

The Influence of Cross-cultural Adaptation on Two Language Acquisition Strategy

Tingting Chao

Xi'an Shiyu University, Xi'an, Shaanxi, 710065, China

Abstract: Language is the carrier of culture, and the process of learning a second language is also the process of adapting to the second culture, foreign students' cognition and adaptation to Chinese society and culture will also affect their Chinese acquisition ability. This paper is based on the "cultural adaptation model" proposed by American scholar Schumann, and make a concrete analysis of "social distance" and "psychological distance". In addition, this paper discusses the factors affecting the effect and level of second language acquisition, and then puts forward some targeted strategies and methods of second language acquisition, so as to help Chinese learners reduce cross-cultural communication barriers and improve their cultural adaptability and language learning level.

Keywords: Cross-cultural Adaptation; Two-language Acquisition; Social Distance; Psychological Distance.

1. Introduction

Cross-cultural adaptation problem is foreign students during entering Chinese study and life for the universality of cultural impact, help students to adjust personal psychology and behavior to adapt to the Chinese social and cultural environment, is an important part of teaching Chinese as a foreign language, is also an important premise to improve the level of Chinese learning, at the same time, students two language learning level will also help them to better understand Chinese culture, gradually adapt to and integrated into China's social environment. Therefore, it is particularly necessary to study the cross-cultural adaptation of international students and its influence on two language acquisition.

At present, there have been many academic studies on cross-cultural adaptation. Liu Xun's Introduction to Teaching Chinese as a Foreign Language mentions J. Schumann The cultural adaptation hypothesis is that " starting from the relationship between culture and language, the process of second language acquisition is regarded as a process of gradually adapting to the destination language culture, and the adaptability of second language learners to the destination language culture determines the mastery of the destination language." [1] At the same time, the social distance and psychological distance between learners and purpose and culture are regarded as important influencing factors of second language acquisition. However, it points out that the process of cultural adaptation cannot directly explain the learning and application process of the second language. Wen Qiufang's Research on the Key Issues of Two Language Acquisition mentioned that " the cultural adaptation mode emphasizes the acceptance of two language learners to the target language culture." [2] The size of the social and psychological distance determines the level of two language learning. Zu Xiaomei in cross-cultural Communication believes that " cross-cultural adaptation is one of the core issues of cross-cultural communication research." [3] Detailed analysis and introduction of the assimilation, separation, integration and marginalization, the honeymoon, setback, recovery and adaptation periods, and the factors affecting cultural adaptation. Zheng Daihua's Research on the Cultural

Adaptation Mode and the Acquisition Effect of Chinese as a Second Language holds that " the social distance and psychological distance in the cultural adaptation mode do exist and obviously affect the effect of learning." [4] J. Schumann " cultural adaptation mode " as the theoretical basis, in Hong Kong international school of different cultural background of Chinese as the second language learners as the investigation object, mainly analyzes the learners of Chinese learning effect and cultural relationship, think understanding as the second language acquisition of Chinese social and psychological factors, can help the Chinese language teachers to improve the enthusiasm of the foreign language learners. According to Zhu Guohui's Research on the Cross-cultural Adaptation of Overseas Students in China, " the difficulty of social and cultural adaptation of international students in China is moderate." [5] The international students' cross-cultural adaptation for psychological adaptation, cultural adaptation and academic adaptation to the three dimensions, and the five universities 262 students to adapt to the statistical analysis, think the stronger students study motivation, the higher the social and cultural fitness, thus from the perspective of countries and universities to optimize students to adapt to the suggestion. In Wang Baoye's Study on the Acquisition Effect of Chinese Reading under Cultural Adaptation Mode, " the psychological distance between Korean and European and American students is positively correlated with Chinese reading performance." [6] Paper mainly J. Schumann culture adaptation mode for the theoretical framework, in three universities of Wuhan university in South Korea and European and American students as the research object, from the social distance and psychological distance discusses the Korean and American students group differences and the relevance of Chinese reading acquisition effect, finally put forward their teaching, attaches great importance to the students' cultural differences teaching strategy. The influence of Social Distance on Foreign learners' Chinese Reading Strategies by Liu Yanyan takes the social distance proposed by J. Schumann, and the method of questionnaire survey and case analysis was adopted to analyze the influence of social distance on reading strategies of foreign learners, believing that the closer the social distance is, the higher the reading comprehension ability. Wei

