THE ROLES OF LINGUISTIC CONFIDENCE AND INTEGRATIVE

MOTIVATION ON CROSS-CULTURAL ADAPTATION OF ASIAN

DEGREE STUDENTS IN FINLAND

Master's thesis

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Tiivistelmä – Abstract

While cross-cultural adaptation of international students has become more and more popular topics in the field of intercultural communication, there are few studies related to students who come to non-native-English-speaking countries to study international programs. Specifically, the number of Asian students enrolling in international degree programs in Finland has been increasing recently. Besides other difficulties, language has become one of the most baffling issues in the process of both sociocultural adaptation and psychological adaptation of strangers in the host country (Maza, 1963). By narrowing the impacts of integrative motivation and linguistic confidence, they have drawn some results in cross-cultural adaptation of Asian degree students in Finland. This research may address both advantages and disadvantages of language matters. Although international students study in English in Finland, they have to know some basic Finnish or even Swedish while living in Finland. Hence, this leads to some interesting findings in this particular context.

A quantitative research method was conducted in this paper in order to test hypotheses and explore research question through numerical data. On the other hand, the research survey was circulated in many regions of Finland by means of e-mails and social network. The data were analyzed by using Pearson correlation coefficient and simple regression analysis with the support of SPSS software. Basically, the results of this study illustrate the roles of integrative motivation and linguistic confidence, which include both English language and host language, in the process of cross-cultural adaptation of Asian degree students in Finland. This study has profound implications for future research and may help solve the problems related to language issues of students who choose to study international programs in non-native-English-speaking countries. In conclusion, this research sheds new light on little acknowledged roles of integrative motivation and linguistic confidence on cross-cultural adaptation of Asian degree students in Finland.

Asiasanat – Keywords Cross-cultural adaptation, intercultural communication, second language, English as lingua franca, linguistic confidence, integrative motivation
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1 INTRODUCTION

In the 2000s, the trend of taking higher education studies abroad has become more and more popular around the world. It is predicted that there will be around 7 million international students worldwide by 2020 (Daller & Phelan, 2013). Studying abroad means that these international students have to face milieus that are sometimes significantly different than what they have grown used to in their home countries and academic learning environments. In fact, while living in a new country, strangers typically have experiences related to cross-cultural adaptation (McKay-Semmier & Kim, 2014).

In line with studying abroad experiences, it is important to understand complex cultural perceptions of host country (Asada, 2014). Understanding these perceptions is a process of not only cultural learning but also linguistic learning. Besides some difficulties in cultural differences or homesickness, etc., language barrier has long been known to be one of the most baffling issues for strangers in the host country (Maza, 1963).

Daller and Phelan (2013) have argued there are many catalysts predicting the success of international students while studying abroad. Among these catalysts, language proficiency and motivation can be predicting factors of international students' success. Similarly, a study of Sawir (2005) has showed that a lack of linguistic confidence and motivation may restrain international students from effective communication. Communication, in turn, is very important in cross-cultural adaptation because it helps carry the social process (Peter, Jensen & Rivers, 1965). Therefore, a lack of linguistic confidence and motivation may lead international students to difficulties or even failure when it comes to socialization in the host country.

Although cross-cultural adaptation, linguistic confidence and integrative motivation of international students have been well looked-into, researchers have mostly done studies on the matter in English-speaking countries, or directed at students whose native tongue is English. For example, a study of Cho (2004) has argued non-native-English-speaking doctoral students in the United Sates of America have some disadvantages and challenges due to the predominance of English in their academic environment. However, there are many international students who choose to study abroad in countries such as the Nordic countries, where English is commonly used as a lingua franca in higher education, but everyday life in the host society requires the use of other languages entirely. According to Myklebust (2013), the number of foreign students in the five Nordic countries (Denmark, Finland, Iceland, Norway, and Sweden) totaled 68,256 in 2010. This number was up to 117% from 2005. This also means that there are more and more international students who have to deal with at least two foreign languages while living in these countries.

Finland, one of the Nordic countries, has attracted quite a lot of international students in recent years because of free education and various programs taught in English. One group whose numbers have been steadily growing in the 2010s are students coming from Asian countries. According to the Center for International Mobility in Finland (CIMO), the number of Asian degree students in Finland has been arising in recent years. For the last decade, the number arose from 1,163 students in 2004 to 4,387 students in 2013. It can be inferred that at the time of writing this study, the amount of Asian degree students was 3 times higher than ten years before; and that this community

occupied around 40% of the total number of international degree students in Finland.

The increase of Asian students has created the cultural exchanges in higher education in Finland. Asian characters, which are not very familiar to Finnish culture, may add more valuable points of view in class discussions. The diversity in the classrooms can help Finnish education system become more international. Besides, the presence of Asian students may become an inspiring topic for more research in cultural studies in Finland and Europe. Therefore, this paper concentrates on Asian degree students in order to explore their adaptation in Finland.

Evidently, Finland and Asian countries have some differences in some angles such as cultures, languages, and etc. The appearance of Asian degree students has been bringing more cultural and social diversity to the Finnish society. Coming from East to West, Asian students not only need to adapt to new culture but also have to communicate in at least two different languages in Finland. Apparently, since native language of most Asian countries is not either English or Finnish (or Swedish), the norm of foreign language to Asian students while studying and living in Finland includes both English and Finnish. Hence, it is important to concern about the usage of English and Finnish of Asian students during the process of cross-cultural adaptation in Finland.

Unlike in native-English-speaking countries, Asian students do not experience the predominance of English since they can use English and Finnish in Finland. It means that may meet language barriers in not only

English but also Finnish. On the other hand, linguistic confidence in both English and Finnish may influence their adaptation academically and socially.

The process of socialization of Asian degree students starts right after they lay their first steps in Finland. This leads to the fact that they have been experiencing cross-cultural adaptation issues in Finnish society since the first days they came to Finland. Cross-cultural adaptation is a dynamic process, in which strangers try to fit themselves in the host environment (Kim & Gudykunst, 1988). Moreover, while experiencing the process of socialization in new environment, immigrants and sojourners have to deal with interactions in their daily life (Wang & Sun, 2009). Speaking of Asian degree students in Finland, they have to interact and communicate in English in their academic life as well as some Finnish or Swedish in some towns of Finland in their social life.

Speaking of communication of Asian degree students in Finland, they must not only have sufficient English for academic life but also basic Finnish (or Swedish) for social life. As a result, besides English, host language in this context becomes one of the significant factors during the process of cross-cultural adaptation. The desire of communicating with host language community results from integrative orientation (Gardner, 2010). In addition, integrative motivation refers to people who have eagerness to learn the host language (Masgoret & Gardner, 2003).

However, the fear or anxiety or a lack of confidence while communicating in another tongue may restrain Asian degree students in Finland from having successful interactions. Quite simply, the fear of having intercultural communication can influence the cross-cultural adaptation of

international students in the host country (Anarbaeva, 2009). The lack of linguistic confidence and motivation may lead them to the maladaptation or even failure in communication. Building on these premises, this paper aims at finding the relation between linguistic confidence, integrative motivation and cross-cultural adaptation of Asian degree students in Finland.

This study investigates the role of language on the process of cross-cultural adaptation of Asian degree students in Finland. Although there are several studies related to cross-cultural adaptation of international students in English-speaking countries, there are few studies looking at the phenomenon outside of English-speaking countries; and through the course of this study, not a single study exploring this situation in Finland could be found. In order to fill this gap, the aim of this study is to investigate the correlation between cross-cultural adaptation, linguistic confidence and integrative motivation in the context of Asian degree students in Finland.

This research report follows the general format of a research paper. First, a brief opening serves as an introduction about author's interests as well as motivation for choosing the topic for this research. In the theoretical background, related theories and concepts are introduced in order to lay a firm theoretical framework for the study. Next, in the methodology section, there is a description of how the research was done. The results of findings are examined and analyzed based on relevant concepts and theories. Last, a conclusion section not only summarizes the results of findings but also indicates the potential of conducting more relevant research in this field.

Practically, this study can be useful for language programs at Finnish universities in order to support Asian students while they live in

Finland. Language support may help them better their adaptation in Finland. Hopefully, better adaptation may result in more Asian students coming to Finland in future. Economically, the increase of Asian degree students may partly compensate the shortage of labor force in Finland. According to Confederation of Finnish industries (the EK), Finland needs to attract more immigrants to join workforce due to a large number of retired workers in coming years (Yle Uutiset, 2014). Hence, this group of international students can become a potential workforce in Finland in near future thanks to the adaptation support, especially language support. Since language is a significant catalyst in socialization of strangers in a new environment, its support may be a necessary factor in order to attract not only Asian students but also international students to come to Finland.

2 THEORETICAL BACKGROUND

2.1 Cross-cultural adaptation

In 1988, Kim and Gudykunst first introduced the definition of cross-cultural adaptation. They have defined cross-cultural adaptation as a "dynamic socialization process" (Kim & Gudykunst, 1988). In this process of socialization, each individual attempts to gain opportunities to integrate into social life in the host country by fitting oneself in an "overall person-environment". In addition, while fitting oneself in this dynamic socialization process, individuals may have to confront with social interactions in an unfamiliar environment (Wang & Sun, 2009).

In reality, it is not an easy fitting process because when entering a new country, sojourners and immigrants probably have some experiences related to cross-cultural adaptation issues (McKay-Semmier & Kim, 2014). According to Kim (2001), confronting unexpected difficulties in a new cultural environment will bring experiences and surprises to so-called strangers or newcomers. This on-going process of experiences could lead acculturating people to put effort to "fit" in the mainstream cultural environment (Berry & Sam, 1997).

Additionally, Ward and Kennedy (1999) have divided cross-cultural adaptation into two groups, which are psychological and sociocultural because while trying to fit oneself in the host environment, the adaptation process begins to take place both psychologically and socially. Psychological adaptation refers to well-being or satisfaction of sojourners. In contrast, sociocultural adaptation is associated with ability to fit in. This ability requires

strangers to have appropriate skills to interact in the host environment. They have also said psychological adaptation can be explained according to "stress and coping framework"; and sociocultural adaptation can be understood through "social skills or culture learning paradigm" (Ward & Kennedy, 1999, p. 660).

