

Copyright is owned by the Author of the thesis. Permission is given for a copy to be downloaded by an individual for the purpose of research and private study only. The thesis may not be reproduced elsewhere without the permission of the Author.

Comparison of Communication Medium Preferences in Two Different Cultures

A thesis presented in partial
fulfillment of the requirements
for the degree of
Master of Information Sciences
in Information Technology

at Massey University,
Albany, New Zealand



Fei Wang

2014

Abstract

Young people have many mediums for interpersonal communication; among them, Twitter, Facebook (FB), Instant Messaging (IM), face-to-face (FTF), telephone, email, Short Message Service (SMS) and Discussion Forums (DF). In our study we examine the impact of different cultures on the personal communication medium preferences of young people in three specific scenarios: communicating with peers, lecturers or with parents. We conducted a survey among university students in two countries, China and New Zealand, who may be seen, to some extent, as representatives of Eastern and Western cultures.

The results show that medium preference is different in different scenarios. In Western cultures, people are more likely to use telephone, face-to-face, SMS and IM to discuss personal problems with their parents and peers. However, they are more likely to choose telephone, face-to-face, DF and email as their most preferred tools to talk with higher authorities or under the supervision of the authorities. In Eastern cultures there are no significant differences between three scenarios. People are more willing to use telephone, face-to-face, SMS and IM to discuss problems with their parents, peers and lecturers. In general, our survey results show that FTF, telephone and IM were the most preferred mediums for most activities in both cultures. For people in the East, SMS is still a very popular communication tool, whereas DF, RenRen, Weibo and email are the least preferred mediums for most activities. For Western people, email, SMS, DF and Facebook are very common communication tools, regardless of who they communicate with, while Twitter is the least preferred medium.

Keywords: communication medium preferences, culture difference

Acknowledgements

I would like to thank my supervisor, Associate Professor Ruili Wang, who gave me patient instructions, knowledgeable research practice and academic guidelines. This will be very helpful for my future career and of benefit throughout my life. I would also like to thank Massey University which provides great studying conditions and the best study environment to enable me achieve my research and academic goals.

Also, I would like to thank my parents for their moral and financial supports for me to achieve my academic goal at Massey University.

The questionnaire was originally developed by Associate Professor Ruili Wang, Dr Jingli Liu and Dr Norlaila Hussain. I would like to wholeheartedly acknowledge their contributions to this research.

Table of Contents

- Abstract i
- Acknowledgements ii
- List of Figures v
- List of Tables..... ix
- Chapter 1: Introduction 1
- Chapter 2: Literature Review 3
 - 2.1 Interpersonal communication 3
 - 2.2 Cross-cultural studies on computer-mediated communication (CMC)..... 4
 - 2.3 Research questions 6
 - 2.4 Summary..... 7
- Chapter 3: Methodology..... 8
 - 3.1 Data..... 8
 - 3.2 Measures 8
 - 3.3 Demographics 9
- Chapter 4: Experimental Results..... 11
 - 4.1 Years of using online communication tools 11
 - 4.2 Results of Section A 18
 - 4.2.1 Question one 18
 - 4.2.2 Question two 19
 - 4.2.3 Question three 20
 - 4.2.4 Question four 21
 - 4.2.5 Question five..... 22
 - 4.3 Results of Section B 24
 - 4.3.1 Activity 1: Schedule a group meeting in 1–2 weeks’ time 24
 - 4.3.2 Activity 2: Convince your classmates/group of the suitability of an idea that you have 26

4.3.3 Activity 3: Need urgent clarification from a course mate/classmate on a class assignment.....	28
4.3.4 Activity 4: Reply to an enquiry from another class/group member regarding your class assignment progress	30
4.3.5 Activity 5: Ask the lecturer question(s) concerning your class/group assignment..	32
4.3.6 Activity 6: Discuss a problem with your classmates/group under the supervision of the lecturer-in-charge of the course	34
4.3.7 Activity 7: Get clarification from lecturer-in-charge for a critical issue of your individual/group project.....	36
4.3.8 Activity 8: Invite friends out for a meal or party	38
4.3.9 Activity 9: Discuss personal problems with your best friends	40
4.3.10 Activity 10: If you have to ask for money from your parents	42
4.3.11 Activity 11: Discuss personal problems with your parents	43
4.3.12 Activity 12: Update others on your daily life activities	45
4.4 Results of Section C	47
4.4.1 Preferred communication media and their advantages/disadvantages.....	47
4.4.2 Frequency of using media.....	49
4.5 Summary.....	49
Chapter 5: Discussion.....	51
Chapter 6: Conclusion and Future Works	58
6.1 Conclusion.....	58
6.2 Future Work.....	58
Reference.....	60
Appendix	65
Communication Media Usage Survey	65
SECTION A.....	66
SECTION B.....	71
SECTION C	93

List of Figures

- Figure 1: Gender of respondents from New Zealand..... 9
- Figure 2: Ages of respondents from New Zealand 9
- Figure 3: Gender of respondents from China..... 9
- Figure 4: Ages of respondents from China 10
- Figure 5: Years of using Twitter for New Zealand respondents. 11
- Figure 6: Years of using Facebook for New Zealand respondents. 12
- Figure 7: Years of using IM for New Zealand respondents. 12
- Figure 8: Years of using email for New Zealand respondents 12
- Figure 9: Years of using SMS for New Zealand respondents..... 13
- Figure 10: Years of using DF for New Zealand respondents..... 13
- Figure 11: Years of using Weibo for Chinese respondents..... 14
- Figure 12: Years of using Renren for Chinese respondents..... 15
- Figure 13: Years of using IM for Chinese respondents 15
- Figure 14: Years of using email for Chinese respondents 16
- Figure 15: Years of using SMS for Chinese respondents 16
- Figure 16: Years of using DF for Chinese respondents 17
- Figure 17: New Zealand participants’ preferences for using online communication tools to ask questions..... 18
- Figure 18: Chinese participants’ preferences for using online communication tools to ask questions..... 18
- Figure 19: Online communication tools that contain communication cues – New Zealand... 19
- Figure 20: Online communication tools that contain communication cues – China 20
- Figure 21: Online communication tools that allow flexibility in using words – New Zealand20
- Figure 22: Online communication tools that allow flexibility in using words – China 21
- Figure 23: Ease of communication tools to express feelings – New Zealand..... 21
- Figure 24: Ease of communication tools to express feelings – China 22
- Figure 25: Affordability of communication tools – New Zealand..... 22
- Figure 26: Affordability of communication tools – China..... 23
- Figure 27: Respondents’ preference for activity 1 – New Zealand..... 24

Figure 28: The reason for choosing the medium as the preferred medium for activity 1 – New Zealand	24
Figure 29: Respondents’ preference for activity 1 – China	25
Figure 30: The reason for choosing the medium as the preferred medium for activity 1 – China	25
Figure 31: Respondents’ preference for activity 2 – New Zealand.....	26
Figure 32: The reason for choosing the medium as the preferred medium for activity 2 – New Zealand.....	27
Figure 33: Respondents’ preference for activity 2 – China	27
Figure 34: The reason for choosing the medium as the preferred medium for activity 2 – China	28
Figure 35: Respondents’ preference for activity 3 – New Zealand.....	29
Figure 36: The reason for choosing the medium as the preferred medium for activity 3 – New Zealand	29
Figure 37: Respondents’ preference for activity 3 – China	29
Figure 38: The reason for choosing the medium as the preferred medium for activity 3 – China	30
Figure 39: Respondents’ preference for activity 4 – New Zealand.....	30
Figure 40: The reason for choosing the medium as the preferred medium for activity 4 – New Zealand	31
Figure 41: Respondents’ preference for activity 4 – China	31
Figure 42: The reason for choosing the medium as the preferred medium for activity 4 – China	32
Figure 43: Respondents’ preference for activity 5 – New Zealand.....	32
Figure 44: The reason for choosing the medium as the preferred medium for activity 5 – New Zealand.....	33
Figure 45: Respondents’ preference for activity 5 – China	33
Figure 46: The reason for choosing the medium as the preferred medium for activity 5 – China	33
Figure 47: Respondents’ preference for activity 6 – New Zealand.....	34
Figure 48: The reason for choosing the medium as the preferred medium for activity 6 - New Zealand	34
Figure 49: Respondents’ preference for activity 6 – China	35

Figure 50: The reason for choosing the medium as the preferred medium for activity 6 – China	35
Figure 51: Respondents’ preference for activity 7 – New Zealand.....	36
Figure 52: The reason for choosing the medium as the preferred medium for activity 7 – New Zealand	36
Figure 53: Respondents’ preference for activity 7 – China	37
Figure 54: The reason for choosing the medium as the preferred medium for activity 7 – China	37
Figure 55: Respondents’ preference for activity 8 – New Zealand.....	38
Figure 56: The reason for choosing the medium as the preferred medium for activity 8 – New Zealand	38
Figure 57: Respondents’ preference for activity 8 – China	39
Figure 58: The reason for choosing the medium as the preferred medium for activity 8 – China	39
Figure 59: Respondents’ preference for activity 9 – New Zealand.....	40
Figure 60: The reason for choosing the medium as the preferred medium for activity 9 – New Zealand.....	40
Figure 61: Respondents’ preference for activity 9 – China	41
Figure 62: The reason for choosing the medium as the preferred medium for activity 9 – China	41
Figure 63: Respondents’ preference for activity 10 – New Zealand.....	42
Figure 64: The reason for choosing the medium as the preferred medium for activity 10 – New Zealand	42
Figure 65: Respondents’ preference for activity 10 – China	43
Figure 66: The reason for choosing the medium as the preferred medium for activity 10 – China	43
Figure 67: Respondents’ preference for activity 11 – New Zealand.....	44
Figure 68: The reason for choosing the medium as the preferred medium for activity 11 – New Zealand	44
Figure 69: Respondents’ preference for activity 11 – China	44
Figure 70: The reason for choosing the medium as the preferred medium for activity 11 – China	45
Figure 71: Respondents’ preference for activity 12 – New Zealand.....	45

Figure 72: The reason for choosing the medium as the preferred medium for activity 12 – New Zealand	46
Figure 73: Respondents’ preference for activity 12 – China	46
Figure 74: The reason for choosing the medium as the preferred medium for activity 12 – China	47
Figure 75: Preferred media – New Zealand	48
Figure 76: Preferred media – China	48
Figure 77: Frequency of using media – New Zealand	49
Figure 78: Frequency of using media – China	49

List of Tables

Table 1: Mean values of mediums in China and New Zealand – asking for money from your parents 52

Table 2: Mean values of mediums in China and New Zealand – discussing personal problems with your parents 52

Table 3: Mean values of mediums in China and New Zealand – discussing personal problems with your friends 52

Table 4: Mean values of mediums in China and New Zealand – Activity 5 53

Table 5: Mean values of mediums in China and New Zealand – Activity 6 54

Table 6: Mean values of mediums in China and New Zealand – Activity 7 54

Table 7: Mean values of mediums in China and New Zealand – Question 1 55

Table 8: Mean values of mediums in China and New Zealand – Activity 1 56

Table 9: Mean values of mediums in China and New Zealand – Question 2 56

Table 10: Mean values of mediums in China and New Zealand – Activity 12 57

Chapter 1: Introduction

With the development of information technology and globalization, internet-based communication tools are becoming more and more important and popular. There are a vast number of mediums for interpersonal communication – such as Twitter, Facebook, instant messaging (IM), face-to-face (FTF), telephone, email, short message service (SMS) and discussion forums (DF). Because of the widespread nature of mobile internet access, people have a new communication pattern (Okazaki & Hirose, 2009). Recently, instant messaging has gained popularity. Instant messaging is an internet-based communication tool (Huang & Yen, 2003). It enables people to communicate anytime, anywhere, regardless of what platform is being used (Huang & Yen, 2003). Because of its ease of use and usefulness, IM is now used all over the world (Huang & Yen, 2003). Billions of instant messages are delivered each day and millions of people are using instant message applications at the same time (Pingdom, 2010). According to the Radicati Group (2013), at the end of 2017, there are over four billion IM users worldwide.

SMS appeared 20 years ago, and is still widely used throughout the world. According to Informa (2012) research, in 2012, 17.6 billion SMS messages were delivered daily all over the world. Portio Research (2012) found that more than seven trillion SMS messages were delivered in 2011. According to Informa (2012), SMS may be replaced by IM tools one day.

Instant messaging is different from other communication tools, such as chat rooms and email. A number of people can discuss and exchange information at the same time in an online chat room while email is normally considered an asynchronous tool (Huang & Yen, 2003). The instant messaging application combines the advantages of both email and online chat room, allowing synchronous, semi-synchronous or asynchronous communication, depending on user choice.

There is an abundance of interpersonal communication studies from the Western perspective (Kayan, Fussell, & Setlock, 2006). For example, numerous studies examine user preference based on TAM (technology acceptance model) and TPB (theory of planned behaviour) in North America (Al-Gahtani, Hubona, & Wang, 2007). Several studies have explored the impact of culture on computer-mediated communication (CMC) preferences and behaviours,

such as the impacts on IM use. Results from these studies showed some interpersonal communications using patterns of Western people. Most of the cross-culture, interpersonal communication studies have been studied in isolation. In this study we fill the gap by adding popular communication mediums into the analysis. Until now, there has been no study to examine the impact of different cultures on interpersonal communication medium preferences in three specific scenarios, such as solving different problems with peers, lecturers or parents.

This study explores the effects of culture on several communication medium preferences in three scenarios in both Eastern and Western cultures. We conducted a survey to investigate users' preferences for using different communication mediums in three specific scenarios, such as discussing personal questions with parents or with friends. According to this study, we will find out how the preferences of interpersonal communication mediums differ among people from Eastern and Western cultures. We review interpersonal communication and the effects of culture on interpersonal communication mediums in Chapter 2. Our research methodology will be introduced in Chapter 3. We conducted a survey to explore the research issue; the results are shown in Chapter 4. We discuss our results in Chapter 5 and finally, in Chapter 6, we provide recommendations and discuss the limitations of this research.

Chapter 2: Literature Review

In this chapter, in order to examine the impact of different cultures on personal communication medium preferences in three specific scenarios, we first introduce interpersonal communication. Then we review the literature on culture and its impacts on interpersonal communication mediums, and finally we present the research issue.

2.1 Interpersonal communication

Interpersonal communication can be defined easily as the exchange of information between people and people (Wood, 2013). Interpersonal communication can be transmitted face-to-face and through different media (Chesebro, 1985). Using different forms of media, people can communicate with each other without time or space limitations. “It is very common for communicators to use digital media to get their messages across to one another or the public by blogging, texting, tweeting, instant messaging, e-mailing, or posting in a social networking site such as Facebook.” (Gamble & Gamble, 2013, p. 3).

Many studies have explored the factors that impact on the use of mediums based on media richness and the technology acceptance model (TAM) theory. For example, Flanagin (2005) explored the most common factors that affect college students’ IM use: social entertainment, social usefulness, entertainment and task accomplishment.

Also, different mediums have a big impact on society; for example, using the instant messaging communication tool can make HIV/STD counselling more effective (Moskowitz, Melton, & Owczarzak, 2009). This is because people may feel uncomfortable discussing some private problems, such as illness, face-to-face. IM as a presence-based tool is considered very important for the healthcare industry (Moskowitz et al., 2009). Therefore, different media can play a significant role in healthcare. They are also useful for education. For example, Nicholson’s (2002) study showed that IM can not only support class discussion but also motivate informal and social communication among students, and students and teachers. Nardi, Whittaker and Bradner (2000) explained “the informal communication tasks that IM supports: quick questions and clarifications, coordination and scheduling, organizing impromptu social meetings, and keeping in touch with friends and family” (p. 79). According

to Jeong (2007), the use of IM is becoming more and more popular in education. Using IM makes the relationship between student and teacher closer (Rau, Gao, & Wu, 2008).

Mediums provide a more relaxed environment for the student. For example, students can choose a suitable course according to their needs, interests and abilities, when they choose online courses. A study by Isaacs, Walendowski, Whittaker, Schiano and Kamm (2002) showed that in the workplace, people are more likely to use IM tools to discuss complicated issues than simple questions such as scheduling a meeting. IM is useful for personal communication (Moskowitz et al., 2009). Isaacs et al. (2002) reported that compared to face-to-face communication, IM better supports multi-tasking. According to the literature review, we found out that most communication medium studies focus on one or two mediums, for example, IM, or IM and email.

2.2 Cross-cultural studies on computer-mediated communication (CMC)

Culture has an impact on the use of information technology (Leidner & Kayworth, 2006). Information technology can improve collaboration among different countries (Kayan, Fussell, & Setlock, 2006). Several research studies showed that the use of mediums is correlated with culture (Ess & Sudweeks, 2005). For example, the Internet is used mainly for social communication in Hong Kong (collectivist culture), whereas in the United States people are more likely to use the Internet to find information (Leidner & Kayworth, 2006). Lowry, Cao and Everard (2011) also found that because of the impact of culture users have different medium preferences in Australia and China. A study by Kayan et al., (2006) showed that people from Asia are more willing to use voice and video, emotion icons and multi-party communication functions than those from North America.

Due to build on an abundant survey data, Hofstede's culture theory is widely used in CMC studies (Zhang, Lowry, Zhou, & Fu, 2007). This theory has four main dimensions: (1) individualism- collectivism; (2) power distance; (3) uncertainty avoidance; (4) masculinity-femininity (Im, Hong, & Kang, 2011).

Individuals from collectivist cultures are less willing to use new media (instant messaging tools, for example) to collaborate with their peers (Rice, D'Ambra, & More, 1998). Western countries are mostly considered low power distance cultures, and people from low power

distance cultures are more likely to use instant messaging tools (Matusitz & Musambira, 2013).

Setlock, Fussell and Neuwirth's (2004) study examines the preferences of different culture groups (American–American, American–Chinese and Chinese–Chinese) in making decisions through face-to-face and instant messaging. Their results showed that the use of IM makes communications more efficient in all three culture groups. Also, people from high context cultures focus more on the synchronicity of media, but not on the richness of the media (Setlock, Fussell, & Neuwirth, 2004). Gerritsen's (2009) study showed that people in high context cultures are more willing to use face-to-face communication, videophone and instant messaging, which can add nonverbal information into the conversation, while people in low context cultures are more likely to use leaner media, such as email.

Words can make expression understandable and clear in a low context culture, but does not work well in a high context culture (Li, Chau, & Van Slyke, 2010). Further, a study by Pflug (2011) showed that practitioners from low context cultures should use wordy thing to build their programmes, while practitioners from high context cultures should use more nonverbal things. People in a high context culture are more likely to build closer relationships with others; however, people in low context cultures need to know more information during conversation (Li, Rau, & Hohmann, 2011). This will affect the use of communication mediums.

According to Vishwanath (2003), Americans (low uncertainty avoidance culture) do not think that making a decision with inadequate information is a problem. For example, Vishwanath's (2003) study showed that people from a low uncertainty avoidance society are more willing to use online auction websites with little information. Also, they prefer change and have a strong tolerance for ambiguous situations (Offermann & Hellmann, 1997). Therefore, people from these cultures are more likely to accept new technology, such as instant messaging (Matusitz & Musambira, 2013).

Guo, Tan, Turner, and Xu's (2008) study is one of the most important studies in CMC. It examined the impact of culture on IM use in a mass medium environment in Australia and China. The results showed that the Chinese are more willing to choose IM and telephone than email. Australians, however, are more likely to use email. Guo et al. (2008) conducted their research in a mass medium environment: face-to-face, telephone, email and short messaging

service. However, their research has limitations; for example, they considered IM a simple text-based tool, and also, their research was based on communication with peers and lecturers.

There is a lack of research exploring the impact of culture on communications in specific topics (Setlock & Fussell, 2010). Also, most studies focus on one or two mediums. Little research has been carried out on whether cultures differ in their communication mediums (Gerritsen, 2009), and no research has been done on the effect of culture on different communication mediums in specific scenarios, such as discussing personal problems with parents. In our study, therefore, we will examine the impact of different cultures on communication medium preferences in specific scenarios, such as communicating with peers, lecturers or parents.

2.3 Research questions

To guide this research, in order to examine the impact of different cultures on personal communication medium preferences in three specific scenarios, we propose a research issue.

Research issue: what are the medium preferences among people from different cultures?

To answer this question, we include three scenarios in the questionnaire: communicating with peers, lecturers and parents.

We chose these research scenarios for several reasons.

The first scenario is to find out user preference for different mediums when communicating with their peers. For example, a question is to evaluate medium preference for discussing personal problems with friends. We chose this scenario because our main participants are university students. For them, classmates or friends play a very important role in their daily life. They are equals.

The second scenario is to find out users' preferences for different mediums when communicating with their lecturers. For example, a question is to evaluate medium preferences for discussing or asking about course or project problems with the lecturer-in-charge or under the supervision of the lecturer-in-charge. Communicating with their lecturer is a usual occurrence in a student's life. However, people from different cultures may have

different relationships with their lecturers – such as a superior–subordinate relationship or they relate as friends – and they may have different communication patterns. Therefore, exploring preferences can help to make communication between lecturer and student more efficient.

The third scenario is to find out the preferences of users for different mediums when communicating with their parents. For example, a question is to evaluate user medium preferences for discussing personal problems with parents. Woessmann's (2004) study, for example, showed that the family had an effect on students' performance in most countries. Therefore, parents are very important for this research.

2.4 Summary

In summary, in order to examine the impact of different cultures on personal communication medium preferences in three specific scenarios, such as communicating with peers, lecturers or parents, in this chapter we introduced background information on interpersonal communication and reviewed studies on the effects of culture on communication mediums. According to the review, we consider most popular mediums in this study – Twitter, Facebook (FB), Instant Messaging (IM), face-to-face, telephone, email, Short Message Service (SMS) and Discussion Forums (DF). Also, we focus on examining the cultural impacts of different communication medium preferences in communicating with parents, peers and lecturers.

Based on the literature review above, the main research issue is: what are the medium preferences for people from different cultures?

Our hypothesis is that the preferences may be different in different scenarios, even within the same culture. Therefore, we intend to address the above research issue using three scenarios: 1. communicating with parents; 2. communicating with peers; 3. communicating with lecturers.

Then we conduct a survey to examine the research issue and hypothesis. The methodology will be discussed in the next chapter.

Chapter 3: Methodology

The research methodology will be discussed in this chapter. Data collection will be described first, and the design of the questionnaire discussed. Finally, the demographics of the participants will be described.

3.1 Data

Data for this study was collected through a survey conducted in both in New Zealand and China. The participants were 103 university students from Massey University and 104 students from a large university in China, giving an overall sample of 207. The participants were chosen randomly. We had two versions of materials, a Chinese and an English version. The questionnaire was completed by participants using their own language. We conducted the survey on two campuses. The questionnaire needs about 20 minutes to complete.

3.2 Measures

We chose the questionnaire to collect data for this study. Eight communication mediums chosen in this study; they were Twitter, Facebook, Instant Message, face-to-face, telephone, email, short message service and discussion forums. These tools are popularly used for communication by young people.

In this study, the questionnaire has four sections: the first section collects data about participants' age, gender and media experience; the second section is designed to ask participants to identify a choice of medium for selected tasks when communicating with the course or class mates. For each medium, participants had five options, which represent different preference levels: 1 represents 'most preferred' and 5 represents 'least preferred'. The third section of the questionnaire is most important in order to answer the research question. This section measures which mediums were preferred for 12 special communication activities. The last section asks open questions, such as; what are the advantages of your chosen communication medium?

In this study, we use SPSS (Statistical Package for Social Sciences) to describe and analyse the survey questions. We also used descriptive statistics and mean comparison to describe and test the difference between the mediums used in the two countries.

3.3 Demographics

A total of 207 respondents participated in the current study, with 103 from New Zealand and 104 from China. Of the New Zealand participants, 43 were female and 60 were male (Figure 1). Sixty-four respondents were in the 21–25 age group, which accounted for 62% of the sample (Figure 2). There were 19 and 20 respondents respectively in the ‘20 and under’ and the ‘26–30’ age group. Of the respondents from China, 68% were male and 32% were female (Figure 3). Five respondents did not declare their gender. Eighty-four respondents were in the ‘21–25’ age group, which accounted for 83% of the sample (Figure 4).

