# News Viewing and Interpersonal Communication of International Students in the 2010s in Japan

**Takashi Nakamura**

Faculty of Humanities, Niigata University, Japan, takashi-nakamura@human.niigata-u.ac.jp

**Abstract**: This research examines the relation between interpersonal communication and news viewing of international students in Japan. In the 2010s, the "new media," such as smartphones, have become widely diffused, and media environment has greatly developed around the world. Communications of international students should have been influenced by the development of media, and it is possible that the cross-cultural adaptation theory, which explains newcomer's transformation of communications from ethnic to host, has become inconsistent. To declare the relation, a survey was administered to international students at three universities in Japan (n=238). The analyses confirmed that news browsing was associated with international students' personal relationships and that host news viewing and native news viewing were correlated to each other. Furthermore, they also revealed that the reasons to consume news predicts social activities of international students and that news viewing with comparative perspective should enhance the relationships with host country friends.

**Keywords:** International student, Media, Social networking sites, News viewing

## Introduction

Many studies examine "new media" use by international students to enhance their social activities. In many cases, the term "new media" refers to personal computers, smartphones, smart TVs, or tablets and might be sometimes called "smart media." The estimation of roles of new media had differed. Some researchers have interpreted new media as positive social capital that would give international students a chance for richer and more supportive communication (e.g., Wang et al., 2009; Mikal & Grace, 2012; Li & Chen, 2014). By contrast, other scholars worry that long-lasting communication with the native country using new media will negatively influence their adjustment (e.g., Ye, 2006; Lee et al., 2011; Kim & McKay-Semmler, 2013). New communication paths were developed along with the wide diffusion of new media devices, so international students' social activities should be fairly influenced.

Wimmer and Dominick (2014) include "smart media" in the definition of mass media. People use smart media not only for interpersonal communication but also for mass communication and sharing information. Smart media, or new media, have a multifaceted mix of characteristics: digital, interactive, hyper-textural, virtual, networked, and simulated (Lister et. al., 2008). In recent years, new media have become diffused all around the world. Many people use new media as new methods and social practices of communication, representation, and expression. For international students, media use is crucial to their social activities and it can be considered that their communications have been changed along with the development.

In the 21st century, there have been great changes not only in new media devices but also in media environment. There is a particular focus on the relationship between mass media and the Web. Mass media groups have been successful in delivering news pieces through the Internet (e.g., Reuters' official page), and this environmental change in news delivery has affected people's media use on a global scale (Newman et al. 2017).

As indicated in the earlier 20th century, people's behavior and their media use were mutually influential (Hyman, 1942). An international student usually belongs to plural membership groups including host friend groups, international friend groups, and native country friend groups. To develop and maintain his/her friendships, media user may be more or less affected by their membership groups. (Figure 1 imaginably depicts the social relationships and the media use with news viewing). Many studies examine international students' friendships via "new media;" however, little attention has been paid to the change of "news media." News media have supported social activities of international students as Kim (2001) indicated that "Compared with the use of entertainment-oriented media content, the use of information-oriented media content has been found