To support this idea, Berry and Sam (1997) have said psychological adaptation and sociocultural adaptation cannot be excluded from the cross-cultural adaptation because they are part of this process. They have also argued well-being and satisfaction reflect how happily strangers can psychologically adapt to new environment. Likewise, skills used to interact with community reflect how successfully sojourners socialize in the host country.

Notably, many studies have shown that cross-cultural adaptation can be a tough process. During this process, individuals can go through experiences such as stress, depression, and loneliness. These experiences may relatively influence the strangers' both sociocultural adaptation and psychological adaptation in the host country (Chun & Choi, 2003; Croucher, 2008; Kramer, 2003). In general, there are four main desirable outcomes of psychological and sociocultural process (Anarbaeva, 2009).

1. A clear sense of personal satisfaction in the new cultural context
2. A good mental health
3. Achievement of personal satisfaction in the new cultural context
4. Ability to deal with daily problems, particularly in the areas of family life, work, and school

Kim (2003) has claimed psychological adaptation and sociocultural adaptation are cumulative progress. According to her model of stress-adaptation-growth dynamic, strangers gradually improve their learning and growth perspective by getting over the stress again and again (Kim, 2003, p. 251) (Figure 1). This process never stops; instead, it repeats over again. The repetition illustrates the progression as well as regression of adaptation. In general, the overall tendency of this process positively directs to adaptation.
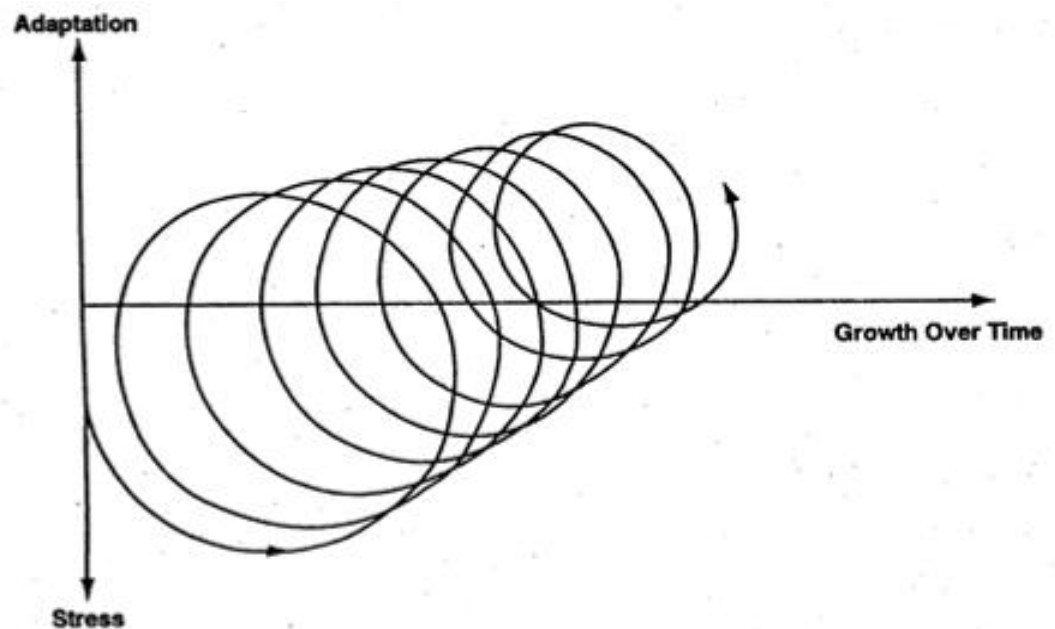
Figure 1. The stress-adaptation-growth dynamic (Kim, 2003, p. 251)

During the process of psychological adaptation and sociocultural adaptation, the evolving communication competence of strangers is highly necessary since it is an important element in order to fit in the mainstream of the host environment. In the theory of cross-cultural adaptation, Kim (2001) has thought about developing host communication competence to be central of adaptation process. This approach implies that practicing communication has

an influence on the adaptation of strangers in a new cultural milieu. In addition, developing host communication competence requires strangers to actively participate in interpersonal as well as mass communication processes of host community. This active participation helps strangers build up their knowledge and fulfill their know-how resources in order to become more capable while trying to fit in the new environment.

In her theory, Kim has introduced a model of cross-cultural adaptation in which there are five main factors influencing cross-cultural adaptation (Kim, 2001, p. 87) (Figure 2). These five factors involve in not only psychological adaptation but also sociocultural adaptation of sojourners. The first factor is personal communication or host communication competence; it is also the core of this model. Host communication competence is perceived as abilities of cognition, effectiveness and operation in line with symbols as well as meaning systems of host communication. The second factor is host social communication. Strangers would have a chance to show their abilities to join interpersonal and mass communication of host environment. The third factor is ethnic social communication. Some activities of ethnic social communication would give strangers distinct and subcultural experiences. They can share these experiences with their same ethnic fellows through interpersonal and mass communication. The forth factor is host environment. This environment concludes the receptivity, the conformity pressure of local people, and the strength of ethnic group. The last factor is predisposition. This factor counts for strangers' preparedness of moving to a new milieu, distance between two ethnicities, and abilities to adapt to new environment. While the original theory deals with immigrants and is centered on long-term processes, the basic

premises have been applied to populations such as exchange students and other short-term immigrants as well. By employing this theory model, a study of Pitts (2007) has indicated that different communication patterns may help exchange students manage their stress while adapting to a new environment. Moreover, this also may lead them to achieve functional fitness and develop intergroup relationships through necessary adjustments. Functional fitness is described as capabilities to fulfill the needs of host society and develop communication competence through interpersonal interactions (Kim, 2001).

Figure 2. Cross-cultural adaptation model (Kim, 2001, p. 87)
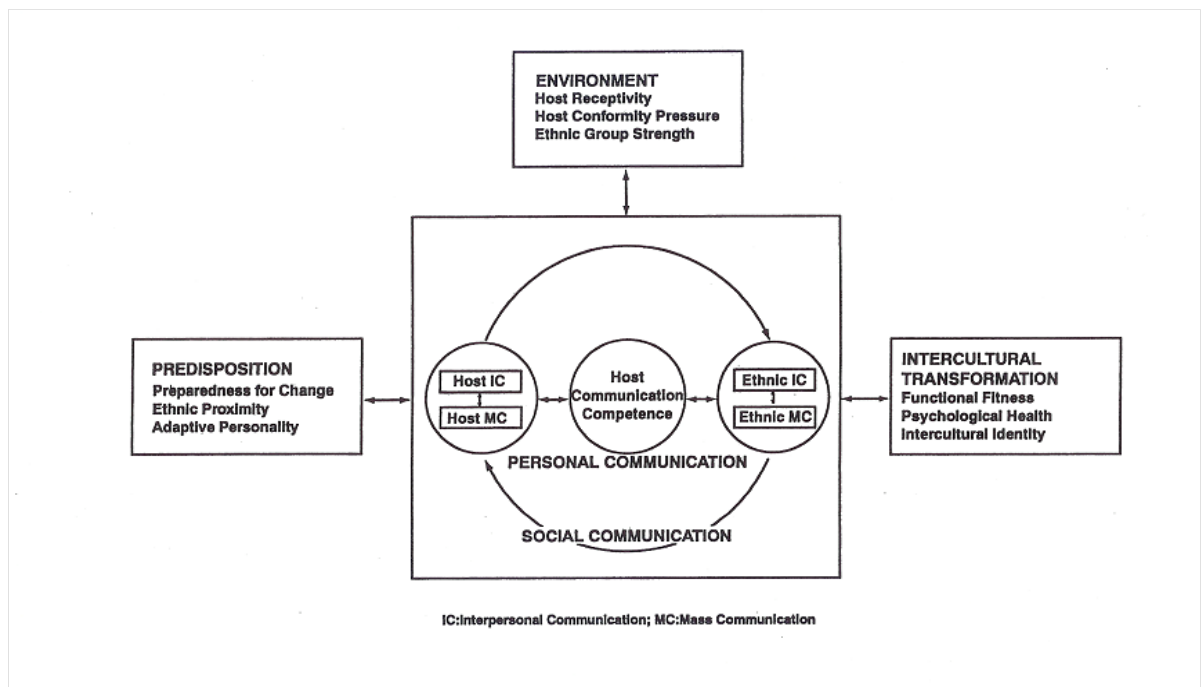
For some view points of other scholars such as Gao and Gudykunst (1990), Ward and Kennedy (1992), when strangers attempt to adapt to new culture successfully, they may go through a social cognitive process as well as an affective process. Cognitive process helps decrease uncertainty. As mentioned above, cognition is one of the ability of personal communication or

host communication competence (Kim, 2001). On the other hand, affective process helps decrease anxiety. Therefore, affective process would probably improve strangers' communication while attempting to fit in the host country. In general, cognitive process and affective process are part of sociocultural adaptation and psychological adaptation. Smoother adaptation results from the improvement of psychological well-being, satisfaction, and social competence (Anarbaeva, 2009).

Later on, Kim, Lujan, and Dixon (1998) have provided support for Kim's cross-cultural adaptation theory by proving that intercultural identity integration is concerned with the participation in out-group communication, functional fitness, and psychological health. As a result, the participation in host social activities with local people can help psychological adaptation as well as sociocultural adaptation of strangers. Looking at this issue from the viewpoint of this study, having intercultural contacts means that Asian degree students in Finland should be able to use both English and the host language, at least to a degree. Consequently, communication in the host language becomes a necessary way to approach the host society.