Chongxin students culture adaptability research in Beijing university students, for example, through the Beijing university foreign students culture adaptation characteristics and the existing problems, mainly analyzes the student's language adaptability, life adaptability, psychological adaptability and cultural adaptability, think that students should learn more Chinese, efforts to narrow the gap between Chinese culture. Su bo "based on J. Schumann" cross-cultural adaptation mode " to explore British students' cross-cultural adaptation to the influence of English acquisition of British students in the eight factors affecting social distance analysis, think Chinese learning and geographical distance is the biggest obstacle, at the same time because the British students and Chinese students' communication opportunities, students group closed degree is high, is not conducive to their language acquisition.

To sum up, cross-cultural adaptation is the process of individual adjustment and adaptation to the psychology and behavior of the new cultural environment. For Chinese as a second language learners, it is the process of facing the changes and adjustment of psychology and behavior of Chinese language environment, living environment and communicative environment. J. Schumann's "cultural adaptation mode" hypothesis holds that the process of second language acquisition is the process of gradual acceptance and adaptation to the target language culture, and the degree and speed of cultural adaptation depend on their social distance and psychological distance with the target language environment, which is positively correlated with the level of second language acquisition. Therefore, to shorten the social distance and psychological distance is an important way to improve the ability of two language acquisition.

2. Factors Affecting Two Language Acquisition

According to the above analysis of "social adaptation mode", the acquisition level of two-language learners is determined by the social distance and psychological distance between the learners' group and the social and cultural environment of the target language, and the closer the social and psychological distance is, the better the acquisition effect is. Below, we conduct a specific analysis from the factors affecting social and psychological distance, respectively.

2.1. Social Distance Factors

"Social distance is the relationship between the group of second language learners and the destination language group." [7] For example, whether the two groups belong to the ruling or obedient relationship, whether the assimilation or preservation relationship, that is, the close contact between the two language learners and the target language group, the closer the social distance between the two cultural groups, the less limiting factors of the second language acquisition, and the more conducive to the learners' acquisition.

Social distancing is mainly composed of the following factors. First, the social-dominant model, Is the degree of equality between the second language learners and the members of the target language community, Mainly divided into dominance, subordination and equal status, Only when the two groups are in an equal and mutually inclusive state in linguistic and cultural communication, The higher the level of second language acquisition; Second, in the way of integration, That is, what strategies do second language

learners adopt to face the social-cultural environment of the destination language, Mainly into three levels: assimilation, retention or adaptation, The smaller the social distance of the two-language learners adopting the assimilation strategy is, Two language acquisition effect is the best, But based on the reality, Adaptation strategy means that two language learners retain their own lifestyle and values, Values and the lifestyle of the receptive destination-language group, Is a common situation in reality; Third, the degree of closure, That is, the degree of closure between the two-language learners and the target language group, The more extensive the two in social facilities, study and work, The lower the closure is, The smaller the social distance is, The faster the language acquisition; Fourth, the group size and closeness, That is, the smaller the number of learners and the lower the number of members within the group, The smaller the social distance is, The more conducive to two language acquisition; Fifth, the cultural similarity, That is, the closer the two language and the destination language, The smaller the social distance there is, The better the effect of two language acquisition; Sixth, the emotional attitude, That is, the better and more positive the attitude between the two-language learners and the target language group, That would reduce the social distance, Improve the effect of two language acquisition; Seventh, the expected residence time, That is, the longer the two-language learners stay in the destination language environment, The smaller the social distance is, The more conducive to the two-language acquisition, But it's not an absolute one.