to be far more strongly associated with formations of host relational ties" (p. 132). In this paper, we discuss the relationship between news viewing and interpersonal friendships of international students in Japan.
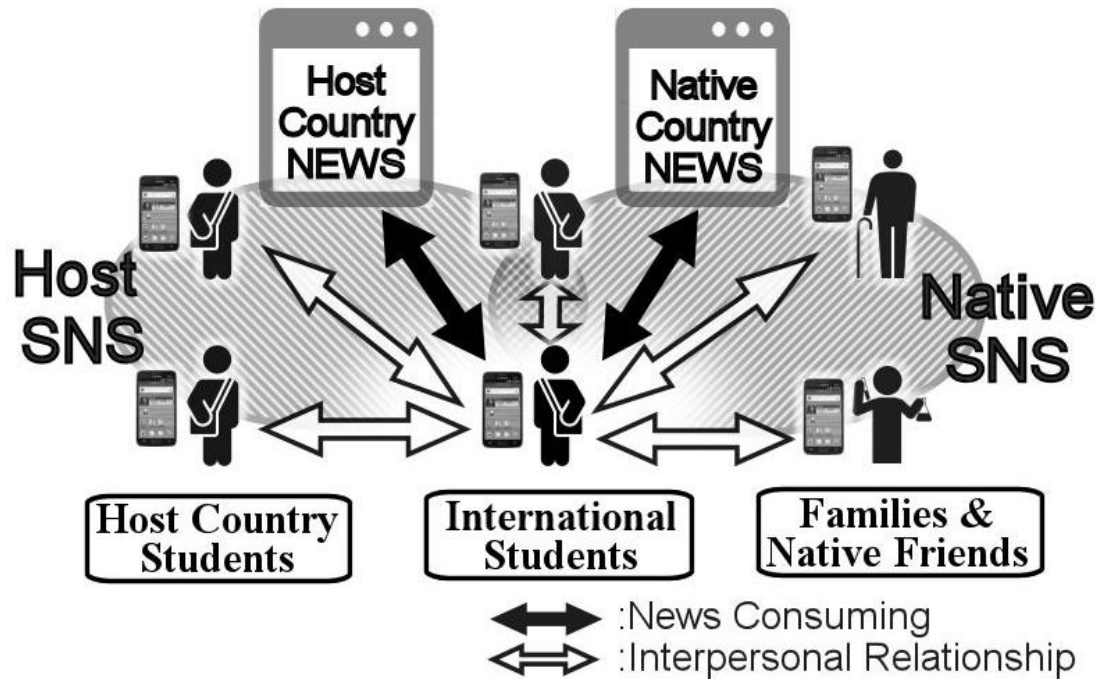


Figure 1. Friendships and Media use by International Students

## New Media for International Students

In the 20th century, mass communication devices such as television, newspaper, or radio were different from those for interpersonal communication, such as telephones or letters. Beginning in the 2000s, both types of devices have effectively merged into new media. In the 2010s, the number of mobile phone subscriptions became larger than the number of people in the world (ITU, 2017). It is reasonable to anticipate that almost all international students have their own mobile phones while staying in their host countries.

Shuter (2012) points out that new media has transformed communication across cultures and explored intercultural new media studies as the next frontier for intercultural communication, raising questions for the five areas (cultural identity, intercultural dialogue, third culture, acculturation, and intercultural competence). The use of new media may co-create or negotiate cultural identities and could affect the dynamics of maintaining cultural identities and intercultural dialogue. Additionally, third culture building might be governed by different processes, and the use of new media may play both a positive and negative role in acculturation and intercultural competence. New media has also transformed the communication between international students and forms the next frontier of media and communication studies.

Some researchers have asserted that the use of SNS would support international students' efforts to develop and maintain friendships with host country friends. Rui and Wang (2015) claimed that SNSs for international students were effective in helping them develop and maintain local relationships when used as supplementary channels to face-to-face communication. Forbush and Foucault-Wellers (2016) declared that students who used SNSs more often during their study abroad preparations had larger and more diverse social networks abroad whereas students with more diverse social networks realized significantly higher levels of social and academic adaptation in the host culture. Hendrickson and Rosen (2017) confirmed that international students adjusted their new media use to communicate with people in their home country and with their new international friends and that the use of SNS did not lead directly to the development of face-to-face host nation friendships. The friendship supported by social networking sites can be expected to enhance international students' satisfaction during their stay abroad. Few studies, however, have interpreted social networking sites as news distribution channels for an international student.