Altogether, speaking of psychological adaptation and sociocultural adaptation, communication plays a vital role in the cross-cultural adaptation of strangers in a new environment. Through the process of fitting into the mainstream cultural environment, strangers may use various approaches to cross the cultural boundaries (Yu, 2013). Among these approaches, Peter, Jensen, and Rivers (1965) have pinpointed out the importance and necessity of communication in the process of socialization because it is a means to fit oneself to the overall person-environment:

"Communication is the carrier of the social process. It is the means

man has for organizing, stabilizing, and modifying his social life…

The social process depends upon the accumulation and

transmission of knowledge. Knowledge in time depends upon

communication." (p. 16)

Moreover, Yang-Soo Kim (2007) has stated cross-cultural adaptation happens

according to communicative interaction in the host country. It refers that,

without using language, especially English and Finnish or even Swedish in

some towns of Finland, Asian students in Finland could not take part in the

process of cross-cultural adaptation. What is more, in her findings, competence

in the host language is psychologically related to well-being of sojourners in a

new milieu. The argument goes that knowledge of the host language could help

sojourners with intercultural challenges when they attempt to adapt to a new

environment.

However, in order to have communication with local people,

strangers may be motivated by the curiosity or the interest in getting to know

more about host community. Interactions with local people partly support

strangers with some social needs by giving them more knowledge and

resources of cultural differences. In the next section, integrative motivation and

its potential association with adaptation are discussed more.

2.2 Integrative motivation

According to the International Communication Association (2012), host

language competence, host culture, interpersonal skills, and resourcefulness are

main requirements for strangers who are going through the process of

adaptation in a new environment. Besides these requirements, strangers should have their own desire to adapt to host culture. In other words, they should have self-motivation in order to adapt to the new milieu. Generally, integrative motivation is positive willingness for strangers to produce attitudinal, goal-directed and motivational aspects in both sociocultural adaptation and psychological adaptation.

According to Gardner (2006), the concept of motivation is very broad; and it is not easy to have a certain definition. A motivated person can owe many characteristics. Goal-directed motivation is one of these characteristics. However, motivation is not only about goal-directed but also much more than this. There are ten main attributes of a motivated person. A motivated person is goal directed, persistent, aroused, and attentive. Furthermore, he/she should have desires (wants), demonstrates self-confidence (self-efficacy), expends efforts, exhibits positive affects, has expectancies, and has reasons (Gardner, 2006, p.242).

According to Gardner (2006), the motivated individual has all cognitive, affective, and conative characteristics. With motivational feature, the desires to learn a new language may reflect integrative motivation and instrumental motivation no matter which motivation is more important. A study of Azizullah and Faranak (2013) has shown cognitive and affective factors, which may become important elements to motivation of second language learners.

Particularly, during the process of fitting in the mainstream of host environment, integrative motivation plays a big role in strangers' sociocultural adaptation and psychological adaptation. In term of integrative motivation, Yu

(2010) has argued integrative motivation may have influence on both language learning and adaptation of international students in the host country. Furthermore, Gardner (2010) has said integrative orientation means to have an interest in learning a new language. The purpose of this interest is to get to know more and get closer to the community of this language. Therefore, integrative orientation implies some kind of interaction with the community speaking this language (Gardner, 2010).

Besides, integrative motivation is such an important facet in the process of adaption since it is a group of attitudinal, goal-directed and motivational aspects (Yu, 2013). The notion of integrative motivation also refers to people having motivation to learn the host language. Moreover, they should openly identify the host language community and have desire to learn a new language (Masgoret & Gardner, 2003). Therefore, integrative motivation could trigger the desire to learn host language of strangers. In other words, learning host language is one of the useful ways to involve in communication with host community or to build up the functional fitness of strangers. As a result, integrative motivation may be a factor stimulating strangers to become more adaptive through host language learning.

Concerning second language learning, Gardner, Masgoret, Tennant, and Mihic (2004) have noted that it is a dynamic process. In this process, affective variables and language learning have mutual influences. Affective variables conclude five catalysts, which are integrativeness, attitudes toward learning situation, motivation, language anxiety, and instrumental orientation (Gardner, Masgoret, Tennant, & Mihic, 2004). These five affective variables would lead to the achievement of language learning. MacIntyre and

Charos (1996) have argued exploring the relations among affective variables is to find out their impacts on communication in second language of strangers. On the other hand, language achievement and learning experience would have some influences on these five variables. In these five variables, language anxiety is more considerable because it is allied to linguistic confidence. Also, their findings have emphasized the language anxiety may be influenced by host environment. Kim (2001) has said host environment consists of the receptivity, the conformity pressure of local people and the strength of ethnic group. In order to fit in the host environment, integrative motivation supports the sociocultural adaptation process and psychological adaptation process of strangers. Consequently, integrative motivation may have a relationship with linguistic confidence or language anxiety.

Masgoret and Garner (2003) have claimed integrativeness is related to intercultural contact. On the other hand, integrativeness may result in motivation of adaptation. According to Gardner and Lambert (1972), integrative motivation consists of three main attributes, which are attitudinal, goal-directed and motivational. They have also said strangers with intensive level of integrative motivation tend to have regular communication by using second language. This may lead them to become more adaptive to the new environment.

Additionally, a study in a multilingual context of Hamilton and Serrano (2014) has proven the significance of integrativeness while strangers learn the host language. According to their findings, integrative motivation in a multilingual environment encourages strangers to take host language study into account. Moreover, integrative motivation also contributes to the attitudes of

strangers while learning a second language (Zahra, 2009). A study of Yu (2010) has also indicated that integrative motivation influences the adaptation of international students.

On the other hand, integrative motivation stimulates the desire of getting to know the community better or to achieve personal goals such as academic achievements, too (Noels, Clément, & Pelletier, 2001). They have said integrative orientation is similar to self-determined motivation. It means that the intrinsic motivation to communicate with a (host) community leads to increased desire of learning a second language. In short, the claim goes that integrative motivation inspires interactions with the community. In conformance with their findings, integrative orientation is more associated with communication. Communicative purposes strengthen the desire of learning another language because strangers want to have effective interactions with the community.

To support this claim, Dörnyei (2003) has stated integrative motivational orientation refers to positive aptitude of second language learners for interacting with the host community. Even more, positive aptitude is to become similar to that community's members. Indeed, although there are differences in integrative motivation between individuals, the achievement of a foreign language is influenced by integrative motivation (Bernaus, Masgoret, & Gardner, 2004). Moreover, Gardner and Lambert (1959) have argued integrative motivation aims at learning a new language and having desire to communicate with people in this language community. As a result, interacting with second language community has a positive relationship with integrative motivation (Hernández, 2010).

Building on the existing theory, the first hypothesis of this study is as followed:

H1: Asian degree students' level of integrative motivation is positively correlated with their level of cross-cultural adaptation in Finland.

In the next section, the issue of linguistic confidence and its possible connections with issues of motivation and adaptation are covered.

2.3 Linguistic confidence

In the context of this paper, the term language refers to not only English but also Finnish for the following reasons. Academically, Asian degree students in Finland study most of the courses in English. Socially, basic Finnish language supports Asian degree students to interact with Finns, in case these people do not speak English, in their daily life. Finnish language courses are either recommended or mandatory for international degree students in most higher education institutions in Finland. Therefore, the notion of "foreign language" to Asian degree students in Finland is different from that of those in English-speaking countries since foreign language in this context includes typically two languages: English and Finnish.

However, to Asian degree students, the amount of time using English language is different from the amount of time using Finnish language. Basically, when coming to Finland from their home countries, the main purpose of most Asian students is to pursue their higher education by taking international programs. This would be a cause leading them to use more English than Finnish, at least for the first few days living in a new country.

However, after a while staying in Finland and learning some survival Finnish courses at school or getting used to listening to Finnish from people around, they might try to use some Finnish in their social life since not everyone in Finland speaks fluent English. Hence, both English and Finnish play an importance role in academic life and social life of Asian degree students in Finland.

Gardner and Lambert seem to be the pioneers of work related to motivation in second language learning. In their studies, they have pointed out two types of second language learning motivations, which are instrumental motivation and integrative motivation (Gardner & Lambert, 1959; 1972). The first type of motivation refers to the wish of achieving a practical goal when learning a new language. For instance, the desire to fulfill the language requirement of a job or study program is called instrumental motivation. The second type of motivation takes place when a person wishes to communicate with native speakers of that language. The wish of communicating with native speakers may lead to the idea that the linguistic confidence may be linked with integrative motivation through language learning since strangers have a desire to use host language in order to have interaction with local people.

Speaking of linguistic confidence, it is associated with positive attitudes towards second language community (Hummel, 2013). In contrast, self perceived confidence is linked with individuals' capabilities of knowledge and resources in a specific area (Tramontana, Blood, & Blood, 2013). Therefore, self perceived lack of knowledge and resources in second language may lead strangers to be less confident in using host language.

Particularly, Noels and Clément (1996) have stated linguistic confidence is an important mediator to support cross-cultural communication. Moreover, they have also suggested that greater linguistic confidence may improve the psychological adjustment of strangers while having interactions with the host community. To support this, a study of Wong (2015) has showed intercultural communication is related with not only linguistic confidence but also language anxiety.

Furthermore, Yang, Noels, and Saumure (2006) have argued linguistic confidence plays a vital role in cross-cultural adaptation of international students. According to their research results, using host language may help improve self-confidence, which is related to the capacity to handle daily tasks in the host country. When strangers can reduce the difficulties they encounter while handling daily tasks, they may improve their psychological adjustment in the host environment. In addition, the study indicated that self-confidence is positively associated with linguistic confidence of international students in the host country. Indeed, linguistic confidence could be an essential catalyst to improve the process of socio-cultural adaptation.

Moreover, Yeh and Inose (2003) have claimed international students with high level of linguistic confidence probably have more smooth interactions in the host cultural context than ones with low level of linguistic confidence. Their study has also found that international students with higher level of linguistic confidence may have a tendency to feel more comfortable when speaking and taking part in discussions in class. However, this study was done in a native-English-speaking country. In this paper, Finland is a country where English is used as lingua franca in most higher education.

