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■ 主 编 ■ 李 珮 ■

Effects of SNS Uses on International Students' Socialization:

Focusing on Chinese Students in Korea

杨 婷/著

中国传媒大学出版社

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总序

西南政法大学新闻传播学院是重庆市第一所经教育部正式批准建设的新闻学院，筹建于1994年，1995年开始面向全国招生。

学院在办学之初提出了“主新辅法”的培养模式，形成新闻学和法学相结合的独特学科交叉优势，并整合了法学、哲学、文学、管理学等学科资源，形成“媒介视野、法律正义、社会责任”三者并重的办学特色。

学院2010年更名为“全球新闻与传播学院”，这是学院保持发展法制新闻特色办学15年之后的一次理性拓展，力求充分整合国际国内优势资源，培养具有全球视野的新闻与传播人才。

2015年是学院成立二十周年，为总结我院办学经验，醇化学术氛围，提升学术影响力，从2014年起，我院陆续向社会呈献西南政法大学“新闻传播学系列丛书”。

第一套丛书共11部作品，已经于2014年5月由法律出版社出版。这11部作品分别为：《新闻侵害人格权研究》（蒙晓阳教授著）、《中国电视娱乐文化批评》（李林容教授著）、《法律的电视虚构生产——中国当代法律题材电视剧研究》（陈笑春教授著）、《1903年：上海苏报案与清末司法转型》（蔡斐副教授著）、《中国出版物版权输出竞争策略研究》（裴永刚副教授著）、《媒体是信任危机的帮凶吗？》（郭晓科副教授著）、《关于“家”的想象与叙述：20世纪90年代以来家庭伦理电视剧的叙事文化研究》（贺艳副教授著）、《三峡工程纪实影像传播史》（郑微波副教授著）、《重庆都市报发展史》（赵文丹副教授著）、讲师所著的《关注热点：特定议题新闻报道研究》（陈丽丹副教授著）、《地理影响与文化表征——重庆电视纪录片研究》（周松博士著）。

这11部作品分别代表了我院教师，尤其是青年教师在新闻与法治研究、国际新闻研究、影视与新媒体研究、政治传播研究等四个研究方向的代表性成果，也是我院新生代学术实力的一次整体亮相。

即将面世的这套丛书共15本，是我院面向社会推出的第二套丛书。该套丛书的作者主要以我院的青年博士为主，也是我院青年教师在新闻与法治研究、国际新闻研究、影视与新媒体研究、政治传播研究等四个研究方向所取得的最新成果。

李珮教授等所著的《网络环境下突发事件传播与管理研究》，旨在通过对我国网络环境下突发事件案例的剖解、反思，以及引入政治经济学、社会心理学等学科的研究方法，从系统论视角出发，勾勒突发事件在网络环境下的“异化”以及不同诉求传播主体间的博弈、妥协与共谋。根据网络环境下突发性事件发展的新形势，提出“网络舆情事件”的概念，并据此指出相应管理制度的缺失和法制建设的盲区。在此基础上，深度思

辨突发事件政府应急管理陷入的误区,并尝试在“中国特色”框架之下给出网络环境下加强突发事件管理的对策建议。

陈笑春教授所著的《影视作品里的中国法治》,主要以法治题材的电影电视作品探讨了虚构的影视作品对于现实法治进程的再现及其社会语境。该书以法治题材影视作品发展的滥觞、发轫、兴起、多元和转型这五个时期为分野,每一个部分中选取了具有典型意义的影视作品进行具体分析。影视作品对个体生活的再现,令法治领域与其他社会领域之间的关系在微观故事中变得具体而多样,诠释了法治内涵的现实性和丰富性。

贺艳副教授所著的《媒介表征与城市形象:以重庆为例》以重庆为研究个案,从较为宽泛的媒介界定出发,试图探讨以下问题:在文学作品、报纸、电视、电影、网络等多种媒介所传播的内容之中,重庆呈现为怎样的形象?重庆的这些形象又是怎样被建构的?媒介所呈现的重庆形象还存在着哪些问题?