## News on the Web and Cloud Service

There has been an environmental change for international students. News broadcasting on the Web has been published by newspapers, television, and news agencies in many countries. World news agencies (e.g., Reuters' official page) have also delivered wide-ranging stories that add still or motion images and are translated into many major languages. People's practice of consuming news has been fairly changed. For example, the Pew Research Centre reported that the majority of Twitter (63%) and Facebook (63%) users used these platforms as sources of news about events and issues in the USA (Barthel et al., 2015). Approximately a third of Facebook users (32%) said that they post about government and politics on that platform, and 28% said they comment on these types of posts; similarly, a quarter of Twitter users (25%) tweet about news topics, while 13% reply to tweets on these topics posted by others. These users wish to share news stories to communicate with fellow users. News items are not only broadcast but also shared on social networking sites by many users (Newman et al. 2017). Both mass communication and interpersonal communication can be instantly performed in the same social networking service (SNS) platforms on the same device for free of charge. Thus, international students can access the latest items of newspaper and television news from host and home countries and share them with their peers at any time and as often as they wish.

Mass media were once interpreted as concentrated, passively consumed, and unidirectional; today, however, they should be regarded as dispersed, participatory, peer-to-peer social media (Livingstone, 2015). In recent years, many studies about news viewing and communication with peers have been published at a rapid rate. Router stated that 'Online is the most frequently accessed form of news for young Internet users," and "Smartphones are starting to play a significant role in the consumption of news" (Newman, 2013). A few years later, Bene (2017) indicated that "Facebook is the primary political information source for university students," and Flintham et al. (2018) reported that in their survey, "two-thirds of respondents regularly consumed news via Facebook." It is probable that both international students and their friends, whether they are in the host country or native country, access information via online.

Furthermore, another change has been diffused in the 2010s. It should be noted that the operating system providers, such as Apple, Google, and Microsoft, and the message application providers, such as Facebook, Weibo, and Line, have regularly offered "cloud service" for all customers (for example, see Apple's official page). "Cloud service" enables users to maintain their address books, electronic texts, bookmarks, pictures, and other data in their assigned cloud storage, where they can be read or written at any time and to easily change device models without data loss. They play a key role in securing existing customers for providers, and such services are usable across countries. Thus, international students are able to transfer their own social historical data to the new location and restore them perfectly after arriving in their host countries. Additionally, many OS systems, such as iOS (Apple), Android (Google), and Windows (Microsoft) can run in many languages for users across the world. They can maintain their established relationships using their own native languages after entering into host country. It is very easy to continue to enjoy media use in their familiar ways. It should be dependent on a respective international student whether such utilities should be improved to enhance his/her social activity or not.

## Communications of International Students

Kim (2001) presented the intercultural adaptation theory for newcomers. At first, a stranger is supported by ethnic interpersonal communication and ethnic mass communication in various ways when entering a new environment. While obtaining host communication competence, he/she will become involved into host interpersonal communication and host mass communication. Ethnic interpersonal communication and ethnic mass communication take important roles and occupy large amount of social activities in the early stage. By contrast, long-lasting ethnic communications may prevent getting competence for new environment, and they should be replaced by host communications by degrees. Such theory will be still fairly valid nowadays; however, some statements should be reconsidered for international students according to the change of media environment in the 2010s.

In Kim's theory, theorem 4 maintains that "the greater the host interpersonal and mass communication, the lesser the ethnic interpersonal and mass communication" (p.91) should be focused on. The theorem should assume that the host interpersonal and mass communication and the ethnic ones are complementary in the structural model for intercultural transformation (p. 87). However, as mentioned above, mass communication has been changed and media environment in the 2010s has influenced social activities of international students. Both of communications can be performed with new media devices in anytime and anywhere. Thus, it is

possible that the relation between host and ethnic communications has become rather correlated than complementary each other. It should be discussed later.

If international students are able to view news both from the host country and home country on the same media device, the reason to choose host news or native news should be issued. It can be anticipated that not only the duration of news viewing but also the reason to view host and/or home country news should influence the social activities of international students, and it should be interrogated to survey the interpersonal relationships and the media use of international students.