Björkman (2011) has proposed that regarding English for academic purposes (EAP), it is important to divide learners of English into two main groups. The first group is students studying English in English-speaking countries. This group focuses on language preparation for studies in an English-speaking country. These students may have to learn how to use well the receptive and productive skills in English. It means they learn to effectively deal with both spoken and written circumstances in English daily. The second group includes students studying English in non-speaking countries in order to pursue their education in English, e.g. Finnish students take part in English programs in Finland. Since the lectures and assignments are in English, students have to mainly use English in writing and reading as well as interacting in class. However, Björkman has also indicated that due to globalization, the type of EAP learners has considerably changed (Björkman, 2011). This change has led to the emergence of English as lingua franca (ELF).

Speaking of ELF, it refers to a diverse way of using English between people who do not share the same mother tongue in communication (Hülmbauer, Böhringer, & Seidlhofer, 2008; Jenkins, 2011). In practice, this also includes communication between native English speakers and non-native English speakers. In intercultural communication, the common goal of native English speakers and non-native English speakers is to attain mutual understanding (Blees, Mak, & Thije, 2014). Therefore, ELF is often viewed as a communication tool (House, 2014). House has indicated that ELF interlocutors consider themselves united in various communities to use the language because they do not see themselves as learners of a foreign language.

Jenkins (2011) and Seidhofer (2011) have also pinpointed in this kind of communication, they do not take English native norms into account.

Like other Nordic countries, Finland nowadays has more and more higher education programs taught in English enrolling not only Finnish but also international students. Especially, the number of Asian degree students has been growing rapidly during the last decade. 4,387 Asian degree students occupy 40% of total international students in Finland (CIMO, 2013). This fact is the response to a new concept of ELF, which is about using English as a tool to learn and communicate in non-English-speaking countries. Indeed, Björkman has said this linguistic development has caused the third group of ELF referring to those speaking English as a lingua franca (Björkman, 2011). This third group aims at interlocutors from different native languages using English as a lingua franca. As a result, Asian degree students in Finland use English as ELF academically and socially.

Besides English, Finnish is also an important factor for international students, Asian degree students in specific, since they should integrate themselves into social life in addition to academic life in Finland. Language of host country seems to be a bridge to the adaptation of strangers in new milieu because how much culture they could learn and how much social interaction they could engage depend on how much knowledge about host language they have. Psychologically and socially speaking, the progress of host language may give strangers more power and status since people use language to be understood and empowered – "believed, obeyed, respected, and distinguished" (Kim, 2001, p. 101). Gallagher (2013) has stated second language proficiency is one of the significant factors in the process of

acculturation of sojourners since how well they succeed in contacting with the host culture belongs to how confidently they communicate in second language, which is inferred to host language.

Speaking of interaction, Hummel (2013) has said linguistic confidence is related to the experience of intergroup contact. If strangers have more chances to contact with the "target language" community, they can practice their language skills in real life. Hence, the intergroup contact with members of "target language" community will help increase language confidence of strangers. The results of Hummel's research have shown that the involvement with host people would benefit strangers with linguistic confidence since it enhances strangers' perception of improving language skills (Hummel, 2013).

Intercultural contact is a notable element in learning a second language since it positively helps promote intergroup and language attitudes (Dörnyei & Csizér, 2005). Moreover, their findings also have showed that intercultural contact has an impact on self-confidence and second language learning motivation. Another study of Csizér and Kormos (2008) has claimed higher motivated students in learning a new language tend to join more types of intercultural contact. Therefore, there study has proved that intercultural contact plays an enormously important role in language learning of students.

In addition, Saumure, Noels, and Yang (2006) have said language self-confidence is the key point of intercultural contact in the process of cross-cultural adaptation. They have showed that language self-confidence has closed connection with not only psychological adjustment but also sociocultural difficulties. Regarding the use of host language, it assists

strangers to deal with daily needs in social life. When strangers can deal with their social needs, the difficulties will be reduced as well; and their psychological adjustment would be better. Therefore, the results of this study also support to the idea that communicative competence of host language aids strangers in cross-cultural adaptation by improving psychological adjustment and socio-cultural adjustment.

Yu (2013) has found a relationship between integrative motivation and second language communication. In accordance with her findings, the communication in second language may help support the academic adaptation of international students. In addition, she has also said the academic adaptation leads to the sociocultural adaptation of most international students in the host milieu. The results of this study have implied the relationship between linguistic confidence and integrative motivation of international students in the host country.

A study of Sam (2001) has stated language proficiency (English language and host language) may alleviate the maladaptation of international students in the host country. Andrade (2006) has said language proficiency affects the academic achievement of international students. This study has also stated motivation is one of the important factors influencing academic success of international students. Besides the academic achievement, language proficiency helps international students better their communication with not only host students but also other international students (Dörnyei & Csizér, 2005). Clément, Noels, and Deneault (2004) have argued the ability of communicating in the host language may facilitate the adaptation of strangers in the new environment.

However, communicating in a second or third language could become a barrier for the process of cultural adaptation. Croucher (2009) has argued individuals are less motivated to adapt to a new culture when they consider themselves not confident with dominant language. It means that they are under pressure of linguistic restrictions; and this pressure could lead them to refusal of adaptation or to increased attempts at learning the host language. Croucher (2009) has said a minority group would have a perception of linguistic restriction in a host environment since they are not linguistically confident in their communicative abilities. Therefore, this group would be less motivated to assimilate to the host culture.

Language anxiety is concerned with linguistic confidence. Anxiety is associated with communication with person or persons (McCroskey, 1977). Clément, Dörnyei, and Noels (1994) have said international students with little anxiety when communicating in English may have less anxiety than those with more anxiety. Csizér and Kormos (2008) have argued linguistic confidence may support strangers with communication in the host country. Furthermore, reducing language anxiety may lead to a smoother communication of strangers in the host country. Nevertheless, these studies were also done in a native-English-speaking environment. A study conducted in Belgium has claimed self-perception of linguistic confidence is associated with language anxiety and motivation (Rosiers, Eyckmans, & Bauwens, 2011). Also, this study was tested in only one language. As mentioned above, the norm of language in the context of this study includes both English and Finnish. Therefore, there are English language confidence and anxiety as well as Finnish language confidence and anxiety to be examined in this research.

Building on the previous studies' findings, this study sets out to explore the relationship between integrative motivation and linguistic confidence, and linguistic confidence and cross-cultural adaptation.

H2: Integrative motivation positively correlated with linguistic confidence in English.

H3: Integrative motivation is positively correlated with linguistic confidence in Finnish.

H4: Linguistic confidence in English is positively related to cross-cultural adaptation.

H5: Linguistic confidence in Finnish is positively related to cross-cultural adaptation.

3 METHODOLOGY

The method section is the most significant part of a study since it shows the validity of the paper to the readers (Kallet, 2004). It needs to give a clear and precise description of how and when the research was done. Therefore, in this section, a comprehensive methodology will be introduced to illustrate how this research project was conducted. First, an overview of purposes as well as hypotheses and research question raised in the study will be briefly presented. Second, research design will talk about which method was used to collect data in detail. Next, subjects and sampling of the research will be discussed. Last, instruments propose demographic questions and scales used in the questionnaire.

3.1 Aims and research hypotheses

The trend of studying abroad has become more and more popular. This trend may interest a great deal of researchers to study about adaptation of international students in the host countries. One of the main purposes is to help international students better their adaptation in new environment. Hence, there are some motivational purposes to do this study in order to catch up with this kind of research.

First, most of the studies have been done in native-English-speaking countries. In this context, international students confront with only one language barrier, which is English. On the other hand, there are few studies about international students enrolling in international programs in non-native-English-speaking countries. Since English is not official language in these countries, international students face with not only English in their academic

life but also host language in their daily life. This research was done in Finland, where English is not an official language although it is widely used in higher education. Therefore, this study looks at the situation where mastery of two languages is expected.

Second, although the mother tongue of most Asian countries is not either English or Finnish, more and more Asian students chose Finland to study abroad. The increase of Asian degree students has brought both economic and sociocultural benefits to Finland. However, because of the requirement for the mastery of two languages, it may have an influence on the adaptation of them while studying and living in Finland. Therefore, the main purpose of this paper is to find out the relationship between cross-cultural adaptation, linguistic confidence, and integrative motivation of Asian degree students in Finland.

Particularly, Yu (2010) has said integrative motivation plays an important role in adaptation of international students in host country. Furthermore, integrative motivation may lead sojourners to better their sociocultural adaptation and psychological adaptation through producing attitudinal, goal-directed and motivational aspects (International Communication Association, 2012). As a result, this paper concentrates on the correlation between integrative motivation and cross-cultural adaptation of Asian degree students in Finland.

H1: Asian degree students' level of integrative motivation is

positively correlated with their level of cross-cultural adaptation in

Finland.

In addition, Yu (2013) has claimed there might be some relationship between integrative motivation and second language issues of strangers in host country. Integrative motivation may be a factor connected to willingness to learn the host language (Masgoret & Gardner, 2003). Consequently, this paper aims at discovering the relationship between linguistic confidence and integrative motivation of Asian degree students in Finland. Tramontana, Blood, and Blood (2013) have argued self perceived confidence is associated with each person's capabilities of knowledge and resources in a specific field. On the other hand, the desire to know more about host community may help strangers fulfill their capabilities of getting knowledge in new environment through communication. Moreover, Rosiers, Eyckmans, and Bauwens (2011) have said sefl-perception of linguistic confidence may have a correlation with not only language anxiety but also motivation. Consequently, two hypotheses about the correlation between linguistic confidence and integrative motivation were suggested.

> H2: Integrative motivation is positively correlated with linguistic confidence in English.

> H3: Integrative motivation is positively correlated with linguistic confidence in Finnish.

