

Research on Acculturation of Korean Students During Chinese Language Acquisition

Lijuan Gao^{1,*}

¹Xi'an Fanyi University, Xi'an, Shaanxi 710105, China

* Corresponding author. Email: 441732061@qq.com

ABSTRACT

The "acculturation model" proposed by Schumann (1978) provides a theoretical basis for the study of second language acquisition from the perspective of environmental and emotional factors. The "social distance" and "psychological distance" of second language learners in learning the target language explain the theoretical assumptions of the acculturation model. This paper takes international students in China as the research objects. Through quantitative and qualitative research, this paper analyzes the problems they encounter in the process of learning Chinese in Xi'an, and investigates the influence of social distance and psychological distance on Chinese as a second language acquisition. It is concluded that "social distance" is more important than "psychological distance" in Chinese language learning for Korean students. At the same time, it tries to propose an acculturation model for foreign students in China.

Keywords: *the acculturation model, social distance, psychological distance, second language acquisition*

I. INTRODUCTION

With the deepening of the integration of the world economy, the exchange between countries is becoming closer, and international students have gradually become one of the ties of learning from each other. Since 2015, "the Belt and Road Initiative" has been rebuilt by Xi Jinping. China has been actively promoting Chinese, which has made more neighboring countries feel the charm of Chinese. In recent years, the comprehensive national strength of China has been increasing and the influence on the world has been expanding. Chinese is going to the world more and more firmly, and its appeal to foreign friends is gradually increasing. The large number of international students in China has made them a group that cannot be ignored. When people enter a new cultural environment to study, work and even live, they will face the acculturation problem. In order to meet the needs of learning Chinese in China and foreign countries, to promote the Chinese as a second language, and to better spread Chinese culture, it is necessary to learn Chinese. The acculturation provides a theoretical basis for the study of Chinese as a second language acquisition. Therefore, this research is put forward on the influence

of acculturation model in the process of foreigners learning Chinese.

II. LITERATURE REVIEW

The "acculturation model" was proposed by John Schumann (1986), an American scholar. The theory is based on the second language acquisition in the natural environment, when the learners are in the target language community. It discusses the reasons for the significant differences in the speed and effectiveness of second language acquisition from two aspects of social distance and psychological distance.¹ This model was initially applied to the category of immigrants, and later used in the study of second language acquisition of learners, providing a theoretical basis for the study of second language acquisition from the perspective of environmental and emotional factors (Schumann, 1986). The highlights of this theoretical model lie in the following aspects: first, it does not seek answers from the differences of language itself; second, it does not start from the language mechanism of human brain; third, it explores the influence of social and cultural factors on second language acquisition from the perspective of social and cultural environment.

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¹ Chen Hongping, Liu Wei. Acculturation model and Chinese second language acquisition. China Electric Power Education, 2010

A. Research status and trends in European and American countries

Foreign academic research on "acculturation model" focuses on the following aspects:

- The application of acculturation model in the acquisition of English as a second language

For example, Schumann (1986), Ellis (1994), Stauble (1978), Schmidt (1983), Kelly (1982), and England (1982) all studied the development process of English as a second language acquisition. They used empirical quantitative or qualitative, horizontal or vertical survey methods to obtain some meaningful conclusions. For example, they discussed the relationship between acculturation and the acquisition level of English as a second language.

- Analyzing the relationship between acculturation model and second language acquisition level from the two dimensions of social distance and psychological distance, with no consistent conclusion as to which is more important²

³ Schumann (1986) and Ellis (1994) believe that social distance is more important than psychological distance (Wang Jianqin, 2009); Stauble (1978) conducted an empirical study on the acquisition of English by three native speakers of Spanish, and the results showed that social distance is more explanatory than psychological distance (Schumann, 1978a); Stauble A. M. (1981) conducted an empirical study on the acquisition of English by six Japanese-speaking adults and six Spanish-speaking adults, and the results showed that both social distance and psychological distance had zero correlation with second language acquisition level; Schmidt, R. (1983) tracked Wes, a 33-year-old Japanese artist, and found that social distance was negatively correlated with second language acquisition level.⁴ These empirical results are based on the acculturation model, but there is no consistent conclusion.

