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Information-seeking behavior of Chinese students in the United States

An Ping

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**INFORMATION-SEEKING BEHAVIOR OF CHINESE STUDENTS
IN THE UNITED STATES**

A Thesis

Presented to

**The Faculty of the School of
Journalism and Mass Communications
San Jose State University**

In Partial Fulfillment

of the Requirements for the Degree

Master of Science

by

An Ping

December, 1998

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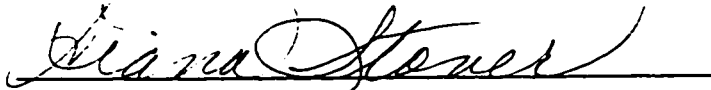
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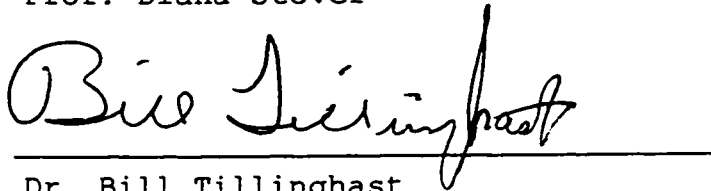
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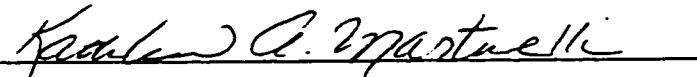
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ABSTRACT

INFORMATION-SEEKING BEHAVIOR OF CHINESE STUDENTS IN THE UNITED STATES

by An Ping

This study examines the information-seeking behavior of Chinese students at two U.S. universities. The study utilizes in-depth interviews, self-administered daily logs, and field observations to track the students' media use.

The results show that Chinese students rely heavily on TV for news and entertainment. However, they are spending more and more time on the Internet, which exceeds the time they spend on most other media. English ability affects Chinese students' interpersonal communication, time spent on American and Chinese-language media, and how much they know about what is happening in the United States.

The study also found significant differences on the information-seeking behavior of participants from the two universities. Students from San Jose are more likely to use American media than students from Wichita.

Dedicated to
My Father and Mother, Cheng Ping and Yu Lin Chu
The Constant Sources of Inspiration in My Life

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CHAPTER I

INTRODUCTION

Since the 1970s, there has been a constant and substantial increase in the number of international students in American colleges and universities. During the 1980s, the United States hosted the largest number (about 40%) of international students of any country in the world (Desruisseaux, 1998). Although the number decreased to 32% in 1998, the United States still had the largest international-education market in the world. Of the top 10 countries in number of foreign students attending American universities, 9 are from Asian countries (Desruisseaux, 1997).

According to census data on the foreign-student population, foreign students accounted for 3% of the total enrollment in U.S. higher education in 1995 (Zikopoulos, 1995). They spent more than \$7 billion annually in the United States and created 100,000 job opportunities. The Department of Commerce even considered higher education as “the fifth-largest exporter of services in the country” (Desruisseaux, 1996, p. A64). The majority of international students are Asian, a group that comprised more than half (58%) of the international student population in the United States in 1994/1995. Mainland China, Taiwan, and Hong Kong, which constituted 22% of the total foreign students in the United States (Zikopoulos, 1992), were ranked as the second, fourth, and tenth in the top 10 countries of origin for international students, respectively (Desruisseaux, 1996).

As Liu and Redfern (1997) noted: "The demographics of the U.S. population are changing. The society is becoming more culturally diverse, with greater minority composition. Likewise, the population of college campuses has become more diverse in recent years" (p. 348).

Many Chinese students remain in the United States after their graduation and become American citizens (Hertling, 1997). However, when the students first come to the United States, many aspects of their new life are unfamiliar. They face a high degree of uncertainty, a language barrier, and culture shock. Media, in such a situation, usually play a big role for Chinese students; they help students adjust to their new environment and to keep in touch with their homelands.

Chapter 2 of this study provides a review of research on information seeking, media usage, and uses and gratifications. In addition, the process of acculturation, which relates to foreign students' media usage and information-seeking behavior, and interpersonal communication theory are also included.

Purpose of Study

This study examined Chinese students' information-seeking behavior at two state universities, San Jose State University (SJSU) and Wichita State University (WSU). The two campuses were selected because of the difference in their media, cultural, and social environments. SJSU is in a major metropolitan area, while WSU is located in a very rural state.

Research on information seeking, media usage, uses and gratifications, interpersonal communication, and the acculturation

process provided the theoretical framework for the study. The objectives of this study were: (1) to determine Chinese students' information-seeking behaviors at the two campuses; (2) to investigate the difference in Chinese students' information-seeking behavior at the two campuses and the reason for those differences;

(3) to determine what influences students to use different media; (4) to examine the role of mass media in their information-seeking behavior, interpersonal communication, and acculturation process; and (5) to study the use of the Internet by students at the two very different campuses.

By obtaining insight into how Chinese university students use media, both American and Chinese media organizations would be better able to respond to their specific needs and help them adjust to their new society. Such a study also benefits marketing as well as educational and social researchers.

In Chapter 2, the theories and research related to this field are presented. Chapter 3 discusses the qualitative and quantitative approaches that are used to examine Chinese students' information-seeking behaviors. This study utilizes field observations, in-depth interviews, and self-administered daily logs to track students' information-seeking activities. In addition, this chapter explains how participants were selected and how data was analyzed. Some limitations and caveats associated with this study are also discussed.

The study presents its research findings in Chapter IV. In answering the six research questions, the data from the two universities

are combined to show the general aspects of Chinese students' information-seeking behaviors and patterns. Furthermore, the data are also examined separately by university to indicate influences resulting from geographic or media environments as well as demographic factors and fluency in English.

The final chapter suggests some directions for future research in this area. It also indicates some possible limitations and caveats generated from this study experience.

CHAPTER II

LITERATURE REVIEW

Review of Chinese Students

The term “Chinese students” in this study was defined as students from mainland China, Taiwan, or Hong Kong studying in the United States. Chinese students were selected for this study because Chinese make up a significant and still growing segment of the population in the United States. It is important to understand their information seeking patterns because it helps to explain how their adjustment to the host country is taking place.

Historically, China has thought of herself as the center of the world (Upton, 1989). Not until the 1800s, forced by Western military power, did it open to other nations.

Beginning in 1947, China founded international educational exchanges in education, science, and culture programs with foreign countries. However, because of the political changes in China, the exchange programs were limited only to socialist countries, especially the Soviet Union, during the period from 1949 to 1966.

Moreover, all international exchange programs were suspended when the Cultural Revolution started. During the Cultural Revolution, from 1966 to 1976, China shut down all of its universities and sent students and scholars to work in fields and factories. Not until 1978 did it open to the West again (Hertling, 1997). Following China’s reopening,

the Deng Xiaoping administration sent more than 12,000 government-sponsored students to the United States between 1978 to 1984 (Upton, 1989).

More than 260,000 Chinese students went overseas for study in the past 18 years but only one-third have returned. Personal freedoms and financial opportunities induced the students to stay in the host countries (Hertling, 1997). Many received permission to remain in the United States in 1989 after Beijing's brutal crackdown on the pro-democracy demonstrators in Tiananmen Square.

Today, Chinese students from mainland China, Taiwan, and Hong Kong constitute 22% of all foreign students in the United States (Zikopoulos, 1992). However, the rate of increase was slowed in 1995 for the first time in 20 years (Zikopoulos, 1995). Some observers noted that the United States might be becoming less hospitable to foreign students leading to a decrease in their numbers (Desruisseaux, 1996).

Chinese Language Media on the West Coast and in the Midwest

With the growth of the Chinese population in the United States, Chinese language media are thriving (Chan, 1991). In terms of Chinese media today, in the San Francisco Bay Area, there are nine Chinese-language TV stations: Overseas Chinese TV (OCTV, channel 38), Chinese TV, Hua Sheng TV, Jade TV, HKTV video, KTSF (channel 26), Sino TV, KCNS (channel 38), and KPST (channel 66); five radio stations: Chinese Today Radio, KALW, KEST, S.F Chinese Radio, and Sinocast Radio; and dozens of Chinese language newspapers and other publications.

Shibutani and Kwan (1965) suggested that culture was the product of communication and that minority groups developed their own communication channels. Moreover, Liu indicated that the functions of Chinese language media in a host society include:

(a) Chinese-language media are able to communicate messages in Chinese to a significant number of people who demonstrate a marked inability to communicate in English (Sing, 1989); (b) Chinese-language media bring back the native culture, traditions, and values that are especially important for the foreign-born Chinese immigrants, who constantly live in nostalgia (Fong, 1974); and (c) Chinese-language media update immigrants on the political, economic, or social development in Mainland China, Taiwan, Hong Kong, or other areas where they are from (Chen, 1992; Pang, 1986). In short, Chinese-language media help Chinese immigrants to maintain cultural and communication ties with their homelands. (p. 8)

Chinese students used media especially for two tasks: adjusting to the environment and keeping in touch with their homelands. To learn to cope with American society, they found that they needed to use American media. However, their cultural background created dissatisfaction with the information provided by American media alone. Although Chinese media are abundant in the San Francisco Bay Area, they are relatively rare in the Midwest where there are few Chinese TV or radio stations.

Communication Theory

Information-seeking

Information-seeking studies have focused on when and how individuals actively seek information. This exposure to media can be purposeful or non-purposeful, active or passive. Lasswell (1948) and Miller and Jablin (1991) noted that information seeking involves

surveillance of the environment. Individuals who are more conscious about the events in society are more likely to turn to media and to find further information.

However, some scholars have suggested that information seeking is a planned action and purposive process (Gantz, Fitzmaurice, & Fink, 1991). Lee and Browne (1981) studied black audiences and concluded that learning or getting useful information was the primary reason for television viewing for black adults and college students. In addition, Abelman (1987) studied religious television viewing and found that audiences who regularly view religious programs appear to be purposeful and selective information seekers. Atkin (1972) also postulated that people seek information based on utilitarianism. According to his thinking, Chinese students, pursue messages to solve practical problems, which generate an extrinsic motivation to seek messages from mass media sources.

Researchers have considered uncertainty as a main factor in information-seeking behavior. Studies have demonstrated that information seeking increases with the degree of uncertainty as well as with the number and strength of alternatives in the choice situation (Chaffee & McLeod, 1973; Galloway & Meek, 1981). Similarly, Zwingmann (1973) found that cultural isolation might encourage immigrants to seek information about their own ethnic group and their homelands. Therefore, the unfamiliar circumstances and unexpected situations may influence

foreign students' information-seeking behaviors when they first enter the host society.

Some researchers have examined ethnic groups' information-seeking behaviors. Kim (1977) found four factors that contribute to immigrants' communication patterns: interaction potential, language competence, acculturation motivation, and mass media availability. Each of them can also be considered in relation to Chinese foreign students' information-seeking activities.

Focusing on ethnic students, Liu and Redfern (1997) examined how university students from diverse ethnic groups discover, select, and use information and communication resources. They investigated various information channels that students used and found communication patterns among a diverse student population. They also identified the cultural and educational background of students and the impact these factors had on their information-seeking behavior. In addition to regional and cultural factors, Parker (1966) found that demographic variables correlate with people's choice of information sources. Gender, age, education, occupation, income, and residence are all variables that influence information-seeking behavior. In addition, information seeking may differ greatly among generations. In general, younger people are more able to accept new things (Pang, 1986).

The length of stay in the host country, which may increase the level of acculturation, also affects a person's information seeking behavior. Pang (1986) indicated that "it would not be surprising to find that a

Chinese who has been here for 20 years is more interested in events occurring in the United States than events in Asia” (p. 25).

Media Usage

Mass media usage plays a big role in information seeking. McQuail (1994) explained that audiences use media to get information, establish personal identity, help with integration and social interaction, and obtain entertainment. Therefore, the mass media have the potential to help immigrants achieve self-sufficiency in a host culture and to learn to cope with their host country (McQuail, 1994).

McEwen and Hempel (1977) pointed out some variables that could influence a person’s channel preference such as habit, use situation, and individual experience. However, he noted that it is dangerous to oversimplify channel preference because it may change according to the particular need in certain situations.