Figure 1: Gender of respondents from New Zealand

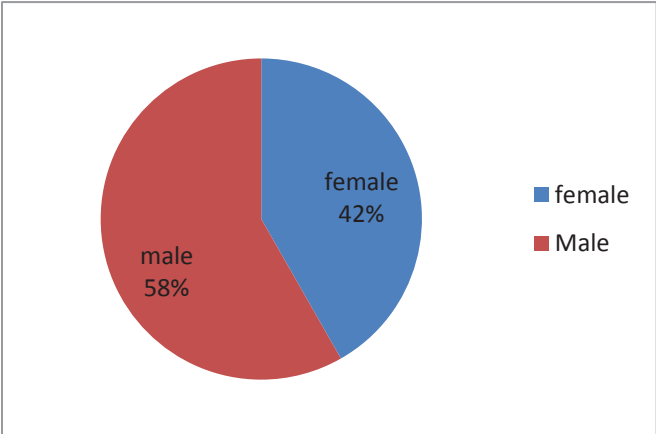


Figure 2: Ages of respondents from New Zealand

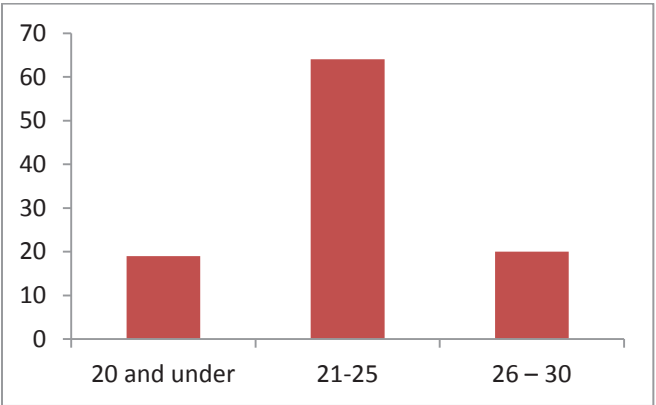


Figure 3: Gender of respondents from China

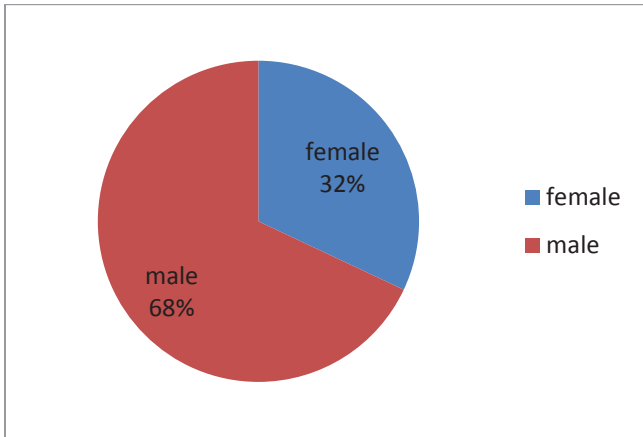
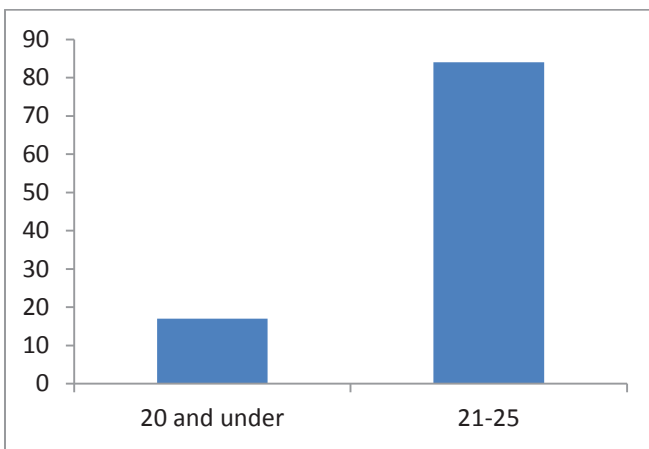


Figure 4: Ages of respondents from China



Chapter 4: Experimental Results

In this chapter, we use SPSS (Statistical Package for Social Sciences) to describe and analyse the survey questions.

4.1 Years of using online communication tools

New Zealand respondents

The survey asked respondents to identify how many years they had used a range of online communication tools, which included Twitter, Facebook, IM, email, SMS and DF. Of the respondents from New Zealand, the majority had used Twitter for 1–2 years (71% of the respondents), and 15% had used Twitter for three years (Figure 5). For Facebook, a total of 78% of respondents had used Facebook for 4–6 years (Figure 6). For IM, the distribution was quite balanced for each year, with most respondents having used IM for more than five years. The longest years of usage were 15 years (Figure7). For email, the shortest time of using email was five years (9% of participants) and the longest time 20 years (8%) (Figure 8). The shortest time for using SMS was four years (8% of respondents) and the longest was 12 years (25% of respondents) (Figure 9). For DF, distribution was also quite balanced; 9% of respondents had not used DF before compared to 8% of respondents who had used DF for 10 years (Figure 10).

Figure 5: Years of using Twitter for New Zealand respondents.

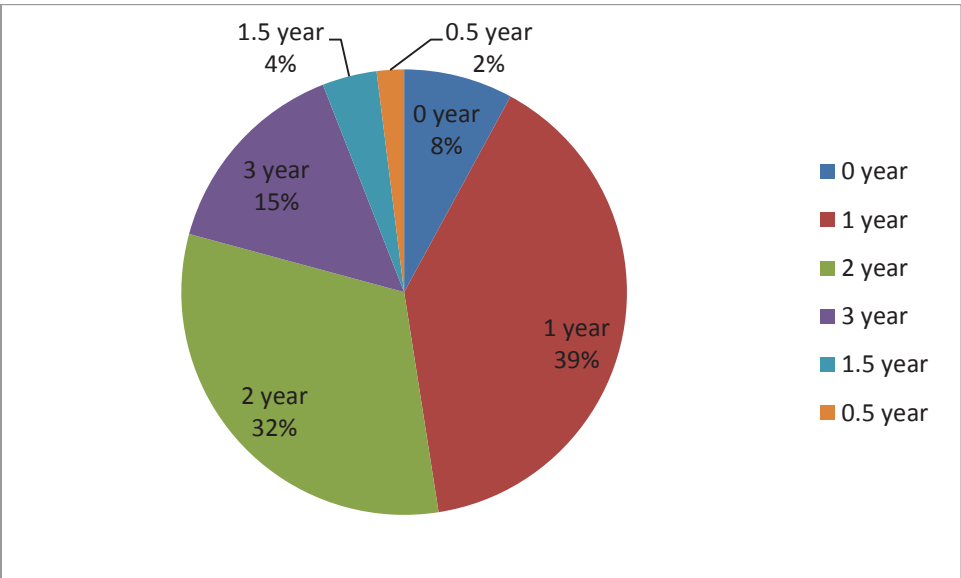


Figure 6: Years of using Facebook for New Zealand respondents.

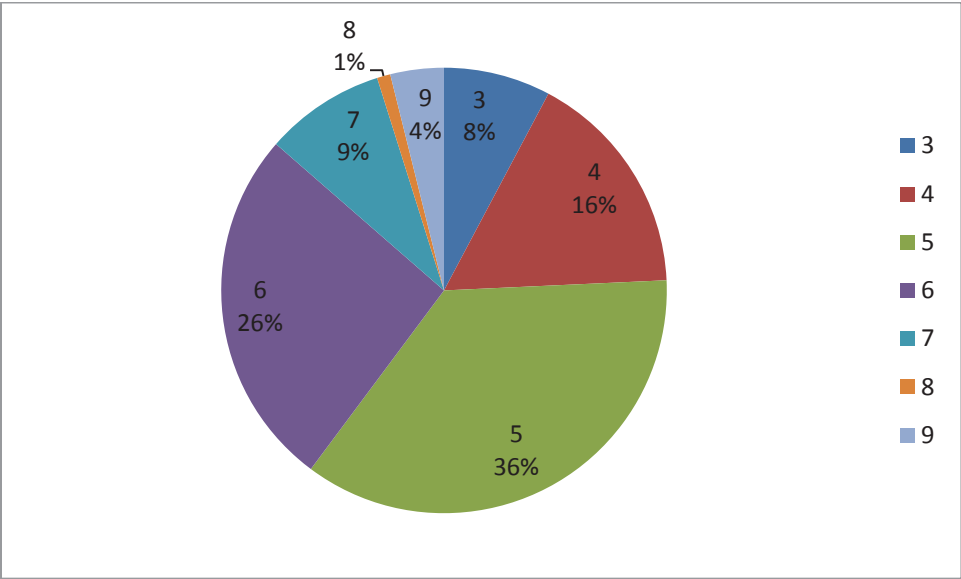


Figure 7: Years of using IM for New Zealand respondents.

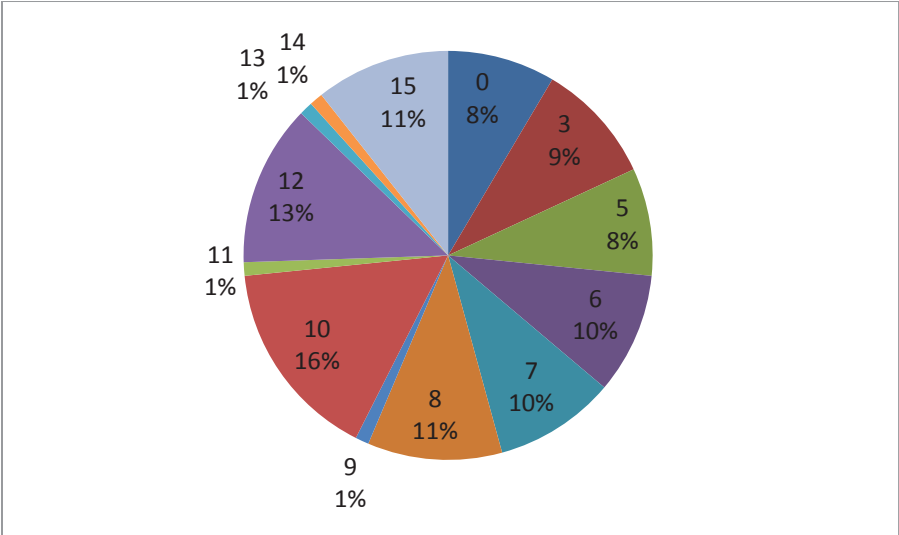


Figure 8: Years of using email for New Zealand respondents

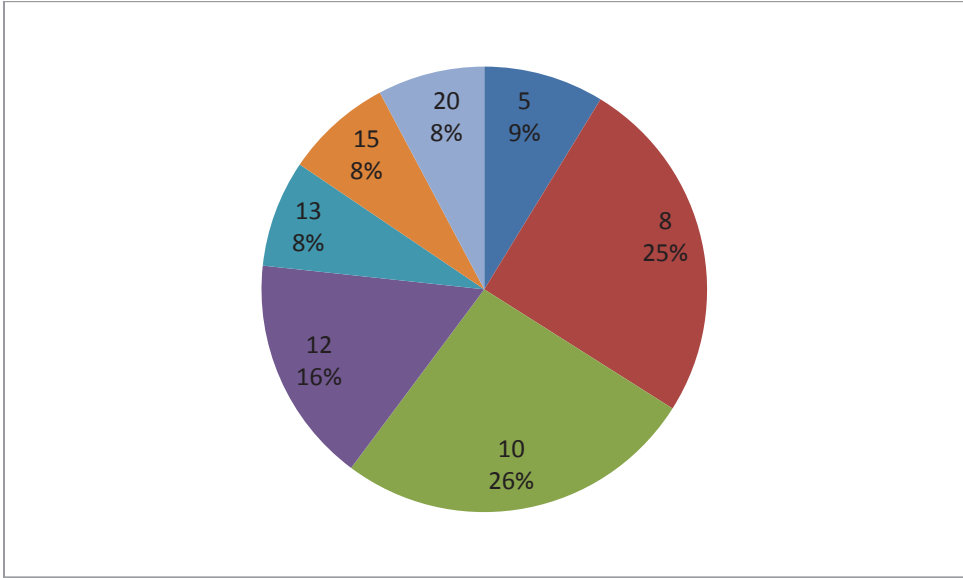


Figure 9: Years of using SMS for New Zealand respondents

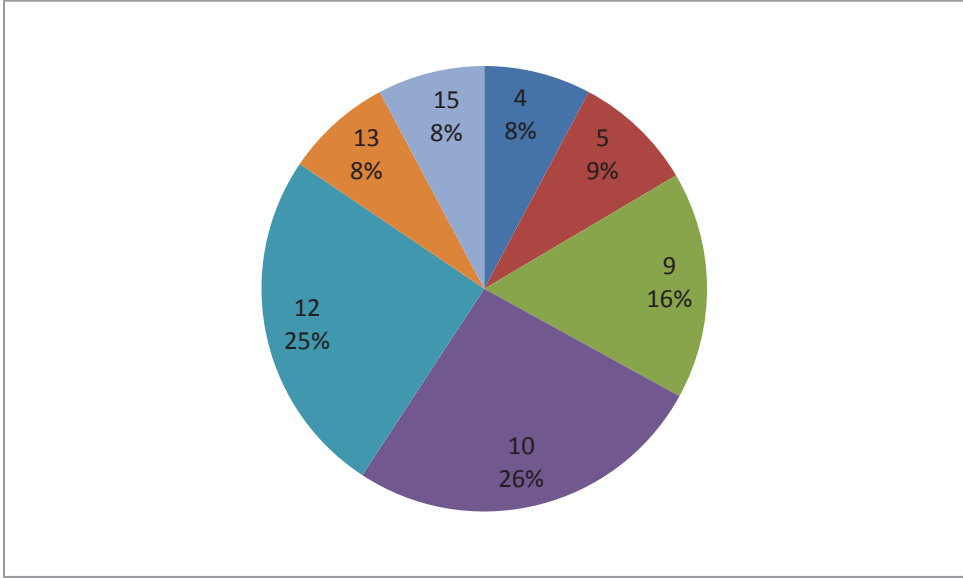
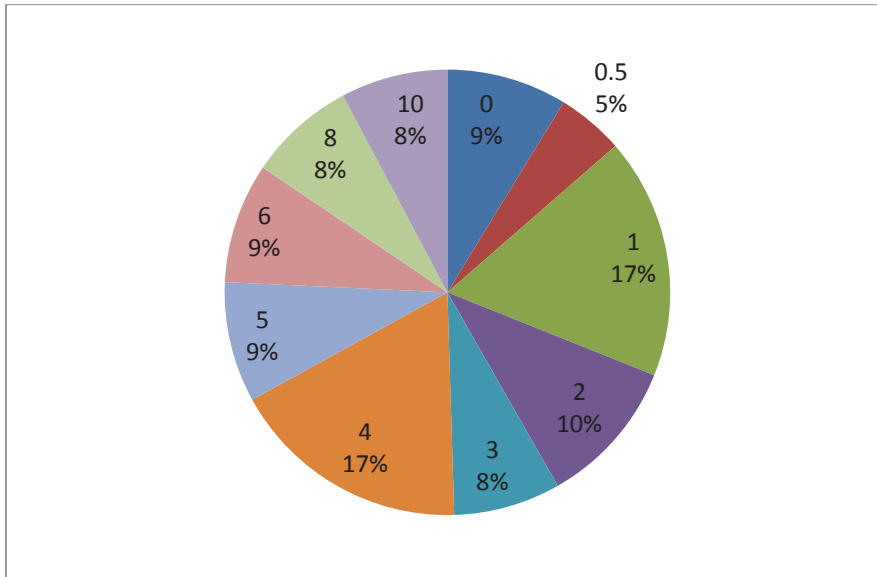


Figure 10: Years of using DF for New Zealand respondents



Respondents from China

Of the respondents from China, the majority had used Weibo (Chinese Twitter) for 1–3 years (a total of 60% of respondents), compared to 35% who had not used Weibo before (Figure 11). For Renren (Chinese Facebook), a majority of respondents had used it for 1–2 years, which accounts for 56% of respondents. Twenty-four percent of respondents had not used Renren before (Figure 12). For IM, the distribution was quite balanced for each year; 12% of respondents had not used IM before, compared to 4% of respondents who had used it for 10 years (Figure 13). Distribution was also quite balanced for email, with most respondents having used it for around 4–6 years (18% – four years; 20% – five years, and 16% – six years) (Figure 14). Three percent of respondents had not used SMS before, compared to a total of 61% of respondents who had used it for between five and eight years (Figure 15). A majority of respondents had not used DF before (42%), compared with a total of 15% of respondents who had used it around for between four and eight years (Figure 15).