## Research Context: Japan

The number of international students in countries such as Japan has been increasing globally for the last several decades. The Japanese government published the "Plan to Accept 100,000 Foreign Students" in 1983, and that goal was achieved in 2003. A new plan called the "300,000 International Students Plan" was developed in 2008, and the total number of international students exceeded 267,000 in 2017 (JASSO (Japan Student Services Organization) official page).

The number of international students is increasing in Japan's major universities, including Kyushu, Aitama, and Niigata Universities, which cooperated with the current survey. Kyushu University has twelve faculties, more than 11,000 students, and it hosted more than 290 official international students in 2017. Saitama University has five faculties, more than 7,000 students, and it hosted more than 170 official international students in 2017. Niigata University has ten faculties, more than 10,000 students, and it hosted more than 50 official international students in 2017 (JASSO official page). There are various types of international students at the three universities, including privately financed international students as well as official international students who are utilizing student exchange agreements with foreign universities. International students visiting Japan mainly come from China (∼40%), Vietnam (∼23%), Nepal (8.1%), Korea (5.8%), Taiwan (3.4%), and other countries (JASSO official page).

In the 2000s, most universities in Japan installed on-campus Wi-Fi systems and international students have used Wi-Fi systems with their portable devices, tablets, or smartphones. International students can utilize their university's local area network systems for academic studies, the development and maintenance of interpersonal relationships, and news consumption.

### Respondents

The survey was administered at the three universities in Japan. Respondents were recruited at regular meetings held by the international centers of those institutions in 2016 (Niigata University) and 2017 (Kyusyu University and Saitama University). After deleting incomplete responses, the final sample comprised 238 complete responses. Table 1 shows the demographics of the valid respondents, including gender, national origin, level of study, average age, and the average length of their stay in Japan. To prevent the varied linguistic skills of the respondents causing interference, all the questionnaire components were translated into English, Japanese, and Chinese, and these translations were double-checked.

Table 1. Demographics of Respondents

| | |
|---|---|
| Host University | Niigata: 107  Kyushu: 46  Saitama: 85 |
| Gender | Male: 86  Female: 152 |
| Country | China: 161  Other Asian country: 25  Europe: 52 |
| Level of study | Undergraduate: 93          Master's: 75  Doctoral: 22  Null: 48 |
| Averaged age | 24.1 years old |
| Length of Stay | Under one year: 119  One to two years: 52  Three to four years: 37  Five years or above: 19  Null: 11 |

**Survey Items**

In the questionnaire, Question 1 asked the duration of their overseas stay. Questions 2 and 3 concerned the duration of their news viewing. Questions 4 through 6 addressed the length of communication with three kinds of conversational partners (host country friends, international student friends, and home country friends). Questions 7 and 8 asked about their reasons for their news consumption. The wording of them are presented in the appendix.

## Results

For Question 1, the average duration of stay in months was approximately 19.6 with an SD of approximately 15.2. For Questions 2 through Question 6, the approximate averaged values of a day were respectively 23.2, 22.1, 20.6, 28.9, and 20.3 minutes. These averaged values suggest that international students spend a fair amount of time consuming news and maintaining interpersonal relationships.

Questions 7 and 8 asked respondents for their reasons for consuming host country news and home country news, respectively. The alternatives were developed form preliminary interviews. The respondents were asked to make multiple choices from the alternatives. Tables 2 and 3 present the real numbers and the rates of answered respondents for the alternatives of Question 7 (from A to G) and 8 (from P to V).