What is more, Yang, Noel, and Saumure (2006) have argued linguistic confidence is very significant in the adaptation of international students because it helps them fulfill self-confidence while handling daily tasks in the host country. Speaking of Asian degree students in Finland, they can use not only English but also basic Finnish (or even Swedish) in their daily life. Hence, this study attempts to discover the association between linguistic confidence and cross-cultural adaptation of Asian degree students in Finland.

H4: Linguistic confidence in English is positively related to cross-cultural adaptation.

H5: Linguistic confidence in Finnish is positively related to cross-cultural adaptation.

Generally, five hypotheses of this study are illustrated as below (Figure 3). These hypotheses might be tested in previous studies. However, they mostly were done in one language context. In contrast, this paper would like to explore these hypotheses in a bilingual context. This paper concentrates on both English and Finnish used to communicate in order to adapt psychologically and socially. Using two foreign languages at the same time may lead Asian students in Finland to different cultural experiences from other students in other countries, there is only one language used in academic life and social life. Hence, due to the bilingual context, the results of this paper may be different from those of previous studies.
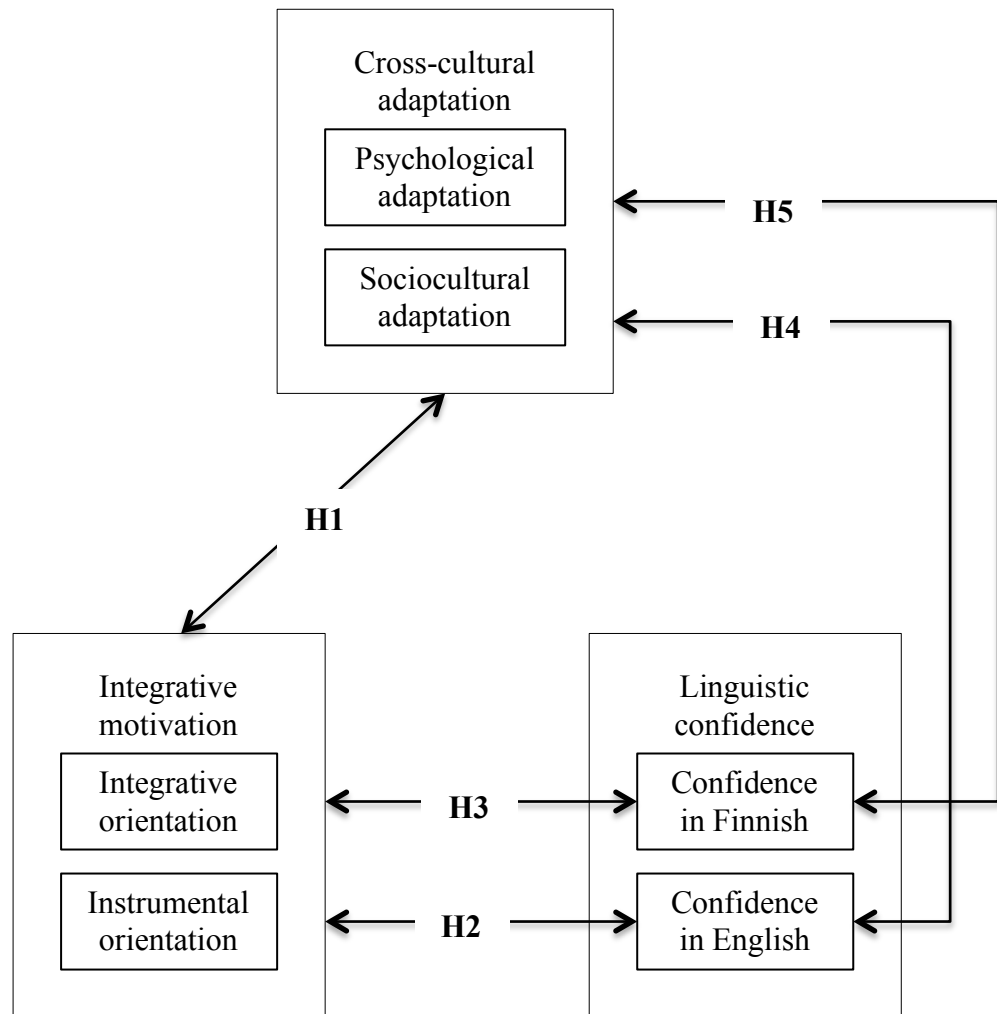
Figure 3. Research model

3.2 Research design

This study project aims at testing hypotheses and exploring research question, with the intention of discovering the correlation and regression between variables. This approach leads to choosing a quantitative approach to research. Statistics helps produce methods for design, description and inference (Agresti & Finlay, 1997). Particularly, quantitative methods allow for researchers to deal with deductive studies through numeric data (Frankfort-Nachmias & Nachmias, 1996).

In order to test the hypotheses and discover research question, suitable numerical data needed to be collected. For this purpose, a survey was selected as the chosen method in this study. In addition to allowing for a flexible way to collect large enough data sets for quantitative analysis, Rea and Parker (2005) have said surveys can be conducted in a timely fashion. It means that survey information can be gathered a relatively short period of time. The data in this survey project were collected from August 7, 2015 to August 18, 2015 by means of web-based implementation. Research subjects were contacted via e-mail as well as through social networks. The purpose of this implementation was to reach as many subjects as possible in a short period of time.

The items in the questionnaire were based on scales used and tested in earlier studies. The purpose of using available scales was to shorten the time of designing and modifying the survey, as well as making sure that the final questionnaire was well-tailored and easy to follow. The full questionnaire is attached as an appendix in the end of this paper.

Furthermore, there are two main reasons for the author to choose these scales. First, the measures used in this paper were shorter versions of the original measures in order to save time. For example, the original attitude motivation test battery of Gardner (1985) consists of more than one hundred items. Due to the scope of a master's thesis, this paper could not test all items of the original measures. In stead, shorter versions were applied. All these versions have been tested in recent studies such as Demes and Geeraert (2013), Hashimoto (2002), and Baker and MacIntyre (2000). Second, the author would like to apply the same level of all measures to run the statistic analysis.

Apparently, all measures used in this research are 7-point Likert-scales. The answers of respondents varied from strongly disagree to strongly disagree, or from never to always, or from very difficult to very easy.

Cross-cultural adaptation was measured by using Demes and Geeraert's (2013) brief sociocultural adaptation scale (Table 1) and brief psychological adaptation scale (Table 2). According to Searle and Ward (1990), although sociocultural adaptation is related to sociocultural adaptation, they are still distinct. In the study of Demes and Geeraert (2013), validity of these two scales was evaluated by examining the relationships between these two new scales and related measures in previous research. In their study, the Cronbach's alpha for brief sociocultural adaptation scale is .85 and the Cronbach's alpha for brief psychological adaptation scale is .72. Moreover, they have also argued there is correlation between brief sociocultural adaptation scale and brief psychological adaptation scale ($r = .55$, $p < .001$). In this paper, one item from brief sociocultural adaptation scale was excluded from the test since its item-total correlation was very small (.052). Also, factor analysis was hired to ensure the exclusion of this item. The result showed a very small eigenvalue of this item ($\lambda = .159$)

Table 1 Items for sociocultural adaptation measure (Demes & Geeaert, 2014, p. 15)

Climate (temperature, rainfall, humidity)***
Natural environment (plants and animals, pollution, scenery)
Social environment (community size, pace of life)
Living (hygiene, how safe you feel)
Practicalities (using public transport, shopping)
Food and eating (what food is eaten, how food is eaten)
Family life (how close family members are, how much time family spend together)
Social norms (behaviors in public, style of clothes, what people think is funny)
Values and beliefs (what people think about religion and politics, what people think is right or wrong)
People (how friendly people are, attitudes toward foreigners)
Friends (making friends, social interaction)
Language (learning the language, making yourself understood)

Note: ***. Item was excluded from the test.

Table 2 Items for psychological adaptation measure (Demes & Geeaert, 2014, p. 15)

Excited about being in [host country]
Out of place (you think you don't fit into host culture)
Sad to be away from your home country
Nervous about how to behave in certain situations
Lonely without your family and home country friends around you
Homesick when you think of your home country
Frustrated by difficulties adapting to [host country]
Happy with your day-to-day life in [host country]

Integrative motivation was measured by using two sub-scales in Gardner's attitude motivation test battery (AMTB) (Gardner, 1985). According to Gardner (1985), AMTB has been divided into different subdivisions, which are called sub-scales, to be more compatible with certain purpose of each study. AMTB has been used and tested in recent studies such as Demes and Geeraert (2013), Hashimoto (2002), Baker and MacIntyre (2000). These two sub-scales include integrative orientation (Table 3) and instrumental orientation (Table 4).

Table 3 Items for integrative orientation measure (Gardner, 1985)

Studying [host language] can be important for me because it will allow me to be more at ease with fellow [host people].
Studying [host language] can be important for me because it will allow me to meet and converse with more and varied people.
Studying [host language] can be important for me because it will enable me to better understand and appreciate [host country] art and literature.
Studying [host language] can be important for me because I will be able to participate more freely in the activities of other cultural groups.

Table 4 Items for instrumental orientation measure (Gardner, 1985)

Studying [host language] can be important for me only because I'll need it for my future career.
Studying [host language] can be important for me because it will make me a more knowledgeable person.
Studying [host language] can be important for me because I think it will someday be useful in getting a good job.
Studying [host language] can be important for me because other people will respect me more if I have knowledge of a foreign language.

Linguistic confidence was also measured according to one sub-scale in attitude motivation test battery of Gardner (1985) (Table 5). However, because of the languages tested in this study, the scale was doubled according to English language confidence and Finnish language confidence.

Table 5 Items for language anxiety measure (Gardner, 1985)

It embarrasses me to volunteer to answer in [host language] in class.
I feel not very sure about myself when I am speaking [host language] or it seems to be hard to express exactly what I really mean.
I always feel that the other students speak [host language] better than I do.
I get nervous and confused when I am speaking [host language] in class.
I am afraid the other students will laugh at me because of my accent when I speak [host language].