- Broadening the applicable scope and language of acculturation model

Maple (1982) conducted an experimental study on the relationship between social distance and the effect of second language acquisition on 190 Spanish-

² Gao Lijuan. research on the influence of Chinese learning motivation on Chinese proficiency of students from Central Asia in Xi'an, *The Guide of Science and Education* (midmonth), 2014

³ Liu Xiaochen, Zhong Ling. Discussing the acculturation theory and its application in foreign language learning — the review of ten related literatures. *The Guide of Science and Education* (first ten-day period of a month), 2015

⁴ Zheng Daihua. Research on the acculturation Model and the Effect of Chinese as a Second Language Acquisition, Beijing Language and Culture University, 2007.

speaking students in the United States. The results showed that among the eight social factors, except for cultural similarity, the relationship between the other seven factors and the effect of second language acquisition confirmed Schumann's theory, which further proved that the acculturation model is also suitable for other languages and may be suitable for non-immigrant groups.⁵ Giles and Byrne (1982) put forward "the Inter-group model", which explains the influence of students' perceived social distance on second language acquisition and emphasizes the "interaction" between the two groups. According to Giles and Byrne, how learners define and view the relationship between learners and target language groups is very important for second language acquisition (Wang Jianqin, 2003).⁶ There are few studies on the application of acculturation model in the acquisition of Chinese as a second language in foreign countries.

B. Research status and trends in China

The earliest discussion on acculturation in China was in Li Anmin's work "some issues on cultural acculturation". However, a large number of Chinese studies on acculturation began in the early 21st century. However, the current Chinese researches are also based on Schumann's "acculturation model", mainly focusing on the following aspects:

- The situation of acculturation of Chinese international students in foreign countries

For example, from the perspective of cross-cultural psychology, and combining with the cultural distance between China and Japan, Xu Guangxing analyzed the learning and living conditions of Chinese international students in Japan, and studied the mental health problems of Chinese international students in the process of acculturation in Japan by empirical method, and put forward corresponding assistance methods in his book "Studying abroad with acculturation — Mental Health and Assistance for Chinese Students studying abroad" (2000). In "Sojourners and foreigners: a study of intercultural interpersonal communication among Chinese students studying in the United States" (2004), Chen Xiangming studied the acculturation of Chinese students studying in the United States from the perspective of cross-cultural communication in both vertical and horizontal aspects. Most of Chinese scholars study acculturation from the above two perspectives, but there are few breakthroughs in this field abroad.

⁵ Liu Yanyan. The Influence of Social Distance on Foreign Learners' Chinese Reading Strategies, Shanghai Normal University, 2013.

⁶ Zheng Daihua. Research on the acculturation Model and the Effect of Chinese as a Second Language Acquisition, Beijing Language and Culture University, 2007.

- Discussing the acculturation model from two dimensions of social distance and psychological distance⁷

It is to study the acculturation process of these factors to the target language culture and the achievement of learning the target language, that is, whether the learners can integrate into the target language group socially and psychologically and achieve the target language achievement.⁸ The application of acculturation model in second language acquisition is studied to see whether social distance or psychological distance is more important. However, there is no consistent conclusion.

C. Overview of acculturation models

In the 1970s, American scholar John H. Schumann abandoned the previous theoretical thinking of seeking answers from the language itself and starting from the mechanism of human brain. He put forward the hypothesis of "acculturation model" from the perspective of social culture and expounded it. The most complete theory about the acculturation mode should be in 1978, whose core content is to analyze and elaborate the acculturation degree through social distance and psychological distance. Social distance refers to the relationship between the learners of second language acquisition (SLA) and the target language group, which affects the degree of contact between the SLA learners and the target language community and affects the improvement of target language level. The farther the social distance between the two groups, the less contact, the worse to SLA.⁹(see "Table I")

Psychological distance, based on the emotional relationship between individuals and groups, is generally composed of four related factors (the four related factors of psychological distance and their relationship with second language acquisition, as shown in "Table II"). The closer the psychological distance is, the greater the amount of language input will be, and the more favorable it will be for acquisition.¹⁰ According to Schumann, social distance is more important than psychological distance.