Table 2. The Rate of the Answered Respondents for Question 7

| A | B | C | D | E | F | G |
|---|---|---|---|---|---|---|
| 139 | 86 | 78 | 58 | 44 | 36 | 32 |
| 58.4% | 36.1% | 32.8% | 24.4% | 18.5% | 15.1% | 13.4% |

Table 3. The Rate of the Answered Respondents for Question 8

| P | Q | R | S | T | U | V |
|---|---|---|---|---|---|---|
| 135 | 92 | 75 | 52 | 51 | 46 | 10 |
| 56.7% | 38.7% | 31.5% | 21.8% | 21.4% | 19.3% | 4.2% |

**Statistics 1**

Bivariate correlations were computed among the length of stay (Q1), the time spent viewing host country news (Q2), the time spent viewing native country news (Q3), the length of time spent communicating with host country friends (Q4), the length of time spent communicating with international friends (Q5), and the length of time spent communicating with native country friends (Q6). The results of the correlational analyses presented in Table 4 show that six of 15 correlations were larger than 0.2 ($r > .2$). Four of them were strongly significant ($p < 0.001$; ***), and two of them were significant ($p < .0.01$; **).

Table 4. Correlation Coefficients (Note: **: $p < .01$, ***: $p < .001$)

| | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 |
|---|---|---|---|---|---|---|
| **Q1: Length of stay** | 1.00 | | | | | |
| **Q2: Host news viewing** | -0.15 | 1.00 | | | | |
| **Q3: Native news viewing** | -0.16 | 0.49*** | 1.00 | | | |
| **Q4: Host friends** | -0.05 | 0.45*** | 0.18 | 1.00 | | |
| **Q5: International friends** | 0.11 | 0.28** | 0.16 | 0.23** | 1.00 | |
| **Q6: Native friends** | 0.08 | -0.13 | 0.34*** | 0.13 | 0.37*** | 1.00 |

The time spent viewing host country news was strongly related to the time spent viewing native country news ($r \sim .49$, $p < .001$) and the length of time spent communicating with host country friends ($r \sim .45$, $p < .001$). The length of time spent communicating with native country friends was strongly related to the length of time spent communicating with international friends ($r \sim .37$, $p < .001$) and the time spent viewing native country news ($r \sim .34$, $p < .001$). Finally, the length of time spent communicating with international friends was related to the time spent viewing host country news ($r \sim .28$, $p < .001$) and the length of time spent communicating with host country friends ($r \sim .23$, $p < .01$).

**Statistics 2**

The difference tests were gained among the length of duration from Questions 2 to Question 6. The difference of the length was compared between the answered respondents and the non-answered respondents for the alternatives for Question 7 (from A to G) and 8 (from P to V). Table 5 presents the difference values of the averaged minutes with the strength of the statistical significance (Note: *: p<.05, **: p < .01, ***: p < .001). The alternative C and R for Question 4 were strongly significant (*** in Table 5). Also, the alternative E and S for Question 4 were computed to be significant (** in Table 5). Thus, we should focus on Question 4 since the four reasons to consume host and home country news were significant for the duration of communications with host friends.

Table 5. The Difference Values of the Averaged Minutes

|   | Q2 | | Q3 | | Q4 | | Q5 | | Q6 | |
|---|---|---|---|---|---|---|---|---|---|---|
| **A** | -3.4 | | -1.9 | | 2.2 | | -6.7 | | -2.1 | |
| **B** | -2.7 | | -3.1 | | 7.5 | | 3.6 | | -3.6 | |
| **C** | -9.9 | | -8.7 | | -24.4 | *** | 0.0 | | -5.2 | |
| **D** | -8.5 | | -3.7 | | 11.6 | * | -3.5 | | 0.7 | |
| **E** | 8.2 | | -3.4 | | 19.5 | ** | 0.9 | | 0.4 | |
| **F** | -15.8 | * | -8.5 | | -6.7 | | 2.4 | | -11.1 | * |
| **G** | -3.3 | | 8.2 | | 1.5 | | -7.2 | | 14.4 | * |
| **P** | -2.3 | | 0.0 | | 2.9 | | -11.2 | * | -0.8 | |
| **Q** | -6.5 | | -3.7 | | 0.5 | | -5.9 | | -2.6 | |
| **R** | -10.1 | * | -4.7 | | -23.0 | *** | 0.1 | | 0.4 | |
| **S** | -3.8 | | -11.4 | * | 17.9 | ** | 0.1 | | 1.9 | |
| **T** | 7.8 | | 1.9 | | 16.0 | * | 0.2 | | 8.6 | |
| **U** | -3.8 | | -8.4 | | -13.8 | * | 7.2 | | -3.6 | |
| **V** | -2.2 | | -1.0 | | -15.1 | * | -3.8 | | 1.2 | |