Last but not least, there were 6 items for demographic questions including age, gender, nationality, mother tongue, level of degree, and length of staying. Since international students had to meet the required proficiency in English before enrolling in international degree programs in Finland, it seemed not necessary to translate all the questions into other languages. Another reason for keeping the survey language in English was that the original survey items have been developed and tested in this language.

In order to modify the outlook of the survey to be more approachable and readable, a pretest survey was sent to eight students by e-mail from July 24 to July 25, 2015. Then, another e-mail was sent on July 27, 2015 to remind the students about the pretest survey. After receiving feedback from four participants of the pretest survey, the questionnaire was adjusted and then tailored according to web-based version. Ultimately, the final questionnaire was delivered from August 7, 2015 to August 18, 2015.

3.3 Instruments

The subjects completed online questionnaire consisting of 44 items in total.
The 44 items were divided into six sections. Besides the demographic
questions, the rest of the questions were designed based on the available scales
of previous studies. Ethically, although the subjects were selected in line with
snowball sampling method, personal information of all subjects was not stored
at any point of the study. Therefore, the research survey was an anonymous
one.

Section one had 5 questions about Finnish language anxiety.
Gardner (1985) has said depending on purpose of each study, researchers may
choose different sub-scales for their studies. Hence, these 5 questions were
collected from language anxiety sub-scale of Gardner's attitude motivation test
battery (Gardner, 1985). Subjects were asked to rate their agreement with the
statements from strongly agree to strongly disagree according to 7-point
Likert-scale. This section responded to the level of anxiety when Asian degree
students take part in Finnish language class.

Section two had 8 questions about psychological adaptation.
Demes and Geeraert (2013) have presented new brief measure for
psychological adaptation. They have said short and concise scales will not bore
subjects because they will not get tired and invest lots of time filling the
questions. Especially combining scales usually have more items to fill in.
Longer questionnaires seem to result in lower rates of response (Rea & Parker,
2005). Consequently, this survey used the brief psychological adaptation scale
(BPAS) of Demes and Geeraert (2013). Subjects were asked to evaluate the
frequency of items from always to never in line with 7-point Likert-scale.

Section three included 8 questions from integrative orientation and instrumental orientation sub-scales of Gardner's attitude motivation test battery (Gardner, 1985). Integrative orientation scale had 4 questions emphasizing the significance of learning Finnish in order to communicate with Finns in social life. In addition, instrument orientation scale had 4 questions stressing the value of learning Finnish. Participants were asked to rate their agreement with the statements from strongly agree to strongly disagree in accordance with 7-point Likert-scale.

Section four consisted of 12 questions responding to sociocultural adaptation issues. These questions were from brief sociocultural adaptation scale (BSAS) of Demes and Geeraert (2013). Subjects were asked to evaluate their difficulties while trying to adapt to Finland from very easy to very difficult in conformance with 7-point Likert-scale.

Section five was another version of section one. As mentioned above, since there were two languages tested in this study, English language anxiety was also measured. There were 5 questions from language anxiety sub-scale of Gardner's attitude motivation test battery (Gardner, 1985). Subjects were asked to rate their agreement with the statements from strongly agree to strongly disagree in conformity with 7-point Likert-scale. This section responded to the level of anxiety when Asian degree students take part in courses taught in English.

Section six had 6 demographic questions about age, gender, nationality, mother tongue, degree program and time of living. Four questions about age, gender, nationality and mother tongue were asked in order to categorize the subjects. Moreover, a study of Hsu (2010) has claimed the

longer strangers live in a new milieu, the more adaptive they are since they are more competent in communication. Hence, the question about the amount of living time in Finland was indicated. Besides, according to the findings of Du (2009), students with different levels of academic program adapt to new environment differently. This leads to the question about degree programs of subjects in Finland.

3.4 Subjects and sampling

As implied in the research topic, the subjects studied in this paper were Asian students enrolling in international degree programs in Finland. Therefore, in the very beginning of the questionnaire, it was stated the research survey was tailored only for Asian degree students enrolling in international programs in Finland.

The respondents were residing in different regions in Finland. It was not easy to apply simple random sampling or any type of probability sampling in this paper because of the widespread distribution of the subjects. On the other hand, due to limited time and resource, non-probability sampling was chosen to collect the data. Particularly, snowball sampling was recruited. Babbie (2013) has said snowball sampling helps researchers to contact subjects in the population who is hard to reach. As a result, the subjects in both the pretest and actual test were chosen consistent with snowball sampling in order to save time as well as have quick answers in a short period of time. Because non-probability sampling method was used in this study, the probability of selecting samples could not be determined (Rea & Parket, 2005). However, the selection of subjects was free of bias as long as the subjects met the primary

requirements of the topic research. The subjects had to be Asian and degree students in Finland.

In conformance with the latest statistics of CIMO in 2013, the amount of Asian students in Finland totaled 4,387. Rea and Parker (2005) have claimed for population size from 5,000 to 10,000 subjects with 95% level of confidence and ±10% of confidence intervals, the sample size should have 95 to 96 responses (p. 150). Additionally, a power analysis was run to find the total sample size of study. The significance level was set at .05, the power was set at .8, and the effect size was set at .3. Consequently, the recommended total sample size was 64. Hence, the sample size of this paper was expected to range from 64 to 96 responses.

There were 115 Asian degree students participated in the research survey. The subjects were recruited by means of e-mails and social network, particularly by Facebook page and e-mailing list. After checking each individual survey, 18 respondents were excluded from the sample because they did not answer all the questions. As a result, the sample consisted of 97 valid responses.

The average age of respondents was 25.12 years old ($SD = 3.516$). The youngest was 19 years old; and the oldest was 39 years old. The average amount of time they had been living in Finland was 2.77 years ($SD = 1.617$). The total nationalities of the subjects were 15 (Table 6) and the total mother tongues were 18 (Table 7). Among these subjects, there were 46 bachelor students (47.4%), 38 master students (39.2%) and 13 Ph.D. students (13.4%). Speaking of gender, there were 59 females (60.8%) and 38 males (39.2%).

Table 6 Respondents' citizenship

Citizenship	Frequency	Percent	Valid Percent	Cumulative Percent
Bangladesh	4	4,1	4,1	4,1
China	21	21,6	21,6	25,8
Philippines	4	4,1	4,1	29,9
Hong Kong	1	1,0	1,0	30,9
India	16	16,5	16,5	47,4
Iran	9	9,3	9,3	56,7
Japan	1	1,0	1,0	57,7
Korea	4	4,1	4,1	61,9
Malaysia	4	4,1	4,1	66,0
Myanmar	1	1,0	1,0	67,0
Nepal	3	3,1	3,1	70,1
Pakistan	7	7,2	7,2	77,3
Taiwan	2	2,1	2,1	79,4
Thai	1	1,0	1,0	80,4
Vietnam	19	19,6	19,6	100,0
Total	97	100,0	100,0	

Table 7 Respondents' mother tongue

Mother tongue	Frequency	Percent	Valid Percent	Cumulative Percent
Bengali	6	6,2	6,2	6,2
Burmese	1	1,0	1,0	7,2
Cantonese	1	1,0	1,0	8,2
Chinese	27	27,8	27,8	36,1
Filipino	2	2,1	2,1	38,1
Hindi	12	12,4	12,4	50,5
Hindu	1	1,0	1,0	51,5
Japanese	1	1,0	1,0	52,6
Korean	4	4,1	4,1	56,7
Kurdish	1	1,0	1,0	57,7
Nepali	3	3,1	3,1	60,8
Persian	8	8,2	8,2	69,1
Punjabi	1	1,0	1,0	70,1
Tamil	1	1,0	1,0	71,1
Thai	1	1,0	1,0	72,2
Urdu	6	6,2	6,2	78,4
Vietnamese	19	19,6	19,6	97,9
Visayan	2	2,1	2,1	100,0
Total	97	100,0	100,0	

In general, each measure scored differently (Table 8). According to the results, English confidence scored higher than Finnish confidence. Moreover, the level of psychological adaptation of Asian degree students in Finland slightly scored higher than the level of sociocultural adaptation. The level of integrative orientation also scored a little bit higher than the level of instrumental orientation. In the next section, results will be discussed in detail.

Table 8 Measures' descriptive statistics

Measure	Mean	Variance	Standard Deviation	Number of Items
Finnish confidence	23.95	43.313	6.581	5
English confidence	29.22	32.817	5.729	5
Psychological adaptation	40.01	56.344	7.506	8
Sociocultural adaptation	53.72	52.390	7.238	11
Integrative orientation	22.02	20.937	4.576	4
Instrumental orientation	21.06	15.017	3.875	4

4 RESULTS

4.1 Scale reliability

Scale reliability is very important since corrected item-total correlation is calculated in order to find the scale's internal consistency (Mokkink, Knol, Zekveld, Goverts, & Kramer, 2009). In this paper, Cronbach's alpha was used as a measure to illustrate how closely all items in a set are.

Firstly, reliability analysis was adopted to find Cronbach's alpha of each scale or sub-scale used in this research. One item (climate) from brief sociocultural adaptation scale was excluded from the test because it was not reliable. In previous study, alphas of psychological adaptation ($\alpha = .72$) sociocultural adaptation ($\alpha = .85$) were reliable (Demes & Geeraert, 2013). In this study, the alpha of psychological adaptation was higher than the one in previous research. On the other hand, the alpha of sociocultural adaptation was lower than the one of Demes and Geeraert's study. However, the results Cronbach's alphas showed the reliability of all current measures in this paper (Table 9).