2.2. Psychological Distance Factors

"Psychological distance mainly refers to the factors that affect second language acquisition, including anxiety caused by language barriers, fear and tension caused by cultural shock, motivation, self-esteem, etc." [8] That is, the emotional distance between the two language learners and the target language group, the smaller the psychological distance, the better the two-language acquisition effect.

Psychological distance factors mainly include the following aspects, the first is language shock, refers to the tension, fear and frustration when using the second language, the more the fear, the greater the psychological distance, the worse the effect of two language acquisition; the second is cultural shock, that is, the anxiety in the new and unfamiliar target language environment, the more serious the anxiety is, the greater the psychological distance, the more likely they affect the effect of two language acquisition; Third, the learning motivation, refers to promote the desire and purpose of the two-language learners to learn and master a second language, it is mainly divided into fusion motivation and instrumental motivation, among them, the integration motivation of communication, contact and integration into the target language group is stronger, the learning effect achieved is even greater, and the tool-based motivation to use the second language as a tool to achieve realistic purposes, will make the two-language learners learning motivation is insufficient; Fourth, the self-permeability, that is, the more bilingual learners can adopt an open and positive attitude to accept the destination language culture, then the less extent of the borders of both, the shorter the psychological distance is, the more conducive to two language acquisition.

To sum up, the social distance factors and psychological distance factors in the "cultural adaptation mode" hypothesis intersect and influence each other, and shorten the social and psychological distance between the target language group and

the culture, which can effectively improve the effect of two language acquisition. However, there are also situations that are not in line with the reality. For example, although the fusion motivation has a greater effect on two language acquisition, the vast majority of two language learners do not aim to integrate into the purpose language society. Therefore, we should make a specific analysis according to the actual situation of two-language learners.

3. Two Language Acquisition Strategy Advice

Through the analysis of social distance and psychological distance in the cultural adaptation hypothesis, it can be seen that the theory of cultural adaptation model is not perfect enough, but the enlightening and guiding role of this hypothesis on the second language acquisition cannot be denied. The following mainly puts forward corresponding suggestions for the second language acquisition strategy of Chinese as a second language learner.

3.1. Shorten the Social Distance and Improve the Level of Two Language Acquisition

First, respect Chinese culture and actively integrate into the classroom and social environment. Under the social dominant and combined way, dominant and subordinate status is unfavorable to the second language acquisition, Chinese as a second language learners must first respect and recognition of China's economic strength and international status, Chinese learners should be in an equal position when communicating with people, reduce their cultural superiority, thus to create a harmonious language learning communication environment and active learning motivation, so as to promote Chinese learning. In the current situation of international students, most of the students who come to China to receive academic education have a yearning, respect and strong interest in Chinese culture. For the combination method, " the combination is the attitude and strategy of the learner group towards the purpose and the social culture of the group." [9] Chinese learners should adopt adaptive strategies, that is, learn and use Chinese values and lifestyles, communicate more with teachers, Chinese students and neighbors, and strive to integrate into Chinese learning classes and Chinese society, so as to shorten the distance with Chinese students and promote the daily learning of Chinese.

Second, participate in multicultural activities, break down small group barriers, and communicate more with students from different countries. Chinese as a second language learners should not only actively participate in classroom learning, can also by watching movies, visit the museum, participate in the school festival, debate, speech contest, poetry reading and other activities such as Chinese learning, on the one hand can improve the language level, on the other hand can also be intuitive feeling and understanding of Chinese culture. At the same time, " learners with small groups and low closeness are more likely to achieve good language acquisition results." [10] Therefore, learners should break the communication barriers, walk out of the communication comfort zone of small groups, communicate with the whole class, and actively participate in the classroom speech and games, so as to increase the intensity of daily oral Chinese practice, and effectively improve the level of communication.