Figure 11: Years of using Weibo for Chinese respondents

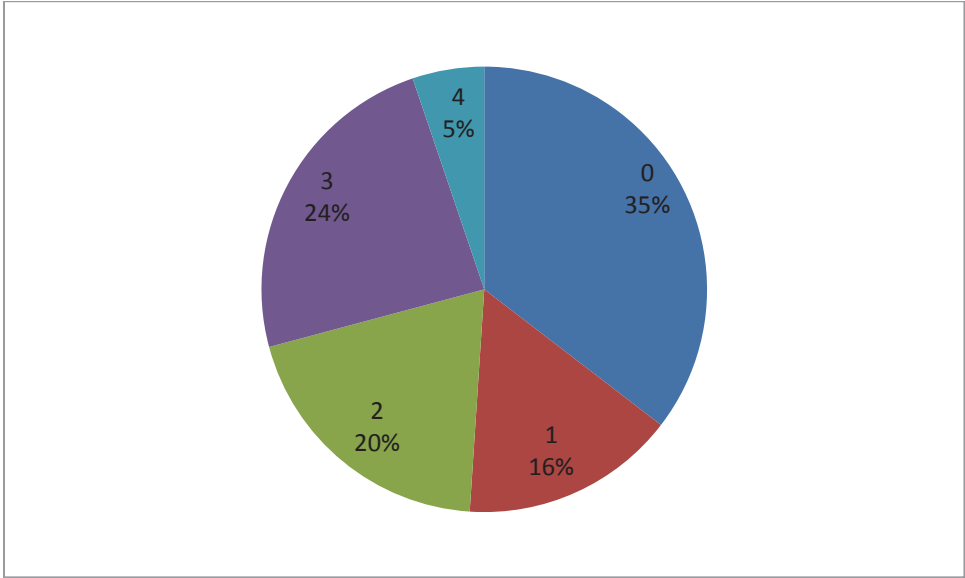


Figure 12: Years of using Renren for Chinese respondents

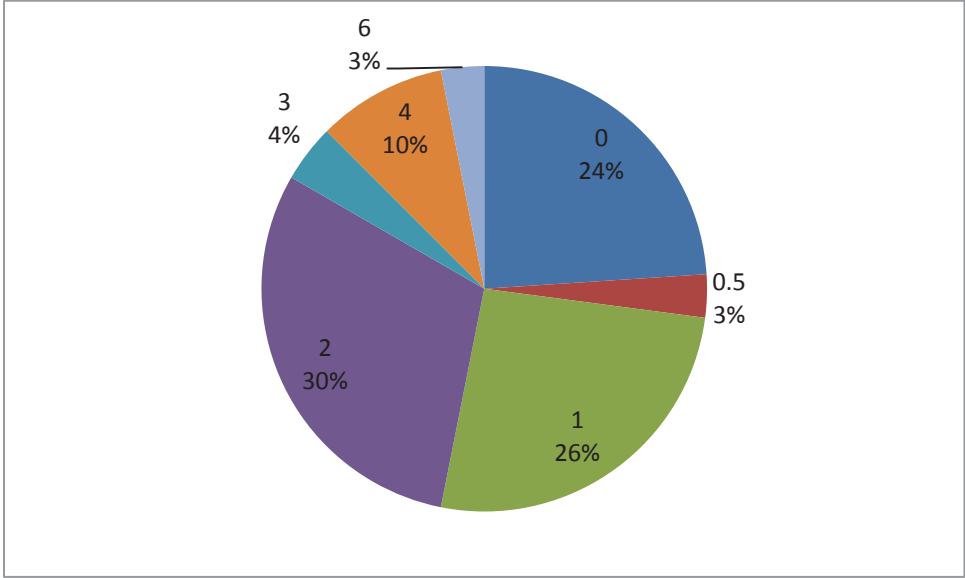


Figure 13: Years of using IM for Chinese respondents

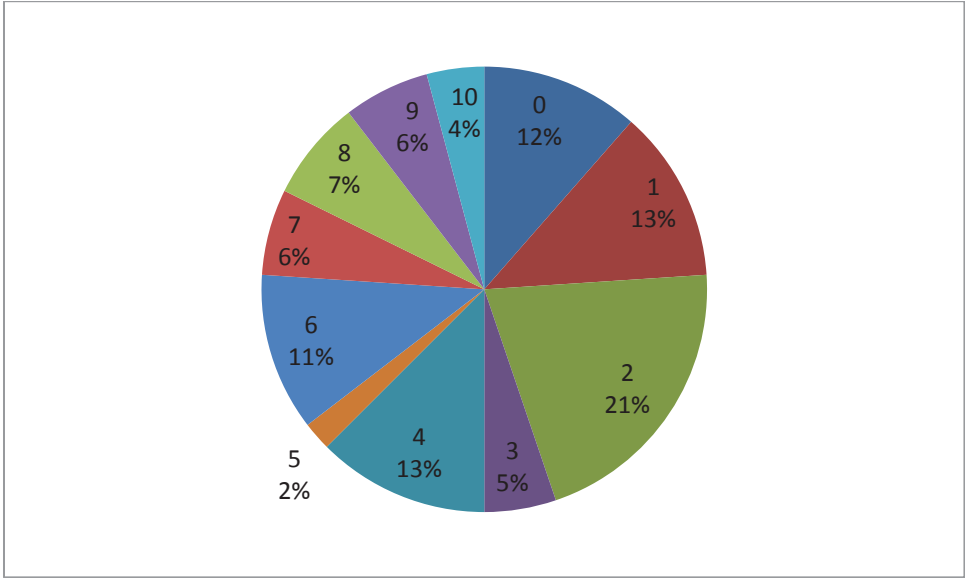


Figure 14: Years of using email for Chinese respondents

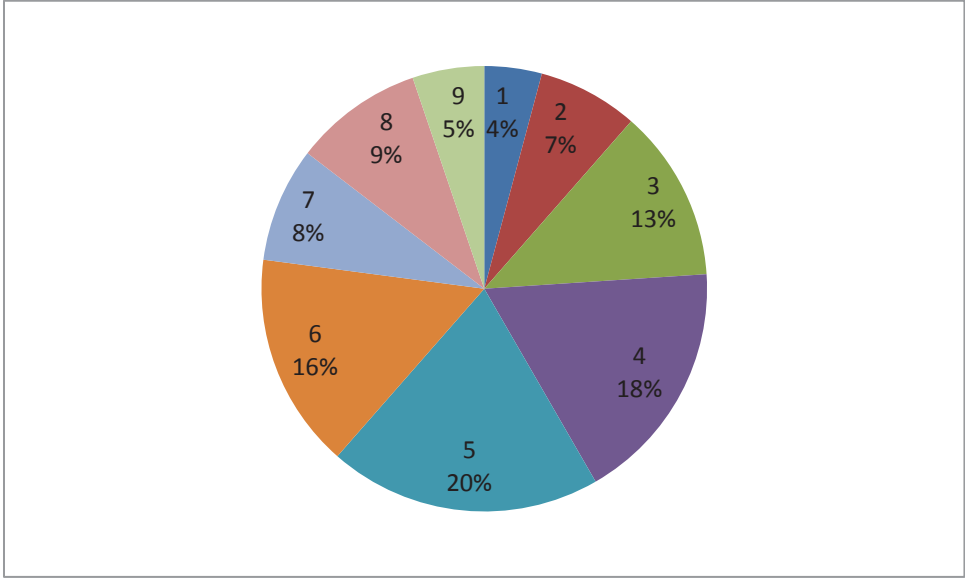


Figure 15: Years of using SMS for Chinese respondents

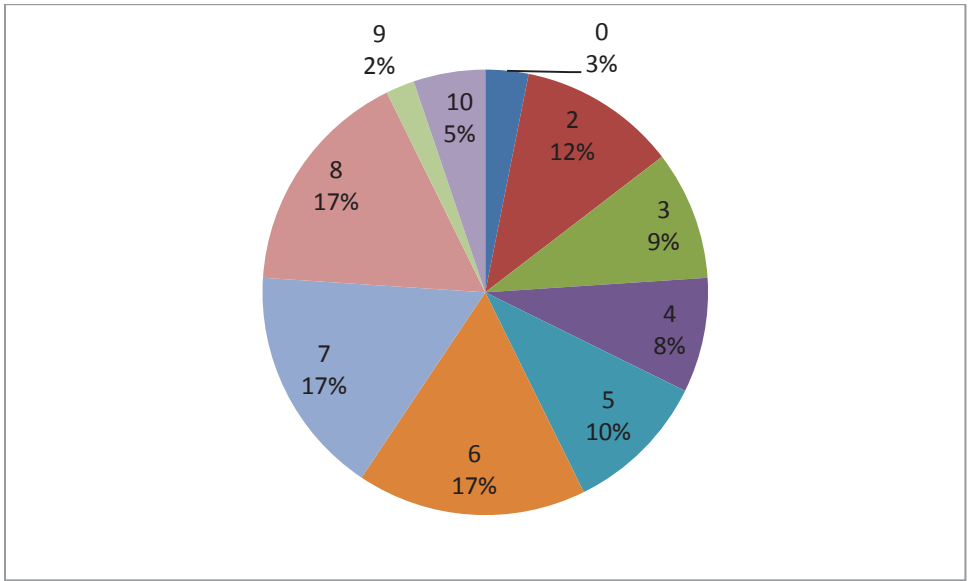
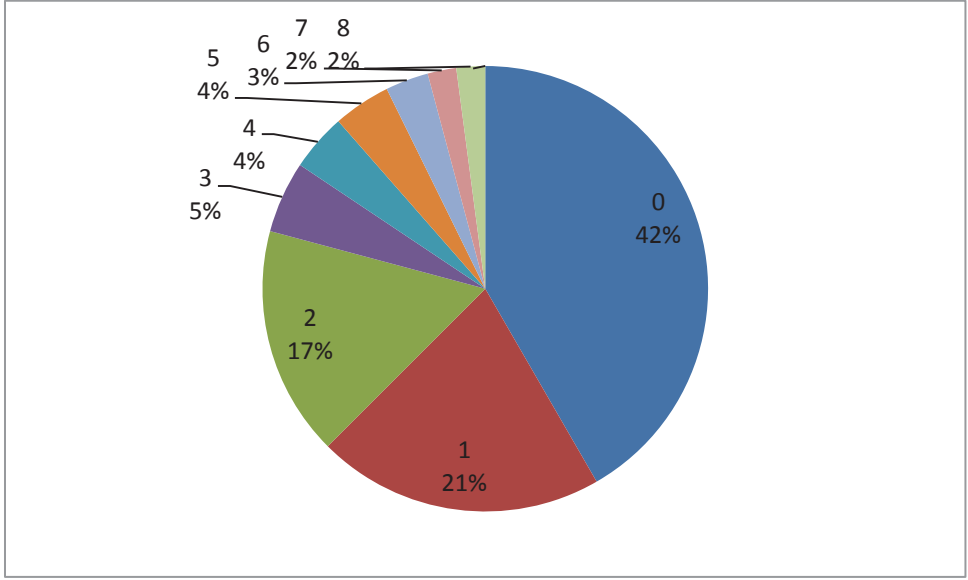


Figure 16: Years of using DF for Chinese respondents



4.2 Results of Section A

4.2.1 Question one

Section A includes five questions, which asked participants to identify the choice of medium for selected tasks when communicating with course/class mates. The first question asked participants to what extent they would like to use online communication tools to ask questions and obtain answers if they are unclear about something or do not understand it. One represents their most preferred tool and 5 represents the least preferred tool. Figure 17 shows the responses from the New Zealand participants. Face-to-face communication was selected by most participants as the most preferred tool to ask questions, followed by IM, email, SMS and DF. Twitter was the least preferred tool, followed by TEL and Facebook.

Figure 17: New Zealand participants' preferences for using online communication tools to ask questions

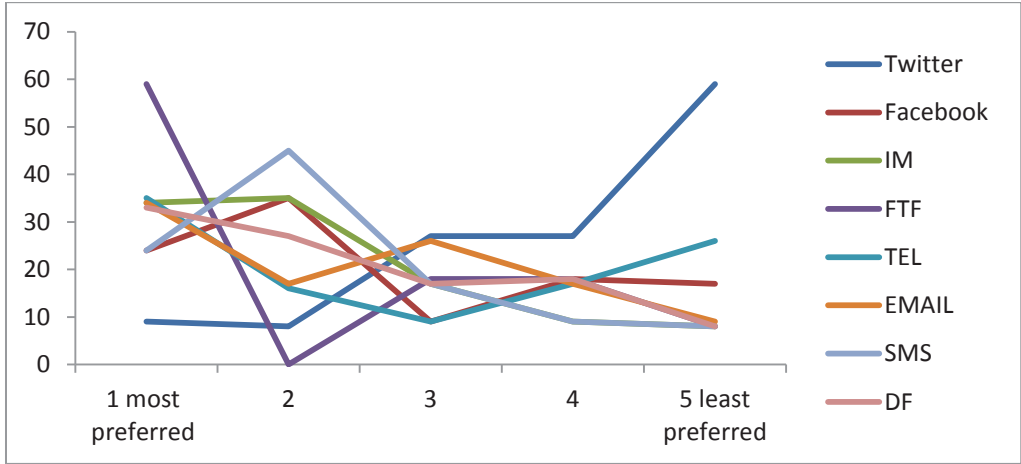
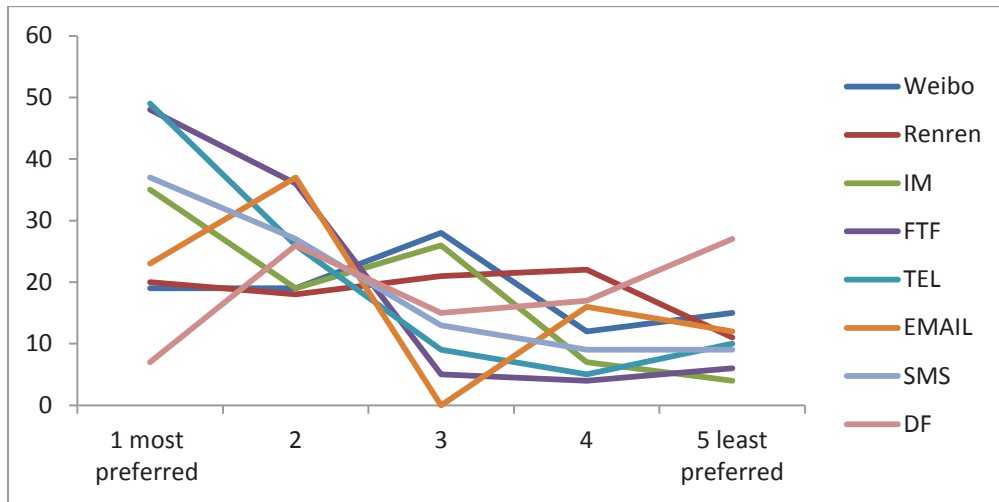


Figure 18 shows the responses from Chinese participants. Telephone and face-to-face communication were the most preferred tools, followed by SMS and IM. A discussion forum was the least preferred online communication tool for asking questions, followed by Weibo, email and Renren.

Figure 18: Chinese participants' preferences for using online communication tools to ask questions



4.2.2 Question two

The second question asked participants to what extent they think the communication tools allow them to add meaning to what they want to say by using as many cues (body language, voice, tone, etc.) as they wish. New Zealand respondents perceived face-to-face communication as the most preferred tool that allowed them to add meaning to their communication, followed by telephone and IM (Figure 19). Twitter was the tool perceived to contain the least communication cues, followed by Facebook and email.

Figure 19: Online communication tools that contain communication cues – New Zealand

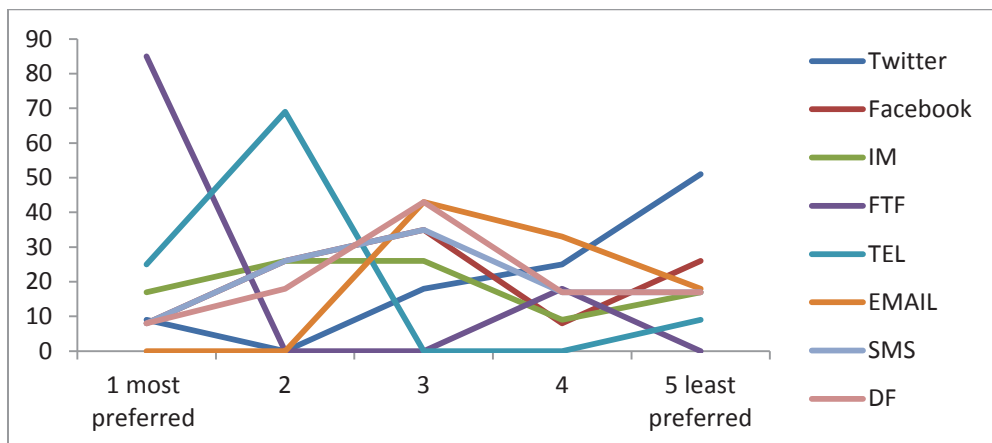
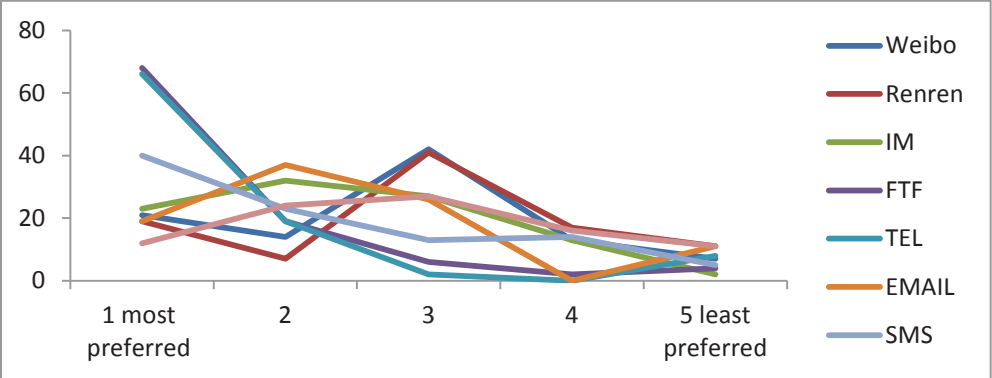


Figure 20 shows the response from Chinese participants. Face-to-face communication and telephone were the tools that contain the most communication cues, followed by SMS. The discussion forum was the tool that contained the least communication cues, followed by email.

But compared to New Zealand respondents, Chinese respondents' responses imploded in the first three ratings, which showed that fewer participants chose the least preferred ratings for all online communication tools.

Figure 20: Online communication tools that contain communication cues – China



4.2.3 Question three

The third question asked respondents the extent to which a range of communication tools allows them to be flexible with the way words are used in order to increase understanding. For New Zealand respondents, email was perceived as the tool that most allows them to be flexible in the use of words, followed by telephone, face-to-face, DF and IM (Figure 21). The ratings for these communication tools were pretty close. Twitter was perceived as the least preferred tool for providing flexibility in using words.

Figure 21: Online communication tools that allow flexibility in using words – New Zealand

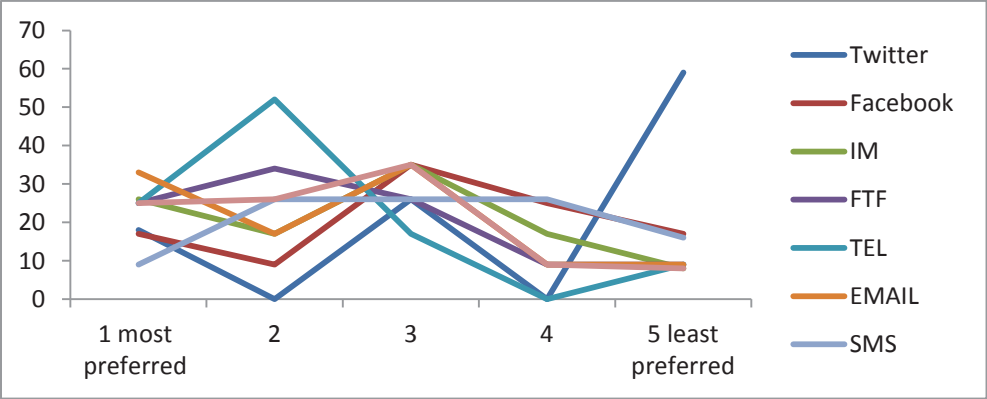
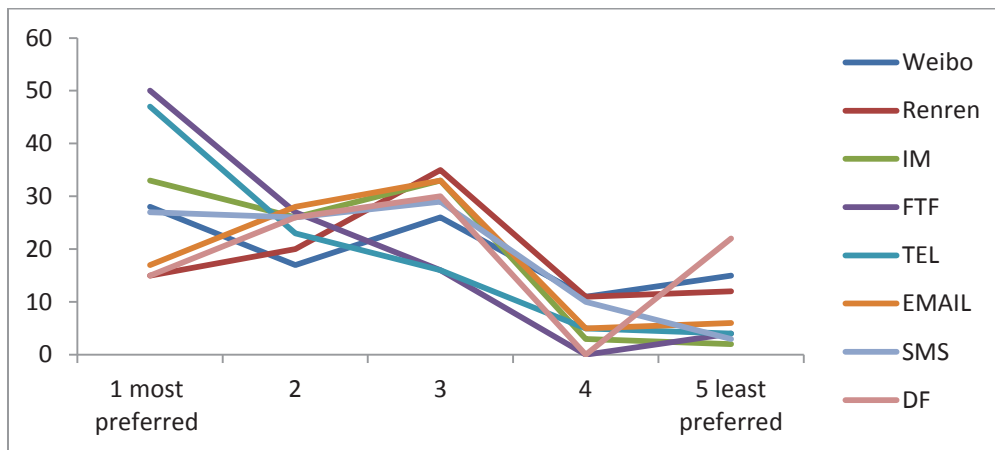


Figure 22 shows the response from Chinese participants. Face-to-face communication and telephone were the most preferred tools to allow respondents flexibility in using words, IM and Weibo were next. The discussion forum was the least preferred tool for this purpose.

Figure 22: Online communication tools that allow flexibility in using words – China



4.2.4 Question four

The fourth question asked respondents to what extent the communication tools allow them to show their feelings when they feel very strongly about something (positively or negatively). For New Zealand respondents, face-to-face communication, telephone and Facebook were the most preferred tools to express feelings (Figure 23). Twitter was the least preferred tool to express feelings.

Figure 23: Ease of communication tools to express feelings – New Zealand

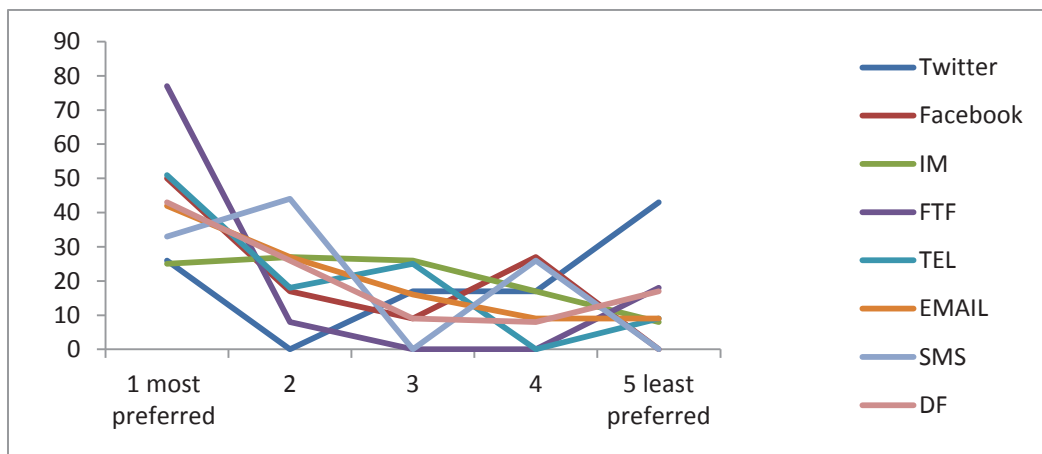
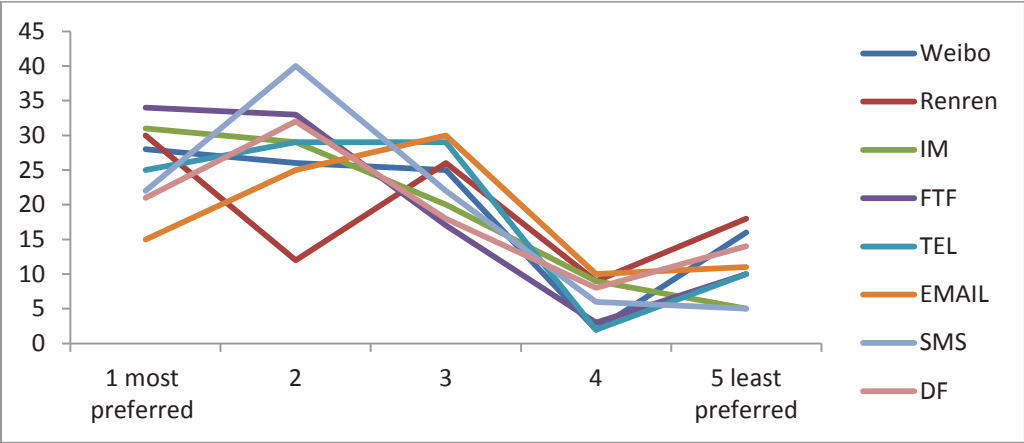


Figure 24 shows the response from Chinese participants. Face-to-face communication, IM and Renren were the most preferred tools that allow respondents to express feelings. The least number of respondents chose email as the most preferred tool. Renren was also the least

preferred tool for this purpose. The least number of respondents chose SMS and IM as the least preferred tool.

Figure 24: Ease of communication tools to express feelings – China



4.2.5 Question five

The fifth question asked respondents about the affordability of the communication tools. For New Zealand respondents, email was the most affordable tool, followed by IM, DF and face-to-face communication. The least number of respondents chose telephone and SMS as the most affordable communication tool. However, at the same time, most respondents chose Twitter as the least affordable tool, followed by the telephone.

Figure 25: Affordability of communication tools – New Zealand

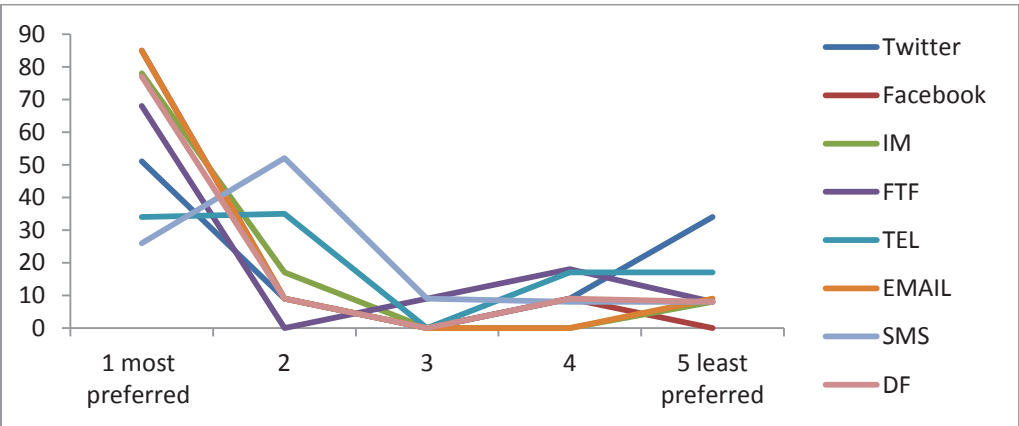
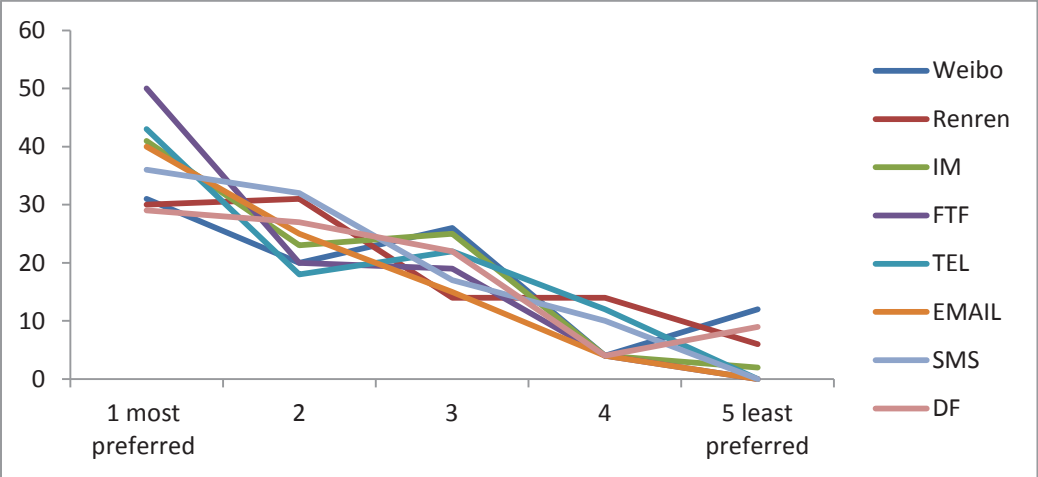


Figure 26 shows the response from Chinese participants. Face-to-face communication was the most preferred communication tool according to affordability, followed by telephone, IM and email. Weibo was the least preferred affordable communication tool.

Figure 26: Affordability of communication tools – China



4.3 Results of Section B

In this section, respondents were asked to evaluate media preferences for communicating about an activity. There were a total of 12 activities and respondents needed to select their preferred medium for each activity with ‘1’ representing the most preferred medium and ‘5’ representing the least preferred medium. Respondents also were asked to choose the most relevant reason for choosing the medium. There were two reasons for choosing: 1) the length of the message makes this medium most appropriate; and 2) an immediate response is required.

4.3.1 Activity 1: Schedule a group meeting in 1–2 weeks’ time

For New Zealand respondents, Twitter was the most preferred medium to arrange this activity, with 99 respondents choosing this tool as their most preferred medium. It was followed by Facebook, email and FTF (Figure 27). Most respondents chose face-to-face and telephone as the least preferred tool for this activity. Figure 28 shows the reasons respondents chose for selecting the medium. For Twitter and IM, more respondents chose ‘immediate response’ as the most relevant reason. For the other media, more respondents chose ‘the length of message’ as the most relevant reason. No respondents chose ‘immediate response’ for email.