In addition, Lee (1985) contended that language fluency was the strongest determinant of both ethnic and English-language media use. The more fluent a person’s English is, the more English media he or she will use (Jeffres & Hur, 1980). Nevertheless, Pang (1986) pointed out that even one with relatively good English may be expected to turn to motherland sources when time constraints are important.

However, research on immigrants’ media usage (Pang, 1986; Huang, 1993; Liu, 1994) or ethnic group information-seeking patterns (Choe, 1984; Yoon, 1992) has seldom included computer-mediated communication, such as the Internet.

Since the Internet was developed, it has continually changed how people connect with one another (Parks & Floyd, 1996) and communicate with their government (Schwartz, 1994). It has also stimulated the growth of rural regions of the United States (Richard, 1994). Parks and Floyd (1996) noted that it “blurs the traditional boundaries between interpersonal and mass communication phenomena” (p. 80). For international students, the Internet is a very convenient and cheap way to gather information within or outside the host society. The Internet, which combining the interpersonal communication with mass mediated communication, has the potential for development of new ways of organizing personal and social life.

Uses and Gratification

Uses and gratifications theory was applied in this study to examine what Chinese students do with media. The theory assumes that people have certain needs, are aware of what these needs are, and actively search out the media to meet those needs (Katz, Blumler, & Gurevitch, 1974).

Katz (1977) noted that uses and gratifications focuses not on what the media do to people, but on what people do with the media. According to uses and gratifications theory, people used media to satisfy their needs. Audiences were active and able to search media messages and respond to those messages (Bryant & Street, 1988).

Katz et al. (1974) described the approach of uses and gratifications theory concerning

[a] the social and psychological origins of (b) needs, which generate [c] expectations of (d) the mass media or other sources which lead to (e) differential patterns of media exposure (or engagement in other activities), resulting in (f) need gratification and (g) other consequences, perhaps mostly unintended ones. (p. 20)

The audience is seen as active, possessing particular needs and knowingly selecting the communication channels and messages most likely to fulfill their needs (Lometti, Reeves, & Bybee, 1977). Researchers also tried to identify a variety of motives that reflect the utility regarding media use patterns (Levy & Windhal, 1984). Based on this theory, Chinese students would choose traditional or new media to fulfill certain needs. It also may help explain why they use English or Chinese-language media. Berelson and Steiner's study (1964) suggested that people tend to expose themselves to communication advocating positions with which they agree.

Uses and gratification researchers have studied mass media usage from a functionalist perspective. Lasswell (1948) and Wright (1960) suggested four functions of the media: surveillance, correlation, entertainment, and socialization. McQuail, Blumler, and Brown (1972) postulated that the media served the function of diversion, personal relationships, personal identity, and surveillance. Lull (1980) classified the other two social use typologies: structural and relation types. He found television could play a role as a connector of social environment and as a behavior regulator. Moreover, television could serve as the tool

for communication facilitation, relationship affiliation/avoidance, social learning, and environment competence.

In discussing the adoption of the Internet, the uses and gratifications theory could also explain why people accept this new computer-mediated media. Butler (1995) examined the Internet guided by this theory and found that it can be a theory as well as a research strategy. As a theory, it stressed that audiences are actively participating in their own media consumption and they know why they make media choices. Also, it can be used as a valid strategy to ask audiences about their media use decisions and consumption.

Criticism

Although uses and gratifications theory explores media usage from the audience's point of view, its findings have not been overly consistent and have been subject to some criticism.

Some complained that it lacks a theoretical framework and that it has a vague conceptualization of the notion "active" and "needs" (Elliot, 1974; Swanson, 1976; Weiss, 1976). Researchers also doubted the audience's ability to distinguish between the needs sought and needs obtained (Greenberg, 1974; Lometti et al., 1977). In addition, Elliot (1974) contended that the approach is mentalistic and individualistic by its assumptions about individual's mental processes, which cannot be observed.

Some criticisms were focused on its methodology. Katz et al. (1974) argued that the uses and gratifications research relies heavily on

the audience's statements about media uses, which over-emphasized the degree of audience autonomy. Palmgreen (1984) further suggested that research had to consider the limitations of self-report measures because the subjects were conscious of their motives through closed- or open-ended techniques. Others condemned the bias introduced by the researcher when developing subjective groups of gratifications from which respondents were to choose, or of subjectively grouping the open-ended statements of their subjects (Greenberg, 1974).

In response to these criticisms, Blumler (1979) first argued that many of them seemed to stem from false expectations. However, in agreement with Swanson's (1976) assertion of the importance of conceptual analysis, Blumler (1979) pointed out important conceptual issues facing this approach. First, the nature of the active audience should be clearly defined. Second, the role of gratification orientations in mediating effects needs to be considered. Third, the social origins of media needs and uses should be further explored. Moreover, Blumler and Katz (1974) suggested that researchers provide explanations of patterns between and within studies as well as link media functions to broader social and psychological needs.

Interpersonal Communication

The networks established by interpersonal communication directly and indirectly influence the ethnic groups' adaption process in the host society (Kim, 1988; Pang, 1986). Through interpersonal communication

networks, a newcomer could build a sense of belonging and a linkage to the social system (Chaffee & McLeod, 1973).

Interpersonal communication was defined in this study as individual informal exchanges by face-to-face encounters, telephone conversations, writings, fax, or even e-mails. Previous studies postulated that interpersonal communication network play an even more important role in immigrants' information sources compared with mass communication and social agencies (Yum & Wang, 1983). Specifically, when facing an unfamiliar environment and language incompetence, a newcomer may turn to experienced friends to obtain relevant information. Through interpersonal communication, the individual can gain useful information about job, residence, and education.

Pang (1986) explored the relationship between communication and acculturation of Chinese American church attendees and concluded that the friendship composition is relatively ethnic and homogeneous during the initial years and becomes less homogeneous and ethnic over time.

In addition, Jeffres and Hur (1980) found that the utilization of interpersonal communication and mass media was related to level of ethnicity demonstrated by immigrant groups. Chaffee and McLeod (1973) also suggested that the anticipation of a future social role influences the person's information processing and also his or her information seeking.

Communication and Acculturation

Mass communication has been called the central nervous system of society, and communication was viewed as crucial to acculturation

(Huang, 1993; Kim, 1977; Wang, 1977). According to Kim (1977), communication and acculturation are inseparable processes, and a person's communication pattern is an indicator of his acculturation level.

Acculturation was defined as the process whereby individuals change their primary learning in one culture and acquire traits from another culture (Marden & Meyer, 1968; Choe, 1984). Broom, Siegal, and Vogt (1954) contended that acculturation refers to "culture change that is initiated by the conjunction of two or more autonomous cultural systems." Similarly, Won (1977) stressed that acculturation required not only the acceptance of new items in a cultural inventory, but also a modification of various psychological processes.

When an individual moves from his or her own culture to another culture, many aspects of the individual's new life are unfamiliar. The newcomers often encounter a high degree of uncertainty, facing not only barriers of language, but also culture shock from behavioral models, moralities, and values in the new setting. Through continuous learning, trying, and adjusting, sooner or later, he or she adjusts to the norms and values of the host culture. This process is acculturation (Huang, 1993; Kim, 1988).

A number of studies have been aimed at providing an understanding of acculturation and adjustment of ethnic groups. Marden and Meyer (1968) defined acculturation as:

. . . one of the sustaining processes whereby minorities are incorporated into the dominant culture. The term, when used to define a process, refers to the changes in individuals whose primary

learning has been in one culture and who take over traits from another culture (p. 15).

The early impetus of acculturation was not linked to communication until a new perspective was introduced to acculturation research (Kim, 1978; Mendelsohn, 1964; Liu, 1994). Shibutani and Kwan (1965) assumed that culture is the product of communication and a minority group develops a distinctive outlook to the extent that it has its own communication channels. They suggested that acculturation will proceed under the condition which makes possible the establishment of communication channels across ethnic lines.

Coping with previous thinking, a foreign student living in America faces a large culture shock and consequently has a great need for information, but not necessarily for the same information sought by the average American. To adjust to their new environment, foreign students have formulated their own style of information seeking.

The length of residence in the United States might affect foreign students' information seeking behaviors. The longer a Chinese student is exposed to American culture during their stay here, the more acculturated he or she would be (Pang, 1986). Chaffee, Nass, and Yang (1990) examined the relationship between TV and newspaper usage and political socialization of Korean-American immigrants. They found that U.S. TV provided a bridge for immigrants, especially those who lacked English skills, to be socialized in the new environment. Immigrants who had stronger language competence tended to get more information from

newspapers. Education, in such a situation, became an indirect factor on newcomers' information seeking patterns.

However, Martinelli (1993) indicated that another important factor, the decision of newcomers to become citizens, should be taken into consideration. TV is more likely to perform the bridging function for those experienced and motivated newcomers.

Huang (1993) observed media use and acculturation among 10 first-generation Chinese-American families in Silicon Valley and found that media use reflects the subjects' acculturation level but does not necessarily lead to a high degree of acculturation.

Some studies dealing with the diversity of ethnic communication patterns have been conducted in the fields of anthropology and sociology. Won (1977) investigated the relationship between mass media consumption and values, and the results indicated the strong linkage between the degree of acculturation and respondent's choice of media. Hur (1981) concluded that the content of Asian-American media is generally designed to meet the needs of an audience by emphasizing news about the community and the native country, along with cultural and entertainment news. Kim (1976) proposed three causal factors of determinants of the immigrants' communication patterns: language competence, acculturation motivation, and accessibility to host communication channels.

Some studies have focused on the relationship between ethnic groups' mass media content and their degree of acculturation. For

example, Kitano (1976) conducted a content analysis of Japanese-American newspapers in Chicago and concluded that ethnic newspapers function as a guiding light by helping immigrants resettle in their new community.

Theoretical Foundations of Study and Research Questions

1. What is the information-seeking behavior of Chinese students?

The literature on information seeking and media usage suggested that information seeking was a more purposive action (Gantz, Fitzmaurice, & Fink, 1991). An examination of the amount of time Chinese students spend on different media and their choice of media under different situations or for different reasons may help to explain Chinese students' information-seeking behavior in the United States.

2. Why do Chinese students use different communication channels to fulfill their needs?

Uses and gratification theory also has been applied to try to identify various motives that reflect the utility derived from various media use patterns (Levy & Windhal, 1984). Lasswell (1948) and Wright (1960) postulated that people use media to provide surveillance of their environment, to correlate, to entertain, and to socialize.

3. What is the role of interpersonal communication in Chinese students' information-seeking activities?

Interpersonal communication was discussed as well as other information channels. As noted earlier, interpersonal communication was personal informal exchanges that are face-to-face or by telephone, or are

letters, faxes, or e-mails. Interpersonal communication networks played an important role in pursuing information resources when newcomers were not familiar with their new environment (Yum & Wang, 1983). The study included interpersonal communication as one of the students' informational sources. The degree of acculturation was also considered while exploring Chinese students' information-seeking behaviors.

4. Does the motivation to become acculturated affect Chinese students' information-seeking behaviors?

The study collapsed Chinese students into two groups: (1) those who wanted to become American citizens or permanent residents and (2) those who were not interested in becoming American citizens or permanent residents. Students who were undecided were not included in the analysis. The study will determine whether these two groups differ on the time they spend on American media. The student who has the motivation to become a citizen or resident or who wants to stay in the United States after graduation might spend more time on English media to adjust to the host environment and culture. Therefore, the hypotheses to be tested are:

H1: The time spent on American media by those who want to become American citizens or permanent residents will be the same as the time spent by those who do not want to become American citizens or permanent residents.

H2: The time spent on American media by those who want to become American citizens or permanent residents will be

higher than the time spent by those who do not want to become American citizens or permanent residents.

Acculturation was a process through which individuals change their primary learning in one culture and accept norms and values from another culture (Marden & Meyer, 1968; Choe, 1984). Won (1977) investigated the relationship between mass media consumption and values, and the results indicated that there was a strong linkage between the degree of acculturation and respondent's choice of media.

5. Is media choice related to students' demographic characteristics and other characteristics, such as language competence?