On the basis of foreign theories, Chinese scholar Bi Jiwan has summed up that "acculturation is a negative impact of new culture shock. We should adjust and

change our communicative behavior, living habits, thinking mode and values to adapt to the new cultural environment and learn to communicate effectively in the new cultural environment."¹¹

There are two types of acculturation groups: one refers to long-term refugees or immigrants; and the other refers to short-term residents, collectively referred to as "sojourners", including people or individuals who complete a certain mission, such as foreign students, military personnel, scientific and technological personnel, missionaries.¹² The research objects of acculturation can be divided into two types. One refers to long-term immigrants or refugees. For example, the research objects of study on the acculturation of Miao people who immigrate to the United States, and the objects of research on acculturation of Tungan people in Central Asia belong to this type; the other refers to short-term residents, including those who hope to achieve certain goals through going abroad, such as international students and international scholars, businessmen living abroad for a short time, and technicians sent abroad.¹³ The latter belongs to "sojourners".¹⁴

Korean students, the research objects of this paper are short-term residents, namely "sojourners". The group of international students has the dual identities of sojourners and students, so their acculturation to China is unique.¹⁵

⁷ Peng Qian. A Study on the acculturation of International Students from Central Asia in China [D]. Anyang Normal University, 2017.

⁸ Liu Yan. Investigation on the Chinese Acquisition acculturation of Minority Primary School Students. Shanghai Jiaotong University Press, 2013.

⁹ Liu Yanyan. The Influence of Social Distance on Foreign Learners' Chinese Reading Strategies. Chinese Excellent Master's Thesis Full-text Database, 2013.

¹⁰ Hu Haiyang. On Phonetic Teaching of Elementary Chinese Comprehensive Course. Inner Mongolia Normal University, 2014.

¹¹ Dong Huiying. Acculturation in cross-cultural communication. Guangxi Normal University, 2012.

¹² Zhou Nan. Research on Cross-cultural Psychological Adaptation of Military Students in China. Xinjiang Normal University, 2017.

¹³ Chen Hui, Che Hongsheng, Zhu Min. A Review of Researches on the Influencing Factors of Cross-cultural Adaptation [J]. Progress in Psychological Science, 2003(06): 704-710.

¹⁴ Wang Jihua. A Study on acculturation of International Students from Central Asia. Xinjiang Normal University, 2016.

¹⁵ Peng Qian. Research on the acculturation of International Students from Central Asia in China. Anyang Normal University, 2017.

TABLE I. THE RELATIONSHIP BETWEEN SOCIAL DISTANCE AND SECOND LANGUAGE ACQUISITION

Social distance	Society-led model	Integration strategy	Degree of being closed	Degree of condensation	Group scale	Cultural similarity	Attitude	Intended length of residence
Be conducive to acquisition	Equal status	Assimilation accumulation	Low	Low	Small	High	Positive	Long
Being not conducive to acquisition	Leading role, subordinate position	Retain	High	High	Large	Low	Negative	Short

TABLE II. THE RELATIONSHIP BETWEEN PSYCHOLOGICAL DISTANCE AND SECOND LANGUAGE ACQUISITION

Psychological distance	Language shock	Culture shock	Learning motivation	The permeability of language boundaries
Be conducive to acquisition	High	Low	Integrative motivation	Strong penetration
Being not conducive to acquisition	Low	High	Instrumental motivation	Weak penetration

III. EMPIRICAL RESEARCH DESIGN

A. Longitudinal study

From March 2017 to December 2018, the author conducted a longitudinal study of 21 months on a Korean American couple. By recording their natural production and induced language materials, the author investigated the situation of the couple's acquisition of Chinese in a natural state in China. The specific situation is as follows: the husband has obtained a doctor's degree in the United States, and the wife obtained an undergraduate degree, but the wife's ability to learn Chinese was far better than that of her husband. According to the results, from the perspective of social distance, the husband is alienated from Chinese society, and the family work is done by the wife. From the perspective of psychological distance, the husband is not willing to contact with the Chinese people and Chinese society, or even takes the attitude of escaping. Because he has a high degree, he is especially afraid that he can't understand and learn Chinese. Until the seventh month of their stay in China, the husband always liked to communicate with my daughter every time when we went out. My daughter's pronunciation is better. They played games and exchanged musical instruments together. The husband is no longer afraid and nervous to communicate with us. The Chinese level has been improved significantly. It can be seen that without contact with Chinese society, the expected value of immersion teaching cannot be achieved. Therefore, social distance is an important factor. In learning a second language, it is more important than psychological distance.

B. Quantitative study

Accurate and convincing research is inseparable from the survey data. Therefore, it adds English and Korean translation into the questionnaire survey to ensure operability and accuracy. According to the above theoretical basis, the author made a more scientific questionnaire according to the academic

acculturation, psychological acculturation, social acculturation of international students during their study in Xi'an. The author mainly refers to Mu Lu's "Discussion on the contents and methods of acculturation of Korean international students in Beijing universities", and makes some modifications according to the actual situation. The questionnaire is divided into three parts.