Figure 27: Respondents’ preference for activity 1 – New Zealand

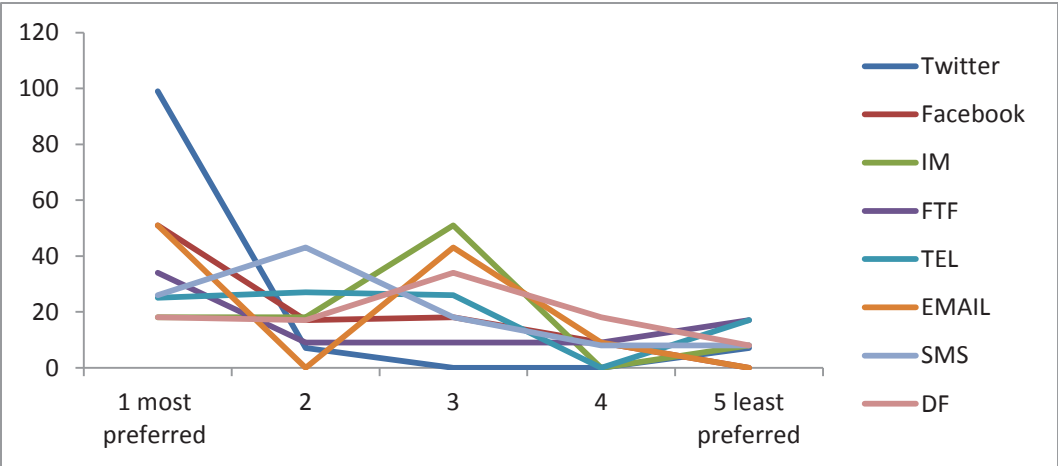
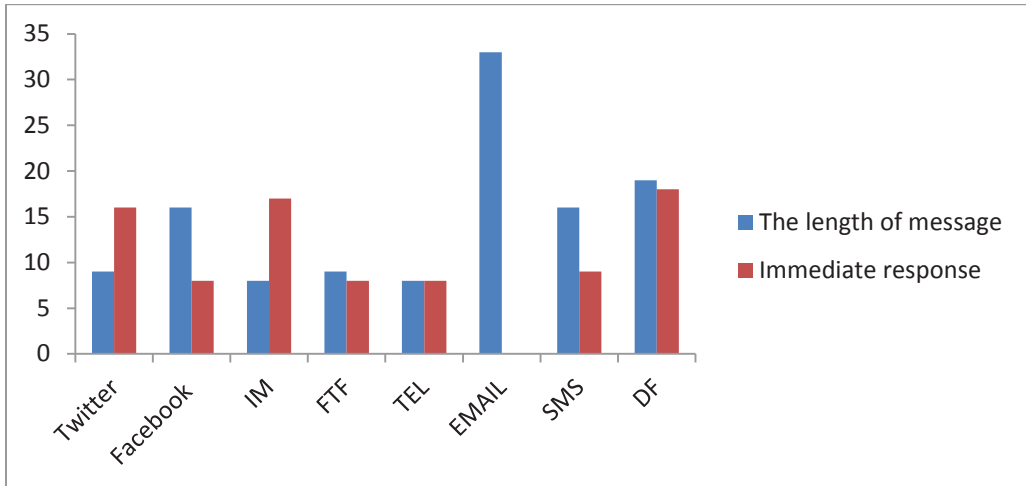


Figure 28: The reason for choosing the medium as the preferred medium for activity 1 – New Zealand



For Chinese respondents, the telephone was the most preferred medium to arrange this activity, with 57 respondents choosing this tool as their most preferred medium. It was followed by face-to-face, IM and SMS (Figure 29). Most respondents chose DF and Weibo as the least preferred tool for this activity. Figure 30 shows the reasons respondents stated for selecting the medium. For IM, more respondents chose ‘immediate response’ as the most relevant reason. For the other mediums, more respondents chose ‘the length of message’ as the most relevant reason. No respondents chose ‘immediate response’ for email.

Figure 29: Respondents’ preference for activity 1 – China

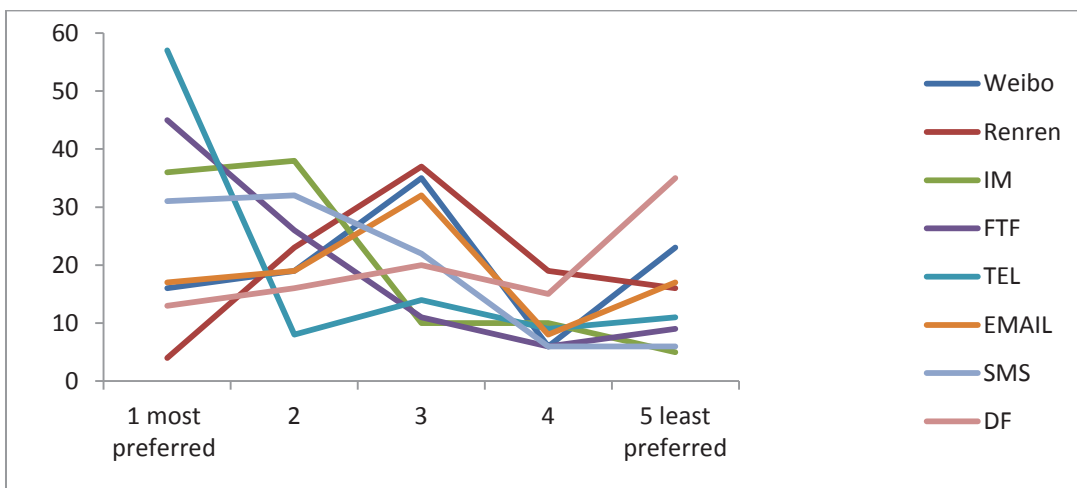
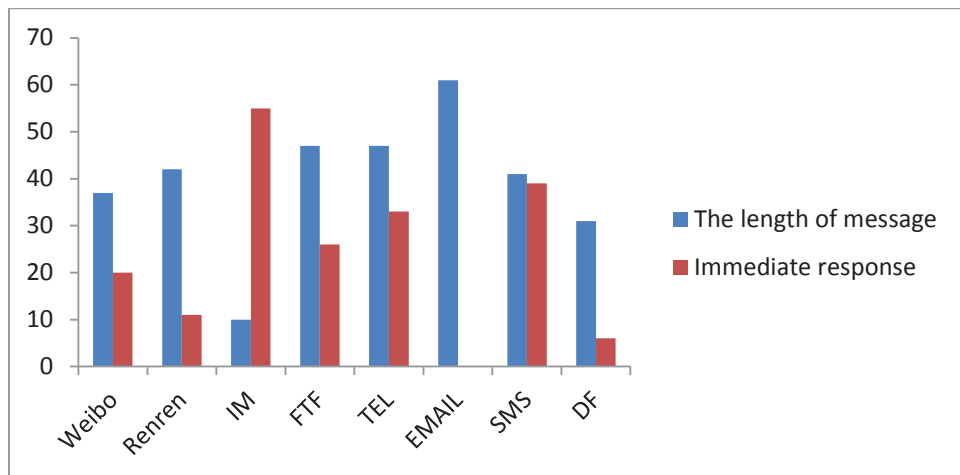


Figure 30: The reason for choosing the medium as the preferred medium for activity 1 – China



4.3.2 Activity 2: Convince your classmates/group of the suitability of an idea that you have

For New Zealand respondents, face-to-face communication was the most preferred medium to convince classmates or a group of the suitability of an idea you have. Sixty-nine respondents chose this tool as their most preferred medium. It was followed by email, discussion forums and the telephone (Figure 31). Most respondents chose face-to-face, Twitter and SMS as the least preferred tool for this activity. Figure 32 shows the reasons respondents chose for selecting the medium. For all types of the communication mediums, respondents chose ‘the length of message’ as the most relevant reason over the reason of ‘immediate response’. Forty-three and 25 respondents chose ‘the length of message’ as the reason for choosing FTF and email respectively.

Figure 31: Respondents’ preference for activity 2 – New Zealand

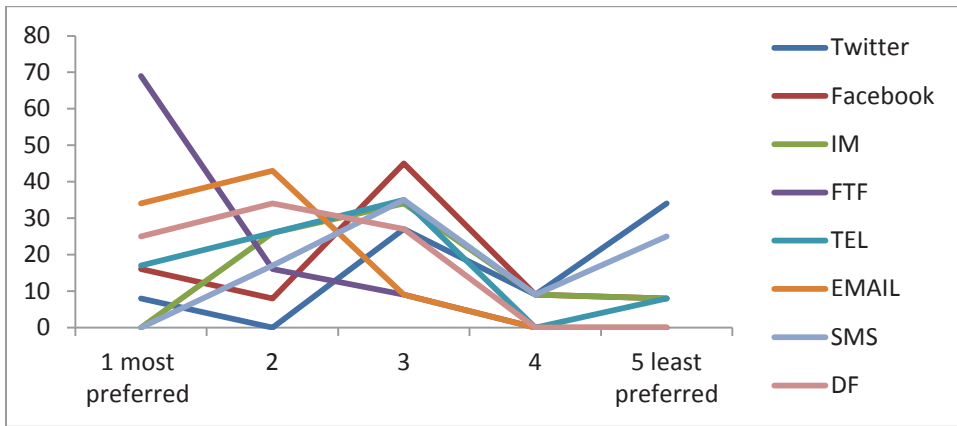
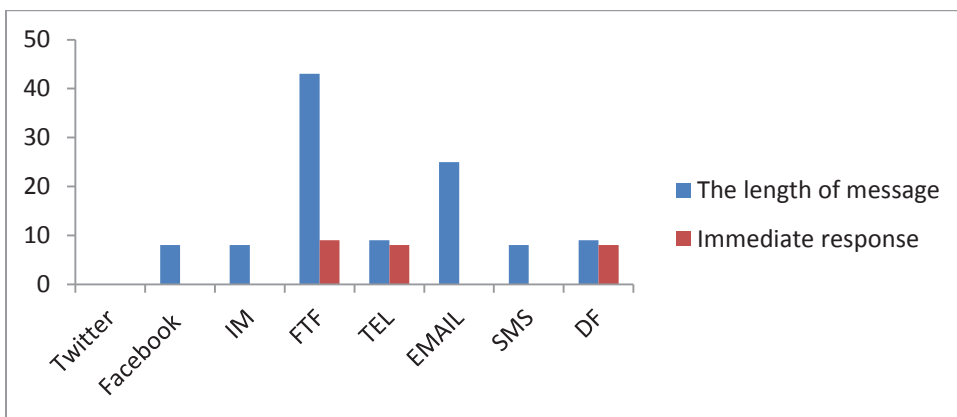


Figure 32: The reason for choosing the medium as the preferred medium for activity 2 – New Zealand



For Chinese respondents, face-to-face communication was also the most preferred medium to convince classmates or a group of the suitability of an idea, with 64 respondents choosing this tool as their most preferred medium. It was followed by the telephone, SMS and IM (Figure 33). The least number of respondents chose Renren as the most preferred medium for this activity. Most respondents chose discussion forum and Weibo as the least preferred tool for this activity. Figure 34 shows the reasons respondents chose for selecting the medium. For all types of communication mediums, respondents chose ‘the length of message’ as the most relevant reason over the reason of ‘immediate response’. Sixty-four respondents chose ‘the length of message’ as the reason for choosing email.

Figure 33: Respondents’ preference for activity 2 – China

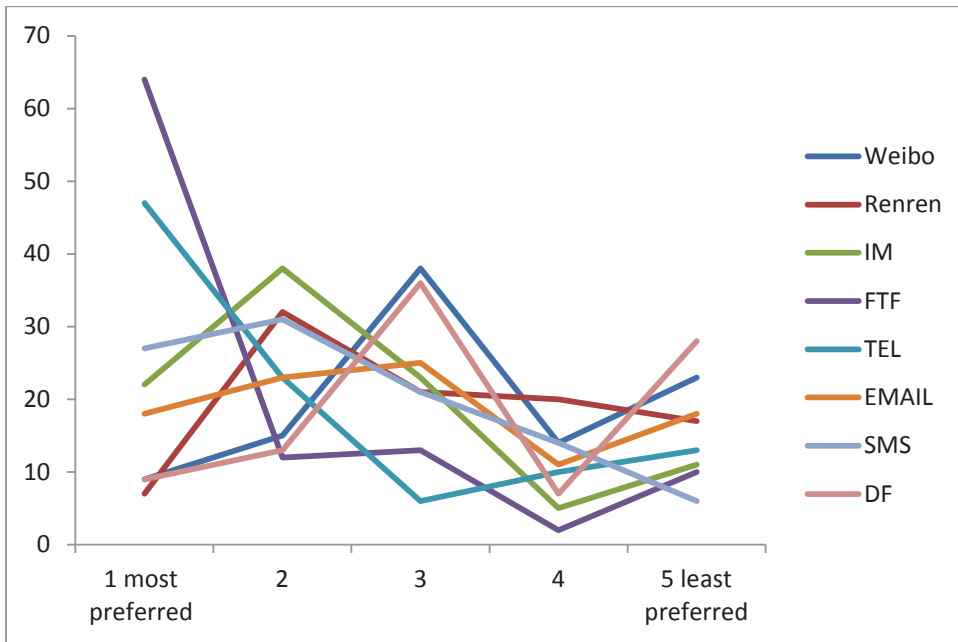
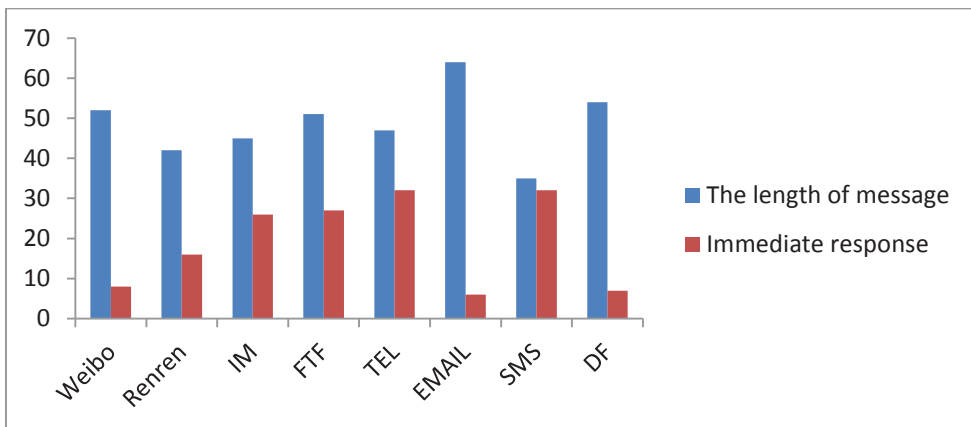


Figure 34: The reason for choosing the medium as the preferred medium for activity 2 – China



4.3.3 Activity 3: Need urgent clarification from a course mate/classmate on a class assignment

For New Zealand respondents, face-to-face communication was the most preferred medium for an urgent clarification on a class assignment; 60 respondents chose this tool as their most preferred medium. It was followed by IM, telephone and SMS, which had similar numbers of selection (Figure 35). No respondents chose Twitter or Facebook as the most preferred medium for this activity. Figure 36 shows the reasons respondents chose for selecting the medium. Respondents chose ‘immediate response’ as the most relevant reason over the reason

of ‘the length of message’ for all types of communication mediums except for face-to-face communication. The characteristic of ‘the length of message’ was most significant for Twitter and Facebook.

Figure 35: Respondents’ preference for activity 3 – New Zealand

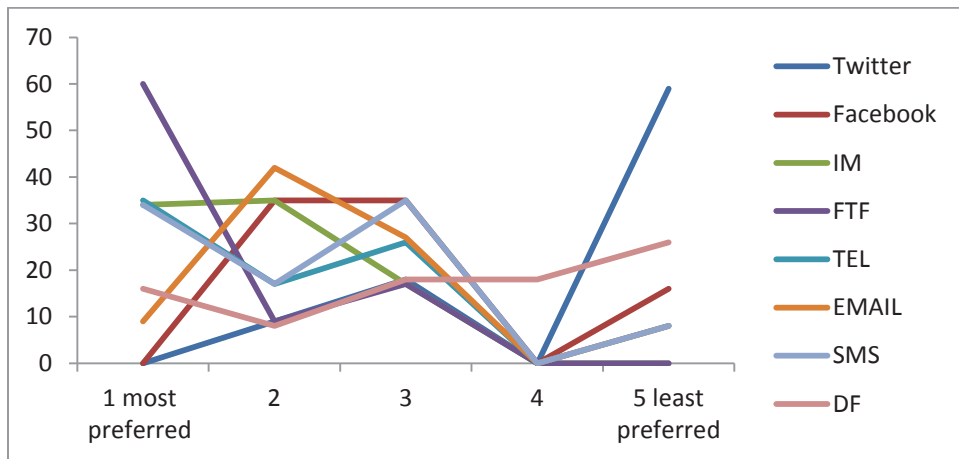
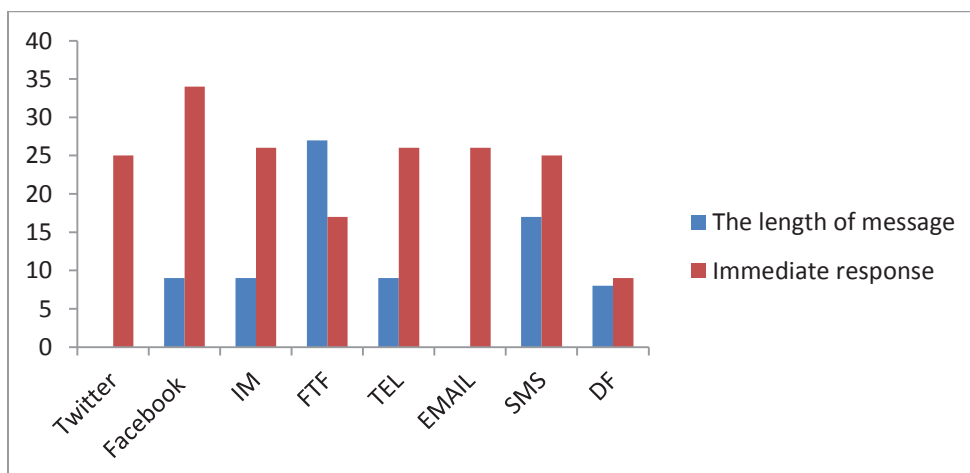


Figure 36: The reason for choosing the medium as the preferred medium for activity 3 – New Zealand



For Chinese respondents, face-to-face communication was also the most preferred medium for urgent clarification on class assignment, and 65 respondents chose this tool as their most preferred medium. It was followed by telephone and SMS with 52 and 34 respondents respectively (Figure 37). The least number of respondents chose Weibo as the most preferred medium for this activity. Figure 38 shows why respondents selected a particular medium. For all types of communication mediums, respondents chose ‘the length of message’ as the most relevant reason over ‘immediate response’. The characteristic of ‘the length of message’ was most significant for email and FTF.

Figure 37: Respondents’ preference for activity 3 – China

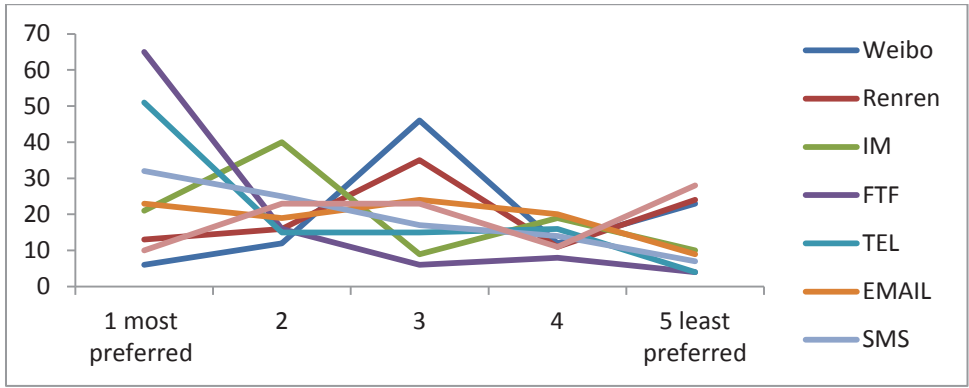
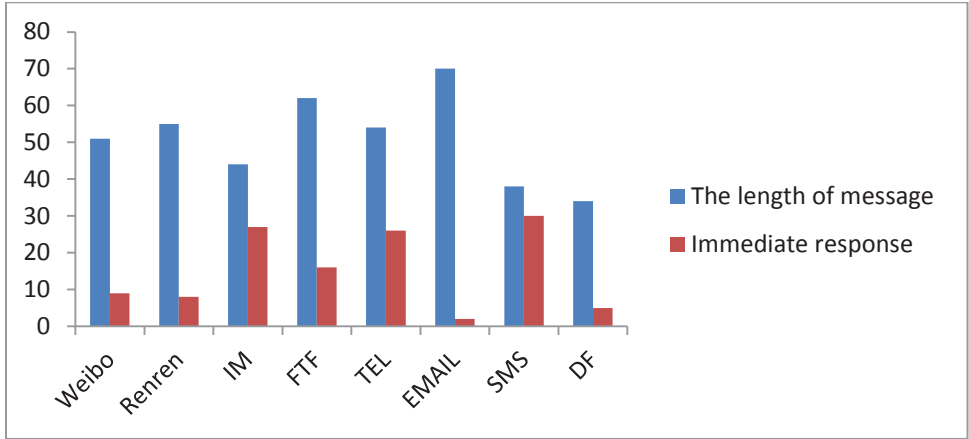


Figure 38: The reason for choosing the medium as the preferred medium for activity 3 – China



4.3.4 Activity 4: Reply to an enquiry from another class/group member regarding your class assignment progress

For New Zealand respondents, face-to-face communication, SMS and IM were the most preferred medium for replying to an enquiry from others regarding class assignment progress (Figure 39). The least number of respondents chose Twitter as the most preferred medium for this activity. Figure 40 shows the reasons respondents chose the medium. For IM, FTF, SMS and email, respondents chose ‘the length of message’ as the most relevant reason over ‘immediate response’. No respondents chose ‘immediate response’ for FTF.

Figure 39: Respondents' preference for activity 4 – New Zealand

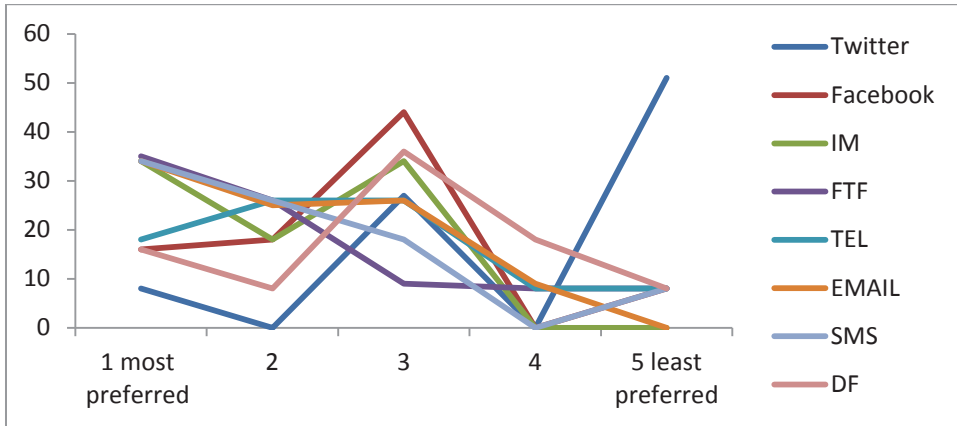
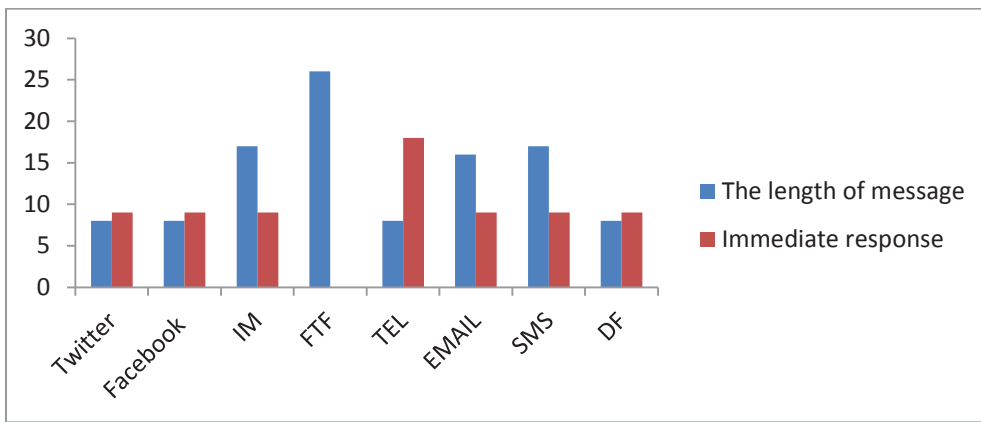


Figure 40: The reason for choosing the medium as the preferred medium for activity 4 – New Zealand



For Chinese respondents, telephone and face-to-face communication and SMS were the most preferred medium for replying to an enquiry from others regarding class assignment progress (Figure 41). The online communication tool had a lower level of preference. The least number of respondents chose DF as the most preferred medium for this activity. Figure 42 shows the reasons respondents selected the medium. For all communication mediums, respondents chose ‘the length of message’ as the most relevant reason over ‘immediate response’.