Table 9 Measures' internal reliability, means and standard deviations

Measures	Cronbach's alpha	Mean (SD)
Psychological adaptation	0.87	40.01 (7.50)
Sociocultural adaptation	0.76	53.72 (7.24)
Integrative orientation	0.86	22.02 (4.58)
Instrumental orientation	0.70	21.06 (3.88)
Finnish language anxiety	0.84	23.95 (6.58)
English language anxiety	0.88	29.22 (5.73)

In order to measure the reliability of cross-cultural adaptation, a simple syntax command was employed to group all the items of brief psychological adaptation scale and brief sociocultural adaptation scale together. The result was also highly reliable ($\alpha = .84$, $M = 93.73$, $SD = 11.95$). In the same way, items of integrative orientation and instrumental orientation were combined to measure the reliability of integrative motivation. As a result, the integrative motivation measure was reliable ($\alpha = .84$, $M = 43.08$, $SD = 7.47$).

4.2 Data analysis

In order to measure correlation between psychological adaptation and sociocultural adaptation, integrative orientation and instrumental orientation, and Finnish language confidence and English language confidence, Pearson

correlation coefficients were applied. The results showed positive correlations between psychological adaptation and sociocultural adaptation ($r = .31$, $p = .001$, $p < .01$) (Table 10), integrative orientation and instrumental orientation ($r = .56$, $p = .000$, $p < .01$), and Finnish language confidence and English language confidence ($r = .36$, $p = .000$, $p < .01$) (Table 11).

Table 10 Means, standard deviations, and correlation associated with psychological adaptation and sociocultural adaptation

Measure	Mean	SD	(1)	(2)
(1) Psychological adaptation	5.00	.93		.314**
(2) Sociocultural adaptation	4.88	.65	.314**	

Note: **. Correlation is significant at the 0.01 level (1-tailed).

Table 11 Means, standard deviations, and correlation associated with Finnish confidence and English confidence

Measure	Mean	SD	(1)	(2)
(1) Finnish language confidence	4.75	1.34		.358**
(2) English language confidence	5.84	1.14	.358**	

Note: **. Correlation is significant at the 0.01 level (1-tailed).

To answer hypothesis one, Pearson correlation coefficients were used. Cross-cultural adaptation concluded 8 items from brief psychological adaptation scale and 11 items from brief sociocultural adaptation scale of Demes and Deeraert (2013). Moreover, integrative motivation had 4 items from integrative orientation scale and 4 items from instrumental orientation scale of Gardner (1985). The results showed significant correlation between cross-cultural adaptation and integrative motivation ($r = .31$, $p = .001$, $p < .01$) (Table 12).

Table 12 Means, standard deviations, and correlation associated with cross-cultural adaptation and integrative motivation

Measure	Mean	SD	(1)	(2)
(1) Cross-cultural adaptation	4.93	.62		.307**
(2) Integrative motivation	5.38	.93	.307**	

Note: **. Correlation is significant at the 0.01 level (1-tailed).

Hypothesis two and hypothesis three were also tested by Pearson correlation coefficients. However, the results revealed that there were no significant correlation between Finnish language confidence and integrative motivation ($r = .13$, $p = .093$) or English language confidence and integrative motivation ($r = .06$, $p = .257$).

However, there was an interesting result when instrumental orientation and Finnish language confidence were tested together. There was a slight correlation between Finnish language confidence and instrumental orientation ($r = .207$, $p = .021$, $p < .05$) (Table 13).

Table 13 Means, standard deviations, and correlation associated with Finnish language confidence and instrumental orientation

Measure	Mean	SD	(1)	(2)
(1) Finnish language confidence	4.75	1.34		.207*
(2) Instrumental orientation	5.26	.96	.207*	

Note: *. Correlation is significant at the 0.05 level (1-tailed).

In the same way, Pearson correlation coefficients were employed to test hypothesis four and hypothesis five. Finnish language confidence had 5 items from language anxiety scale of Gardner (1985). English language confidence also contained 5 items from language anxiety of Gardner (1985). The results indicated the significant correlations between Finnish language confidence and cross-cultural adaptation ($r = .54$, $p = .000$, $p < .01$) (Table 14) as well as English language confidence and cross-cultural adaptation ($r = .24$, $p = .008$, $p < .01$) (Table 15).

Table 14 Means, standard deviations, and correlation associated with cross-cultural adaptation and Finnish language confidence

Measure	Mean	SD	(1)	(2)
(1) Cross-cultural adaptation	4.93	.62		.536**
(2) Finnish language confidence	4.75	1.34	.536**	

Note: **. Correlation is significant at the 0.01 level (1-tailed).

Table 15 Means, standard deviations, and correlation associated with cross-cultural adaptation and English language confidence

Measure	Mean	SD	(1)	(2)
(1) Cross-cultural adaptation	4.93	.62		.244**
(2) English language confidence	5.84	1.14	.244**	

Note: **. Correlation is significant at the 0.01 level (1-tailed).

4.3 Findings and discussion

This study was conducted to explore the relationships between cross-cultural adaptation, integrative motivation, and linguistic confidence. In this paper, linguistic confidence was divided into English language confidence and Finnish language confidence. The purpose of this choice was to explore the correlations between linguistic confidence and cross-cultural adaptation in a non-native-English-speaking country. The results of this study supported hypothesis one, four, and five. In contrast, the results did not support hypothesis two and three.

The first hypothesis assumed a positive correlation between Asian degree students' level of integrative motivation and their level of cross-cultural adaptation in Finland. According to a study by Dörnyei (2003), integrative motivation may lead to a positive attitude of strangers to interact with the host community in order to better their adaptation in the new environment. Moreover, strangers have this positive attitude because the integrative motivation may inspire their desire to communicate with local people (Gardner & Lambert, 1959). The results of the present study also supported the earlier findings of Hernández (2010) and Moiinvaziri (2008). This study found a positive correlation between integrative motivation and cross-cultural adaptation of Asian degree students in Finland.

The second and third hypotheses expected positive correlations between integrative motivation and Finnish language confidence, and integrative motivation and English language confidence. Yu (2013) has argued integrative motivation and linguistic confidence are related. However, the results of this study did not support this argument because there were no

correlations found between Finnish language confidence and integrative motivation, or English language confidence and integrative motivation.

Martínez (2010) has said international students' level of host language confidence is strongly correlated with integrative orientation and instrumental orientation. The results of this study provided interesting and unexpected findings related to this matter. According to the analysis, Finnish language confidence was positively correlated with instrumental orientation but not correlated with integrative orientation. Although the correlation was not very strong, it still implied that instrumental motivation might be more important than integrative motivation to Asian degree students learning Finnish language.

The fourth and fifth hypotheses turned out to support previous studies. A recent study has argued strangers are less motivated to adapt to new environment when they consider themselves not confident with host language (Croucher, 2009). In this paper, Finnish language was positively correlated with cross-cultural adaptation. In the findings of previous studies in native-English-speaking countries, language confidence has closed connection with not only psychological adaptation but also sociocultural adaptation of strangers (Sam, 2001; Saumure, Noel, & Yang, 2006). Although this study was conducted in Finland, where English is not official language but English as lingua franca, there was a positive correlation between English language confidence and cross-cultural adaptation.

Speaking of demographic variables, even though Hsu (2010) has stated the longer strangers live in a new milieu, the more adaptive they are, this study did not found any correlation between the amount of time Asian students

had been living in Finland and how highly the score on the scales measuring cross-cultural adaptation. Age did not have any significant correlation with cross-cultural adaptation either.

The results of this study showed that psychological adaptation was positively correlated with sociocultural adaptation supported previous finding of Demes and Geeraert (2013). Furthermore, integrative orientation was positively correlated with instrumental orientation. According to the findings, instrumental orientation was more important than integrative orientation to Asian degree students since only instrumental orientation was correlated with Finnish language confidence. Additionally, the results of this study revealed the positive correlation between Finnish language confidence and English language confidence.

Generally speaking, this research supported hypothesis one, four and five. However, the results did not support hypothesis two and three. Interestingly, there was slight correlation between Finnish confidence and instrumental orientation. The results of this study are showed as below (Figure 4).
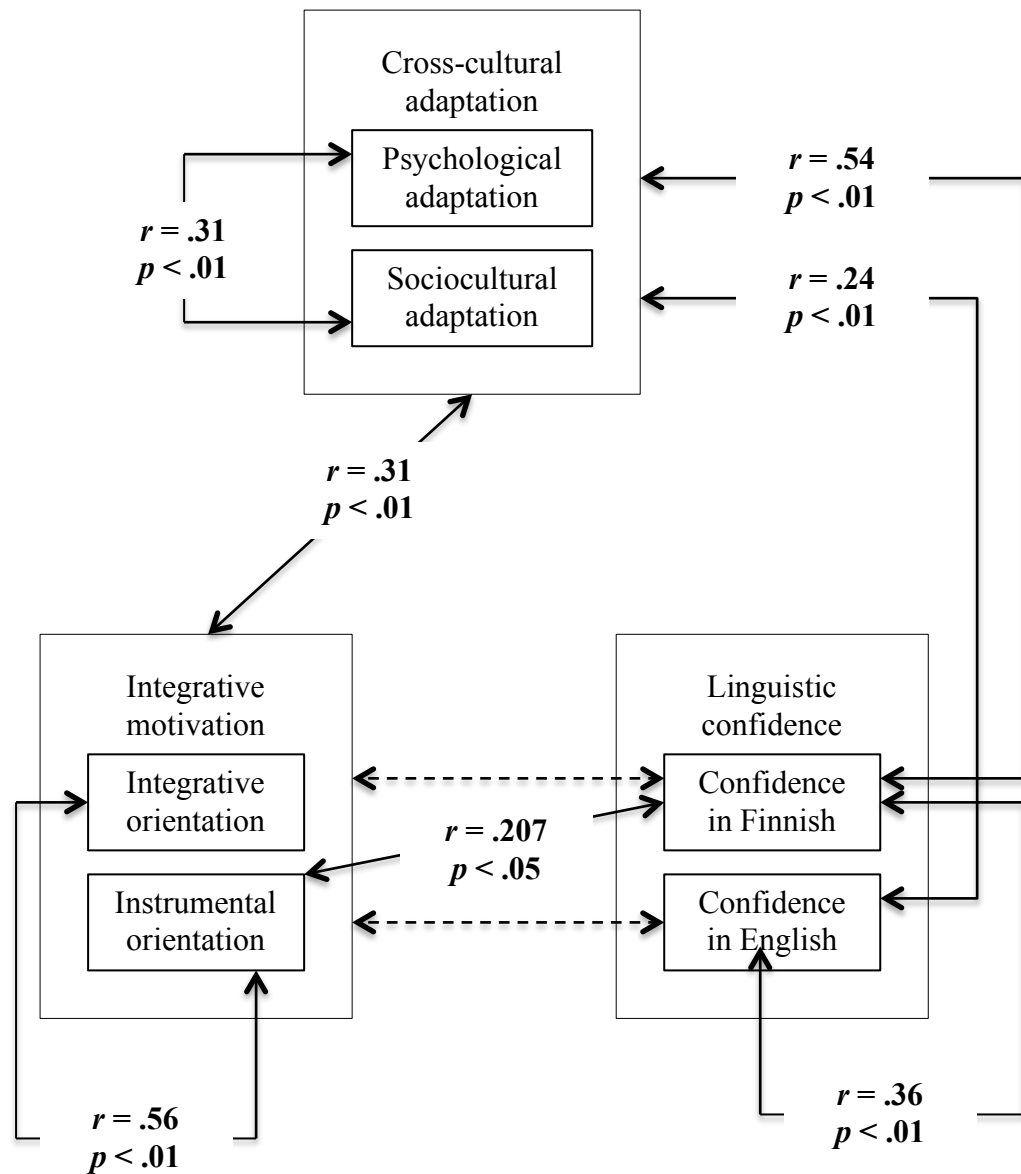
Figure 4. Results of analysis