Kim (1977) pointed out the factors that influence ethnic group information-seeking behaviors: interaction potential, language competence, acculturation motivation, and mass media availability. Some studies found that uncertainty and cultural isolation might encourage people to seek information about their living environment or about their homeland (Miller & Jablin, 1991; Zwingmann, 1973). The length of stay in the host country is related to a person's acculturation degree, which may influence his or her media choice (Pang, 1986).

6. Do students have different information-seeking patterns at the two universities? If so, what are those differences and what are the reasons for these differences?

Uses and gratifications studies have been concerned with what people do with media. It was assumed that people had certain needs and they were aware of those needs. They actively sought out the media to

meet those needs (Katz, et al., 1974). Based on this theory, the study assumed that Chinese students search information to fulfill their needs such as adjusting to the environment or making a connection to their homelands.

CHAPTER III

METHOD

The main objective of this study was to explore Chinese students' information-seeking behavior at two universities in the United States that represent two types of media environments. It focused on the entire scope of Chinese students' information-seeking activities and the relationship between their information-seeking behavior, language competency, desire for acculturations, and their demographic characteristics, such as the length of stay in the United States. The utilization of new media by Chinese students was especially examined in this study. To ensure reliability and validity from triangulation, three qualitative methods were used: two in-depth interviews, self-administered daily logs, and field observations.

Study Design

Fieldwork was conducted at two state universities during a six-week period. Two in-depth interviews were conducted—an initial interview plus an interview following the field observation and investigation of the information on the two media environments and the two universities.

Data were also collected and analyzed from the observations of the information-seeking activities and the full range of interpersonal interactions of 68 students from two universities. The researcher adopted the role as “observer-as-participant” (Lindof, 1995) while conducting the field research. During the research period, the researcher visited students'

living places, interviewed them personally, and had conversations with all the students about their media use behaviors. The field observations also included observing the social context and media environments, in both English and Chinese, of each city.

The daily logs were picked up every day to ensure that participants filled them out daily. It also helped the researcher to understand each student's personal situation. To verify whether participants really understood the questions asked in the initial interview and if their information-seeking behavior was consistent with the other study data, a final interview was conducted.

Data Collection

This study was conducted from January 31 to March 15, 1998. Three weeks were spent at each university. The first and final weeks were for initial and final interviews. The second week was used to collect the daily logs of information-seeking activities for all the participants.

Thirty-five students were selected from each university, one on the West Coast and one in the Midwest. The observed group was composed of students from Mainland China, Taiwan, and Hong Kong. These students were introduced to the researcher by Chinese student associations, local Chinese families, and interpersonal networks. All participants were informed in advance by the researcher about the purpose of the study and the study procedures.

The interviews were either conducted on campus in a dormitory, or in a classroom, in the participants' home, or a location convenient to the

interviewee. Two students from SJSU were dropped from the study because they did not participate in all three stages of the study.

The Initial Interview

All participants were assigned a number in place of their names as they began the research so that their personal information could be kept confidential. An in-depth interview was conducted before students started keeping records of their daily information-searching activities.

The questions in the initial interview were taken from a national survey of Chinese and Chinese-Americans living in the United States by Tillinghast, *Keeping in Touch With the Chinese Homelands: Use of Chinese Media in the U.S.* (1998). The first section of the interview included a short explanation of the study and the researcher's purpose. The second section involved the main questions related to students' media use and information seeking behaviors. It was then followed by the participant's demographic data, such as gender, age, major, and length of stay. This interview was designed to provide a profile of the subject's information-seeking behavior. (See Appendix A)

The Seven-day Daily Logs

After the initial interview, participants were asked to keep track of their personal information-seeking activities by completing a two-page daily log sheet prepared by the interviewer for a period of seven days. The log entries for each participant was collected by the researcher every day to avoid the problem of the participant forgetting or completing all of them

on the last day. Two participants failed to complete all seven-day daily entries. Therefore, there were 68 valid cases.

The Final Interview

A second in-depth interview was conducted after participants completed daily log entries. The interview consisted of 18 questions pertaining to contemporary events in U.S. domestic news, general foreign news, entertainment news, Mainland China news, Taiwan news, or Kong Hong news that occurred during the course of the study.

The interviewer asked the participants the 18 questions to determine their knowledge of current events in the United States, in the world, and in their homelands. The in-depth interviews were taped, although three students were sensitive to the issues and did not want their comments tape-recorded.

Data Analysis

A total of 70 Chinese students were interviewed during February and March of 1998. Sixty-eight completed the first interview, seven-day daily log entries, and the final interview. Data from these three methods were analyzed together and separately for comparisons with one another. The combination of data gathering techniques, called triangulation (Patton, 1990), enhances the study's validity because the results of various data gathering techniques can be checked against one another.

The daily logs of information-seeking activities kept by participants helped the researcher to track individual information-searching patterns,

especially the way students used new media. In addition, in-depth personal interviews provided more accurate and more detailed responses (Babbie, 1998). The interviews were conducted by the researcher, which allowed the interviewer to monitor participants' responses and assure that they understood the meaning of questions.

All the data collected from taped interviews, and the researcher's observations were analyzed. In addition to a qualitative analysis, the information from the initial and final interview and the daily log entries were computer analyzed.

This study used two levels of analysis to examine the information seeking behaviors of Chinese students in the United States. These levels of analysis included:

1. a societal level of analysis by selecting Chinese students from two universities with different media and cultural environments;
2. an individual level of analysis by collecting and analyzing data from 68 participants.

The two levels of analysis were used to determine Chinese students' information-seeking behavior and to answer the six research questions.

Limitations of the Study

The study is based on a purposive sample; therefore, the results can not be generalized. Another possible weakness of the study is the error from self-reported data of the participants. However, this problem

was minimized by using diaries, and by the researcher's field observations.

CHAPTER IV

RESULTS

The study examined the information-seeking behavior of Chinese students living in two different media environments. The field observations, initial and final interviews, and daily information logs were analyzed together to obtain a complete picture.

In an effort to determine the information-seeking behavior of Chinese students more accurately and to avoid missing the effect of media environment, two campuses, San Jose State University, which is in a big West-coast city, and Wichita State University, which is in a small mid-American city, were selected. All participants were selected from these two state universities, which have very different media, cultural, and social environments.

Field Research

Wichita State University, with a total student population of about 14,000, is located in Kansas, which is near the geographic center of the United States. The population of the city of Wichita is about 300,000 and its major industries are dairy farming and aviation. In 1998, there were 1,300 international students from 99 different countries studying at Wichita State University. It attracts many Chinese students because housing is inexpensive there.

Wichita is a typical small, Midwest city. People here can buy their local newspaper, the *Wichita Eagle*, or some other national newspapers.

However, it is impossible to buy any Chinese-language newspapers at newsstands.

There are two Chinese Students' Associations in Wichita. One is organized by students from Mainland China and the other is organized by students from Taiwan. The Chinese Student Associations in Wichita provide help to Chinese students such as picking them up from the airport when they arrive and helping them to find places to live. Moreover, the president of the association usually plays an important role in Chinese students' interpersonal communication networks.

As soon as a Chinese student arrives in Wichita for study, he or she generally buys a television set. TV viewing helps Chinese students to improve their English and their knowledge about the United States. They also use television to relax. Chinese students also like to turn on their radios when they drive to school and other places. However, they seldom turn the American radio on at home.

Although there are a lot of Chinese students at SJSU, the Chinese association there is not as helpful to students as the WSU associations. The function of the SJSU Chinese Association is primarily for socializing and for entertainment. However, another subgroup of Chinese students—the Asian American Christian Fellowship—helps SJSU students when they first arrive in the Bay Area.

In contrast to Wichita State University, San Jose State University, which is located in Santa Clara County, known as Silicon Valley, has a more metropolitan environment. San Jose State University as well as the

city of San Jose has a multicultural environment. As Liu and Redfern (1997) noted: "At San Jose State University, the total minority enrollment has grown from 10,353 in the fall of 1988 to 13,169 in the fall of 1995. For the first time, the so-called minorities make up to 50.7 percent of the total student population. Asians comprise 25.49 percent of this group " (p. 348). Because of a mild Mediterranean climate and a prosperous computer-related industry, many Chinese come to Silicon Valley for study or work (Huang, 1993). This also reflects the diverse cultural backgrounds and media environment in the San Francisco Bay Area.

The media in San Jose--like its residents--are both prosperous and varied. Bay areas newspapers--*San Jose Mercury News*, *Fremont Argus*, *San Francisco Chronicle*, and *San Francisco Examiner*--and its Chinese-language newspapers, such as the *World Journal*, *Sin Tao Daily*, and the *China Press* are readily available on newsstands within two blocks of San Jose State University.

Differences can also be found with other media. People in San Jose can receive free Chinese-language TV news or Chinese-language dramas on Channel 26 and Channel 66. However, people who live in Wichita can only view these programs by satellite.

For these two schools' students, the only identical information source would be the Internet. The Internet is boundless. It does not matter whether they live in a small Midwest city or a larger West Coast city, people can get whatever they want from the Internet.

After the students have been in the United States for awhile, they buy home computers. As a student said, "Before, people would say it is hard to live in the United States without a car. Now I think it is hard to live here without a computer."

Chinese students use the Internet to access information on Greater China, which includes China and Taiwan. This was the most obvious with the Wichita students. Almost all Chinese students living there for more than one year have used the Internet to search for information and to communicate with others.

During the study period, many students showed the researcher how they searched the Internet for news and entertainment at their home or at university computer labs. In particular, students at WSU liked to search for Chinese-language information on the Internet. Students from Mainland China would rather visit Hong Kong or Taiwan web sites such as "*Apple Daily*" rather than those from Mainland China.

The reason for this was given by one student from China: "There is no real news on China's web sites. All of them are official statements. If I want to know what is going on in China, I would check Hong Kong web sites, like "*Apple Daily*", or even American news web sites. Besides, surfing China's web sites is no fun."

Students from Taiwan, visited web sites such as *Sinanet* or other web sties from Taiwan. The Taiwan students also liked to surf a number of different American web sites.

Participant Profile

Entire Sample

Generally speaking, all of the participants were Chinese who were born either in Mainland China, Taiwan, or Hong Kong, although some of them already had U.S. permanent resident status or were American citizens. All of them were bilingual. However, most students preferred to use Chinese to answer the researcher's questions and to fill in their daily logs. However, some Hong Kong students preferred to use English in the interviews.

The demographics of the participants are as follows. The students ranged in age from 17 to 35 years old, with an average age of 26. Seventy-eight percent of the participants are single and 19% are married. The remaining 3% are engaged. More than half (56%) of the participants are male.

The monthly expenditures for the participants ranged from less than \$300 to more than \$1,000. About 37% and 32% of the participants reported expenditures ranging from \$500 to \$700 and \$300 to \$500, respectively. Participants spending less than \$300 and between \$700 to \$1,000 are 15% and 13%, respectively. The remaining 2% spend more than \$1,000 a month. Most students (83%) reported that they owned computers and used them at home, and 78% reported that they had Internet access at home.

One-third (34%) of the students were from China, 44% were from Taiwan, and 22% were from Hong Kong. The average length of stay for the entire group was four years.

Participants' educational levels were categorized as language programs, undergraduate programs, and post-graduate programs. The ESL (English as Second Language) and intensive language students comprise 12%, undergraduate students comprise 43%, and post-graduate students comprise 45%. Their majors vary from healthcare administration to music. However, the majority of the students are engineering and business majors.

The English fluency judged by students themselves was distributed as a bell curve. Almost half (49%) of the Chinese students estimated their English as average. Eighteen percent of the students viewed their English as "good," while 23% considered themselves "not good." Few people rated their English as "very good" (6%) or "very bad" (4%).

Chinese students' future plans showed their motivation to become more acculturated. After their graduation, 43% of the students reported that they wished to stay in the United States, in contrast with the other 27% who wanted to return to their native countries. Less than one-third (31%) said they have not yet decided. When asked if they want to become American citizens, almost half (49%) of the students reported that they have not yet considered it. However, more than one-third (35%) of the students wanted to become U.S. citizens, while 16% did not.

San Jose State and Wichita State Samples

Although there were some differences in students' demographic characteristics at the two universities, they were not large enough to affect the research results.