Figure 41: Respondents’ preference for activity 4 – China

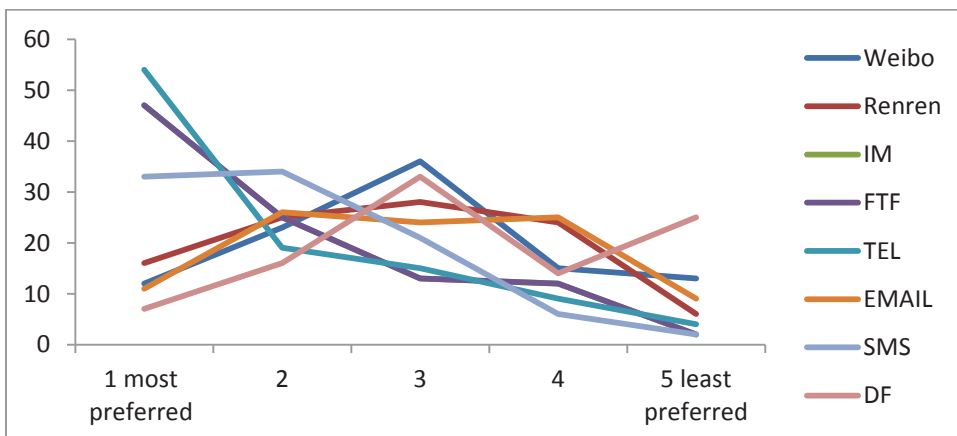
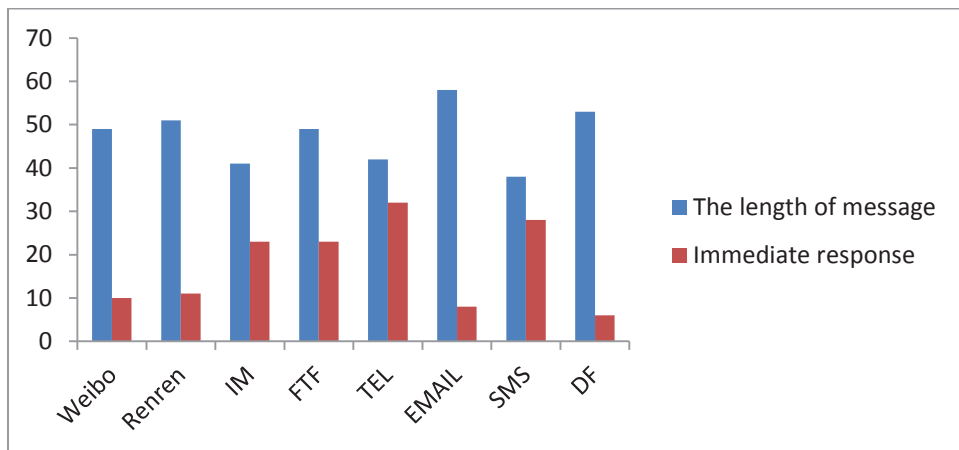


Figure 42: The reason for choosing the medium as the preferred medium for activity 4 – China



4.3.5 Activity 5: Ask the lecturer question(s) concerning your class/group assignment

For New Zealand respondents, face-to-face communication was the most preferred medium for asking the lecturer question(s) about a class/group assignment (Figure 43). It was followed by email and DF. No respondents chose Twitter or Facebook as the most preferred medium for this activity. Twitter was chosen by most respondents as the least preferred medium for this activity. Figure 44 shows the reasons respondents chose for selecting the medium. For all communication mediums, respondents chose ‘the length of message’ as the most relevant reason over ‘immediate response’. No respondents chose ‘immediate response’ for DF and Twitter, or ‘the length of message’ for SMS and IM.

Figure 43: Respondents’ preference for activity 5 – New Zealand

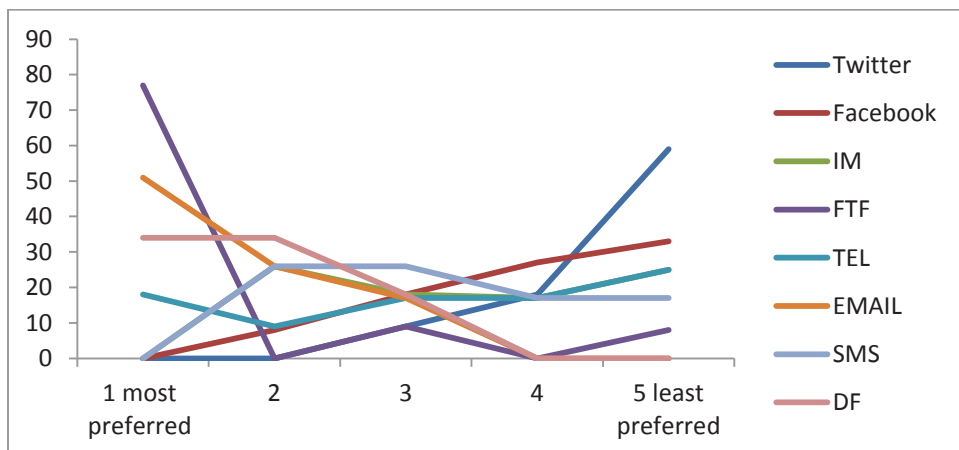
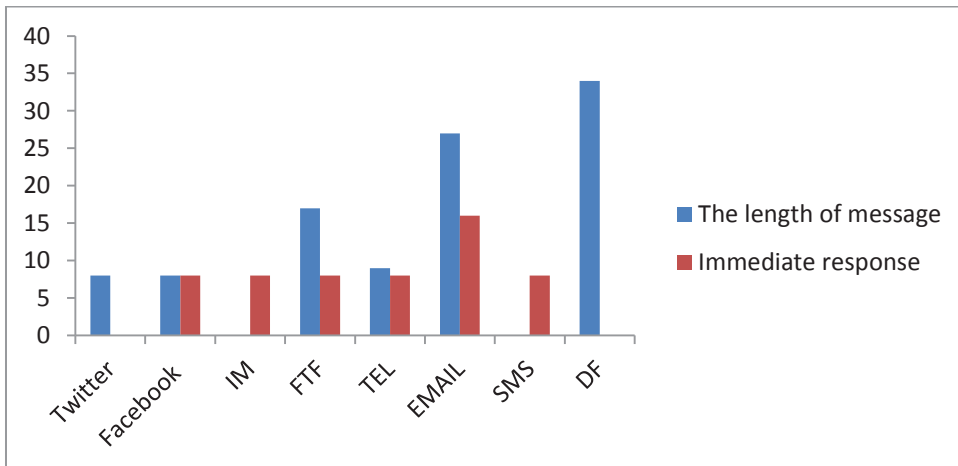


Figure 44: The reason for choosing the medium as the preferred medium for activity 5 – New Zealand



For Chinese respondents, telephone and face-to-face communication were the most preferred media for asking the lecturer question(s) about a class/group assignment, with 45 and 44 respondents choosing these two mediums respectively (Figure 45). It was followed by IM and SMS. Weibo, Renren and DF were chosen by most respondents as the least preferred medium for this activity. Figure 46 shows the reasons respondents chose for selecting the medium. For Weibo and Renren, most respondents chose ‘the length of message’ as the most relevant reason. For IM and SMS, most respondents chose ‘immediate response’ as the reason. For telephone and email, many respondents chose both reasons. ‘The lecturer wants’ was a significant reason for respondents to choose email.

Figure 45: Respondents’ preference for activity 5 – China

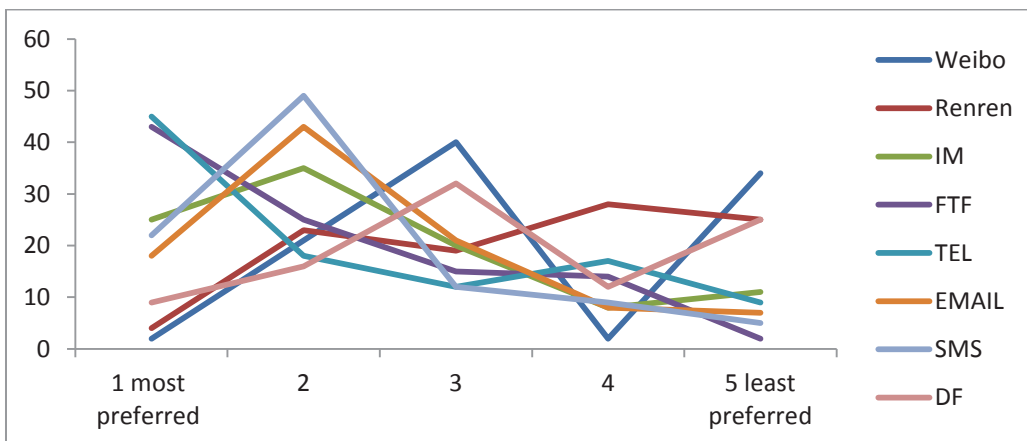
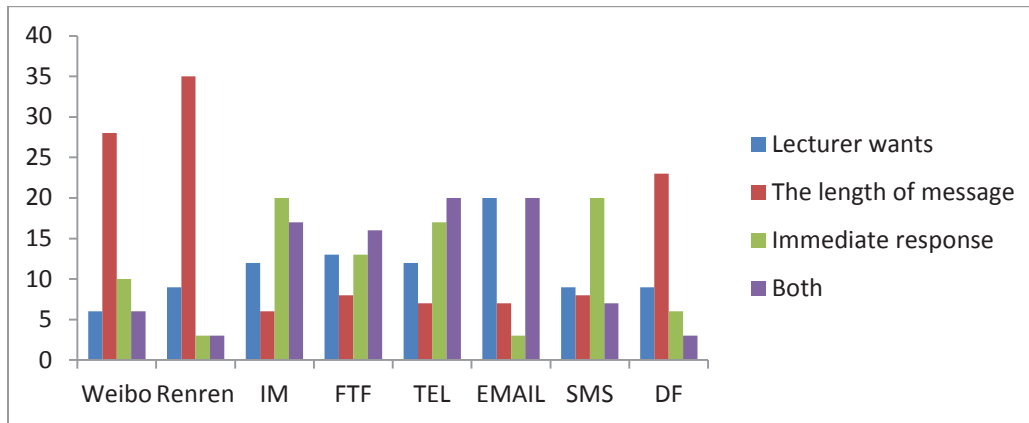


Figure 46: The reason for choosing the medium as the preferred medium for activity 5 – China



4.3.6 Activity 6: Discuss a problem with your classmates/group under the supervision of the lecturer-in-charge of the course

For New Zealand respondents, face-to-face communication was the most preferred medium for discussing a problem with classmates in class (Figure 47). Sixty respondents chose this medium. It was followed by DF. No respondents chose Twitter, Facebook or the telephone as the most preferred medium for this activity. The four online media (Twitter, Facebook, IM and DF) were chosen by most respondents as the least preferred media for this activity. Figure 48 shows the reasons respondents chose for selecting the medium. For Twitter, Facebook, telephone and email, respondents chose ‘immediate response’ as the most relevant reason. Most respondents chose ‘lecturer wants’ as the reason for FTF and DF. ‘The length of message’ was not a significant reason for any media for this activity.

Figure 47: Respondents’ preference for activity 6 – New Zealand

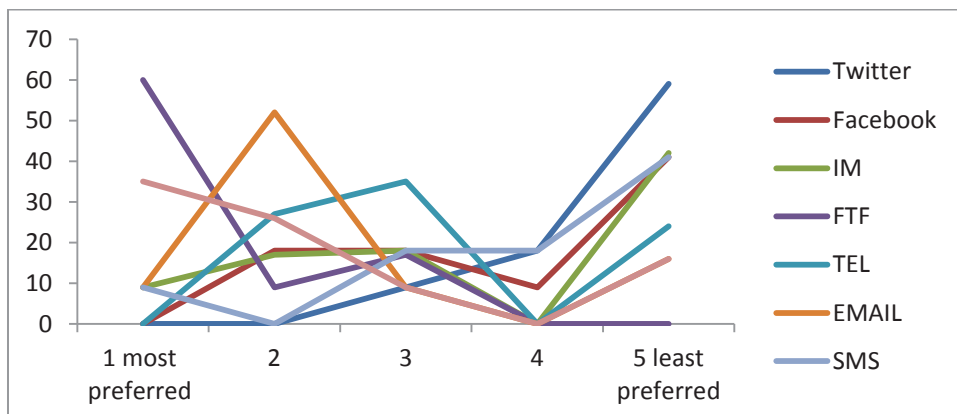
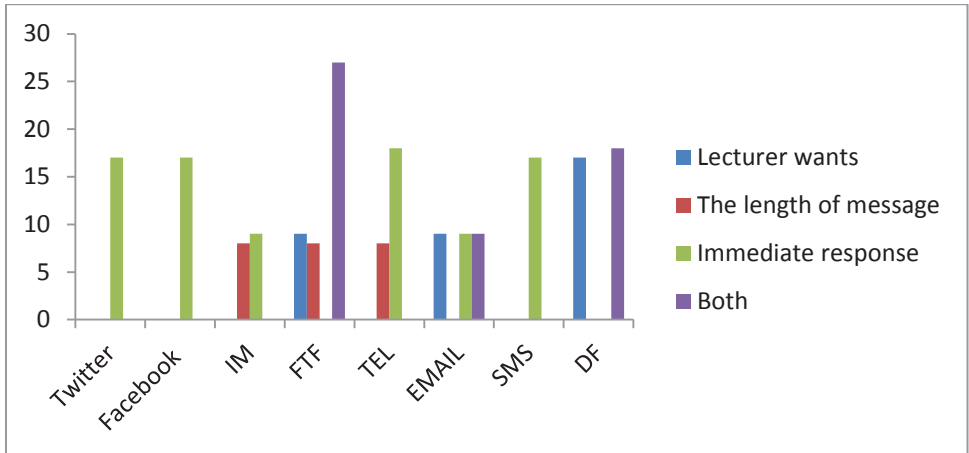


Figure 48: The reason for choosing the medium as the preferred medium for activity 6 - New Zealand



For Chinese respondents, face-to-face and telephone communication were the most preferred media for discussing a problem with classmates in class (Figure 49). Fifty and 42 respondents chose these mediums respectively. These were followed by email, IM and SMS. The least number of respondents chose Renren and Weibo as the most preferred medium for this activity. Renren, Weibo and DF were chosen by most respondents as the least preferred medium for this activity. Figure 50 shows the reasons respondents chose for selecting the medium. For Renren and DF, most respondents chose ‘the length of message’ as the most relevant reason. For IM and SMS, most respondents chose ‘immediate response’ as the most relevant reason. For FTF, telephone and email, most respondents chose all of the three reasons.

Figure 49: Respondents’ preference for activity 6 – China

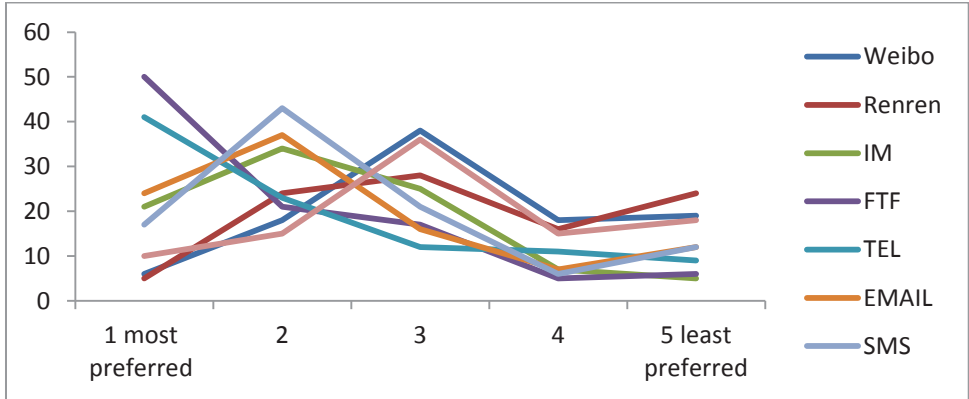
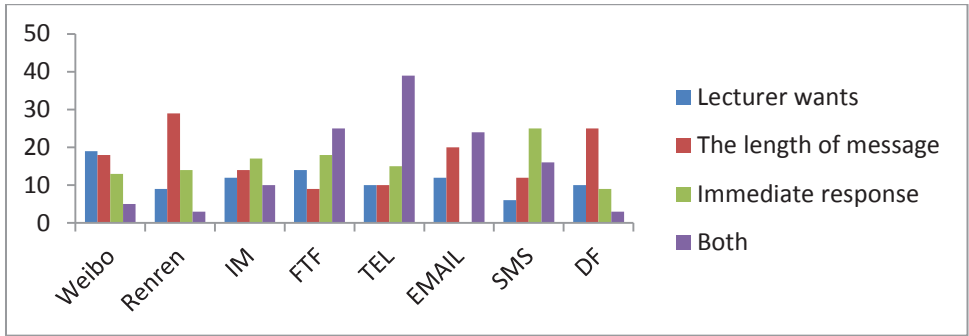


Figure 50: The reason for choosing the medium as the preferred medium for activity 6 – China



4.3.7 Activity 7: Get clarification from lecturer-in-charge for a critical issue of your individual/group project

For New Zealand respondents, face-to-face communication was the most preferred medium for seeking clarification from the lecturer-in-charge for a critical issue of an individual or group project (Figure 51), with 69 respondents choosing this medium. It was followed by email and DF. No respondents chose Twitter, Facebook or IM as the most preferred medium for this activity. Twitter and Facebook were chosen by most respondents as the least preferred medium for this activity. Figure 52 shows the reasons respondents had for selecting the medium. For Twitter, Facebook, IM and SMS, ‘immediate response’ was the only reason chosen by respondents. For FTF, email and DF, all three reasons were chosen. Some respondents chose ‘lecture wants’ as the reason for using FTF.

Figure 51: Respondents’ preference for activity 7 – New Zealand

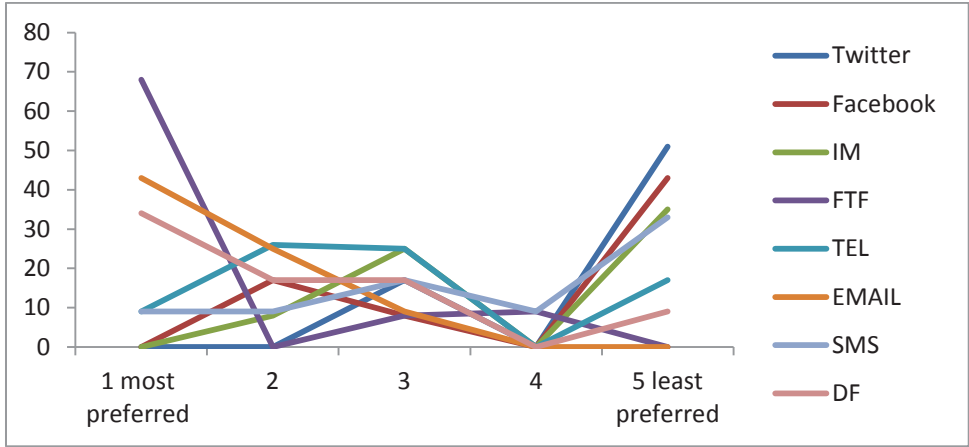
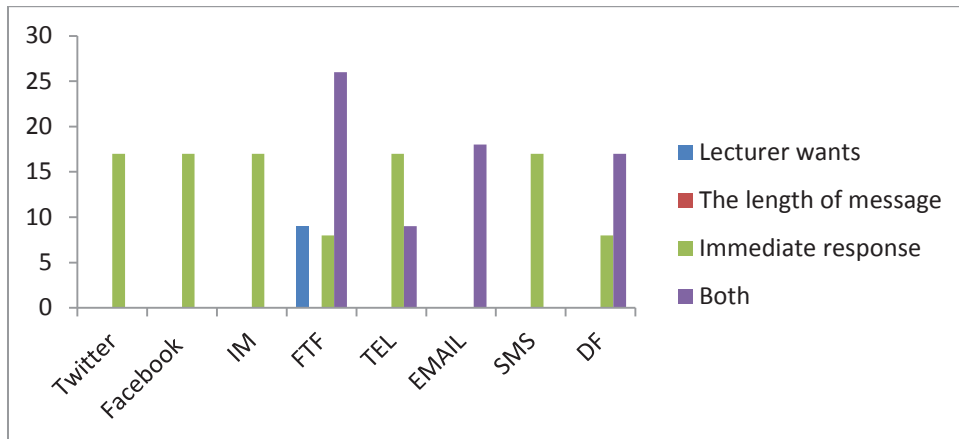


Figure 52: The reason for choosing the medium as the preferred medium for activity 7 – New Zealand



For Chinese respondents, face-to-face communication was the most preferred medium for seeking clarification from the lecturer-in-charge for a critical issue of an individual or group project (Figure 53); 62 respondents chose this medium. It was followed by IM and telephone. The remaining communication mediums had quite similar responses. DF and Renren were chosen by most respondents as the least preferred medium for this activity. Figure 54 shows the reasons respondents chose for selecting the medium. For Weibo, Renren, email and DF, ‘the length of message’ was chosen most frequently by respondents as the most relevant reason. For IM and SMS, most respondents chose ‘immediate response’ as the most relevant reason, while for FTF and telephone, most respondents chose all of the three reasons.

Figure 53: Respondents' preference for activity 7 – China

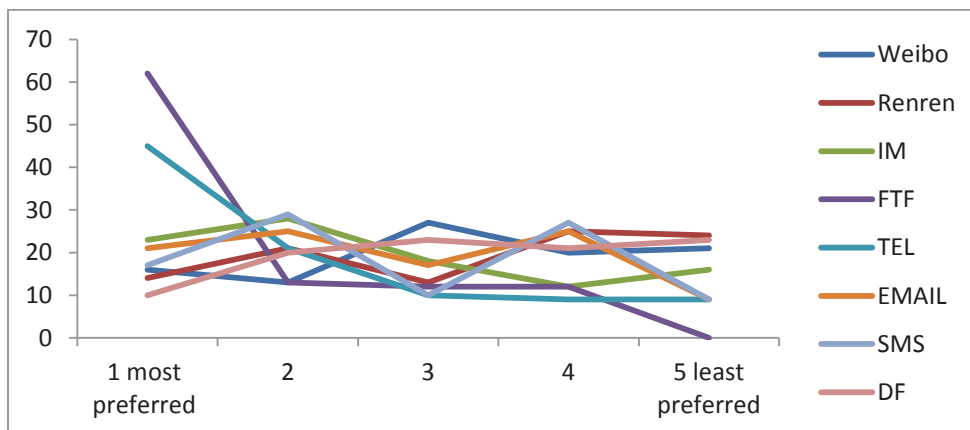
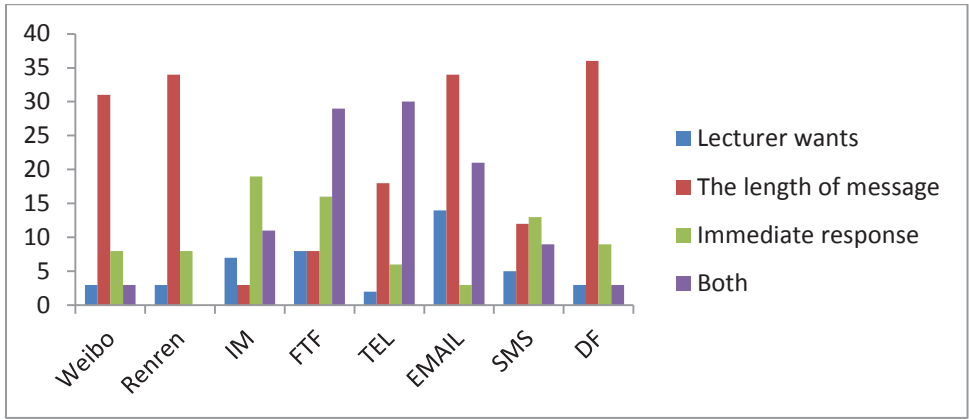


Figure 54: The reason for choosing the medium as the preferred medium for activity 7 – China



4.3.8 Activity 8: Invite friends out for a meal or party

For New Zealand respondents, face-to-face communication and SMS were the most preferred media for inviting friends out for a meal or party (Figure 55), with 43 respondents choosing these mediums. It was followed by email, Facebook and the telephone. No respondents chose Twitter or DF as the most preferred medium for this activity. Twitter and DF were chosen by most respondents as the least preferred medium for this activity. Figure 56 shows the reasons respondents chose for selecting the medium. For all types of communication tools, ‘immediate response’ was chosen by most respondents as the most relevant reason for this activity, except for Twitter and SMS, where ‘the length of message’ was the most relevant reason. For SMS, most respondents chose both reasons.