## Discussion

The results of the correlation analyses indicated that four strong significant correlations were extracted. The first topic of discussion should be the comparable dyads. The time spent viewing host country news was strongly associated with the length of time spent communicating with host country friends, and the time spent viewing native country news was strongly associated with the length of time spent communicating with native country friends. These results are not surprising, and it is confirmed that news viewing, which is one kind of media use, is related to communicating with friends, which is one of the social activities with the reference group.

Second, the strong association between the time spent viewing host country news and that spent viewing native one is examined. The relation between spending time on the two activities can be supported by the browsability of the news content delivered on the Web or via social networking services. International students are able to scan both host country news and native country news for free in the university media environment. The strong association means that host news viewing and native news viewing should be rather correlated than complementary each other. Thus, it is inconsistent to Theorem 4 in the Kim's cross-cultural adaptation theory (p. 91 in Kim, 2001). According to the major change of media environment in the 2010s, the theorem should be attuned. However, by contrast, the strong correlation means that there were not only those respondents who view both of host country news and native country one but also those respondents who consume neither host country news nor native country one. Furthermore, as shown in Table 4, the length of time spent communicating with host country friends (Q4) and the one with home country friends (Q6) were not correlated. The results of the analyses suggest that media environment in the 2010s did not necessarily enhance the social activities of international students.

Third, the length of time spent communicating with international friends correlated with many other variables. It was strongly associated with the length of time spent communicating with native country friends, and it was also related to the length of time spent communicating with host country friends and the time spent viewing host

country news. If the first discussion above is combined, such results are surely interesting. The time spent viewing host country news was related both to the length of time spent communicating with host country friends and to the length of time spent communicating with international friends; on the other hand, the time spent viewing native country news was related only with the length of time spent communicating with native country friends, neither with international friends nor with host country friends. Thus, during the stay abroad, viewing host country news can be expected to enrich the international student's social activity more than viewing native country news.

The results of the difference test revealed that some reasons to consume news were significantly related to the duration of communication in Question 4. It means that not only the duration of news consuming but also the reason to view news should be associated with interpersonal relationships with host friends. It is worth focusing on the wording of the reasons.

In Question 7 (alternative A to G), there is one reason to increase the length of communication with host country friends and another to strongly decrease it. The wording of alternative E was "To understand how host country publishers represent your host country and your own" and those who chose the reason for consuming host country news spent the more time communicating with host country friends. The wording of alternative C was as follows: "Content published by the host country is more reliable than that of your country" and those who chose the reason took the less time communicating with host country friends.

Similarly, in Question 8 (alternative P to V), there is one reason to increase the duration to communicate with host country friends and another to strongly decrease it. The wording of alternative S was as follows: "It relates to the development of your country and your interests," and those who answered the reason for view home country news spent the more time communicating with host country friends. The wording of alternative R was as follows: "Content published in your home country is more reliable than that from the host country," and those who answered it took less time communicating with host country friends.

The statements of alternative E and S assumed cultural and economic difference between the host and native countries and the willingness of the respondents to compare them. This suggests that the respondents citing these reasons will consume both host and native country news from a comparative perspective between the two countries and will get more profound insights about host and home country culture. Thus, it can be interpreted that host news viewing and native news viewing are not complementary but synergistic each other for international students in the 2010s.