蔡斐副教授所著的《戈公振新闻思想研究》,以中国新闻传播史奠基人戈公振先生为研究对象,以历史的眼光和翔实的史料剖析了戈公振新闻本位、新闻法制、新闻教育、自由主义、新闻编辑、媒体经管等新闻思想的各个维度,全面展示了戈公振新闻思想的丰富内涵和时代特征。

谷李副教授所著的 *Intellectual Constellations (1980—2008): Four Essays*,提出文学、电影文本和文化经济政策及其讨论、批评作为知识分子聚集并集中表达和建构自身与世界关系的场域。通过对上世纪80年代初到21世纪初的个案分析,该书勾勒出一一种可称之为后社会主义情感结构的现象的一些侧面。

杨婷副教授所著的 *Effects of SNS Uses on International Students' Socialization: Focusing on Chinese Students In Korea*,研究了在韩中国留学生的社会化状况。分成两个阶段,第一阶段为定量研究阶段,通过自填式问卷调查,对社会化结果(包括学习动机、社会融入程度等六个变量)以及社交媒体的使用对于各个变量产生的影响进行了调查;在第二个阶段,运用深层访问法,分三个阶段(期盼阶段、遭遇阶段、习得与改变阶段)对被访者的社会化状况进行了分析。

刘娟副教授所著的《疫病防治与健康传播:重庆的天花灭绝实践(1891—1952)》,在挖掘大量民国时期原始材料的基础上,从阶级基础、社会组织、文化建构及行为模式等方面,以19世纪以来天花防治为背景,截取重庆开埠直至宣告天花灭绝为时间切片(1891—1952),描述牛痘接种的信息从传播到扩散,最终改变民众防疫行为的过程。本研究的价值在于以历史的视角拓展了“创新扩散理论”在健康传播中的运用,认为阶级基础是重庆乃至全国在新中国成后迅速扑灭以天花为代表的烈性传染病的重要原因,以期为当下疫病防控提供本土经验。

屈永刚博士所著的《儒家政治正当性观念发展研究——从孔子到董仲舒》,以西汉初期之前儒家政治正当性观念为研究对象,以孔、孟、荀正当性观念为基点,上溯殷周时期,下及西汉初期(以董仲舒为代表),对西汉初期以前儒家政治正当性观念的渊源和发展作出了系统的梳理。

赵莹博士所著的《我国民间商事借贷立法研究》,基于民间借贷的商法属性探讨其

立法体系的构建,认为在我国应建立规范民间商事借贷的统一立法。

刘大明博士所著的《宋代新闻传播与政治文化研究》,主要介绍了近代中国新闻教育史发展的某些规律和特征,重点阐述了北洋政府时期新闻教育事业的发轫、南京国民政府前十年时期、抗战时期战时新闻教育事业和两极问鼎时期新闻教育事业的发展状况。

申可君博士所著的《城市社区居民参与机制研究》,试图通过分析居民参与要素的新特点,构建一套有效促进居民参与社区建设的六个二级参与机制,并剖析该机制的形成、分类及其影响因素。同时,提出推动居民参与机制运行的保障条件,以期能助力基层政府摆脱长久以来居民参与不足的困境。

廖宇翊博士所著的《大众传媒对城乡统筹发展的作用研究》从经济学、管理学和传播学相结合的新角度研究了城乡二元结构和城乡统筹发展的问题,通过实证研究发现了知识和信息在城乡之间的不均衡分布是城乡差异的基本原因,提出了缩小城乡差异的新途径是改变知识和信息在城乡之间的供需失衡状态。

刘必华博士所著的《转型社会中的大众传媒与公共利益》提出当代中国社会转型的复杂性与矛盾冲突的尖锐性,要求建立以公共利益为基本取向的传媒体系。该书从体制、话语与实践三个层面考察了中国传媒服务于公共利益的表现,并从传媒治理、职业道德和受众参与等方面提出了建议。

任正安讲师所著的《走出现代的尴尬——边缘民族传统文化与现代传播的土家族样本》观察了在新传播环境下西部少数民族地区社会沟通与媒介使用现状与变迁,将文化传播和媒介教育相结合,以少数民族媒介素养教育为出发点,探讨如何更好地在少数民族集中的西南地区提升媒介教育,进而提高其媒介素养,传播本民族文化,以对传受双方及其与社会文化环境的多元互动的高度重视探索传播效果的有效提升。

徐金讲师所著的《解码与编码——广告创意实务》旨在运用符号学和结构学视角对经典广告进行分解,寻找出独特可行的广告创作思路,总结出广告思维及创作规律,并通过广告创作实例展示广告创意及创作方法的运用。