The average age of students at SJSU was 25 years, as compared with 27 years at WSU. The gender ratio of SJSU was 55% male and 45% female, and 57% and 43%, respectively, at WSU. The majority of the students at both schools were single, 84% at SJSU, and 71% at WSU.

The participants' education at each university is as follows: language programs, 12% at SJSU and 11% at WSU; undergraduate programs, 48% at SJSU and 38% at WSU; and post-graduate programs, 40% at SJSU and 51% at WSU.

At SJSU, the percentage of the participants from China, Taiwan, and Hong Kong was 37%, 42%, and 21%, respectively. The percentages of the participants at WSU were 31%, 46%, and 23%, respectively.

The average length of stay for SJSU students was 4.7 years, as compared with 2.5 years at WSU.

There were some differences between two groups of students concerning their future plans. At San Jose State University, 58% of the students plan to stay after graduation, while 15% said they would go back home, and 27% were undecided. However, there were only 28% of the students at WSU said they thought they would stay and 37% who said they would go back home. This distinction also was found in their desire to become American citizens and permanent residents. About half (52%)

of SJSU participants would like to obtain American citizenship, 45% were undecided, and 3% never thought about it. By contrast, only 20% of WSU participants wanted to have it, 51% were undecided, and 29% never thought about it.

The use of the Internet is very common in both schools. The proportion of students having a computer at home at SJSU and WSU was 94% and 97%, respectively. There were 79% of the SJSU participants who had Internet access at home and 77% at WSU.

Research Questions

1. What is the information-seeking behavior of Chinese students?

As noted earlier, the information-seeking behavior of the Chinese students was examined by four methods—an initial interview, field observation, seven-day log entries, and a final interview. The result of the first interview showed that 97% of the participants use American media. Moreover, the time they spend on American media is higher than on Chinese-language media. In terms of total time devoted to mass media usage, an average of 62% of participants' time is spent on American mass media, in contrast with the 38% spent on Chinese-language mass media.

TV was reported by all the participants as being the most popular media for entertainment (53%) as well as for news or public affairs information (41%).

Almost all (99%) of the students watch movies or rent videotapes. A majority (85%) choose American movies while 10% of the students prefer to watch movies from mainland China, Taiwan, or Hong Kong. A

few of the participants (5%) said that they divide their time between American and Chinese-language movies.

For Chinese students, news related to China, Taiwan, or Hong Kong interests them the most. About half (52%) of the students said they were most interested in news about their own countries. Close to one-fifth (18%) of the students said that they were the most interested in news in general. Only 16% said they were the most interested in U.S. news while few (7%) of the participants said that they like to know foreign news in general and even less than that (4%) said that they were not interested in news at all.

About half (52%) of the Chinese students responded that they know to some degree what is happening in the United States. One out of four (24%) students reported that they know “not much.” Students who believed they know “a lot” or “very little” about American events each comprised 12% of the total sample.

When the participants were asked about their knowledge of what is happening in their home countries, 29% said “a lot,” 49% said they knew “some,” 10% said “not much”, and 12% said “very little.”

American Media

As Table 1 shows, the average viewing time of American TV programs by the participants is 96 minutes a day. However, 3% of the participants said that they do not use any American mass media at all.

About half (51%) of the participants reported they did not read American newspapers regularly. The average time for the entire group is

11 minutes a day. The rate was higher (75%) for the number of participants who read American magazines; they spend an average of 73 minutes a week reading American magazines. As for listening to American radio, 60% of the Chinese students said they do listen. The average listening time is 44 minutes each day.

Chinese-language Media

In terms of Chinese-language media use, 96% of the participants stated they used them, as compared with the 4% who did not. More than half (62%) of the participants watch Chinese-language TV programs. The average time spent watching Chinese-language TV programs is 30 minutes a day.

Sixty percent of the participants read Chinese newspapers. The average time spent each day is 15 minutes. Less than half (40%) of the participants stated that they read Chinese magazines. The average time for reading Chinese-language magazines is 61 minutes a week. Only 17% of the participants listen to Chinese-language radio; the average is 7 minutes a day.

Table 1

Average Time (Minutes) Spent on Various Media Per Day from the First Interview (N=68)

	American	Chinese-language
	Minutes per Day	Minutes per Day
TV	96	30
Newspapers	11	14
Radio	44	7
Magazines	10	9

The Seven-day Daily Logs

Consistent with the results of the initial interviews, the result of participants' seven-day daily logs listed in Table 2 shows that American TV is the most frequently used media by Chinese students in the United States. However, it should be noted that, when compared with the self-reported data in Table 1, actual usage is somewhat lower than that reported by the students in their interviews. Chinese students especially like to use TV for entertainment. Table 2 shows that they spend about half an hour on American TV entertainment and nine minutes on Chinese TV entertainment each day. Their main purpose for listening to American radio programs is also for entertainment, such as music and talk shows.

The average time for listening to American entertainment programming is 18 minutes a day.

However, as Table 2 shows, Chinese students spend little time on traditional print media. For example, they spend an average of only 11 minutes a day on American newspapers and only 11 minutes a day on Chinese-language newspapers.

The results also show that the Internet is playing an important role in Chinese students' information-seeking behavior. The total time spent on the Internet is 39 minutes a day. It is more than the time spent on all other traditional media except television.

Table 2

Average Time (Minutes) Spent on Various Media per Day and Interpersonal Communication Frequency per Week (Times) from Seven-Day Daily Logs

	American	Chinese-language
	Minutes per Day	Minutes per Day
TV (N=67)		
American News	14	2
Foreign News	4	1
Local News	4	1
Chinese News	1	4
Entertainment	31	9
Total	54	17
Newspapers (N=67)		
American News	5	3
Foreign News	2	1
Local News	2	1
Chinese News	1	4
Entertainment	1	2
Total	11	11
News	7	1
Entertainment	18	2
Total	24	3
Magazines (N=67)	7	0
Internet (N=66)		
News	8	11
Entertainment	6	9
Academic	15	2
Information		
Exchange Inf. With		
Friends	10	5
Total	39	26
	Times per Week	Times per Week
Interpersonal Communication (N=66)		
Things in the U.S	1	3
Things in Homeland	1	2
Living Information	2	3
Academic	3	4
Information		

The Final Interview

The final interview consisted of an in-depth interview with all participants. Eighteen questions were asked relating to contemporary worldwide events occurring during the course of the study. These events consisted of President Bill Clinton's affair with Monica Lewinsky, the standoff against Iraq, the Winter Olympics, a major earthquake in Hepei, China, the sex scandal of Huang Yi-Chiao in Taiwan, and the chicken flu in Hong Kong. These topics were chosen to evaluate the information-seeking behavior of the participants on international news, U.S. news, and news from their homelands.

In the case of the American President's affair, all participants heard about this news (See Table 3). Table 4 showed that nearly 90% of the students used American media to get this news. Only 10% said they used Chinese-language media to learn about this news. Almost three-fourths (71%) first heard about this news from TV, 12% learned about it from newspapers, and 7% heard about it from their friends (See Table 5).

The general foreign news was on the situation in Iraq. Because of the disagreement concerning the United Nation's weapons inspection team, the relationship between Iraq and the United State became very intense. Both sides prepared to call their armed forces into action. Although 90% of the participants knew about this worldwide news, there were still 10% who had never heard anything about it.

Table 3

Knowledge of Six Current Events (N=68)

	<i>Event 1</i>	<i>Event 2</i>	<i>Event 3</i>	<i>Event 4</i>	<i>Event 5</i>	<i>Event 6</i>
Know	100%	90%	94%	57%	57%	90%
Not Know	0	10	6	43	43	10

Note. The events are as follows:

Event 1: Do you know about the affair between American President Bill Clinton and former White House intern Monica Lewinsky?

Event 2: Do you know about the present situation in Iraq?

Event 3: Do you know about the Winter Olympic Games just held in Japan?

Event 4: Did you know there was a big earthquake in Hepei, China last month?

Event 5: Do you know the news about the sex scandal involving Huang Yi-Chiao, the director of the information office for the Taiwan Provincial Government and Chou Yu-Kou, a media figure?

Event 6: Do you know there was a serious chicken flu outbreak in Hong Kong recently?

Table 4

Information-Seeking Sources for Six Current Events from American and Chinese-language Media (N=68)

	American Media	Chinese-language Media
Event 1	90%	10%
Event 2	80	20
Event 3	91	9
Event 4	82	18
Event 5	0	100
Event 6	72	23

Note. The events are as follows:

Event 1: Do you know about the affair between American President Bill Clinton and former White House intern Monica Lewinsky?

Event 2: Do you know about the present situation in Iraq?

Event 3: Do you know about the Winter Olympic Games just held in Japan?

Event 4: Did you know there was a big earthquake in Hepei, China last month?

Event 5: Do you know the news about the sex scandal involving Huang Yi-Chiao, the director of the information office for the Taiwan Provincial Government and Chou Yu-Kou, a media figure?

Event 6: Do you know there was a serious chicken flu outbreak in Hong Kong recently?

Table 5

Information-Seeking Sources for Six Current Events in American and Chinese-language Media (N=68)

Resource	Event 1	Event 2	Event 3	Event 4	Event 5	Event 6
Newspapers	12%	8%	5%	26%	26%	13%
Magazines	3	0	2	0	0	0
Radio	2	3	3	3	0	2
TV	71	74	81	31	23	59
Internet	4	10	5	33	31	21
Family	2	0	0	3	10	2
Friends	7	5	3	5	10	3

Note. The events are as follows:

Event 1: Do you know about the affair between American President Clinton and former White House intern Monica Lewinsky?

Event 2: Do you know about the present situation in Iraq?

Event 3: Do you know about the Winter Olympic Games just held in Japan?

Event 4: Did you know there was a big earthquake in Hepei, China last month?

Event 5: Do you know the news about the sex scandal involving Huang Yi-Chiao, the director of the information office for the Taiwan Provincial Government and Chou Yu-Kou, a media figure?

Event 6: Do you know there was a serious chicken flu outbreak in Hong Kong recently?

When the 90% who knew the news were asked about their information source, four-fifths (80%) said that they heard it from American media. One-fifth (20%) heard about it from Chinese-language media. As expected, TV was the most popular media that students used to find out about this worldwide news. Almost three-fourths (74%) heard it from TV, 10% from the Internet, 8% from newspapers, 5% from friends, and 3% from radio.

The Winter Olympic Games were held during the research period. These internationally known games presented "soft news." Almost nine-tenths (94%) of the participants knew about this event. Only less than one-tenth (6%) had not heard about it. For those who knew about the Winter Olympics, 91% used American media and 9% used Chinese-language media. TV, in this situation, remained as the first choice of information source for 81% of the participants. Newspaper and the Internet were at 5% as the second choice. The remaining 9% used other media to obtain information on the Winter Olympics.

A number of participants did not know that there was a big earthquake in Hepei, China in January of 1998. Even many students from China did not know about this earthquake. More than half (57%) of the participants said that they knew this news. Almost four-fifths (82%) of those who knew reported that they got this information from Chinese-language media. Only about one-fifth (18%) got it from American media. In contrast to other international or U.S. news, the Internet became the most dependable source for news about the earthquake. One-third (33%)

of the participants accessed the Internet for this news. Slightly less than 31% of the students learned about it from TV and one-fourth (26%) learned about it from newspapers

The sex scandal of Huang Yi-Chiao, the director of the information office for the Taiwan Provincial Government and Chou Yu-Kou, a well-known media figure, was first reported on February 3, 1998. It soon became headline news in Taiwan because both sides were very famous public people. The news was mentioned in *Newsweek*, which compared it to the Clinton-Lewinsky scandal. This news was represented as Taiwan local news.

More than half (57%) of the participants were aware of this news; they learned about it primarily from Chinese-language media. Nearly one-third (31%) got it from the Internet, one-fourth (26%) from newspapers, 23% from TV, and 21% from family or friends.

The news represented as Hong Kong local news was about a serious chicken flu outbreak in Hong Kong. This news was known by 90% of the participants. Nearly three-fourths (72%) said that they got the information from Chinese-language media. More than half (59%) knew about it from TV, one-fifth (21%) from the Internet, a little more than one-tenth (13%) from newspapers, and a few (3%) found out about it from friends.