By contrast, the statements of alternative C and R assumed a preference for one country's news perspective while dismissing the other. This suggests that respondents who chose these reasons expect news pieces to mediate real events and not interpret news stories as cultural products. In other words, these respondents did not utilize news pieces to better understand their host or home cultures.

These results merit further discussion. Correlation analyses endorsed that news viewing by international students supports their interpersonal relationships and confirmed that host news viewing and native one can be associated with each other. The results of the difference test on the reasons suggest that a comparative perspective on the news supports personal relationships with host country friends and that a preference for just one news perspective leads to biased communication. To enhance the satisfaction of foreign life, international students should adopt a comparative perspective of the news and maintain an interest in the cultures of both their host and home countries.

## Limitations

This study has several limitations. The majority of respondents were Chinese and the bias would more or less affect the results of the questionnaire. There are many cultural characteristics in Japan that will enhance or impede international students' social activities in a unique way.

## Acknowledgements

## Declaration of Interest Statement

The author has no relevant interest to disclose.

## References

Barthel, M., Shearer, E., Gottfried, J., & Mitchell, A. (2015, July 14). The Evolving Role of News on Twitter and Facebook. Pew research centre official page. Retrieved from http://www.journalism.org/2015/07/14/the-evolving-role-of-news-on-twitter-and-facebook/

Bene, M. (2017). Influenced by Peers: Facebook as an Information Source for Young People. Social Media + Society, 3(2), 1-14. https://doi.org/10.1177/2056305117716273

Flintham, M., Karner, C., Creswick, H., Bachour, K., Gupta, N., & Moran, S. (2018, April). Falling for fake news: investigating the consumption of news via social media. In: ACM CHI Conference on Human Factors in Computing Systems 2018, Montreal, Canada: ACM CHI.

Forbush, E., & Foucault-Welles, B. (2016). Social media use and adaptation among Chinese students beginning to study in the United States. International Journal of Intercultural Relations, 50, 1-12. https://doi.org/10.1016/j.ijintrel.2015.10.007

Hendrickson, B., & Rosen, D. (2017). Insights into New Media Use by International Students: Implications for Cross-Cultural Adaptation Theory. Social Networking 6, 81-106. https://doi.org/10.4236/sn.2017.62006

Hyman, H. H. (1942). The psychology of status. New York: Archives of Psychology (Columbia University), 269.

iCloud service. Apple official page. Retrieved from https://www.apple.com/icloud/.

ITU official page. Statistics, Retrieved from http://www.itu.int/en/ITU-D/Statistics/Pages/stat/default.aspx.

JASSO (Japan Student Services Organization) official page. International Students in Japan, Statistics, About JASSO. Retrieved from https://www.jasso.go.jp/en/about/statistics/intl_student/index.html.

Kim, Y. Y. (2001). Becoming Intercultural: An Integrative Theory of Communication and Cross-Cultural Adaptation. Thousand Oaks: Sage.

Kim, Y. Y., & McKay-Semmler, K. (2013). Social Engagement and Cross-Cultural Adaptation: An Examination of Direct and Mediated Interpersonal Communication Activities of Educated Non-Natives in the United States. International Journal of Intercultural Relations, 37, 99-112. https://doi.org/10.1016/j.ijintrel.2012.04.015

Lee, E.-J., Lee, L., & Jang, J. (2011). Internet for the Internationals: Effects of Internet Use Motivations on International Students' College Adjustment. Cyberpsychology, Behavior, and Social Networking, 14(7-8), 433-437. https://doi.org/10.1089/cyber.2010.0406

Li, X., & Chen, W. (2014). Facebook or Renren? A comparative study of social networking site use and social capital among Chinese international students in the United States. Computers in Human Behavior, 35, 116-123. https://doi.org/10.1016/j.chb.2014.02.012

Lister, M., Dovey, J., Giddings, S., Grant, I., & Kelly, K. (2008). New Media: A Critical Introduction (2nd ed.). New York: Routledge.