这套丛书集中体现了西南政法大学新闻传播学的传承和创新,也是我院新生代学术实力的再一次整体亮相。

甲戌年间建经纬,荏苒岁月二十载。

日钟两江之灵秀,月沐法府之鸿光。

法治新闻创特色,全球视野开新章。

心系天下得清誉,五湖九州望徜徉。

我们真诚地期待着学术界对我院新闻传播学系列丛书提出宝贵的意见和建议。

是为序。

李珮

2015年12月于毓秀园

Table of Contents

Chapter 1	Introduction	.....001
Chapter 2	Literature review and research questions	.....006
2.1	Obstacles for Chinese students in Korea	.....006
2.1.1	Language obstacle	.....006
2.1.2	Academic challenges	.....007
2.1.3	Isolation	.....007
2.1.4	Racial discrimination and prejudice/hatred	.....008
2.1.5	Homesickness/loneliness and financial challenges	.....009
2.1.6	Security issues	.....009
2.1.7	Cultural differences and educational system differences	.....010
2.2	Social Networking Services	.....012
2.2.1	General understandings of Social Networking Services	.....012
2.2.2	Technological background of Social Networking Services	.....022
2.2.3	Theorizing SNS uses; Computer Mediated Communication theory	.....025
2.3	Socialization	.....028
2.3.1	General understandings of socialization	.....028
2.3.2	Agents of socialization	.....029
2.3.3	Taxonomy of socialization and literature review on organization socialization studies	.....035

2.3.4	Theorizing socialization stage	.....039
2.3.5	Theorizing socialization outcome	.....041
2.3.6	Acculturation	.....043
2.4	The effect of SNS uses on socialization and acculturation	.....048
2.5	Supposed mediated factors	.....051
2.5.1	Social support	.....051
2.5.2	Acculturative stress	.....055
Chapter 3 Methodology		.....060
3.1	Qualitative approach—in-depth interviews	.....060
3.1.1	Sampling	.....060
3.1.2	The theoretical background	.....062
3.1.3	Interview protocols	.....062
3.1.4	Interview procedure and data collection	.....064
3.2	Quantitative approach—survey	.....064
3.2.1	Research questions and research model	.....065
3.2.2	Sampling and data collection	.....066
3.2.3	Measurements	.....066
Chapter 4 Results		.....073
4.1	Qualitative in-depth interviewing results	.....073
4.1.1	Socialization experiences at different stages	.....073
4.1.2	Social support	.....080
4.1.3	SNS uses	.....083
4.1.4	The effect of SNS uses	.....083
4.1.5	Discussions and implications for the second quantitative stage	.....085
4.2	Quantitative survey results	.....092
4.2.1	Demographic features of respondents	.....092

4.2.2 Reliability tests	.....093
4.2.3 Results according to quantitative research questions	.....094
Chapter 5 Conclusions	.....103
5.1 Discussions	.....103
5.2 Limits and implications	.....111
Reference	.....113
Appendix	.....133
Appendix A Complete questionnaire (English version)	.....133
Appendix B 完整问卷(中文翻译版)	.....144

List of Tables

Table 1	Socialization stages, measurement scales and explanations	.....041
Table 2	Socialization outcome measurement scales and explanations	.....042
Table 3	Acculturation measurement scales	.....048
Table 4	Social support types and definitions	.....052
Table 5	Social support measurement scales	.....053
Table 6 – 1	Participants’ demographic features	.....061
Table 6 – 2	Participants’ demographic features	.....061
Table 7	Socialization stage and measurement scales	.....062
Table 8	Interview protocols for demographic information	.....062
Table 9	Interview protocols for socialization experiences in different stages	.....063
Table 10	Interview protocols for SNS uses and the effect on socialization	.....063
Table 11	Interview protocols for social support	.....064
Table 12	Job involvement measurement scales and items	.....067
Table 13	Interview results summation	.....085
Table 14	Demographic features of participants	.....093
Table 15	Reliability statistics of measurements	.....093
Table 16	Socialization outcome group differences	.....095

Table 17 – 1	Effect of SNS uses on assimilation	.....096
Table 17 – 2	Effect of SNS uses on integration	.....096
Table 17 – 3	Effect of SNS uses on separation	.....097
Table 17 – 4	Effect of SNS uses on marginalization	.....097
Table 18	Relationships between SNS uses and social support	.....098
Table 19	Relationships between social support and socialization outcome	.....99
Table 20	Relationships between social support and acculturation	.....99
Table 21	Relationships between SNS uses and acculturative stress	.....100
Table 22	Relationships between acculturative stress and socialization outcome	.....101
Table 23	Relationships between acculturative stress and acculturation	.....101

List of Figures

Figure 1	Screenshot of author’s Facebook main page	.....015
Figure 2	Screenshot of top part of Facebook timeline	.....016
Figure 3	Screenshot of anuthor’s Cyworld mini homepage without any decoration	.....019
Figure 4	Screenshot of a decorated mini homepage	.....020
Figure 5	Cyworld ties with Nateon	.....021
Figure 6	The research model in the quantitative stage	.....065
Figure 7	The final research model	.....102

Chapter 1

Introduction

According to the Organization for Economic Co-operation and Development (OECD, 2010), international students are those who travel to a foreign country for the purpose of pursuing tertiary education. Although the definition of international students varies across countries according to their own national education system, these students typically refer to those studying in educational institutions in foreign countries. According to a report released by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2010), there are more than 2.5 million international students. This represents a huge increase since 1950, when there were only about 100,000 international students. UNESCO predicted that the number of international students may increase to approximately 7 million by 2020 (UNESCO, 2010).