Figure 55: Respondents’ preference for activity 8 – New Zealand

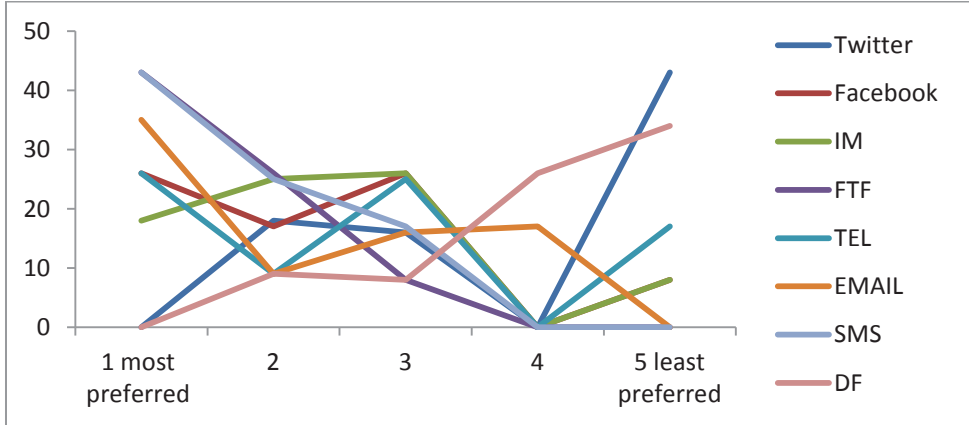
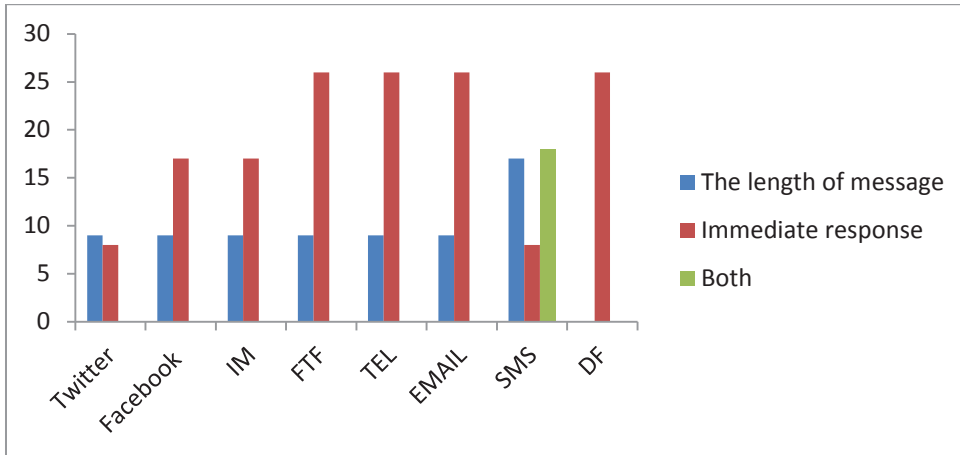


Figure 56: The reason for choosing the medium as the preferred medium for activity 8 – New Zealand



For Chinese respondents, telephone, SMS, face-to-face communication and IM were the most preferred media for inviting friends out for a meal or party (Figure 57). The three former mediums had similar responses. Email, Renren and Weibo were rarely selected by respondents as the most preferred medium for this activity. DF, Renren and Weibo were the least preferred medium selected by most respondents. Figure 58 shows the reasons respondents chose for selecting the medium they did. For all types of communication tools, ‘the length of message’ was chosen by most respondents as the most relevant reason over the reason of ‘immediate response’.

Figure 57: Respondents’ preference for activity 8 – China

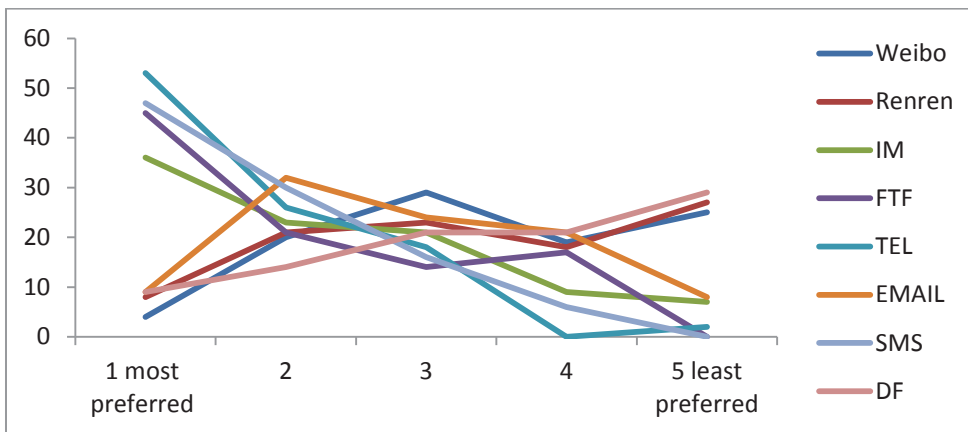
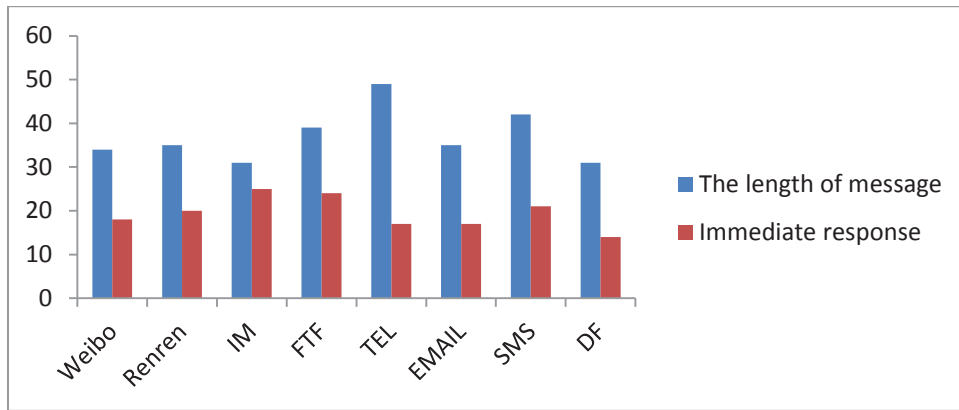


Figure 58: The reason for choosing the medium as the preferred medium for activity 8 – China



4.3.9 Activity 9: Discuss personal problems with your best friends

For New Zealand respondents, face-to-face communication, telephone and IM were the most preferred mediums for discussing personal problems with best friends (Figure 59). Seventy-six respondents chose FTF, followed by 51 and 37 respondents who chose telephone and IM respectively. No respondents chose DF as the most preferred medium for this activity. Similarly, DF was chosen by most respondents as the least preferred medium for this activity, followed by Facebook and email. Figure 60 shows the reasons chosen for selecting the medium. For all types of communication tools, ‘immediate response’ was chosen by most of the respondents as the most relevant reason for this activity. For FTF, some respondents selected both reasons.

Figure 59: Respondents’ preference for activity 9 – New Zealand

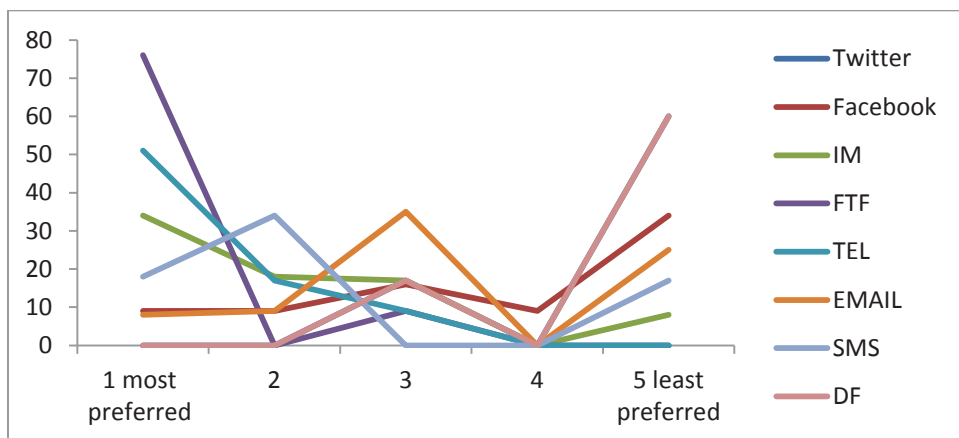
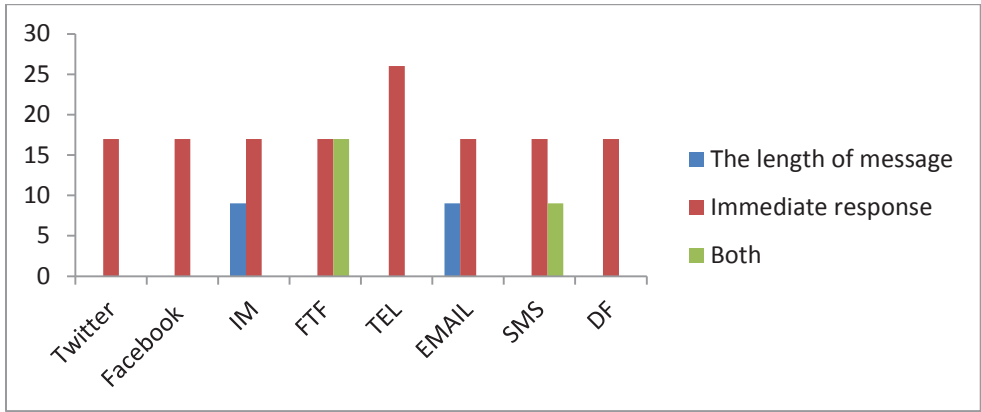


Figure 60: The reason for choosing the medium as the preferred medium for activity 9 – New Zealand



For Chinese respondents, face-to-face communication and telephone were the most preferred mediums for discussing personal problems with best friends, with 53 respondents choosing these mediums (Figure 61). The four online communication tools (Weibo, Renren, email and DF) were not perceived as the most preferred medium for this activity by most respondents. Similarly, the four online communication tools were chosen by most respondents as the least preferred mediums. Figure 62 shows the reasons respondents chose for selecting the medium. For all types of communication tools, ‘the length of message’ was chosen by most of the respondents as the most relevant reason for this activity.

Figure 61: Respondents’ preference for activity 9 – China

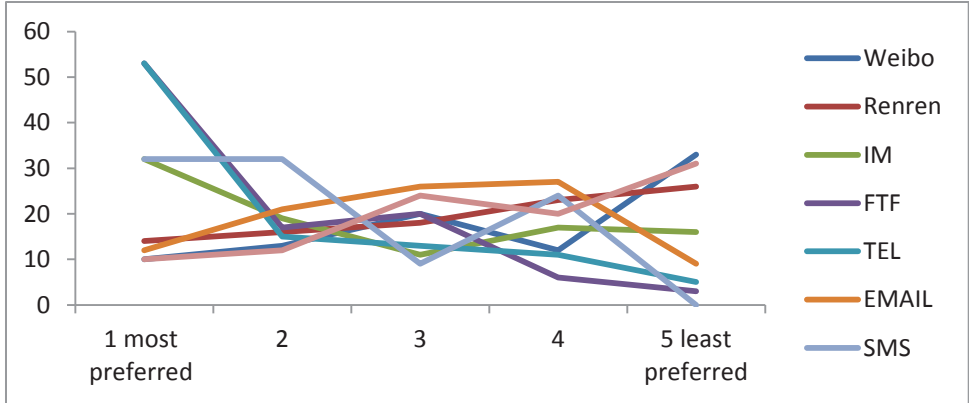
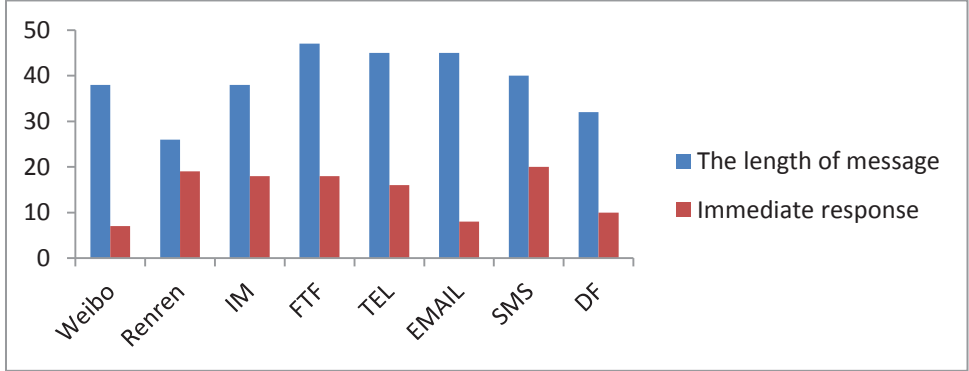


Figure 62: The reason for choosing the medium as the preferred medium for activity 9 – China



4.3.10 Activity 10: If you have to ask for money from your parents

For New Zealand respondents, face-to-face communication and telephone were the most preferred mediums for asking for money from parents (Figure 63). Sixty-nine respondents chose FTF, followed by 35 respondents who chose the telephone. No respondents chose Twitter, Facebook, Email and DF as the most preferred medium for this activity. Similarly, the four online communication tools were chosen by most respondents as the least preferred medium for this activity. Figure 64 shows the reasons for selecting the medium. For all types of communication tools, ‘immediate response’ was chosen by most respondents as the most relevant reason for this activity, except for FTF, where most respondents chose both reasons.

Figure 63: Respondents’ preference for activity 10 – New Zealand

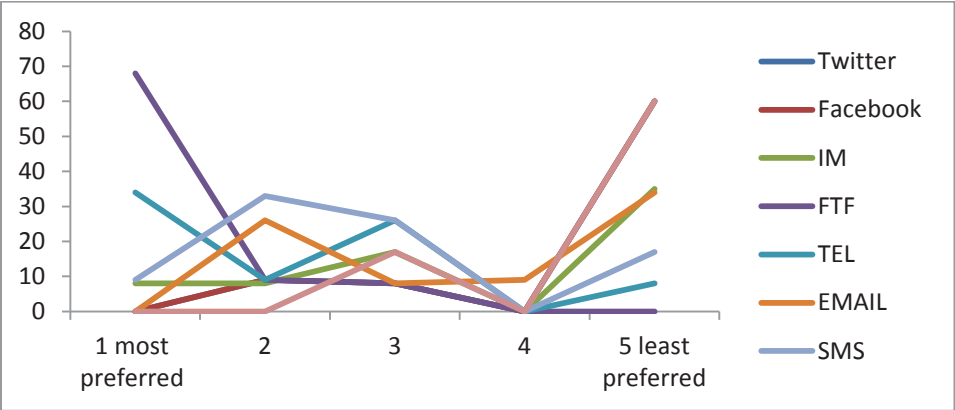
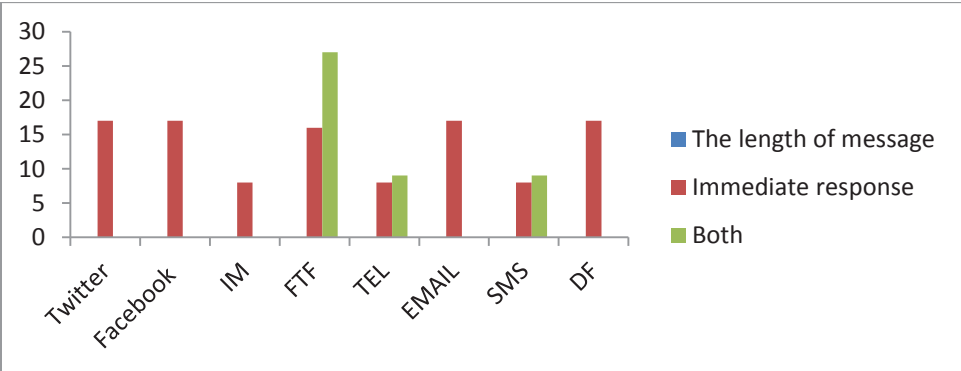


Figure 64: The reason for choosing the medium as the preferred medium for activity 10 – New Zealand



For Chinese respondents, telephone and face-to-face communication were the most preferred mediums for asking for money from parents (Figure 65). Sixty-eight respondents chose telephone, followed by 42 respondents choosing the telephone. Fewer than 10 respondents chose the four online communication tools (Twitter, Facebook, email and DF) as the most preferred medium for this activity. Similarly, the four online communication tools were

chosen by most respondents as the least preferred medium for this activity. Figure 66 shows the reasons for selecting the medium. For all types of communication tools, ‘the length of message’ was chosen by most respondents as the most relevant reason over ‘immediate response’.

Figure 65: Respondents’ preference for activity 10 – China

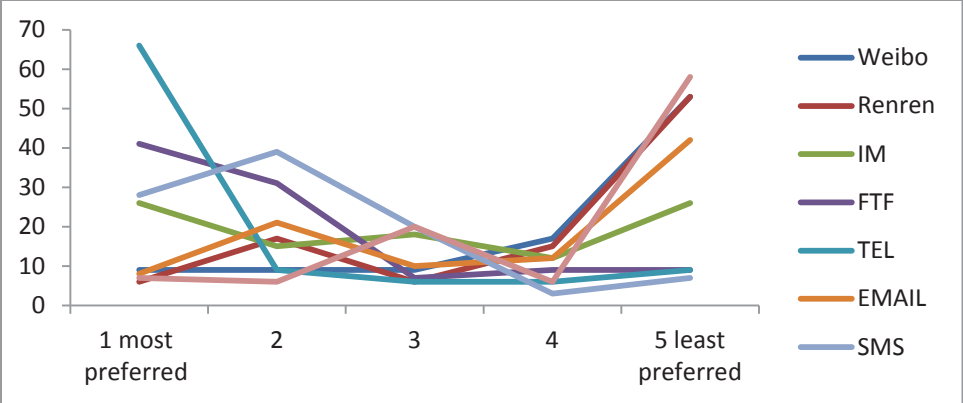
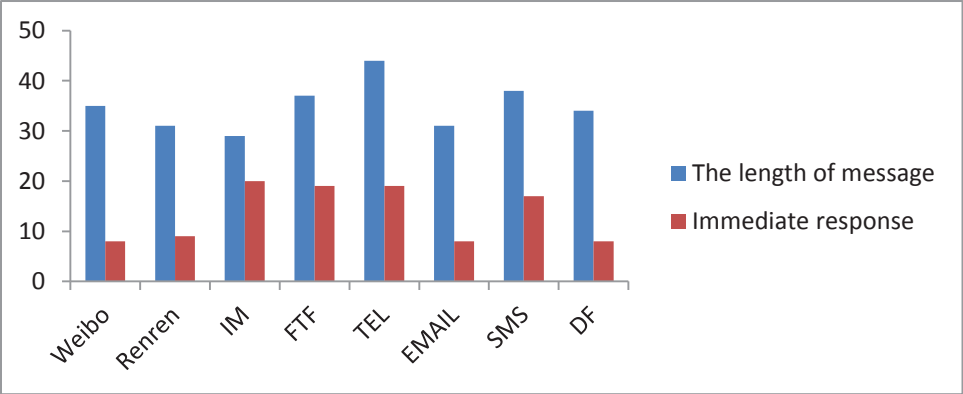


Figure 66: The reason for choosing the medium as the preferred medium for activity 10 – China



4.3.11 Activity 11: Discuss personal problems with your parents

For New Zealand respondents, face-to-face communication and telephone were the most preferred mediums for discussing personal problems with parents (Figure 67). Sixty-nine respondents chose FTF, and 36 respondents chose telephone. No respondents chose Twitter, Facebook, SMS and DF as the most preferred medium for this activity. Indeed, these four mediums were chosen by most respondents as the least preferred medium for this activity. Figure 68 shows the reasons respondents chose for selecting the medium. For all types of

communication tools, ‘immediate response’ was chosen by most respondents as the most relevant reason for this activity, except for FTF where nine respondents chose both reasons.

Figure 67: Respondents’ preference for activity 11 – New Zealand

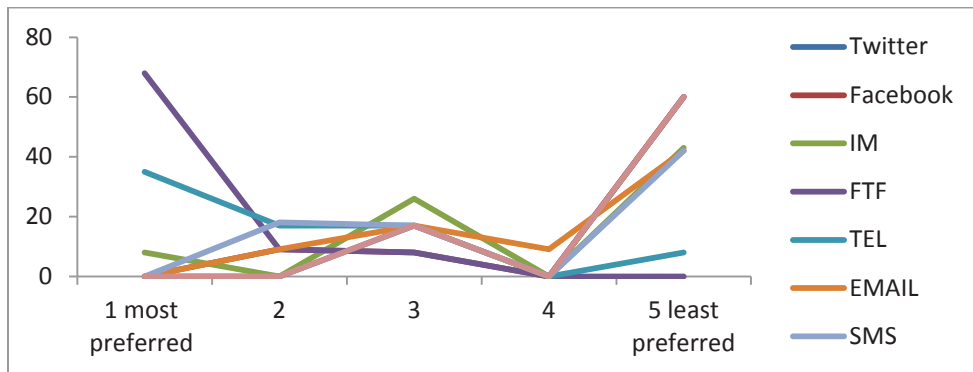
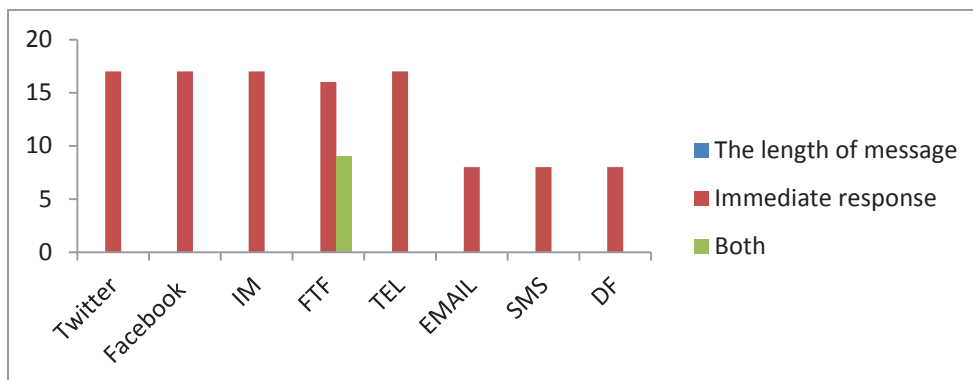


Figure 68: The reason for choosing the medium as the preferred medium for activity 11 – New Zealand



For Chinese respondents, face-to-face communication and telephone were the most preferred mediums for discussing personal problems with parents (Figure 69). Sixty respondents chose these two mediums. It was followed by 30 respondents who chose IM and SMS. The four mediums (DF, Renren, Weibo and email) were selected by most respondents as the least preferred medium for this activity. Figure 70 shows the reasons for selecting the medium. For all types of communication tools, ‘the length of message’ was considered by most respondents as more relevant reason than ‘immediate response’. This was highest for FTF and the telephone.