The first part is personal data, including gender, education background, Chinese level, reasons for coming to China, time and frequency of coming to China, attitude towards Chinese culture, etc. The purpose is to understand the basic situation of sample composition, so as to further analyze the related factors affecting international students' acculturation. The second part consists of three parts: the reasons for coming to China, teaching adaptation and social acculturation. The purpose of the design is to make clear the evaluation of the teaching environment and the social and cultural environment of China and their actual level of adapting to the study and life in China. The third part includes the difficulties encountered in the acculturation and the help they are eager to seek. The purpose of this part is to understand the specific problems of international students in the acculturation, the actual needs and so on. The author uses Linkert 5-point scale in the second part and third part of the questionnaire survey (1 to 5 respectively indicate: totally disagree, disagree, indifferent, agree, fully agree). The higher the selected value is, the higher the degree of satisfaction or adaptability of international students is.

The questionnaire survey samples are Chinese learners who come to Xi'an to study and communicate. The objects mainly answer questions online. A total of 16 people participate in the survey, and the number of valid papers is 16. The quantitative research of the questionnaire survey shows that the acculturation of international students in Shaanxi is dynamic, and it is difficult to make follow-up of them. Therefore, some international students with different Chinese

proficiency are selected for comprehensive analysis, and the conclusion can also reflect the representation of acculturation. Among them, questionnaire is mainly used in data collection stage, and word, Excel and other software are mainly used in statistical stage. The

following will take this as a reference. Combined with the survey data of the qualitative questionnaire, this paper analyzes and evaluates the overall situation of the survey. The sample situation of this questionnaire survey is shown in "Table III".

TABLE III. STATISTICS OF SOME INTERNATIONAL STUDENTS PARTICIPATING IN THE QUESTIONNAIRE

Items	Basic information		
	Gender	Male	Female
	6	10	
Education background	Undergraduate	Graduate	
	14	2	
Chinese proficiency	Elementary (including no foundation)	Intermediate and advanced level	
	5	11	
Times for coming to china	1-2	Above 3times	
	12	4	
Time for coming to china	1-6 months	Above 6 months	
	13	3	
Attitude towards chinese culture	More interested	Very interested	
	6	10	
Adaptation time in china	Slower (above 2 months)	Faster (within 2 months)	
	4	12	
Number of chinese friends	More	Less	
	8	8	
Whether to recommend relatives and friends to live and study in China	Yes	No	
	10	6	
Do you plan to stay in china after graduation	No	Yes	Be in thinking
	5	7	4

TABLE IV. DISTRIBUTION OF THE NUMBER OF KOREAN STUDENTS SPEAKING EACH LANGUAGE ON DIFFERENT OCCASIONS

Occasion Language	Home	School	Daily life
Korean	16	14	12
English			2
Chinese		2	2

According to the effective questionnaire feedback, there are 16 respondents, including 7 males (accounting for 43.75% of the total) and 9 females (accounting for 56.25%). (see "Table IV") The gender ratio is relatively balanced, and females are slightly more than males.¹⁶ From the perspective of education level, there are 14 undergraduates (accounting for 87.5% of the total number) and 2 postgraduates (accounting for 12.5% of the total), indicating that the educational background of the respondents is relatively close. According to the results of Chinese Proficiency of the respondents, there are 5 international students with primary Chinese level (accounting for 31.25% of the total number), and 11 international students with intermediate and advanced Chinese level (accounting for 68.75% of the total). From the perspective of time spent in China, there are 13 people (81.25%) spending 1-6 months in China, 3 people (18.75% of the total) spending over 6 months in China, indicating that most of the respondents are still

in the crisis or recovery period of "culture shock".¹⁷ Whether at home, school, or in daily life, Korean students mainly speak Korean, the probability of speaking Chinese is very small, so it is necessary to study their learning of Korean. Combined with the actual results of the second and third parts of the survey, in the acculturation process, social acculturation is the most difficult, followed by psychological acculturation, and academic acculturation is faster. This shows that international students have strong learning motivation, and the quality of teaching Chinese as a foreign language in Xi'an is high, and the teaching conforms to the learning situation of international students. However, due to the wide range of social and cultural differences between countries, there are some problems in acculturation.

C. Qualitative research

According to the data analysis of the questionnaire, two students and the author conducted structured

¹⁶ Chen Yan. Research on the consumption behavior of rural tourists in Xiangxiang suburbs. Central South University of Forestry and Technology, 2013.