Summary

From the analysis of the first and final interviews, some clear conclusions can be drawn. First, answers to the first two questions in the

first interview (See Appendix A) indicated that Chinese students thought they knew more about current events in their own countries than in the United States. However, from the results of the final interview, it was clear that the participants were very informed about what was happening around them, or what was going on in the United States as compared with news from their motherlands. They were also concerned about worldwide news. Their attention to news from their home countries was not as obvious as they reported in their first interviews. Moreover, it showed that Chinese students paid even less attention to the countries around their homelands as compared with the world or the United States.

Second, the results were consistent with the first and final interviews; if the news were about the United States or international events, TV was usually the most important information source for Chinese students. However, if the news were about the students' own countries or elsewhere in Asia, the Internet was more likely to be their first choice. However, TV and newspapers still played a part in Chinese students' information-seeking behavior concerning news from their home countries.

Finally, Chinese students were most likely to use American media, especially TV, for entertainment. When the news was about public affairs, this preference was not so important.

2. Why do Chinese students use different communication channels to fulfill their needs?

Almost all (97%) of the participants utilize American media. When asked the most important reason for doing so, 28% said that they use it

to find out what is going on in the United States, 25% said primarily for entertainment, 13% said that they hoped to understand more about the United States, 9% said that they use American media for analysis or commentary, and 6% said it is to find out what is going on in China, Taiwan, or Hong Kong. Some (16%) who chose “other reasons” stated that they hold all those reasons listed or they thought American mass media were more accurate or more interesting than Chinese-language media.

Only two participants said they did not use any American media at all. The reason that they did not do so was because they were too busy to use American mass media or because they had no interest in any American mass media.

However, for 96% of the participants who did use Chinese-language media, almost two-thirds (64%) declared that their main purpose was to find out what is going on in Mainland China, Taiwan, or Hong Kong. Some participants (18%) used Chinese-language media for entertainment. The other 15% said they had multiple reasons or no specific reasons for using Chinese-language media. Only 3% said they utilized Chinese-language media for commentary or analysis.

There were only three participants (4%) who did not use Chinese-language media. When asked what was the one most important reason that they did not do so, two said that Chinese-language media was not readily available where they lived and the other one said that he was not interested in using Chinese-language media. Almost all participants

stated the major reason for not watching Chinese TV programs was that it was not available in Wichita.

In terms of using different kinds of media channels to fulfill various needs, slightly more than half of the participants (53%) said they would choose Chinese-language media to get news and public affairs information, with 47% of the participants preferring to use American media to get the same information.

In addition, TV (41%) and the Internet (41%) are the most important sources for Chinese students who want to get news and public affairs information. Newspapers, at 13%, came in a distant third as the media most often used by participants. Only 2.9% chose family and 1.5% chose friends as the source of their news and public affairs information.

When the participants were asked their choice of media for entertainment, 54% said they would use American media and 46% said they would use Chinese media. Furthermore, TV was reported by more than half (53%) of the participants as the most popular media to use to relax or for entertainment. However, nearly one-third (35%) of the participants selected the Internet for entertainment and 7% chose print media, such as newspapers or books. Only 3% of the participants said they would listen to radio as their main media for entertainment.

Almost all (99%) of the participants selected American media to improve their academic knowledge. Only 1% of the participants thought they would use Chinese-language media in such a situation.

3. What is the role of interpersonal communication in Chinese students' information-seeking activities?

To determine the role of interpersonal communication in Chinese students' information-seeking behavior, some questions were asked both in the initial and final interviews as well as being a response category in the participants' daily logs. Unexpectedly, the results from these three sources of data showed that interpersonal communication does not play a very important role in Chinese students' information-seeking behavior.

In the initial interviews, when Chinese students were asked about their information sources for public affairs, only 4% of the participants reported that they obtain such information through interpersonal communication with friends or family members. In response to the final six interview questions on events happening in the United States and in the participants' homelands, interpersonal communication was still low. As Table 5 shows, except for event 5, participants who relied on interpersonal communication with family and friends to get information comprised less than 10% of the entire group.

The interview results were consistent with participants' seven-day logs (See Table 6). The results of the participants' daily entries showed that they did not exchange information with their American friends often. However, the participants' personal communication with their Chinese friends around them was much higher than with American friends, but it still did not occur very often.

Table 6

Interpersonal Communication Frequency per Week with American and Chinese Friends (N=66)

	Americans		Chinese	
	Times per Week	%	Times per Week	%
Contact re U.S Events/News	1.3	18%	2.9	41%
Contact re Local News	1.5	21	3.0	43
Contact re Homelands	.6	9	2.3	32
Contact re Academic Info.	2.5	35	3.6	51

Language competence may be one possible reason for Chinese students' low interpersonal communication with Americans. In a later section, the comparison analysis showed that language competence was significantly related to contact with Americans on U.S events and academic information.

One news event did provide evidence of the importance of the Chinese students' personal networks. On February 16, 1998, an airplane crashed in Taiwan. All passengers died including a Taiwan Central Bank administrator. A few hours after the accident, some students in Wichita heard the news from CNN and called everyone they knew. By the next day, almost everyone knew about the accident. Some Wichita students

watched Taiwan TV news that aired on the Internet, since there are no other Chinese media there.

4. Does the motivation to become acculturated affect Chinese students' information-seeking behaviors?

To find out whether the factor of wanting to become acculturated affects Chinese students' information-seeking behavior and media preference, two variables were selected for comparison analysis. These variables included the desire of becoming an American citizen or a permanent resident and the plan to stay after graduation.

The results showed that the motivation to become an American citizen or a permanent resident or to remain in the United States after graduation had no direct relationship with Chinese students' time spent on English media. Participants who wanted to become American citizens or permanent residents ($M = 64.25$, $SD = 21.68$) did not report significantly higher American media use than those who did not want to become American citizens or permanent residents ($M = 55.91$, $SD = 21.77$), $t(33) = 1.05$, $p > .05$.

For the plan to stay after graduation, it was also not statistically significant. Participants who wish to stay after graduation ($M = 56.89$, $SD = 22.19$) did not report spending a significantly higher amount of time on American media than participants who did not want to stay after graduation ($M = 65.76$, $SD = 20.27$), $t(45) = 1.376$, $p > .05$

5. Is media choice related to students' demographic characteristics and other characteristics, such as language competence?

To determine whether demographic variables--age, gender, educational level, origin of country, monthly expense, and other non-demographic characteristics, such as length of stay and English fluency--would affect Chinese students' information-seeking behavior, especially their media choices, correlation analyses and ANOVA tests were run. The results showed that, at the 95% confidence level, none of the demographic variables related to students' Chinese-language media use or American media use.

However, as Table 7 shows, a correlation analysis did indicate a relationship between participants' English ability and their use of American and Chinese-language media.

Table 7

Correlations for American and Chinese-language Media Use with English Ability
(*N*=68)

	English Media Use <i>N</i> =68	Chinese-language Media Use <i>N</i> =68
English Ability	-.242*	.242*

* $p < .05$ (1-tailed)

Note. The English ability was ranked by the participants in the initial interview as: (1) very good, (2) good, (3) average, (4) bad, and (5) very bad. The lower number represents higher English ability. Therefore, it would have a negative relationship with English media use, but a positive relationship with Chinese-language media use.

Although the result of the correlation analysis showed a significant relationship between the participants' English competence and their time spent with Chinese-language or English media, the result of the ANOVA test did not show a statistically significant difference. With an alpha level of .05, the effect of English competence was not statistically significant, $F(2, 65) = 2.967, p = .058$. However, it should be noted that the test approached significance.

In addition, as shown in Table 8, the comparison analysis also indicated that participants' knowledge of what was going on in the United States, media choice for public affairs news, and time spent on American radio programs were affected by participants' fluency in English.

Table 8

Comparisons (One-way ANOVA) of English Competence with Knowledge of U.S. Events, Media Choice for Public Affairs News, and Average Time Spent on American Radio Programs Each Day (N=68)

		Sum of Squares	D.F.	Mean Squares	F	p
Knowledge of U.S. Events	Between Groups	10.902	4	2.725	4.652	.002
	Within Groups	36.907	63	0.586		
Media Choice For Public Affairs News	Between Groups	4.356	4	1.089	4.181	.005
	Within Groups	16.409	63	0.26		
Time Spend on American Radio	Between Groups	50422.9	4	12605.7	3.877	.007
	Within Groups	2.0484	63	3251.428		

Not surprising, English competence also influenced Chinese students' interpersonal communication. The correlation analysis showed that the higher the students' English ability, the more likely they would have contact with Americans in their daily life (See Table 9 and Table 10). The comparison analysis of the participants' seven-day daily logs in Table 10 also shows significant differences for students with high English ability and low English ability.

Table 9

Correlations for English Competence with Contact with Americans and American TV use (N=68)

	Contact with Americans re Academic Information	Exchange Information with American Friends on the Internet	Search for English TV News
English Ability	-.298*	-.456**	-.264*

* $p < .05$ (2-tailed)

** $p < .001$ (2-tailed)

Table 10

Comparisons (One-way ANOVA) of High and Low English Competence with Contact With Americans about Academic Information, U.S Events, and on the Internet (N=68)

		Sum of Squares	D.F.	Mean Squares	F	P
Contact Americans with academic information	Between Groups	71.949	4	17.987	4.348	.004
	Within Groups	248.205	60	4.137		
Contact Americans with U.S events or news	Between Groups	36.426	4	9.106	3.255	.017
	Within Groups	170.668	61	2.798		
Exchange Information with American friends on the Internet	Between Groups	2874.058	4	718.514	4.227	.004
	Within Groups	10368.4	61	169.973		

6. Do students have different information seeking patterns at the two universities? If so, what are those differences and what are the reasons for these differences?

To look into Chinese students' information-seeking behaviors more closely, the data were analyzed separately by each school. The average time spent using American media reported by SJSU participants ($M = 63.85$, $SD = 19.90$) was not significantly different from American media use by WSU participants ($M = 60.37$, $SD = 22.17$), $t(66) = .679$, $p > .05$. Similarly, the ratio of time spent on Chinese-language by SJSU participants ($M = 36.15$, $SD = 19.90$) was not significantly different from that of WSU participants ($M = 39.63$, $SD = 22.17$), $t(66) = -.679$, $p > .05$.

Table 11 shows the average time spent on various American or Chinese-language media by SJSU and WSU participants from data gathered in the first interview. As the t -test shows, for the time spent on Chinese-language TV each day, SJSU participants ($M = 47.03$, $SD = 36.18$) reported watching more Chinese-language TV than did WSU participants ($M = 10.75$, $SD = 24.65$), $t(65) = 5.070$, $p < .01$. The correlation analysis also shows that there is a significant relationship between universities and Chinese-language TV use (See Table 12). However, there are no other statistically significant relationships on time spent on other American or Chinese-language media for participants at the two universities.

Table 11

Average Time Spent on American and Chinese-language Media by SJSU and WSU

Participants (SJSU N=33, WSU N=35)

<u>Average Time Spent on Media (Minutes)</u>								
	<i>English-language</i>				<i>Chinese-language</i>			
	Newspapers (a Day)	Mags (a Week)	TV (a Day)	Radio (a Day)	Newspapers (a Day)	Mags (a Week)	TV (a Day)	Radio (a Day)
SJSU	10	92	98	56	18	68	49	9
WSU	11	54	94	32	12	53	11	5

Moreover, the results from the first interview show that the two universities' participants' knowledge of the events happening in China, Taiwan, or Hong Kong was similar, but that it was different with their knowledge of what was happening in the United States. Table 12 and 13 show that participants in SJSU, $F(1, 66) = 7.55, p = .008$, appear to know more about what is happening in the United States than participants at WSU do. The two schools' participants were also different on their media choice for entertainment. SJSU participants were more likely to use English media for entertainment than WSU participants, $F(1, 66) = 4.0, p = .05$.

Table 12

Correlations of SJSU and WSU Participants with Knowledge of What Is Happening in the United States, Media Use for Entertainment, and Chinese-language TV Viewing (N=68)

	What is happening in the U.S.	Media Use for Entertainment	Watching Chinese TV
Universities	.320**	-.239*	.582**

* $p < .05$ (2-tailed)

** $p < .001$ (2-tailed)

Note. For this analysis, SJSU and WSU participants were treated as a dummy variable.

