity pertaining to such activities as: "find and talk about shared interests with someone such as about sports or music," "participate in school activities, including clubs and preparation for school events," "volunteer to help with household chores," and "express feelings of satisfaction and dissatisfaction openly rather than hiding them." Social skills are, by definition, observable and learnable skills which facilitate individuals' social adjustment. They deal with "everyday, common, even apparently trivial situations which nevertheless cause friction, misunderstanding and interpersonal hostility" (Furnham & Bochner, 1986, p. 241). Social skills training developed in clinical psychology is often designed to help people overcome a lack of confidence in interpersonal communication, but is usually offered in participants' L1 (Aikawa & Tsumura, 1996). Thus, although social skills which may be of help to the sojourners have been identified, the students need to learn to perform them in English. To this end, a previous report proposed an intercultural training program combining English teaching and social skills training that could be included in a pre-departure orientation (Yashima & Tanaka, 1996).

The results of this research confirm the usefulness of employing such training as part of an intercultural orientation program. Although English conversation classes are usually conducted to prepare students for living in America, for the most part what is taught is English for general purposes. This may not be of immediate help to the students in starting rapport-building interactions with friends at school or host family members. Designing a custom-made intercultural training course by incorporating a necessary skill-building component in English teaching sessions may facilitate the students' adjustment. All students, both introverts and extroverts, can learn to develop a broader repertoire of behaviors which will help them to interact effectively with North Americans. Such training appears to be target culture-specific, yet by learning the communication style of another culture, it is likely that students will be able to apply some of the skills they acquired when they encounter a third or fourth culture.

Cross-cultural adjustment offers a significant learning experience. As a result of what students learn though their overseas experience, it is

hoped that they will be more “mindful” of the communication process, will develop greater “behavioral flexibility,” and will have “reduced anxiety” in intercultural interactions. These are vital elements in the universal model of intercultural communication competence proposed by Gudykunst (1991). If this is the case they will probably be better able to cope with differences such as age, gender, and cultural background within Japan. In-depth case studies of several students’ adjustment processes throughout the year’s experience would be a useful follow-up study to shed light on the role of English competence and social skills in the adjustment and culture learning process, as well as the changes taking place in their attitudes, behaviors, and intercultural/interpersonal communication competence.

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Notes

1. The word, “sojourners” is used in this paper to refer to people who spend an extensive period of time in an overseas country.
2. In these studies (Yashima & Viswat, 1991, 1993a), 40-50 minute interviews were conducted with 11 students who had just returned from the US after participating in the same program as discussed in this study. Subsequently, questionnaires consisting mostly of open-ended questions were sent to 108 students and 55 host families.
3. Fifty-three of the students stayed in the United States from the summer of 1992 to the following summer, while 27 stayed there from 1993 to 1994, 29 from 1994 to 1995, and 27 from 1995 to 1996.
4. The Secondary Level English Test developed by Educational Testing Service, Princeton, NJ, is a test used by the Japanese organizer who coordinates an Academic Year In America Program which sends students to the United States. TOEFL, a better-known standard test, was not used in this study because it was deemed to be too difficult for the Japanese high school students to be a reliable and valid indicator of their language proficiency.
5. The six aspects are grammar, pronunciation, attitude (willingness to speak and eagerness to continue a conversation), amount of information conveyed, appropriateness and overall fluency.
6. This type indicator, based on the Myers-Briggs Type Indicator, is designed to

- assess four dimensions of human personality, one of which is extroversion/introversion. See Briggs-Myers & Myers, 1980.
7. Experience and research have shown that there are distinct stages in the adjustment process as shown in the W-shape hypothesis (Gullahorn & Gullahorn, 1983). Our preliminary investigation based on this theory showed that more than 70% of the students had overcome the initial stage of culture shock and felt adjusted after three months in the United States (Yashima & Viswat, 1992).
 8. Cronbach's alpha reliability for each factor was calculated. Factor 1: $\alpha = .86$, Factor 2: $\alpha = .90$, Factor 3: $\alpha = .81$, Factor 4: $\alpha = .82$.
 9. The procedure suggested by Koyano (1988) was followed to arrive at these factors. The labeling procedures employed in Dornyei (1990) and in Verhoeven (1991) were also used to name the factors.
 10. The procedures explained in the previous note were used here.
 11. Cronbach's alpha reliability for each factor was calculated. Factor 1: $\alpha = .50$, Factor 2: $\alpha = .55$, Factor 3: $\alpha = .61$.
 12. A multivariate analysis rather than repeated multiple regression analyses is recommended for future studies, as the latter assumes the presence of different independent variables.
 13. There were only four students who fell into Group 4 (students who had stayed overseas longer than three months). Three of them had stayed abroad for more than five years and the others for one year. They were excluded from the ANOVA, because they were too few in number to form a group, yet were too different in the length of their sojourn to be merged into Group 3.
 14. See p.190 of *SPSS 6.1 Base System User's Guide* for the detailed procedure.

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Appendix

Self-Rated Adjustment Scales

- 5 あなたは現在のホストファミリーにどの程度馴染んでいたと思いますか。5段階で評価してください。

1	2	3	4	5
全く馴染んでいない 家族行事にも参加し ない、客のようだ				家族の一員のように 馴染んでいると思う

- 6 あなたは学校生活にどの程度馴染んでいたと思いますか。5段階で評価してください。

1	2	3	4	5
友達もできず、学校が 楽しくない				友達も大勢でき、学校の 活動にも積極的に、 参加し、とても楽しんで いる

Satisfaction scale

II あなたの留学中の生活について、次に示す項目のそれぞれにどの程度満足しているか評価してみてください。

- 5 非常に満足している
- 4 まあまあ満足している
- 3 ふつう
- 2 あまり満足していない
- 1 非常に不満足だ

1	学校の環境	1	2	3	4	5
2	学校の雰囲気	1	2	3	4	5
3	先生の世話のしかた	1	2	3	4	5
4	先生の教えかた	1	2	3	4	5
5	アメリカ人の友達の数	1	2	3	4	5
6	アメリカ人の友達との交遊の深さ	1	2	3	4	5
7	アメリカ人の友達との会話の量	1	2	3	4	5
8	友達との行動範囲の広さ	1	2	3	4	5
9	クラブ活動	1	2	3	4	5
10	授業内容	1	2	3	4	5
11	あなたの学校での成績	1	2	3	4	5
12	あなたの授業への参加の度合い	1	2	3	4	5
13	あなたの英語能力の進歩	1	2	3	4	5
14	ホストファミリーとの親密度	1	2	3	4	5
15	ホストファミリーの世話のしかた	1	2	3	4	5
16	ホストファミリーでの食事	1	2	3	4	5
17	ホストファミリーとの会話量	1	2	3	4	5
18	ホストファミリーでの部屋や設備	1	2	3	4	5
19	一般のアメリカ人のあなたに対する態度	1	2	3	4	5
20	あなたの人間的成長	1	2	3	4	5