¹⁷ Peng Qian. A Study on acculturation of International Students from Central Asia. Anyang Normal University, 2017.

interviews and diary research on the social distance and psychological distance of three international. The method of analysis and induction are used to find out the existing phenomenon by repeatedly reading the interview data and diary data.

1) *The influence of social distance on international students learning Chinese in Xi'an*: In terms of "society-led mode", the group of Korean students in Xi'an Fanyi University and students in Xi'an Fanyi University are basically the same in terms of social dominant position. It can be said that the two groups are equal, so it is helpful to Korean students' Chinese learning.

In terms of "integration strategy", Korean students in Xi'an Fanyi University almost study Chinese for their future work and life. Korean students will study Chinese for a long time, and they can treat Chinese groups without reservation and actively discuss learning with Chinese students. And even though they were sad at the beginning because of the difficulty of learning Chinese, they never gave up learning Chinese all the time. Instead, they improved their learning enthusiasm and changed their attitude by visiting Chinese museums.

In terms of "degree of closeness", the Chinese level of Korean students in Xi'an Fanyi University is quite different from that of Chinese students. Xi'an Fanyi University has specially arranged Chinese volunteers for them to help them learn Chinese on weekdays, and send volunteers, etc., which is very beneficial for international students. Moreover, the study environment and living environment of international students are superior. Xi'an Fanyi University has specially arranged a residence for international students, so their environment is very broad, which is conducive to learning Chinese.

In terms of "cohesion", Korean students spend most of their time with their group members except for a cultural activity class with Chinese volunteers every week. There are more activities within their group because they are all Korean, which is convenient for communication. Therefore, high cohesion is a hindrance to Chinese learning.

From the perspective of "group size", there are 14 Korean students in this semester in Xi'an Fanyi University, and more than 30 Chinese and Korean volunteers. Compared with Chinese students, the number of overseas students is relatively small, which facilitates the contact between foreign students and Chinese students, so the time of speaking Chinese is greatly increased, and the Chinese level is improved quickly.

From the perspective of "cultural similarity", both China and South Korea are influenced by Confucian culture. The historical sources of the two countries are

also blended with each other, and the culture is also highly similar. Therefore, Korean students are more likely to respond to Chinese culture.

From the perspective of learners' attitude, Korean students are friendly and enthusiastic towards Chinese students. Whether in class or after class, whenever they meet a teacher, they will greet the teacher enthusiastically and actively, and they are also very enthusiastic about Chinese volunteers. The author often has meals with Chinese volunteers or asks them to play. Their positive attitude is of great help to the learning of Chinese, and the acquisition effect is obvious.

From the perspective of "planned residence time", Korean students who come to Xi'an Fanyi University to study Chinese usually exchange for one semester, and the time is very short. Their level of learning Chinese is lower than that of international students who have been in China for two years. In terms of time, it is not conducive to Chinese learning.

2) *The influence of psychological distance on Korean students' Chinese learning*¹⁸: In terms of "language shock", when South Korean students first came to China, they were afraid that their Chinese was not good, they were afraid to speak wrong, and they could not understand the Chinese students. Therefore, they seldom spoke Chinese and seldom contacted with Chinese students. Such performance was not conducive to their learning of Chinese.

In terms of "cultural shock", due to the differences between Chinese and Korean cultures, it will take some time for Korean students coming to China to adapt to the Chinese school environment. However, among the members of the learner group, some international students like to eat Chinese food and like to play with Chinese friends, so they can quickly adapt to the environment of the target language group; while some international students are not used to Chinese food, they close themselves up almost every day and do not communicate with the members of the target language group. Compared with the Chinese level of international students with strong adaptability, the acquisition effect of international students with weak adaptability is relatively low.

In terms of "learning motivation", international students said that they came to China to learn Chinese because they wanted to have a good job in the future and they also like Chinese. In the process of learning Chinese, international students like to take cultural activities every week because they can meet Chinese volunteers and learn with them. It can be seen that their learning motivation is of great help to learning Chinese.

¹⁸ Yang Jin. Research on Chinese Phonetics Teaching for South Korean Students. Yunnan Normal University, 2013.