Table 13

Comparisons (One-way ANOVA) of SJSU and WSU Participants with Knowledge of U.S. Events and Media Choice for Entertainment (N=68)

		Sum of Squares	D.F.	Mean Squares	F	p
Knowledge of U.S. Events	Between Groups	4.910	1	4.910	7.544	.008
	Within Groups	42.899	66	.650		
Media Choice for Entertainment	Between Groups	.963	1	.963	3.996	.050
	Within Groups	15.905	66	.241		

The results of seven-day logs are also consistent with the results of the first interviews. In terms of Chinese-language TV use, SJSU participants spent more time on Chinese-language TV to obtain American news, general foreign news, local news, and news about participants' homelands than WSU participants (See Table 14). However, WSU participants' time spent on Chinese-language newspapers for news about their homelands and on Chinese-language webs for entertainment was higher than that of SJSU participants. The differences in time spent on American media by the two schools' participants were not statistically significant.

Table 14

Comparisons (t-test) of Participants at SJSU and WSU with Their Chinese-language Media Use as Reported in Their Seven-day Logs

Schools	SJSU (N =33)		WSU (N =35)		t
	Mean	SD	Mean	SD	
Search Chinese TV for American News	3.79	5.594	.171	.60	3.641**
Search Chinese TV for Foreign News	1.60	3.44	6.0E-02	.26	2.529**
Search Chinese TV for Local News	1.46	3.42	4.0E-02	.237	2.339**
Search Chinese TV for Homeland News	7.61	9.61	1.49	6.40	3.036*
Search Chinese Newspapers for Homelands News	1.52	3.40	6.21	10.21	-2.563*
Search Chinese Webs for Entertainment	3.97	9.83	13.28	19.98	-2.444*

* $p < .05$

** $p < .001$

In terms of information-seeking knowledge about the six events, only the students' information-seeking behavior on their knowledge of the Winter Olympics, $F(1, 66) = 4.133, p < .05$ (See Table 15), was significant.

Table 15

Comparisons (One-way ANOVA) of Participants at SJSU and WSU with Knowledge of the Winter Olympics as Reported in the Final Interview

		Sum of Squares	D.F.	Mean Squares	F	P
Contact Americans with academic information	Between Groups	.222	1	.222	4.133	.046
	Within Groups	3.543	66	54E-02		

CHAPTER V

DISCUSSION AND CONCLUSION

Overview of Findings

This study examined the information-seeking behavior of Chinese students at two levels of analysis--first, the societal level, by selecting Chinese students from two universities with different media and cultural environments; second, the individual level, by collecting and analyzing data from 68 participants. In addition, to determine Chinese students' information-seeking behavior, four methods--field observation, the first interview, daily log entries, and the final interview--were used. Six theoretical research questions were asked: (1) What is the information-seeking behavior of Chinese students? (2) Why do Chinese students use different communication channels to fulfill their needs? (3) What is the role of interpersonal communication in Chinese students' information-seeking activities? (4) Does the motivation to become acculturated affect Chinese students' information-seeking behaviors? (5) Is media choice related to students' demographic characteristics and other characteristics, such as language competence? (6) Do students have different information-seeking patterns at the two universities? If so, what are those differences and what are the reasons for these differences?

The results show that, generally speaking, Chinese students spend more time on American media than on Chinese-language media. TV is their favorite media for news and public affairs information as well as for

entertainment. The reason for this is noted by Pang (1986): “English-language TV is used chiefly because it is quick and readily available” and “it helps people relax” (p. 103).

It is not surprising that time spent accessing information on the Internet exceeds most traditional media, such as radio, newspapers, and magazines, to become one of Chinese students’ most frequently used media. They devote much of their time on the Internet to news or academic information, or to connect to their friends. The Internet eliminates the boundaries of nations and media. It helps Chinese students to access multiple information sources in their native language.

The main reason Chinese students listen to American radio stations is for entertainment. They turn on the radio, especially when they drive to school or to home. Most watch movies or videotapes when they have free time. Moreover, they prefer American movies to those from their home countries.

Although all of the data show that the time Chinese students spend on American media is higher than the time they spend on Chinese-language media, newspapers are the exception. Data from the first interview and the daily log entries (before rounding) both show that the participants’ time spent on American newspapers is lower than the time spent on Chinese-language newspapers. One reason is that reading skills are crucial for reading American newspapers. Moreover, as compared with TV and radio, newspapers lack motion or sound; therefore, they are less attractive to Chinese students.

When the participants were interviewed in the first interview, most of them reported that they were more interested in news about their homelands and said they know more about things happening in their home countries than in the United States. However, the results of the final interviews show that they know more about what is happening in the United States or in the world than in their homelands.

In terms of Chinese students' interpersonal communication, the study shows that they rely more on media for news and information than they do on interpersonal communication with family or friends. This result is different from the conclusion reached by Yum and Wang (1983), who indicated the important role of interpersonal communication as an information source for immigrants. Language competence is related to Chinese students' interpersonal communication with Americans. Their interpersonal communication frequency with Chinese peers is higher than that with Americans. The ignorance or vague recall of interpersonal communication may also explain why it does not play an important role in Chinese students' information-seeking behavior.

However, the study found that English competence affects Chinese students' interpersonal communication as well as the ratio of their media time spent on American and Chinese-language media, their knowledge of what was going on in the United States, their media choice for public affairs news, and their time spent on American radio programs. The finding that the higher English competence a person has, the more time

he is likely to spend on American media is in agreement with research by Tillinghast (1998).

It is interesting to find out that, although the degree of knowledge about events happening in China, Taiwan, or Hong Kong was similar for students at SJSU and at WSU, there was a significant difference between the students at the two universities on their knowledge about what was happening in the United States. SJSU students appear to know more about what is happening in the United States than do WSU students.

The results also show that SJSU participants spend more time on Chinese-language TV for U.S. news, general foreign news, local news, and homeland news than WSU participants did. However, WSU participants' time spent on Chinese-language newspapers for homeland news and on Chinese-language web pages for entertainment was higher than for WSU participants.

Therefore, it can be assumed that Chinese-language TV helps SJSU participants know not only the things happening in their homelands, but also helps them know more about what is happening in the United States and the world. On the other hand, WSU participants utilize other Chinese-language media such as newspapers or the Internet to compensate for their lack of access to Chinese-language TV and to help them find out about homeland news. This is in agreement with research that indicates that uncertainty and cultural isolation might encourage people to seek information about their living environments or about their homelands (Miller & Jablin, 1991; Zwingmann, 1973).

Contributions to the Literature

Although Chinese students in the United States have already become a large and still growing group and many of them choose to stay to work (Hertling, 1997) or become residents after they graduate, little research has been done on their media use. Liu (1994) stated that “studies on mass media and ethnic groups usually assumed homogeneity of culture and of mass media within a society. Little attention has been paid to the variety of subcultures and ethnic media, which has become a significant social phenomenon in a multicultural society.” (p.3)

Furthermore, she pointed out that:

Only a few studies have been directed to other ethnic groups such as Japanese and Koreans. Literature about communication studies of Chinese, one of the largest and fastest-growing minority groups in the United States, is extremely limited. (p. 3)

As far as the researcher has been able to determine, this is the first study that investigates Chinese students’ information-seeking behavior based on field research in their natural environments. The study examined Chinese students’ information-seeking behavior not only on the individual level, but also on the societal level by considering their cultural and media environments.

Other contributions of this study to the literature are:

1. It extended media use, information seeking, uses and gratifications, interpersonal communication, and acculturation theories to a Chinese population.

2. It examined an ethnic group's information seeking on new media. Previous research did not include computer-mediated communication. The emergence of the Internet has changed both interpersonal communication and mass communication (Parks & Floyd, 1996). However, limited by the research approach, researchers seldom studied how the Internet affects people's information-seeking patterns.

3. The finding that media availability and language competency have an influences on Chinese students' information--seeking behavior confirmed previous research by Kim (1977), who noted that interaction potential, language competence, acculturation motivation, and mass media availability, affect ethnic group information--seeking behaviors.

Directions for Future Research

Since this study is based on a purposive sample of students at the two universities, the results can not be generalized. However, the purpose of this study is to determine whether communication theories can apply to a subgroup.

This study used three different methods--the interviews, the daily logs, and the researcher's field observations--to examine an ethnic group's information-seeking behavior. These methods help to gather the data from different perspectives. Particularly, the daily logs help to examine the new media.

For future research, it will become even more important for the researcher to provide clear and unambiguous definitions of media channels. For example, now people can easily read newspapers or watch

TV news on the Internet. Some web sites have cooperative contracts with TV, radio stations, or newspaper publishers, so they can carry their programs or information. In such cases, as in this study, the participants will have difficulty in determining which media channels they used.

The finding that WSU students tended to be less willing than SJSU students to become American citizens or permanent residents or to stay in the United States after they graduate is intriguing. Research needs to be done in other settings to determine whether an isolated environment and the lack of access to a person's native language media results in similar findings.

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APPENDIX I:
ENGLISH QUESTIONNAIRES AND DAILY LOG

Appendix A

The Initial Interview

Hello, thank you for your time. My name is An Ping. I am a Mass Communications graduate student at San Jose State University. The followings are questions for my thesis topic--*Information-Seeking Behavior of Chinese Students in the United States*. Please answer the questions as well as you possibly can. All the data will be used only for academic purposes. Your participation is very appreciated.

I. Information seeking and media use

1. Generally speaking, how much do you know about events happening in the United States?
 - (1) A lot
 - (2) Some
 - (3) Not much
 - (4) Very little

2. Generally speaking, how much do you know about events happening in China, Taiwan, or Hong Kong?
 - (1) A lot
 - (2) Some
 - (3) Not much
 - (4) Very little

3. When you want news and public affairs information, WHAT media are you most likely to use? (Choose only one answer)
 - (1) Chinese-language media
 - (2) American media

4. When you want to relax or be entertained, WHAT media are you most likely to use?
(Choose only one answer)
- (1) Chinese-language media
 - (2) American media
5. When you want to relax or be entertained WHAT KIND of media are you the most likely to use?
- (1) print media (newspapers, magazines, or books)
 - (2) TV
 - (3) Radio
 - (4) Computer-mediated media (the Internet)
6. WHAT media are you most likely to use at work to improve your professional knowledge?
- (1) Chinese-language media
 - (2) American media
 - (3) Not applicable
7. Where do you get most of your news and public affairs information?
- (1) Newspapers
 - (2) Radio
 - (3) TV
 - (4) Magazines
 - (5) The Internet
 - (6) Family
 - (7) Friends
 - (8) Other people
8. Would you say that you are most interested in...
- (1) American news
 - (2) Foreign news
 - (3) News about China, Taiwan, or Hong Kong
 - (4) Not interested in news
 - (5) Other _____
9. Do you use American mass media?
- (1) Yes
 - (2) No (If no, skip to Q. 16)
10. What is the one MOST IMPORTANT reason that you use American mass media?
(Choose only one answer)

- (1) Primarily for entertainment
 (2) To understand American society and culture
 (3) To find out what is going on in the United States
 (4) To find out what is going on in China, Taiwan, or Hong Kong
 (5) Other _____
11. On the average, about how many MINUTES a day would you say that you spend reading American newspapers? (Please write 0 if you do not read any American newspapers)
- _____ minutes (average) spend on American newspapers each day
12. 13. On the average, about how many MINUTES per week would you say that you spend reading American magazines? (Please write 0 if you do not read any American magazines)
- _____ minutes (average) spend on American magazines per week
13. On the average, about how many HOURS a day would you say that you spend watching American TV programs? (Please write 0 if you do not watch any American TV)
- _____ hours (average) of American TV watch each day
14. On the average, about how many MINUTES a day would you say that you spend listening to American radio programs? (Please write 0 if you do not listening to any American radio)
- _____ minutes (average) listen to American radio each day
15. Do you use Chinese-language media?
- (1) Yes (if yes, skip to Q. 17)
 (2) No
16. What is the most important reason that you don't use Chinese-language media?
- (1) Not readily available where I live
 (2) Not interested in using Chinese-language media
 (3) Others _____
17. What is the most important reason that you use Chinese-language media?
- (1) Primarily for entertainment

- (2) To find out what is going on in the United States
- (3) To find out what is going on in China, Taiwan, or Hong Kong
- (4) For commentary or analysis
- (5) Other _____

18. On the average, about how many MINUTES a day would you say that you spend reading Chinese-language newspapers? (Please write 0 if you do not read any Chinese newspapers)

_____ minutes (average) spend on Chinese newspapers each day

19. On the average, about how many MINUTES per week would you say that you spend reading Chinese-language magazines? (Please write 0 if you do not read any Chinese magazines)

_____ minutes (average) spend on American magazines last week

20. Do you watch Chinese TV programs?

- (1) Yes (if yes, answer Q 21)
- (2) No. Why? _____

21. On the average, about how many HOURS a day would you say that you spend watching Chinese TV programs? (Please write 0 if you do not watch any American TV)

_____ hours (average) of American TV watch each day

22. On the average, about how many MINUTES a day would you say that you spend listening to Chinese radio programming? (Please write 0 if you do not listening to any American radio)

_____ minutes (average) listen to American radio each day

23. Do you watch movies—either go to movie theater or rent or buy videotaped movies and watch at home?

- (1) Yes
- (2) No (if no, skip to Q. 26)

24. What kind of movies do you watch the most?

- (1) Movies from China, Taiwan, or Hong Kong
- (2) American movies

25. Of the total time you spend using media, what percent is spent using American mass media and what percent is spent using Chinese-language media? (The total percents should add to 100%).