The U. S. , the U. K. , Germany, France, and Australia have been the main destination countries. However, New Zealand and South Korea (hereafter “Korea”) have witnessed the sharpest percentage increases, followed by the Netherlands, Greece, Spain, Italy, and Ireland, in that order (OECD, 2010). In the 70s, in Korea there were only 321 students from other countries; however, after thirty years this number has increased significantly. According to data released by KOSIS (Korean Statistical Information Service) in 2010, the number of international students in

Korea has increased, from 1,702 in 2000 to 16,764 in 2010 (Only international students staying in higher educational institutes and beyond 90 days were counted). Ann and Choi (2008) analyzed the causalities of this phenomenon as, firstly the attraction policy proposed by the Korean government, such as the Study Korea Project launched in 2009; secondly the attraction policy proposed by the Korean Universities, such as favorable scholarship policy; last but not least, as the Korean Wave started to occur, students worldwide were largely attracted by Korean culture, which was also viewed as the key factor (Ahn and Choi, 2008).

Consequently, in the past ten decades, the number of Chinese students in Korea who stay in higher educational institutes and stay beyond 90 days has climbed more than ten times, from 834 in 2000 to 9,802 in 2010 (KOSIS, 2010). As the data released by KOSIS also showed that Chinese students are the largest component group of the international students in Korea, and occupy a much bigger part than any other country, and in 2007 the occupation rate reached nearly 70%. Chinese students in Korea are the dominant group that cannot be neglected.

Although the population of international students is growing continuously in Korea, 12% of them fail midway because they cannot adapt to life in Korea or on the campus. Particularly, Chinese students were found to experience stress caused by different food, drinking culture, language obstacles, loneliness, discrimination, and disappointments toward Korea, which furthermore cause other social adjustment problems (Heo, Kim, and Lee, 1999).

Socialization is referred to by Jones (1986) as a learning progress that reduces the uncertainty or anxiety surrounding the entry process. It is also defined as “the progress by which a person acquires knowledge, skills, and dispositions that make them more or less an effective member of the society” (Brim and Wheeler, 1966). International students, facing a new environment and a foreign culture, which is likely to induce uncertainty or anxiety, have to overcome many obstacles to become effective members of the new society. According to the research by Rienties and co-

lleagues (2012), 41% of 900 international students in Australia experience substantial levels of stress, which are often a result of homesickness, culture shock, or perceived discrimination. In comparison with domestic students, international students need to pay additional attention and effort to social integration, as their family and friends from their home country and social network are mostly not within easy reach. Furthermore, international students are less likely to be fully aware of the explicit and implicit customs or culture of the host institute/country (Rienties, Beausaert, Grohnert, Niemantsverdriet, and Kommers, 2012). These facts highlight the necessity of inquiring into international students' socialization in their destination country, which can directly influence their academic performance (Lee, 2009).

Socialization study has evolved for decades, studies focused on particular occupations, (e. g. , junior golf player, Seo, Park, and Lim, 2004; woman football player, Kim and Song, 1999), and on particular minority groups, (e. g. , African Americans, Mutisya and Ross, 2005, Rodriguez, Cavaleri, Bannon, and, 2008, Crouter, Baril, Davis, and Mchale, 2008). However, few have examined international students' socialization in destination countries. Concerning Chinese students in Korea, when searched with the key word "Chinese international students" in two Korean main academic databases NDSL (National Discovery for Science Leaders) and KERIS (Korean Education and Research Information Service), the search results showed that; among the listed research topics, campus life adaption, leisure management, acculturative stress and adaption are comparatively high rated. Concerning social well-being, the majority of previous papers concentrated on acculturation, acculturative stress and adaption. The term "acculturation" refers to changes in cultural attitudes, values, and behaviors that result from contact between two distinct cultures (Berry, 1989), and mainly deals with "culture". Acculturation and socialization share some common grounds. However, acculturation mainly indicates cultural changes occurring in individuals, while socialization comprises a wider range, and acculturation was viewed as one segment of the socialization outcome (Morrison,