The third is to use cultural similarity to help us learn

Chinese. Chinese learners, especially from South Korea, north Korea, Vietnam and other Chinese culture circle of learners, due to their national language culture, thinking lifestyle and so on various aspects have a great degree of similarity, two learners Chinese learning process, to give full play to the role of the native tongue is migration, using pronunciation, vocabulary, grammar, deepen the understanding of Chinese knowledge and Chinese culture and learning, at the same time consciously avoid the influence of native negative migration, rapidly improve the level of Chinese acquisition.

3.2. Shorten the Psychological Distance and Improve the Level of Two Language Acquisition

First, be prepared for cross-cultural adaptation and adjust your mentality in time. Chinese learners before coming to China to prepare to cross-cultural adaptation, not only to China after the specific life preparation, also want to correct perception culture gap, take open inclusive attitude to resolve cultural conflict, on the basis of a positive attitude to learn Chinese, overcome the negative effects of language shock. Actively adjust mentality at the same time, through making friends, take an active part in social and cultural activities, understanding customs, behavior strategy, in looking for cultural commonness and extensive communication to adapt to the Chinese cultural environment, to reduce cultural shock, reduce psychological anxiety and loss, so as to devote to Chinese learning, improve the efficiency of language learning.

The second is to develop internal learning motivation and master appropriate language learning methods. Chinese learners to in the process of learning by understanding and mastering China's history, geography, political and economic system and other cultural knowledge, to try their learning motivation into fusion motivation or intrinsic motivation, namely because like Chinese learning, because interested in Chinese culture, history, such as learning, thus reduce the learning pressure, improve the level of Chinese learning faster. But at the same time to master the moderate principle, not too relax and despise Chinese language learning, for most students, learning Chinese is their primary goal to China, learners to through classroom learning, extracurricular practice, communication, comprehensive learning and master Chinese vocabulary, grammar, reading, listening, writing and other basic skills, to improve the cross-cultural communication ability, in turn, continue to promote Chinese learning level.

4. Conclusion

Although Schumann's cultural adaptation hypothesis has certain limitations, it emphasizes the important role of culture in second language acquisition, and regards shortening the social and psychological distance with the destination language culture as an important condition for second language acquisition, which has strong theoretical basis and practical value. This paper mainly analyzes the cross-cultural adaptation of the learner's group and the relationship between the acquisition effect, with social distance and psychological distance as the breakthrough point, expounds the relevant factors, and specifically targeted Chinese as the second language acquisition strategies and methods, in order to improve the cultural adaptability and language learning level.

References

- [1] Liu Xun. Introduction to Teaching Chinese as a Foreign Language [M]. Beijing: Beijing Language and Culture University Press, 2000, p. 177.
- [2] Wen Qiufang et al. Research on the key issues of second language acquisition [M]. Beijing: Foreign Language Teaching and Research Press, 2019.3, p. 104.
- [3] Zu Xiaomei. Cross-cultural communication [M]. Beijing: Foreign Language Teaching and Research Press, 2015.3, p. 145.
- [4] Zheng Daihua. Cultural adaptation patterns and the acquisition effect of Chinese as a second language [D]. Beijing Language and Culture University, 2007. p. 45.
- [5] Zhu Guohui. Research on the cross-cultural adaptation of overseas Students in China [D]. East China Normal University, 2011:164.
- [6] Wang Baoye. Effect of reading acquisition in foreign Chinese under acculturation mode [D]. Central China Normal University, 2017:35.
- [7] Liu Yanyan. Effect of social distance on Chinese reading strategies of foreign learners [D]. Shanghai Normal University, 2013.
- [8] Liu Xun. Introduction to Teaching Chinese as a Foreign Language [M]. Beijing: Beijing Language and Culture University Press, 2000:178.
- [9] Liang Jian, Qi Lingyun. On the theory of cultural adaptation mode and its application in Chinese language international Education [J]. Journal of Taiyuan City Vocational and Technical College, 2020 (12): 70-73.
- [10] Soubo. Based on Schuman's "cross-cultural adaptation model" to explore the influence of cross-cultural adaptation on two-language acquisition [J]. Comparative Research on Cultural Innovation, 2018,2 (23): 79-81.