_____ % of my total media use time is spent on American media.

_____ % of my total media use time is spent on Chinese-language media.

II. Demographics

1. What is your age?

_____ years old

2. Are you

(1) male

(2) female

3. Your educational level is

(1) ESL or language program

(2) Freshman

(3) Sophomore

(4) Junior

(5) Senior

(6) Graduate student

4. Are you

(1) Single

(2) Married

(3) Other

5. What is your major? _____

6. How long have you lived in the United States? _____ years

7. Where are you come from?

(1) China

(2) Taiwan

(3) Hong Kong or Macao

8. What do you plan to do after you graduate?

- (1) Go back home
- (2) Stay in the United States

9. Do you plan to become U. S citizen or get permanent resident status after you graduate?

- (1) Yes
- (2) No
- (3) Not decided yet

10. How would you rate your English reading, listening, and speaking ability?

- (1) very good
- (2) good
- (3) average
- (4) not good
- (5) very poor

11. Do you have computer at home? _____ yes _____ no

12. Do you have the access to the Internet? _____ yes _____ no

13. Around how much do you spend for one month” (Including housing, food, transportation and other fees)

- (1) under US\$ 300
- (2) US\$ 300-\$ 500
- (3) US\$ 500-\$ 700
- (4) US\$ 700-\$ 1,000
- (5) Over US\$ 1,000

Appendix B

Daily Log Entry

NO. _____

Date: _____

Please fill out the blank by number or check the yes/no question. If you didn't use that media this day, please write "0" on it.

1. A. I watch English TV for U.S news about _____ minutes.
 Foreign news about _____ minutes.
 Local news about _____ minutes.
 Movies or other entertainment about _____ minutes.
- B. I watch Chinese TV for U.S news about _____ minutes.
 Foreign news about _____ minutes.
 Local news about _____ minutes.
 Movies or other entertainment about _____ minutes.

2. A. I read English newspapers for U.S news about _____ minutes.
 Foreign news about _____ minutes.
 Local news about _____ minutes.
 Movies or other entertainment about _____ minutes.
- B. I read Chinese newspapers for U.S news about _____ minutes.
 Foreign news about _____ minutes.
 Local news about _____ minutes.
 Movies or other entertainment about _____ minutes.

3. I read _____ magazine (name of it, could be Chinese or English) for _____ minutes.

4. A. I listen to English radio program for
 news about _____ minutes.
 entertainment (music, talk show, ..exc.) about _____ minutes.
- B. I listen to English radio program for
 news about _____ minutes.
 entertainment (music, talk show, ..exc.) about _____ minutes.

5. A. I log on line for English news about _____ minutes.

English Entertainment about _____ minutes.

English academic information about _____ minutes.

Exchange information with American friends about _____ minutes.

B. I log on line for Chinese news about _____ minutes.

Chinese-language Entertainment about _____ minutes.

Chinese academic information about _____ minutes.

Exchange information with Chinese friends about _____
minutes.

6. A. I talk with Chinese friends here about what's going on in the U. S today.

Yes ___

No ___

B. I talk with Chinese friends here about what's going on in my home country today.

Yes ___

No ___

C. I talk with Chinese friends here about living information today.

Yes ___

No ___

D. I talk with Chinese friends here about academic information today.

Yes ___

No ___

7. A. I talk with American friends here about what's going on in the U. S today.

Yes ___

No ___

B. I talk with American friends here about living information today.

Yes ___

No ___

C. I talk with American friends here about academic information today.

Yes ___

No ___

Appendix C

The Final Interview

1. Do you know the news about the affair between American President Clinton and former White House intern Monica Lewinsky?
 - (1) Yes
 - (2) No (please skip to Q.4)

2. What media did you initially use to know this news?
 - (1) Chinese-language media
 - (2) American media

3. What kind of media did you initially use to know this news?
 - (1) Newspaper
 - (2) Magazines
 - (3) Radio
 - (4) TV
 - (5) Computer network
 - (6) Family
 - (7) Friends
 - (8) Others

4. Do you know the intensive situation in Iraq recently?
 - (1) Yes
 - (2) NO (please skip to Q.7)

5. What media did you initially use to know this news?
 - (1) Chinese-language media
 - (2) American media

6. What kind of media did you initially use to know this news?
 - (1) Newspaper
 - (2) Magazines
 - (3) Radio

- (4) TV
- (5) Computer network
- (6) Family
- (7) Friends
- (8) Others

7. Do you know the Winter Olympic Game just held in Japan?

- (1) Yes
- (2) NO (please skip to Q.10)

8. What media did you initially use to know this news?

- (1) Chinese-language media
- (2) American media

9. What kind of media did you initially use to know this news?

- (1) Newspaper
- (2) Magazines
- (3) Radio
- (4) TV
- (5) Computer network
- (6) Family
- (7) Friends
- (8) Others

10. Do you know there was a big earthquake in Hepei, China last month?

- (1) Yes
- (2) NO (skip to Q.13)

11. What media did you initially use to know this news?

- (1) Chinese-language media
- (2) American media

12. What kind of media did you initially use to know this news?

- (1) Newspaper
- (2) Magazines
- (3) Radio
- (4) TV

- (5) Computer network
- (6) Family
- (7) Friends
- (8) Others

13. Do you know the news about the sex scandal of Huang Yi-Chiao, the director of the information office for the Taiwan Provincial Government and Chou Yu-Kou, a media worker?

- (1) Yes
- (2) NO (please skip to Q.16)

14. What media did you initially use to know this news?

- (1) Chinese-language media
- (2) American media

15. What kind of media did you initially use to know this news?

- (1) Newspaper
- (2) Magazines
- (3) Radio
- (4) TV
- (5) Computer network
- (6) Family
- (7) Friends
- (8) Others

16. Do you know there was a serious chicken flu in Hong Kong recently?

- (1) Yes
- (2) No

17. What media did you initially use to know this news?

- (1) Chinese-language media
- (2) American media

18. What kind of media did you initially use to know this news?

- (1) Newspaper
- (2) Magazines
- (3) Radio

- (4) TV
- (5) Computer network
- (6) Family
- (7) Friends
- (8) Others

APPENDIX II:
CHINESE QUESTIONNAIRES AND DAILY LOG

您好，謝謝您願意花時間參與這項研究。我的名字是平安，我是聖荷西大學大眾傳播系的研究所學生，以下是有關我的論文—中國留學生在美國資訊搜索習慣，所問的一些問題。請您儘可能的回答所有的問題。所有的資料都將只會用於學術研究。您的參與，讓我非常感激！

1. 資訊搜索和媒體使用

1. 一般來說，你知道多少有關美國目前發生的事情？
 - (1) 很多
 - (2) 一些
 - (3) 不多
 - (4) 很少

2. 一般來說，你知道多少有關中國大陸、台灣、或香港目前發生的事情？
 - (1) 很多
 - (2) 一些
 - (3) 不多
 - (4) 很少

3. 當你想要知道新聞或公共事務的訊息時，你最常會使用什麼媒體？（只能圈選一項答案）
 - (1) 中文媒體
 - (2) 美國媒體

4. 當你想輕鬆或娛樂的時候，你最常會使用什麼媒體？（只能圈選一項答案）
 - (1) 中文媒體
 - (2) 美國媒體

5. 當你需要輕鬆或娛樂的時候，你會使用那一類型的媒體？（只能圈選一項答案）
 - (1) 平面媒體（報紙雜誌書籍）
 - (2) 電視
 - (3) 收音機
 - (4) 電腦網路

6. 在學業上，你最常使用什麼媒體來增加你的專業知識？（只能圈選一項答案）
 - (1) 中文媒體
 - (2) 美國媒體

7. 你最常從以下那一項得知公共事務的訊息？（只能圈選一項答案）
 - (1) 報紙

- (2) 收音機
 - (3) 電視
 - (4) 雜誌
 - (5) 電腦網路
 - (6) 家人
 - (7) 朋友
 - (8) 其他人
8. 你對以下那一類新聞最感興趣？（只能圈選一項答案）
- (1) 美國新聞
 - (2) 一般國外新聞
 - (3) 有關中國大陸、台灣、或香港的新聞
 - (4) 對新聞皆不感興趣
 - (5) 其他（請說明）_____
9. 你使用美國媒體嗎？
- (1) 是
 - (2) 否（如果答案是“否”，請跳答第 16 題）
10. 你使用美國媒體最重要的原因是？（只能圈選一項答案）
- (1) 以娛樂為主
 - (2) 以了解美國社會及文化
 - (3) 以得知美國所發生的事
 - (4) 以得知中國大陸、台灣、或香港所發生的事
 - (5) 以學習某些事物的評論或分析
 - (6) 其他_____
11. 平均來說，你一天花_____分鐘看美國報紙。（如果沒有，請寫“0”）
12. 平均來說，你一星期花_____分鐘閱讀美國雜誌。（如果沒有，請寫“0”）
13. 平均來說，你一天花_____小時看美國電視。（如果沒有，請寫“0”）
14. 平均來說，你一天花_____分鐘收聽美國廣播節目。（如果沒有，請寫“0”）
15. 你使用中文媒體嗎？
- (1) 是（如果答案是“是”，請跳答第 17 題）
 - (2) 否
16. 你不使用美國媒體最重要的原因是？（只能圈選一項答案）
- (1) 我所居住的地方沒有任何中文媒體

- (2) 我對中文媒體不感興趣
- (3) 其他_____
17. 你使用中文媒體最重要的原因是？（只能選一項答案）
- (1) 以娛樂為主
- (2) 以得知美國所發生的事
- (3) 以得知中國大陸、台灣、或香港所發生的事
- (4) 以學習某些事物的評論或分析
- (5) 其他_____
18. 平均來說，你一天花_____分鐘閱讀中文報紙。（如果沒有，請寫“0”）
19. 平均來說，你一星期花_____分鐘閱讀中文雜誌。（如果沒有，請寫“0”）
20. 你看中文電視節目嗎？
- (1) 看（如果“看”，請回答第 21 題）
- (2) 不看。為什麼？_____
21. 平均來說，你一天花_____小時看中文電視節目。
22. 平均來說，你一天花_____分鐘收聽中文廣播節目。（如果沒有，請寫“0”）
23. 你看電影嗎？---包括你到電影院觀看電影和租借或購買的家庭錄影帶。
- (1) 是
- (2) 否（如果答案是“否”，請跳答第 26 題）
24. 你最常看
- (1) 中國大陸、台灣、或香港電影
- (2) 美國電影
25. 在你使用媒體時，美國媒體及中文媒體的比例是多少？（這二個比例相加必須是百分之百）
- 我使用的媒體中有：
- _____ %的時間花在美國媒體
- _____ %的時間花在中文媒體