4.4 Limitations

There are not studies beyond limitations; and this paper is not an exception.

There were three main limitations while doing this research.

First, during the research process it became clear that summer was

not a good time for conducting a survey about students since they might be on

their vacation, not check their e-mails regularly, etc. Hence, the number of

respondents was not as high as expected. Although social networks were ultimately utilized, students possibly thought the survey link was a spam. Moreover, it took a lot of time to ask for permission from the administrators of several closed Facebook groups to post the research link on their pages. Hence, it was difficult to get large sample in a short period of time.

Second, there were some technical problems while people were doing the online survey. When their internet connection was interrupted, the responses were automatically sent; and respondents were not willing to do it again. Furthermore, respondents sometimes did not take into account that they had not answered all the questions of current section before moving to the next section. Therefore, there were many disqualified responses because of not answering all the questions.

Third, the network of networks was very important in this research since this study expected a lager amount of respondents. However, it seemed not possible to get the e-mailing lists of all universities and universities of applied sciences in Finland due to the confidential policy. It would have been better if there were some supports from authorized units. Once again, timing was the most difficult issue in this research paper because most universities were too busy handling new students in late summer.

Last but not least, this study did not use the original measures due to the scope of a master's thesis. This study could not test all items of original measures since it would take a lot of time. In stead, shorter versions of measures were applied. Although these versions were tested recently in some papers, there were not many researchers using these scales. Therefore, it is necessary for more research applying these measures in future.

5 CONCLUSION

First, the findings supported the importance of English language confidence and Finnish language confidence in the process of cross-cultural adaptation. Although English is not an official language in Finland, foreigners can find Finnish people who can speak English practically everywhere, especially in larger town where institutions of higher education are usually located. This study suggested that English language confidence could be also an advantage for foreign students to adapt to Finnish society. However, the results could be different in other non-native-English-speaking countries, where most local people do not speak English fluently. Further research on this topic is highly recommended.

Second, this paper discovered that Finnish language confidence was not correlated with integrative orientation but instrumental orientation. Hence, it is necessary to conduct more studies to explore the causes and effects of this issue. It is advisable to have in-depth interviews with students to discover more about this topic. Then, thick description should be applied because this is a method, which researchers use to describe not only meanings but also context (Valentine, 2006).

Third, research findings illustrated the roles of linguistic confidence and integrative motivation on cross-cultural adaptation of Asian degree students in Finland. In this study context, English language confidence was as important as Finnish language confidence in the process of psychological adaptation and sociocultural adaptation. Besides, integrative motivation also played an important role in the process of cross-cultural adaptation.

Speaking of language, since English and Finnish were both significant in this context, the lack of either English or Finnish confidence might lead Asian degree students to less adaptive to Finland. English and Finnish confidence helped them better their psychological adaptation as well as sociocultural adaptation. Asian students in Finland may have some difficulties with language barriers since most of Asian countries' mother tongue is neither English nor Finnish. Hence, the findings of this study suggested that there should be good language preparation from both students and universities. First, before coming to Finland to study, Asian students should have a good English language preparation because it is very important for not only academic life but also social life. Second, Finnish language courses are necessary for any degree student in Finland. Universities should have more language programs or extra activities to help international students better their Finnish gradually.

In terms of integrative motivation, it had a correlation with cross-cultural adaptation of Asian degree students in Finland. First, the desire to learn host language to communicate with local people helped students involve in host society through communication. Second, instrumental reasons triggered their needs to learn a new language to fulfill requirements for their studies, jobs, and etc.

Generally speaking, because of the scope of this study, the author did not have enough time to conduct both quantitative research and in-depth interviews at the same time. However, the findings of this study introduced new implications for future research in order to help solve problems related to language issues of international students, who choose to study international programs in non-native-English-speaking countries. The research results also

indicated the important roles of integrative motivation and linguistic

confidence on cross-cultural adaptation of Asian degree students in Finland.

Therefore, this research recommended having more studies about this topic in

other non-native-English-speaking countries.

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APPENDIX: RESEARCH SURVEY

Dear Asian degree students in Finland,

I am a master student in Intercultural Communication at University of Jyväskylä, Finland. Currently, I have been working on my thesis project to examine the cross-cultural adaptation of Asian degree students in Finland through linguistic confidence and integrative motivation. The results of this project may interest you since the findings may lead to some helpful recommendations for successful adaptation in Finland.

The survey takes approximately 10 minutes to complete. The data collected will be used for research purposes only. The survey is anonymous; therefore, no personal information will be stored at any point of the research. If you have any question about the outcomes of this research, please do not hesitate to contact me through thnguyen@student.jyu.fi.

Thank you in advance for completing this survey. Your answers are highly appreciated.

Section 1

Q1. Think about when you are in Finnish language class, do you agree or disagree with the following statements?

Strongly disagree	Moderately disagree	Slightly disagree	Neutral	Slightly agree	Moderately agree	Strongly agree

* It embarrasses me to volunteer to answer in Finnish in class.
* I feel not very sure about myself when I am speaking Finnish or it seems to be hard to express exactly what I really mean.

* I always feel that the other international students speak Finnish better than I do.

* I get nervous and confused when I am speaking Finnish in class.

* I am afraid the other students will laugh at me because of my accent when I speak Finnish.

Section 2

Q2. Think about living in Finland for the last two weeks, how often have you felt…?

Never	Rarely	Occasionally	Sometimes	Frequently	Usually	Always

* Excited about being in Finland

* Out of place (you think you don't fit into Finnish culture)

* Sad to be away from your home country

* Nervous about how to behave in certain situations

* Lonely without your family and home country friends around you

* Homesick when you think of your home country

* Frustrated by difficulties adapting to Finland

* Happy with your day-to-day life in Finland

Section 3

Q3. Do you agree or disagree with the following statements?

Strongly disagree	Moderately disagree	Slightly disagree	Neutral	Slightly agree	Moderately agree	Strongly agree

* Studying Finnish can be important for me because it will allow me to be more at ease with fellow Finns.

* Studying Finnish can be important for me because it will allow me to meet and converse with more and varied people.

* Studying Finnish can be important for me because it will enable me to better understand and appreciate Finnish art and literature.

* Studying Finnish can be important for me because I will be able to participate more freely in the activities of other cultural groups.

* Studying Finnish can be important for me only because I'll need it for my future career.

* Studying Finnish can be important for me because it will make me a more knowledgeable person.

* Studying Finnish can be important for me because I think it will someday be useful in getting a good job.

* Studying Finnish can be important for me because other people will respect me more if I have knowledge of a foreign language.

Section 4

Q4. How difficult or easy is it for you to adapt to Finland's…?

Strongly difficult	Moderately difficult	Slightly difficult	Neutral	Slightly easy	Moderately easy	Very easy

* Climate (temperature, rainfall, humidity)

* Natural environment (plants and animals, pollution, scenery)

* Social environment (community size, pace of life)

* Living (hygiene, how safe you feel)

* Practicalities (using public transport, shopping)

* Food and eating (what food is eaten, how food is eaten)

* Family life (how close family members are, how much time family spend together)

* Social norms (behaviors in public, style of clothes, what people think is funny)

* Values and beliefs (what people think about religion and politics, what people think is right or wrong)

* People (how friendly people are, attitudes toward foreigners)

* Friends (making friends, social interaction)

* Language (learning the language, making yourself understood)

Section 5

Q5. Think about when you are in classes taught in _English_, do you agree or disagree with the following statements?

Strongly disagree	Moderately disagree	Slightly disagree	Neutral	Slightly agree	Moderately agree	Strongly agree

* It embarrasses me to volunteer to answer in English in class.

* I feel not very sure about myself when I am speaking English or it seems to be hard to express exactly what I really mean.

* I always feel that the other non-native-English-speaking students speak English better than I do.

* I get nervous and confused when I am speaking English in class.

* I am afraid the other students will laugh at me because of my accent when I speak English.

Section 6

Q6. What is your age?

Q7. Gender

☐ Male

☐ Female

Q8. Please fill in the blank

Your nationality:

Your mother tongue:

Q9. Which degree are you studying in?

☐ Bachelor's degree

☐ Master's degree

☐ Doctorate degree

Q10. How many years have you been living in Finland?