Figure 69: Respondents’ preference for activity 11 – China

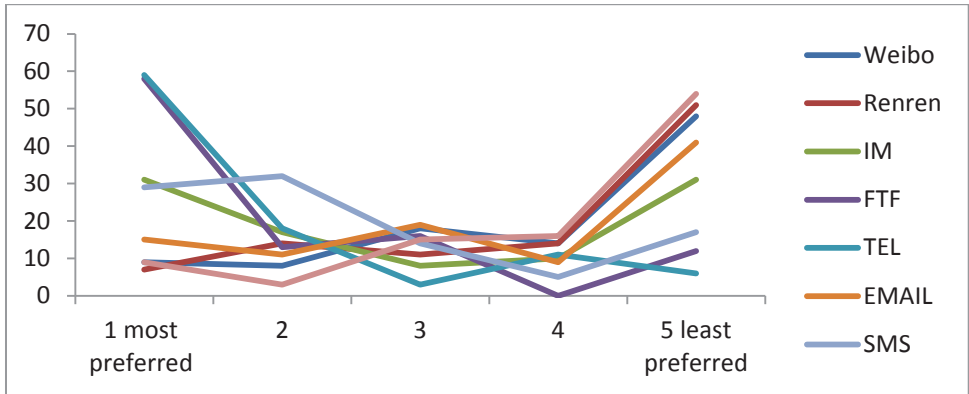
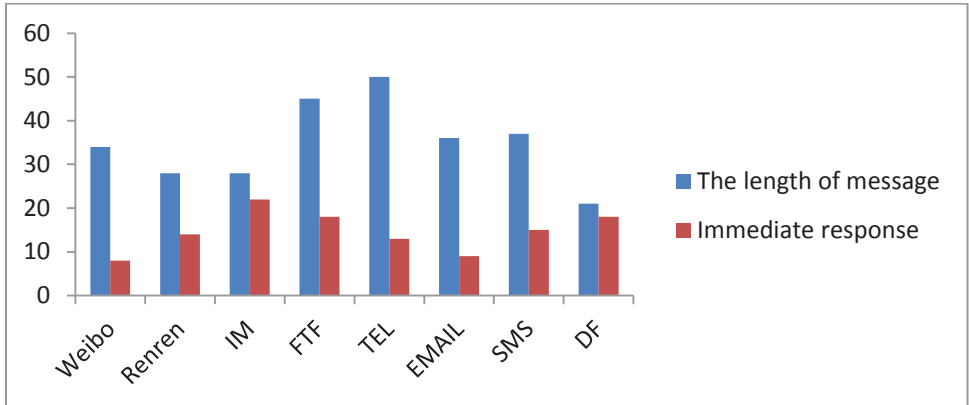


Figure 70: The reason for choosing the medium as the preferred medium for activity 11 – China



4.3.12 Activity 12: Update others on your daily life activities

For New Zealand respondents, Facebook and SMS were the most preferred mediums for updating daily life activities (Figure 71). Forty-two and 38 respondents picked these two mediums respectively. No respondents chose email and DF as the most preferred medium for this activity. Similarly, these two mediums were chosen by most respondents as the least preferred medium for this activity. Figure 72 shows the reasons for selecting the medium. For all types of communication tools, ‘immediate response’ was chosen by most respondents as the most relevant reason for this activity, except for Facebook, where ‘the length of message’ was chosen by most respondents.

Figure 71: Respondents’ preference for activity 12 – New Zealand

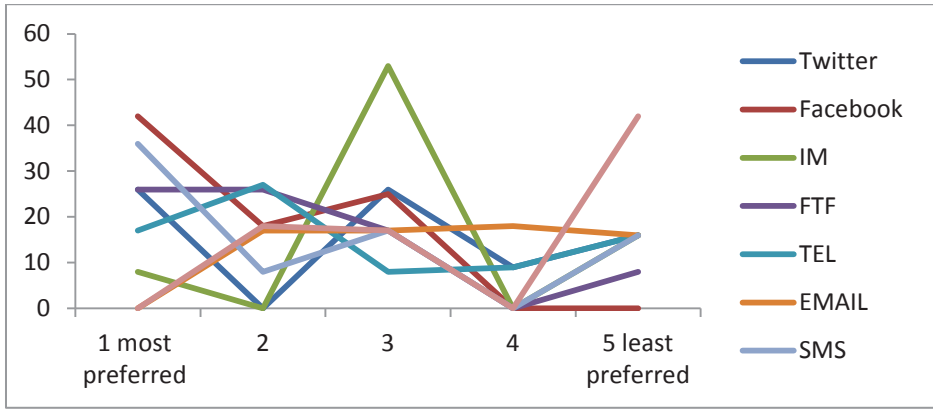
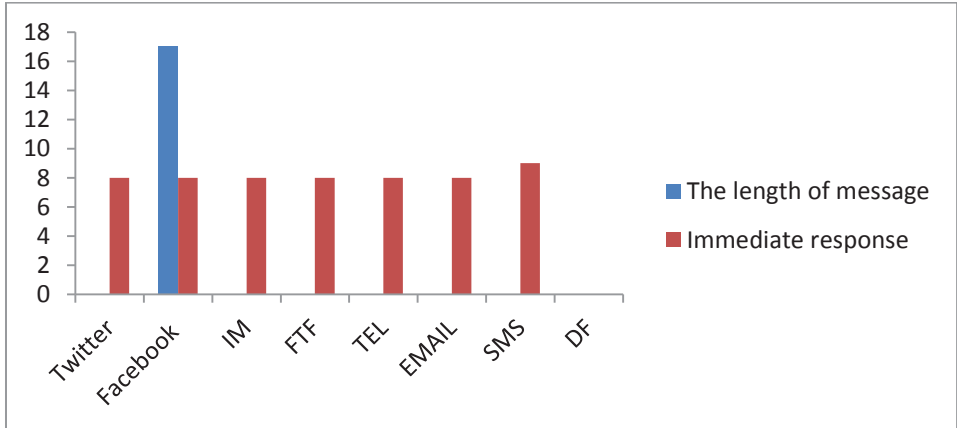


Figure 72: The reason for choosing the medium as the preferred medium for activity 12 – New Zealand



For Chinese respondents, Renren and Weibo were the most preferred mediums for updating daily life activities (Figure 73), with 36 respondents choosing these two mediums. It was followed by IM, FTF and the telephone. Email was considered by most respondents to be the least preferred medium for this activity, followed by SMS and DF. Figure 74 shows the reasons respondents chose for selecting the medium. For all types of communication tools, ‘length of message’ was chosen by most respondents as the most relevant reason for this activity.

Figure 73: Respondents’ preference for activity 12 – China

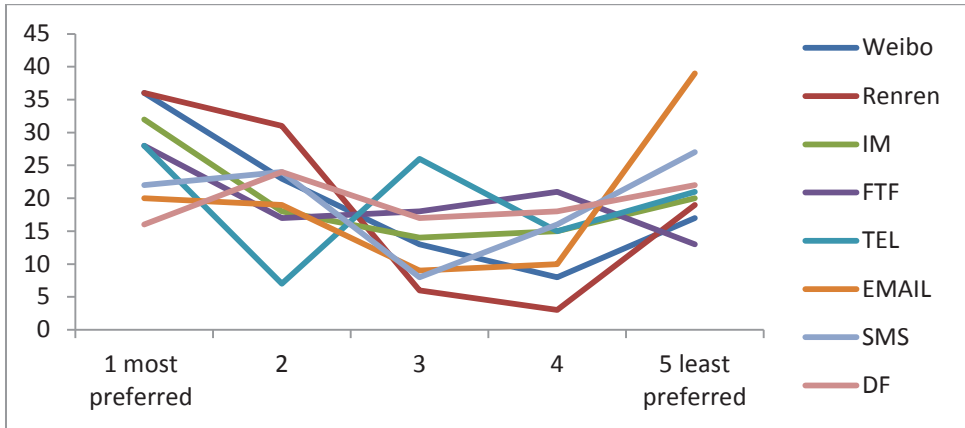
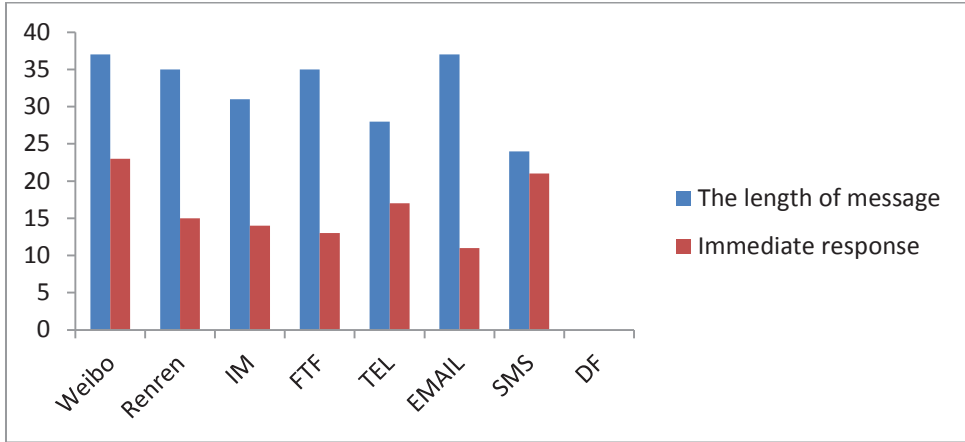


Figure 74: The reason for choosing the medium as the preferred medium for activity 12 – China



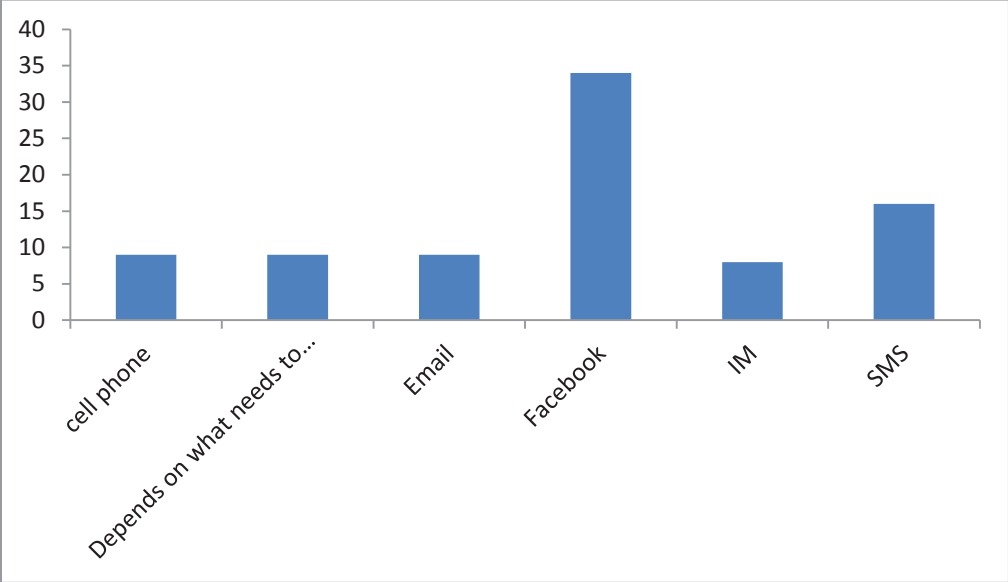
4.4 Results of Section C

4.4.1 Preferred communication media and their advantages/disadvantages

For New Zealand respondents, most respondents chose Facebook followed by SMS. A similar number of respondents chose telephone, email and IM; and nine respondents indicated that their preferred communication media depends on the purpose of the communication (Figure 75). For respondents who chose Facebook, the advantages were 1) ease of use, 2) popularity (of this medium) and 3) accessibility. For respondents who chose the telephone, advantages were the flexibility and multi-functionality of the smart phone. For respondents who chose email, the advantage was the ease at which they could put a point across succinctly. For respondents who chose SMS, the advantages were that it was 1) quick, 2) easy to use, and 3)

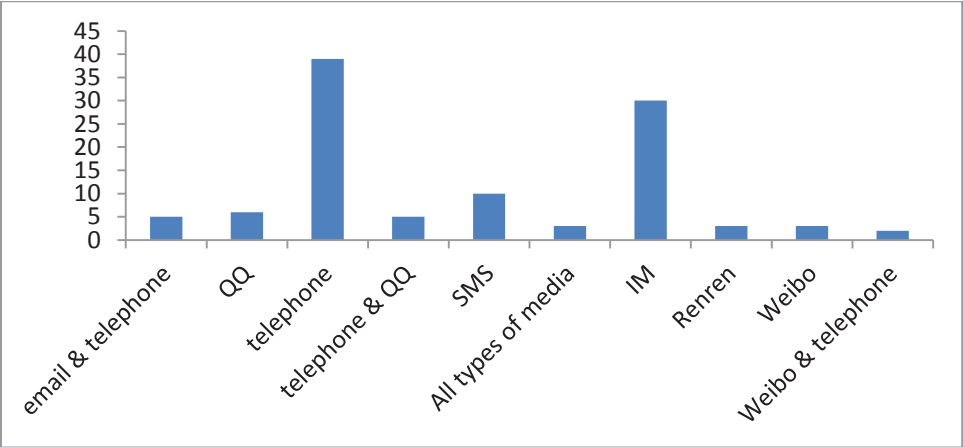
accessible. For respondents who chose IM, the advantage was that it was a supplement to the telephone.

Figure 75: Preferred media – New Zealand



For Chinese respondents, most respondents preferred telephone, followed by IM, with 37 and 34 respondents choosing these media respectively. Other online media was rarely chosen by respondents as the most preferred media (Figure 76). For respondents who chose Renren, the advantage was the friendship relationship. For respondents who chose IM, the advantages for them were its immediate response and popularity. For respondents who chose the telephone, the advantages were convenience and immediate response. Respondents who chose SMS, did so for its affordability, ease of use and flexibility.

Figure 76: Preferred media – China



4.4.2 Frequency of using media

The last question of this survey asked respondents how often they use each communication medium. Most New Zealand respondents indicated that they use Twitter, the telephone and DF fewer than 10 times a week. For the rest of the communication media, most respondents indicated they use them more than 10 times a week (Figure 77). Most Chinese respondents indicated that they use IM, FTF, telephone and SMS more than 10 times each week. For the rest of communication media, most respondents indicated that they use them fewer than 10 times a week (Figure 78).

Figure 77: Frequency of using media – New Zealand

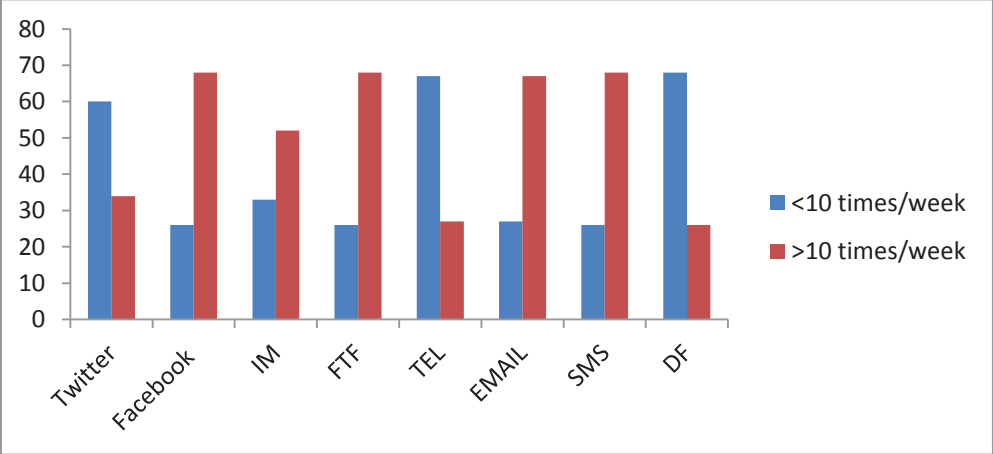
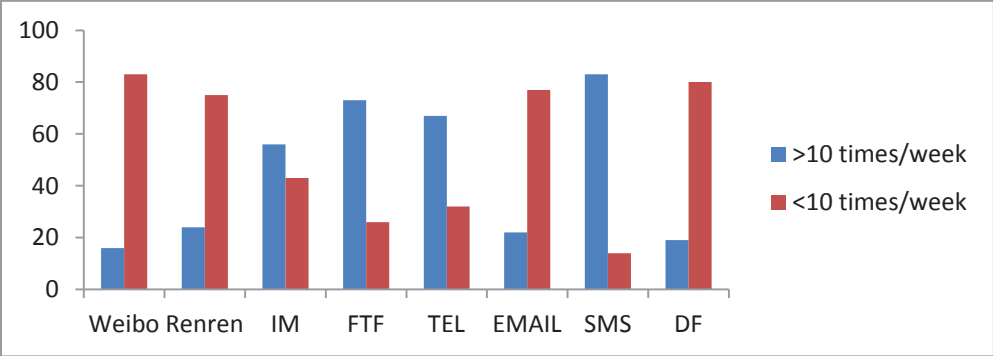


Figure 78: Frequency of using media – China



4.5 Summary

According to the results, we can see that FTF, telephone and IM are the most preferred mediums for most of the activities, both in China and New Zealand. For Chinese, SMS is still a very popular communication tool, but DF, RenRen, Weibo and email are the least preferred

tools for most of the activities. For people from New Zealand, email, SMS, DF and Facebook are very common communication tools, no matter who they talk with, while Twitter is the least preferred medium for most of the activities.

Chapter 5: Discussion

In this chapter, the results will be discussed to examine the effect of culture on communication medium preferences in three specific scenarios.

According to the results, FTF and telephone were the most preferred mediums for most of the activities both in China and New Zealand. There are several reasons for this. The result is consistent with Salman, Ibrahim, Abdullah, Mustaffa, and Mahbob's (2011) study which shows that the traditional way of communication is still very important, for example; first, the telephone has more stable signals. Second, the Internet is not well developed in some rural areas. China is a developing country, and the students who come from rural areas normally have two options of communicating with their parents, telephone or face-to-face.

Also, IM is also one of the most preferred mediums both in China and Zealand for various reasons. Instant messaging is no longer a simple chat tool. It has developed into an integrated information platform, which includes the functions of communicating, information sharing, entertainment and e-commerce. Currently, Microsoft, Yahoo and Tencent are popular IM providers. These tools provide some basic functions, such as text messaging, voice and video communication and file transmission (Tencent, 2013).

There are several basic functions of instant messaging tools:

- Text messaging: the user can send a message online or offline. The user can customize the message font, color, size and background picture. Also, the user can make their feelings more understandable by using emotion icons (Kayani et al., 2006).
- Status management: the user can easily control their online status, such as 'away', 'busy' and 'in a meeting'. Most of the IM tools also allow the user to custom their online status.
- Voice and video chat function: with the fast growth of the speed of the Internet, voice and video chat has a good quality. Most instant messaging tools now support group chat. Therefore, the university can use this approach to reach (and teach) students in different places.
- Instant messaging tools also allow the user to seek other users or resources (Bønes, Hasvold, Henriksen, & Strandenaes, 2007). For example, some instant messaging tools allow organization or the government to apply for an official account; therefore people can find official information through instant messaging tools.

To explore the effect of culture on interpersonal communication in different scenarios, the activities in the study were grouped into five separate parts. Activities 1 to 4 are about choosing your preferred medium for communicating with classmates. Activities 5 to 7 are about choosing your preferred medium for communicating with a lecturer or under the supervision of the lecturer. Activities 8 and 9 are to test the effect of culture in different situations when communicating with friends, while activities 10 and 11 are to test the effect of culture in discussing personal questions with parents. Activity 12 is to test the effect of culture on updating daily life activities.

Table 1: Mean values of mediums in China and New Zealand – asking for money from your parents

Activity 10: If you have to ask for some money from your parents.

culture		Twitter	Facebook	Instant Message	Face-to-Face	Telephone	Email	Short Messaging Service	Discussion Forum
China	Mean	3.99	3.95	2.97	2.11	1.78	3.63	2.20	4.05
	N	97	97	97	97	96	93	97	97
	Std. Deviation	1.365	1.372	1.564	1.306	1.347	1.458	1.115	1.310
New Zealand	Mean	4.44	4.44	3.88	1.29	2.21	3.66	2.80	4.56
	N	77	77	60	65	77	77	65	77
	Std. Deviation	1.082	1.082	1.491	.633	1.301	1.344	1.261	.835
Total	Mean	4.19	4.17	3.26	1.73	1.97	3.65	2.48	4.28
	N	174	174	165	182	173	170	162	174
	Std. Deviation	1.265	1.273	1.569	1.122	1.340	1.403	1.220	1.160

Table 2: Mean values of mediums in China and New Zealand – discussing personal problems with your parents

Activity 11: Discuss personal problems with your parents.

culture		TW	FB	IM	FTF	TEL	EMAIL	SMS	DF
China	Mean	3.87	3.91	2.93	1.94	1.84	3.53	2.47	4.06
	N	97	97	97	99	97	95	97	97
	Std. Deviation	1.359	1.370	1.691	1.361	1.280	1.522	1.422	1.298
New Zealand	Mean	3.41	4.44	2.92	1.07	1.55	3.06	2.88	3.41
	N	103	77	103	103	103	103	103	103
	Std. Deviation	2.116	1.082	2.071	.757	1.426	2.028	2.026	2.116
Total	Mean	3.63	4.14	2.92	1.50	1.69	3.28	2.69	3.72
	N	200	174	200	202	200	198	200	200
	Std. Deviation	1.800	1.275	1.891	1.177	1.361	1.814	1.767	1.793

Table 3: Mean values of mediums in China and New Zealand – discussing personal problems with your friends

Activity 9: Discuss personal problems with your best friends.

culture		TW	FB	IM	FTF	TEL	EMAIL	SMS	DF
China	Mean	3.51	3.32	2.64	1.88	1.97	3.00	2.26	3.52
	N	88	97	95	99	97	95	97	97
	Std. Deviation	1.414	1.403	1.515	1.118	1.270	1.185	1.166	1.332
New Zealand	Mean	3.41	3.65	1.56	1.00	1.09	2.49	1.66	3.41
	N	103	77	103	103	103	103	103	103
	Std. Deviation	2.116	1.440	1.426	.728	.876	1.846	1.701	2.116
Total	Mean	3.46	3.47	2.08	1.43	1.52	2.73	1.95	3.46
	N	191	174	198	202	200	198	200	200
	Std. Deviation	1.823	1.425	1.562	1.036	1.169	1.582	1.493	1.776

According to the comparison of the mean values in different cultures – Activities 10 and 11 (Table 1 and Table 2), most China and New Zealand respondents chose telephone, face-to-face and SMS as the most preferred tools for discussing personal issues with parents, followed by IM. Compared to the New Zealand respondents, Chinese respondents were more willing to use IM tools to communicate with their parents. Eastern people tend to prefer IM communication tools such as Wechat for information exchanges with their parents. There could be several reasons for this. China is the fourth largest country in the world. In a

university, students may come from all over the country. The university may be far away from their home. It is not economical to use face-to-face communication because of the cost of transportation. These days, compared to the Internet, the telephone is also not an economical choice, because long distance telephone fees are not cheap. Therefore, with the wide development of the Internet, IM may become the most popular communication medium for discussing personal problems with parents.

However, conversation through instant messaging tools is not encrypted, so it is not safe to use to deliver sensitive messages such as bank account number and pin number (Nicholson, 2002). Privacy is an issue that impacts user preferences for communication mediums. According to the Hofstede individualism index, New Zealand can be seen as individualistic (79), while China is collectivistic (20) (Individualism, n.d.). Governments from individualistic cultures are less concerned about privacy issues than the governments of less individualistic cultures (Milberg, Burke, & Martin, 1995). Therefore, people from collectivistic cultures are more likely to be concerned about problems with privacy problems than people from individualistic cultures. Compared to face-to-face and telephone, IM is considered a more private tool. For example, in a workplace, communication via the telephone or face-to-face can be heard by other colleagues (Cameron & Webster, 2005).

According to a comparison of the mean values in different cultures – Activity 9 (Table 3) – most Chinese and New Zealand respondents chose telephone, face-to-face and IM as the most preferred tools for discussing personal issues with friends. This was followed by SMS.