II. 個人基本資料

1. 年齡 _____ 歲

2. 性別 _____ 男 _____ 女
3. 教育程度
- (1) 語言學校
 - (2) 大學一年級
 - (3) 大學二年級
 - (4) 大學三年級
 - (5) 大學四年級
 - (6) 碩士研究生
 - (7) 博士研究生
4. 您的主修是 _____
5. 您的婚姻狀況？ _____ 已婚 _____ 未婚 _____ 其他 _____
6. 您在美國住了多久？ _____ 年
7. 您是從何處來的？ _____ 中國大陸 _____ 台灣 _____ 香港或澳門
8. 您畢業後有什麼打算？ _____ 回本國 _____ 繼續留在美國
9. 您畢業後打算成為美國公民或是取得永久居留權嗎？
_____ 是 _____ 否 _____ 尚未決定
10. 您覺得自己的英文程度如何？
- (1) 很好
 - (2) 不錯
 - (3) 普通
 - (4) 不太好
 - (5) 很不好
11. 您家中有電腦嗎？ _____ 是 _____ 否
12. 您有連結網路 (the Internet) 嗎？ _____ 是 _____ 否
13. 您個人一個月的支出額度大約是多少？ (包括住宿、飲食、交通及其他雜用)
- (1) under US\$ 300
 - (2) US \$ 300-\$ 500
 - (3) US \$ 500-\$ 700
 - (4) US \$ 700-\$ 1,000
 - (5) over US \$ 1,000

DAILY LOG ENTRY

NO. _____

Date: ____/____/____

請在空格處填入數字，如果您今天未使用那項媒體，請填“0”。
如果是“是/否”性的問題，請打勾。

1. A. 我收看美國電視有關美國新聞 _____ 分鐘。
 一般國外新聞 _____ 分鐘。
 地區性新聞 _____ 分鐘。
 中國大陸、台灣、及香港新聞 _____ 分鐘。
 電影或其他娛樂性節目 _____ 分鐘。

- B. 我收看中文電視有關美國新聞 _____ 分鐘。
 一般國外新聞 _____ 分鐘。
 地區性新聞 _____ 分鐘。
 中國大陸、台灣、及香港新聞 _____ 分鐘。
 電影或其他娛樂性節目 _____ 分鐘。

2. A. 我閱讀英文報紙有關美國新聞 _____ 分鐘。
 一般國外新聞 _____ 分鐘。
 地區性新聞 _____ 分鐘。
 中國大陸、台灣、及香港新聞 _____ 分鐘。
 其他娛樂性消息 _____ 分鐘。

- B. 我閱讀中文報紙有關美國新聞 _____ 分鐘。
 一般國外新聞 _____ 分鐘。
 地區性新聞 _____ 分鐘。
 中國大陸、台灣、及香港新聞 _____ 分鐘。
 其他娛樂性消息 _____ 分鐘。

3. 我閱讀 _____ （雜誌名，中文或英文皆可） _____ 分鐘。

4. A. 我收聽英文廣播節目有關新聞性節目 _____ 分鐘。
 娛樂（音樂、脫口秀...等）及其他節目 _____ 分鐘。

- B. 我收聽中文廣播節目有關新聞性節目 _____ 分鐘。
娛樂（音樂、脫口秀...等）及其他節目 _____ 分鐘。
5. A. 我上英文網站搜尋有關新聞性資訊 _____ 分鐘。
娛樂性資訊 _____ 分鐘。
學術性資訊 _____ 分鐘。
我上英文網站和朋友交換訊息 _____ 分鐘。
- B. 我上中文網站搜尋有關新聞性資訊 _____ 分鐘。
娛樂性資訊 _____ 分鐘。
學術性資訊 _____ 分鐘。
我上中文網站和朋友交換訊息 _____ 分鐘。
6. A. 今天，我和這裡的中國朋友談論美國所發生的事情。____是 ____否
- B. 今天，我和這裡的中國朋友談論我家鄉所發生的事情。____是 ____否
- C. 今天，我和這裡的中國朋友談論有關本地生活資訊。____是 ____否
- D. 今天，我和這裡的中國朋友談論有關學業資訊。____是 ____否
7. A. 今天，我和這裡的美國朋友談論美國所發生的事情。____是 ____否
- B. 今天，我和這裡的美國朋友談論我家鄉所發生的事情。____是 ____否
- C. 今天，我和這裡的美國朋友談論有關本地生活資訊。____是 ____否
- D. 今天，我和這裡的美國朋友談論有關學業資訊。____是 ____否

CASE NO. _____

1. 請問您知道美國總統柯林頓 (Clinton) 和前白宮實習生莫妮卡·陸文斯基 (Monica Lewinsky) 的誹聞案嗎？
 - A. 知道
 - B. 不知道 (請跳答第 4 題)

2. 請問您最先是從什麼媒體得知這則新聞的？
 - A. 中文媒體
 - B. 英文媒體

3. 請問您最先是從什麼類型的媒體得知這則新聞的？
 - A. 報紙
 - B. 雜誌
 - C. 收音機
 - D. 電視
 - E. 電腦網路
 - F. 家人
 - G. 朋友
 - H. 其他

4. 請問您知道最近伊拉克 (Iraq) 軍事緊張的局勢嗎？
 - A. 知道
 - B. 不知道 (請跳答第 7 題)

5. 請問您最先是從什麼媒體得知這則新聞的？
 - A. 中文媒體
 - B. 英文媒體

6. 請問您最先是從什麼類型的媒體得知這則新聞的？
 - A. 報紙
 - B. 雜誌
 - C. 收音機
 - D. 電視
 - E. 電腦網路
 - F. 家人
 - G. 朋友
 - H. 其他

7. 請問您知道最近冬季奧運在日本舉行嗎？
 - A. 知道
 - B. 不知道 (請跳答第 10 題)

8. 請問您最先是從什麼媒體得知這則新聞的？
 - A. 中文媒體
 - B. 英文媒體

9. 請問您最先是從什麼類型的媒體得知這則新聞的？

- A. 報紙
- B. 雜誌
- C. 收音機
- D. 電視
- E. 電腦網路
- F. 家人
- G. 朋友
- H. 其他

10. 請問您知道上個月中國大陸河北省發生大地震嗎？

- A. 知道
- B. 不知道 (請跳答第 13 題)

11. 請問您最先是從什麼媒體得知這則新聞的？

- A. 中文媒體
- B. 英文媒體

12. 請問您最先是從什麼類型的媒體得知這則新聞的？

- A. 報紙
- B. 雜誌
- C. 收音機
- D. 電視
- E. 電腦網路
- F. 家人
- G. 朋友
- H. 其他

13. 請問您知道最近台灣省府發言人黃義交和媒體工作者周玉冠的誹聞案？

- A. 知道
- B. 不知道 (請跳答第 16 題)

14. 請問您最先是從什麼媒體得知這則新聞的？

- A. 中文媒體
- B. 英文媒體

15. 請問您最先是從什麼類型的媒體得知這則新聞的？

- A. 報紙
- B. 雜誌
- C. 收音機
- D. 電視
- E. 電腦網路
- F. 家人
- G. 朋友
- H. 其他

16. 請問您知道前一陣子香港因為禽流感而大舉撲殺雞鴨嗎？

- A. 知道
- B. 不知道

17. 請問您最先是從什麼媒體得知這則新聞的？

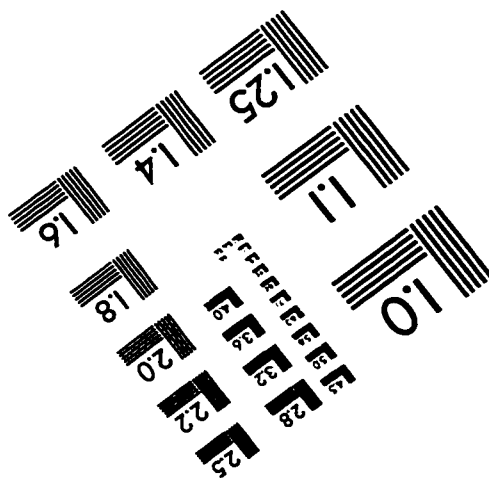
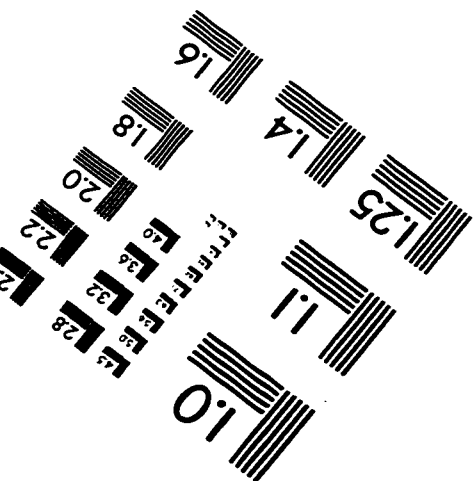
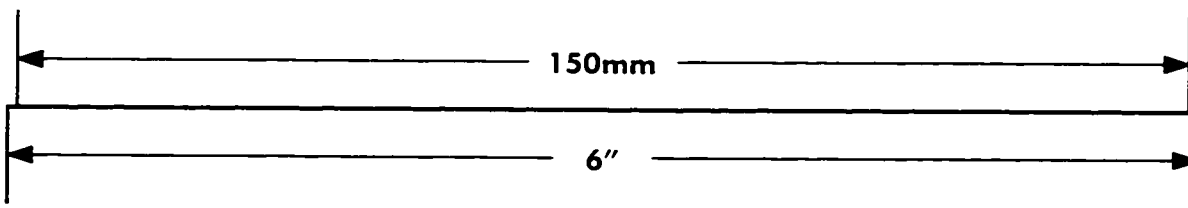
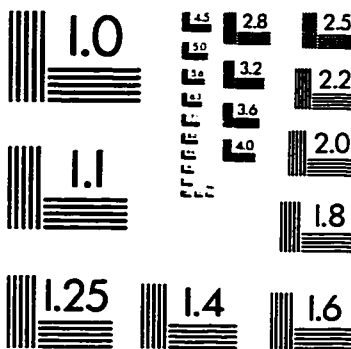
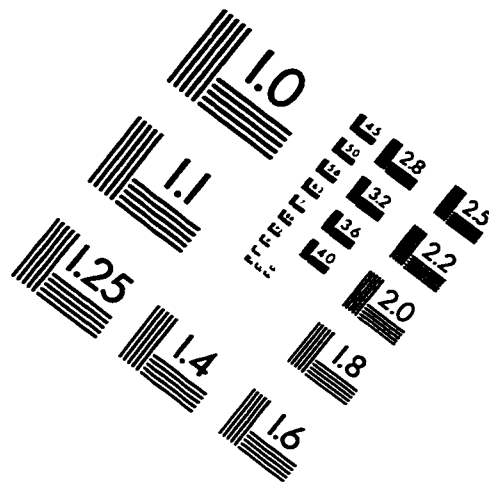
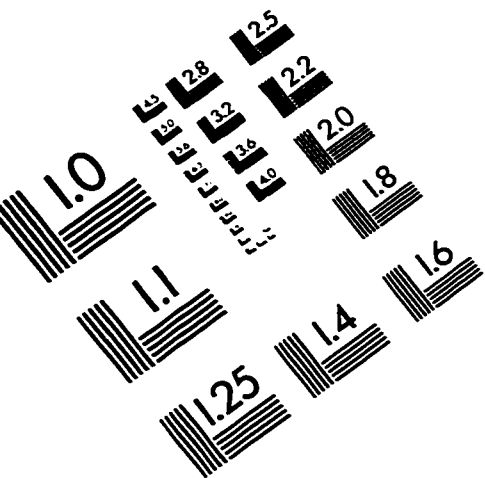
- A. 中文媒體
- B. 英文媒體

18. 請問您最先是從什麼類型的媒體得知這則新聞的？

- A. 報紙
- B. 雜誌
- C. 收音機
- D. 電視
- E. 電腦網路
- F. 家人
- G. 朋友
- H. 其他

非常感謝您的配合與幫忙！謝謝！謝謝！謝謝！

IMAGE EVALUATION TEST TARGET (QA-3)



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