From the perspective of "language boundary permeability", due to the influence of Korean, Korean students have no tone change when speaking Chinese, and almost all of them are in the same tone. Fortunately, they did not stop learning Chinese. They speak Chinese as they please. Although the grammatical order is wrong and the words are not accurate, they can always express their meaning clearly. For them, it is enough for them to learn Chinese openly and speak Chinese boldly, as long as they can understand the meaning. They just need to get more input, and that just provides them with favorable conditions.

IV. CONCLUSION

A. Research conclusion

Korean students speak Korean most of the time, and almost all of them communicate in Korean, whether with members of the learner group or with members of the target language group. When they leave Korea, leave home and come to Xi'an, a remote and strange place, there will inevitably be many psychological differences. During this period, they should not only adapt to China's living habits, but also adapt to China's teaching mode, and be familiar with China's environment. In China, it is still very difficult for most international students to get what they want. Therefore, Xi'an Fanyi University has specially arranged Chinese volunteers and Korean volunteers for Korean international students. These volunteers can better help foreign students learn Chinese and enable them to speak simple Chinese in their daily life, which is convenient for their life when studying abroad.

B. Analysis and discussion

According to the survey results (see "Table V"), the farther the social distance between Korean students and Chinese students, the less contact they have, the more unfavorable it is for them to learn Chinese;¹⁹ on the contrary, the closer the social distance between Korean students and Chinese students and the more contact they have, the more favorable it will be in learning Chinese. The psychological distance also has a certain influence on language input. The closer the psychological distance is, the more language input will be, and the more beneficial it will be for second language acquisition. It can be seen that social distance and psychological distance have a certain impact on second language acquisition, which is consistent with the initial hypothesis.

To further confirm, social distance is more important than psychological distance in the

acculturation process of students from different countries studying in Xi'an. In view of this conclusion, the author has made a questionnaire survey. The subjects of the survey are 48 native English and Korean who have lived in Xi'an for two years. There are 81 questions to be answered. The results of the survey show that the farther the social distance between foreign students and Chinese students, the less contact they have, the more unfavorable it is for them to learn Chinese;²⁰ on the contrary, the closer the social distance between foreign students and Chinese students, the more contact they have, the more favorable they will be in learning Chinese. The psychological distance also has a certain influence on language input. The closer the psychological distance is, the more language input will be, and the more beneficial it will be for second language acquisition. It can be seen that social distance and psychological distance have a certain impact on second language acquisition, which is consistent with the initial hypothesis.

On the other hand, the higher the level of Chinese learning, the easier it is for Korean students to adapt to Chinese learning environment. This study shows that the acculturation degree is related to the level of Chinese learning, which is consistent with the hypothesis. The stronger the acculturation degree of international students in Xi'an Fanyi University, the easier it is to adapt to the environment of Chinese students, the higher the level of learning Chinese, on the contrary, the lower the level of Chinese. This study shows that the degree of acculturation is related to the level of Chinese learning, which is consistent with the hypothesis.

¹⁹ Liu Zhengjiang. Study on the learning adaptability of foreign students from Central Asia in Xinjiang universities. Journal of Xinjiang University (Philosophy Humanities and Social Sciences Edition), 2014.

²⁰ Liu Zhengjiang. Study on the learning adaptability of foreign students from Central Asia in Xinjiang universities. Journal of Xinjiang University (Philosophy Humanities and Social Sciences Edition), 2014.

TABLE V. PERCENTAGE OF CONTACT BETWEEN KOREAN STUDENTS AND CHINESE STUDENTS

Contact condition Language	Classroom	Daily life	Tutorship
<i>Korean</i>	10%	88%	20%
<i>English</i>	10%	0	10%
<i>Chinese</i>	80%	12%	70%

However, there are still some problems in the acculturation mode, which has caused a lot of controversy. First, as far as the measurement of acculturation is concerned, no data can prove that it can accurately and comprehensively reflect learners' acculturation. Second, the measurement of acquisition level, accurate measurement of learners' second language acquisition level are key factors to explore the relationship between acculturation and departments, but the acquisition level has not been accurately measured.²¹ Third, there is a certain dynamic relationship between the degree of acculturation and the level of second language acquisition. However, the current research is only on the surface, and it cannot objectively and comprehensively reflect the relationship between them. Fourth, if people want to accurately reflect the relationship between acculturation and acquisition effect, it is necessary to have a large number of subjects as the basis. Fifthly, it has not been proved whether acculturation is related to second language acquisition. It can be seen that the results of this study still need to be proved.

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²¹ Zhang Qing, Wang Jiaqi. *A review of foreign second language acquisition theoretical models*. Academic Theory, 2013