Livingstone, S. (2015). From Mass to Social Media? Advancing Accounts of Social Change. Social Media + Society, 1(1), 1-3. https://doi.org/10.1177%2F2056305115578875

Mikal, J. P. & Grace, K. (2012). Against Abstinence—Only Education Abroad: Viewing Internet Use during Study Abroad as a Possible Experience Enhancement. Journal of Studies in International Education, 16, 287-306. https://doi.org/10.1177/1028315311423108

Newman, N., Fletcher, R., Kalogeropoulos, A., Levy, D., & Nielsen, R. K. (2017, June). Reuters Institute Digital News Report 2017. Available at SSRN: https://ssrn.com/abstract=3026082.

Reuters official page. Retrieved from https://www.reuters.com/.

Rui, J. R., & Wang, H. (2015). Social network sites and international students' cross-cultural adaptation. Computers in Human Behaviour 49, 400-411. https://doi.org/10.1016/j.chb.2015.03.041

Shuter, R. (2012). Intercultural New Media Studies: The Next Frontier in Intercultural Communication. Journal of Intercultural Communication Research, 41, 219-237. https://doi.org/10.1080/17475759.2012.728761

Wang, Y., Sun, S., & Haridakis, P. M. (2009). Internet use and cross-cultural adaptation: Testing a model of Internet use in the cross-cultural adaptation context. Journal of Intercultural Communication, 20. (Retrieved from https://digitalcommons.kent.edu/commpubs/3)

Wimmer, R. D., & Dominick, J. R. (2014). Mass Media Research: An Introduction (10th ed.). Boston: Cengage Learning.

Ye, J. (2006). Traditional and Online Support Networks in the Cross-Cultural Adaptation of Chinese International Students in the United States, Journal of Computer-Mediated Communication, 11(3), 863–876. https://doi.org/10.1111/j.1083-6101.2006.00039.x

# Appendix

The survey focused on the length of stay, the length of time spent viewing news, the length of time spent communicating with friends and the reasons to consume host and home country news. The English items are below.

Q1. How long have you resided in your current host country?

Q2. On average, how long do you spend viewing news that is broadcast from the host country?
(Alternatives)
a: More than four hours a day
b: Two to four hours a day
c: One to two hours a day
d: Thirty minutes to an hour a day
e: Ten to thirty minutes a day
f: Less than an hour a week
g: Less than an hour a month
h: Almost never

Q3. On average, how long do you spend viewing the news that is broadcast from your native country?
(Possible answers are the same as for Question 2)

Q4. On average, how long do you spend communicating directly with friends from the host country, who are living in the host country, via mobile phones?
(Possible answers are the same as for Question 2)

Q5. On average, how long do you spend communicating directly with friends from your native country, who are living in the host country, via mobile phones?
(Possible answers are the same as for Question 2)

Q6. On average, how long do you spend communicating directly with friends from your native country, who are living in your native country, via mobile phones?
(Possible answers are the same as for Question 2)

Q7. Why do you see news in host country's language? (Multiple answers available)
(Alternatives)
A: To know about the situations in host country.
B: To improve skills in host country language.
C: The contents published from host country are more reliable than those from your country.
D: It is related to the interest of yours to know about the international situations.
E: To understand how the publisher in host country represent about your host country and your own.
F: To search the topics to talk about with familiar friends from host country.
G:  Your opinion is closer to the host country and news in the host country's language is more acceptable.

Q8. Why do you see news in your native language? (Multiple answers available)
(Alternatives)
P: To know about the situations in your country.
Q: To understand the subjects which your friends in your country discuss about.
R: The contents published from your country are more reliable than those from host country.
S: It will be related to the development of your country and the interest of yours.
T: Because your families live in your country.
U: Because language and/or contents of host country's news are difficult to understand.
V: To search the topics to talk about with familiar international students in the same university.