Table 3 shows that, compared to the Chinese respondents (mean=2.64), those from New Zealand (mean=1.56) are more willing to use IM tools to discuss private information with their friends. This is consistent with Rice et al.'s (1998) study. We can surmise, therefore, that Western people prefer IM communication tools for information exchange with their friends more than Eastern people.

Table 4: Mean values of mediums in China and New Zealand - Activity 5

Activity 5: Ask lecturer question(s) concerning your class/group assignment

	culture	N	Mean	Std. Deviation	Std. Error Mean
TW	China	99	3.45	1.223	.123
	New Zealand	103	3.83	1.817	.179
FB	China	99	3.47	1.215	.122
	New Zealand	86	3.99	.988	.107
IM	China	99	2.44	1.263	.127
	New Zealand	103	2.90	1.701	.168
FTF	China	99	2.06	1.159	.116
	New Zealand	103	1.40	1.239	.122
TEL	China	101	2.28	1.408	.140
	New Zealand	103	2.72	1.833	.181
EMAIL	China	97	2.41	1.106	.112
	New Zealand	103	1.50	.873	.086
SMS	China	97	2.24	1.068	.108
	New Zealand	103	2.75	1.589	.157
DF	China	94	3.30	1.294	.133
	New Zealand	103	1.51	.969	.095

Table 5: Mean values of mediums in China and New Zealand – Activity 6

Activity 6: Need to discuss a problem with your classmates/group under the supervision of the Lecturer-in-Charge of the course.

	culture	N	Mean	Std. Deviation	Std. Error Mean
TW	China	99	3.26	1.148	.115
	New Zealand	103	3.83	1.817	.179
FB	China	97	3.31	1.236	.126
	New Zealand	86	3.85	1.232	.133
IM	China	92	2.36	1.085	.113
	New Zealand	103	2.98	1.915	.189
FTF	China	99	1.95	1.198	.120
	New Zealand	103	1.25	.926	.091
TEL	China	96	2.21	1.353	.138
	New Zealand	103	2.71	1.619	.159
EMAIL	China	96	2.44	1.288	.131
	New Zealand	103	2.14	1.495	.147
SMS	China	99	2.53	1.207	.121
	New Zealand	103	3.30	1.883	.186
DF	China	94	3.17	1.224	.126
	New Zealand	103	1.88	1.580	.156

Table 6: Mean values of mediums in China and New Zealand – Activity 7

Activity 7: Want clarification from Lecturer-in-Charge for a critical issue of your individual/group project.

	culture	N	Mean	Std. Deviation	Std. Error Mean
TW	China	104	2.96	1.539	.151
	New Zealand	103	2.97	2.256	.222
FB	China	97	3.25	1.414	.144
	New Zealand	68	4.01	1.333	.162
IM	China	104	2.51	1.507	.148
	New Zealand	103	2.58	2.089	.206
FTF	China	104	1.65	1.121	.110
	New Zealand	103	1.24	1.107	.109
TEL	China	104	1.90	1.431	.140
	New Zealand	103	2.15	1.683	.166
EMAIL	China	104	2.57	1.440	.141
	New Zealand	103	1.17	.909	.090
SMS	China	104	2.48	1.526	.150
	New Zealand	103	2.71	2.008	.198
DF	China	104	3.06	1.513	.148
	New Zealand	103	1.59	1.465	.144

According to a comparison of the mean values in different cultures – Activities 5, 6 and 7 (Tables 4, 5 and 6), most Chinese respondents chose telephone, face-to-face, IM and SMS as the most preferred mediums to talk with higher authorities (such as a lecturer) or under the supervision of these authorities. Most New Zealand respondents chose telephone, face-to-face, DF and email as the most preferred tools to talk with these people.

Also, we find that the participants from China are more willing to choose IM tools to talk with their higher authorities or under the supervision of the authorities than the participants from New Zealand. Therefore, Eastern people like to use IM tools to talk with their higher authorities or under the supervision of the authority more than Western people. According to the Hofstede power distance index, New Zealand is a low power distance country, with a rating of 20, while China is a high power distance country (80) (Power Distance Index, n.d.). Bjørge (2007) found that the relationship between students and lectures are different in these two cultures: the high power and low power distance cultures. People from high power distance cultures are more willing to comply with someone who has higher authority (Leidner & Kayworth, 2006). They can agree with their superior without conditions (Lähteenmäki, Saarinen, & Fischlmayr, 2007). According to Lähteenmäki et al.'s (2007) research, students perform better under the charge of authority in high power distance cultures. Bjørge's (2007) study is not consistent with the current study's results. Bjørge (2007) showed that people from high power distance cultures do not want to use IM tools to talk with their superiors because they are afraid of less formality and showing less respect.

Table 7: Mean values of mediums in China and New Zealand – Question 1

The first question asked participants to what extents they would like to use range online communicational tools to ask questions and obtain answers if they are unclear about something or do not understand it

culture	N	Mean	Std. Deviation	Std. Error Mean
TW China	104	2.54	1.539	.151
New Zealand	103	4.23	1.182	.116
FB China	92	2.85	1.334	.139
New Zealand	103	2.70	1.427	.141
IM China	104	1.91	1.308	.128
New Zealand	103	2.24	1.224	.121
FTF China	104	1.74	1.149	.113
New Zealand	103	2.01	1.411	.139
TEL China	104	1.90	1.348	.132
New Zealand	103	2.83	1.640	.162
EMAIL China	104	1.97	1.431	.140
New Zealand	103	2.51	1.335	.132
SMS China	104	2.03	1.404	.138
New Zealand	103	2.34	1.159	.114
DF China	104	2.95	1.669	.164
New Zealand	103	2.43	1.311	.129

According to the comparison of the mean values in different cultures – Question 1 (Table 7), we find that both Chinese and New Zealand participants tend to choose face-to-face and IM to

make something clear. People from low uncertainty avoidance cultures tend to choose IM to be the communication tool when they want to get more information to clarify something more than people from strong uncertainty avoidance cultures. According to the Hofstede uncertainty avoidance index, both China and New Zealand can be seen as low uncertainty avoidance societies, but China's score on uncertainty avoidance of 40 is less than New Zealand's 49 (Uncertainty Avoidance, n.d.). Instant messaging tools are a rich medium that can support voice, tone and emotion functions; therefore using IM tools to discuss ambiguous questions is more effective (Cameron & Webster, 2005). IM as a rich medium can diminish equivocalness (Gerritsen, 2009). By contrast, people from high uncertainty avoidance cultures need more limitations, norms and regulations (Johnbull, 2006).

Table 8: Mean values of mediums in China and New Zealand – Activity 1

Activity one: Schedule a group meeting in 1-2 weeks' time					
	culture	N	Mean	Std. Deviation	Std. Error Mean
Twitter	China	104	2.87	1.475	.145
	New Zealand	95	4.34	1.396	.143
Facebook	China	99	3.20	1.097	.110
	New Zealand	95	1.84	1.045	.107
Instant Message	China	104	1.99	1.211	.119
	New Zealand	95	2.60	1.066	.109
Face-to-Face	China	104	1.91	1.352	.133
	New Zealand	78	2.56	1.640	.186
Telephone	China	104	1.98	1.481	.145
	New Zealand	95	2.55	1.367	.140
Email	China	104	2.58	1.537	.151
	New Zealand	103	1.68	.866	.085
Short Messaging Service	China	104	2.07	1.241	.122
	New Zealand	103	2.31	1.163	.115
Discussion Forum	China	104	3.27	1.590	.156
	New Zealand	95	2.80	1.199	.123

According to the comparison of the mean values in different cultures – Activity 1 (Table 8), we find that most Chinese respondents chose telephone, face-to-face and IM as the most preferred tools to make a quick decision. However, most New Zealand respondents chose email, Facebook and SMS as the most preferred tools to make a quick decision. According to Hofstede's masculinity scale, China (66) can be seen as a masculine society, as is New Zealand (58) (Masculinity, n.d.). However, China's masculinity score is higher than that of New Zealand. People from high masculinity cultures are more likely to know their colleagues' situations, such as their working status (Srite & Karahanna, 2006). That can help them to make quick and effective decisions.

Table 9: Mean values of mediums in China and New Zealand – Question 2

Question2: This medium allows you to add meaning to what you want to say by using as many cues as possible

	culture	N	Mean	Std. Deviation	Std. Error Mean
Twitter	China	97	2.70	1.165	.118
	New Zealand	103	4.06	1.211	.119
Facebook	China	95	2.94	1.236	.127
	New Zealand	103	3.17	1.279	.126
Instant Message	China	97	2.37	1.054	.107
	New Zealand	103	2.60	1.491	.147
Face-to-Face	China	99	1.54	.993	.100
	New Zealand	103	1.52	1.145	.113
Telephone	China	95	1.58	1.145	.117
	New Zealand	103	2.02	1.019	.100
Email	China	93	2.43	1.174	.122
	New Zealand	103	3.41	1.287	.127
Shore Messaging Service	China	95	2.17	1.269	.130
	New Zealand	103	3.09	1.181	.116
Discussion Forum	China	90	2.89	1.213	.128
	New Zealand	103	3.17	1.138	.112

According to the comparison of the mean values in different cultures – Question 2 (Table 9), we find that both Chinese and New Zealand participants prefer to choose IM, which provides more situational information such as voice and video services, rather than face-to-face or telephone.

Table 10: Mean values of mediums in China and New Zealand – Activity 12

Activity12: update your daily life activities

	culture	N	Mean	Std. Deviation	Std. Error Mean
Twitter	China	97	2.45	1.493	.152
	New Zealand	77	2.86	1.519	.173
Facebook	China	95	2.35	1.507	.155
	New Zealand	85	1.80	.870	.094
Instant Message	China	99	2.73	1.544	.155
	New Zealand	77	3.21	1.104	.126
Face-to-Face	China	97	2.73	1.425	.145
	New Zealand	77	2.19	1.214	.138
Telephone	China	97	2.94	1.506	.153
	New Zealand	77	2.74	1.464	.167
Email	China	97	3.30	1.634	.166
	New Zealand	68	3.49	1.113	.135
Short Messaging service	China	97	3.02	1.568	.159
	New Zealand	77	2.38	1.565	.178
Discussion Forum	China	97	3.06	1.420	.144
	New Zealand	77	3.86	1.305	.149

According to the comparison of the mean values in different cultures – Activity 12 (Table 10) – we find that most Chinese and New Zealand respondents chose face-to-face and social network sites (such as Facebook and RenRen) as the most preferred tools to update their daily activities. IM and Weibo are also very popular in China. SMS is very popular in New Zealand.

Chapter 6: Conclusion and Future Works

6.1 Conclusion

In this study, we have examined the impacts of different cultures on personal communication medium preferences in three specific scenarios. We chose the most popular mediums for this study, such as Twitter, Facebook (FB), Instant Messaging (IM), telephone, email, Short Messaging Service (SMS) and Discussion Forums (DF). Also, in this research, we investigate the following scenarios in particular: communicating with peers, communicating with lecturers and communicating with parents.

The results show that medium preference is different in different scenarios. In Western cultures, people are more likely to use telephone, face-to-face, SMS and IM to discuss personal problems with their parents and peers. However, they are more likely to choose telephone, face-to-face, DF and email as their most preferred tools to talk with higher authorities or under the supervision of the authorities. In Eastern cultures there are no significant differences between different scenarios. People are more willing to use telephone, face-to-face, SMS and IM to discuss problems with their parents, peers and lecturers.

In general, the results show that FTF, telephone and IM are the most preferred mediums for most of the activities both in Western and Eastern cultures. For Eastern cultures, SMS is still a very popular communication tool, whereas DF, RenRen

, Weibo and email are the least preferred mediums for most of the activities. For people from Western cultures, email, SMS, DF and Facebook are very common communication tools no matter who they talk with, while Twitter is the least preferred medium for most of the activities.

6.2 Future Work

In the future, we will see that different communication mediums may be developed for the communications in different relationships. In the meantime, it is better that people can contact each other through different communication mediums. For example, a designer may be able to develop communication mediums only for parents or only for students, whereas currently

designers can offer some special services for a specific group. Then people will be able to contact each other through different mediums. Although this idea may cause abundant mediums to appear, these can make our lives easier and more comfortable. For example, young adults (such as students) can share different information on different mediums. They do not need to worry about their parents' views on their ideas.

This study has several limitations, which can be addressed in the future. The sample size is small. Also, the surveys have been completed in only two universities. In future research, more participants are needed, and they can be chosen from different fields, such as workplaces and universities.

The survey is quite long, so many people felt exhausted answering it all. Because of this, it is possible that participants misunderstood some questions, so we may have collected some unreliable data. For further research, refining the questionnaire is important.

Reference

- Al-Gahtani, S. S., Hubona, G. S., & Wang, J. (2007). Information technology (IT) in Saudi Arabia: Culture and the acceptance and use of IT. *Information & Management*, 44(8), 681–691. doi: <http://dx.doi.org/10.1016/j.im.2007.09.002>
- Bjørge, A. K. (2007). Power distance in English lingua franca email communication1. *International Journal of Applied Linguistics*, 17(1), 60–80.
- Bønes, E., Hasvold, P., Henriksen, E., & Strandenæs, T. (2007). Risk analysis of information security in a mobile instant messaging and presence system for healthcare. *International Journal of Medical Informatics*, 76(9), 677–687. doi: <http://dx.doi.org/10.1016/j.ijmedinf.2006.06.002>
- Cameron, A. F., & Webster, J. (2005). Unintended consequences of emerging communication technologies: Instant Messaging in the workplace. *Computers in Human Behavior*, 21(1), 85–103. doi: <http://dx.doi.org/10.1016/j.chb.2003.12.001>
- Chesebro, J. W. (1985). Computer-mediated interpersonal communication. *Information and behavior*, 1, 202–222.
- Ess, C., & Sudweeks, F. (2005). Culture and Computer-Mediated Communication: Toward New Understandings. *Journal of Computer-Mediated Communication*, 11(1), 179–191. doi: 10.1111/j.1083-6101.2006.tb00309.x
- Flanagin, A. J. (2005). IM online: Instant messaging use among college students. *Communication Research Reports*, 22(3), 175–187.
- Gamble, T. K., & Gamble, M. W. (2013). *Interpersonal Communication*. Retrieved from [http://www.sagepub.com/upm-data/52575_Gamble_\(IC\)_Chapter_1.pdf](http://www.sagepub.com/upm-data/52575_Gamble_(IC)_Chapter_1.pdf)
- Gerritsen, M. (2009). The Impact of Culture on Media Choice: The Role of Context, Media Richness and Uncertainty Avoidance. *Language for Professional Communication: Research, Practice and Training*, 146.

-
- Guo, Z., Tan, F. B., Turner, T., & Xu, H. (2008). An exploratory investigation into instant messaging preferences in two distinct cultures. *Professional Communication, IEEE Transactions on*, 51(4), 396–415.
- Huang, A. H., & Yen, D. C. (2003). Usefulness of instant messaging among young users: Social vs. work perspective. *Human Systems Management*, 22(2), 63–72.
- Im, I., Hong, S., & Kang, M. S. (2011). An international comparison of technology adoption: Testing the UTAUT model. *Information & Management*, 48(1), 1–8. doi: <http://dx.doi.org/10.1016/j.im.2010.09.001>
- Individualism*. (n.d.). Retrieved from <http://www.clearlycultural.com/geert-hofstede-cultural-dimensions/individualism/>
- Informa. (2013). *Chat app messaging overtakes SMS texts, Informa says*. Retrieved from <http://www.bbc.com/news/business-22334338>
- Isaacs, E., Walendowski, A., Whittaker, S., Schiano, D. J., & Kamm, C. (2002, November). The character, functions, and styles of instant messaging in the workplace. In *Proceedings of the 2002 ACM conference on Computer supported cooperative work* (pp. 11–20). ACM. Chicago.
- Jeong, W. (2007). *Instant messaging in on-site and online classes in higher education*. *Educause Quarterly*, 30(1), 30.
- Johnbull, O. S. (2006). It takes a global village. *Canadian Medical Association Journal*, 175(3), 281–281.
- Kayan, S., Fussell, S. R., & Setlock, L. D. (2006, November). Cultural differences in the use of instant messaging in Asia and North America. In *Proceedings of the 2006 20th anniversary conference on Computer supported cooperative work* (pp. 525-528). ACM
- Lähteenmäki, S., Saarinen, E., & Fischlmayr, I. C. (2007). Embracing the new leadership paradigm—Gateway to building trust and commitment in virtual multicultural teams. In *Proceedings of the eBRF 2007 conference*. Finland.

-
- Leidner, D. E., & Kayworth, T. (2006). Review: a review of culture in information systems research: toward a theory of information technology culture conflict. *MIS quarterly*, 30(2), 357–399.
- Li, D., Chau, P. Y., & Van Slyke, C. (2010). A comparative study of individual acceptance of instant messaging in the US and China: A structural equation modeling approach. *Communications of the Association for Information Systems*, 26(1), 5.
- Li, H., Rau, P. L. P., & Hohmann, A. (2011). The impact of cultural differences on instant messaging communication in China and Germany. In *Internationalization, Design and Global Development* (pp. 75–84). Springer Berlin Heidelberg.
- Lowry, P., Cao, J., & Everard, A. (2011). Privacy Concerns Versus Desire for Interpersonal Awareness in Driving the Use of Self-Disclosure Technologies: The Case of Instant Messaging in Two Cultures. *Journal of Management Information Systems*, 27(4), 163–200. doi: 10.2753/MIS0742-1222270406
- Masculinity*. (n.d.). Retrieved from <http://www.clearlycultural.com/geert-hofstede-cultural-dimensions/masculinity/>
- Matusitz, J., & Musambira, G. (2013). Power distance, uncertainty avoidance, and technology: analyzing Hofstede's dimensions and human development indicators. *Journal of Technology in Human Services*, 31(1), 42–60.
- Milberg, S. J., Burke, S. J., Smith, J. H., and Kallman, E. A. (1995). Rethinking Copyright Issues and Ethics on the Net: Values, Personal Information Privacy, and Regulatory Approaches. *Communications of the ACM* 38(12), 65–73.
- Moskowitz, D. A., Melton, D., & Owczarzak, J. (2009). PowerON: The use of instant message counseling and the Internet to facilitate HIV/STD education and prevention. *Patient Education and Counseling*, 77(1), 20–26. doi: <http://dx.doi.org/10.1016/j.pec.2009.01.002>
- Nardi, B. A., Whittaker, S., & Bradner, E. (2000, December). Interaction and outeraction: instant messaging in action. In *Proceedings of the 2000 ACM conference on Computer supported cooperative work* (pp. 79-88). ACM.

-
- Nicholson, S. (2002). Socialization in the “virtual hallway”: Instant messaging in the asynchronous Web-based distance education classroom. *The Internet and Higher Education*, 5(4), 363–372. doi: [http://dx.doi.org/10.1016/S1096-7516\(02\)00127-6](http://dx.doi.org/10.1016/S1096-7516(02)00127-6)
- Offermann, L. R., & Hellmann, P. S. (1997). Culture's Consequences for Leadership Behavior National Values in Action. *Journal of Cross-Cultural Psychology*, 28(3), 342–351.
- Okazaki, S., & Hirose, M. (2009). Does gender affect media choice in travel information search? On the use of mobile Internet. *Tourism Management*, 30(6), 794–804. doi: <http://dx.doi.org/10.1016/j.tourman.2008.12.012>
- Pflug, J. (2011). Contextuality and computer-mediated communication: a cross-cultural comparison. *Computers in Human Behavior*, 27(1), 131–137.
- Pingdom. (2010). *Infographic: Instant Messaging Facts & Figures*. Retrieved from <http://royal.pingdom.com/2010/04/23/amazing-facts-and-figures-about-instant-messaging-infographic/>
- Power Distance Index*. (n.d.). Retrieved from <http://www.clearlycultural.com/geert-hofstede-cultural-dimensions/power-distance-index/>
- Radicati Team. (2013). *The Radicati Group Releases “Instant Messaging Market, 2013–2017”*. Retrieved from <http://www.radicati.com/?p=10154>
- Rau, P.-L. P., Gao, Q., & Wu, L.-M. (2008). Using mobile communication technology in high school education: Motivation, pressure, and learning performance. *Computers & Education*, 50(1), 1–22. doi: <http://dx.doi.org/10.1016/j.compedu.2006.03.008>
- Rice, R. E., D'Ambra, J., & More, E. (1998). Cross-cultural comparison of organizational media evaluation and choice. *Journal of Communication*, 48(3), 3–26.
- Salman, A., Ibrahim, F., Abdullah, M. Y. H., Mustaffa, N., & Mahbob, M. H. (2011). The Impact of New Media on Traditional Mainstream Mass Media. *The Innovation Journal: The Public Sector Innovation Journal*, 16(3), 2–11.
- Setlock, L. D., & Fussell, S. R. (2010). What's it worth to you?: the costs and affordances of CMC tools to asian and american users. In *Proceedings of the 2010 ACM conference on Computer supported cooperative work* (pp. 341-350). ACM.

-
- Setlock, L. D., Fussell, S. R., & Neuwirth, C. (2004,). Taking it out of context: collaborating within and across cultures in face-to-face settings and via instant messaging. In *Proceedings of the 2004 ACM conference on Computer supported cooperative work* (pp. 604-613). ACM.
- Srite, M., & Karahanna, E. (2006). The Role of Espoused National Cultural Values in Technology Acceptance. *MIS Quarterly*, 30(3), 679–704. doi: 10.2307/25148745
- Tencent. (2010). *Instant Messaging Service*. Retrieved from <http://www.tencent.com/en-us/ps/imservice.shtml>
- Uncertainty Avoidance*. (n.d.). Retrieved from <http://www.clearlycultural.com/geert-hofstede-cultural-dimensions/uncertainty-avoidance-index/>
- Vishwanath, A. (2003). Comparing Online Information Effects – A Cross-Cultural Comparison of Online Information and Uncertainty Avoidance. *Communication Research*, 30(6), 579–598.
- Whitfield, K. (2012). *Happy Birthday SMS!*. Retrieved from <http://www.portioresearch.com/blog/2012/12/happy-birthday-sms!.aspx>
- Woessmann, L. (2004). *How equal are educational opportunities? Family background and student achievement in Europe and the US*. CESifo Working Paper Series No. 1162.
- Wood, J. (2013). *Interpersonal communication: Everyday encounters*. Retrieved from <http://books.google.co.nz/books?hl=en&lr=&id=9d4JAAAAQBAJ&oi=fnd&pg=PT5&dq=Interpersonal+communication:+Everyday+encounters:+Cengage+Learning.&ots=eGR4NoAHqq&sig=4Bn676xZYEwnffOX6PX85MjUx48#v=onepage&q=Interpersonal%20communication%3A%20Everyday%20encounters%3A%20Cengage%20Learning.&f=false>
- Zhang, D., Lowry, P. B., Zhou, L., & Fu, X. (2007). The impact of individualism—collectivism, social presence, and group diversity on group decision making under majority influence. *Journal of Management Information Systems*, 23(4), 53–80.

Appendix

Communication Media Usage Survey

- The purpose of this questionnaire is to investigate the usage of various communication media among university students. The communication media include: TW (Twitter), FB (Facebook), IM (instant messaging(e.g. WeChat, MSN, SKYPE)), FTF (face-to-face), TEL (telephone, mobile phone), EMAIL, and SMS (short messaging service) and DF (discussion forums). Students will answer the follow questionnaire based on their own experiences in communicating with friends, lecturers or relatives.

- **Gender**

- Male
- Female

Age

- 20 and under
- 21 – 25
- 26 – 30
- 31 and above

Current resident (City and Country)

TW use (years)

FB use (years)

IM use (years)

EMAIL use (years)

SMS use (years)

DF (years)

PLEASE ANSWER ALL SECTIONS.

SECTION A

Questions 1-5 are to identify the choice of medium for some selected tasks involved when communicating with your course/class mates. Please select your choice based on your preference by clicking from 1 (most preferred) – 5 (least preferred)

1. If you are unclear about something or do not understand it, this medium allows you to ask questions and obtain answers as they arise.

	1	2	3	4	5
1 Twitter (TW)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Facebook (FB)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Instant Messaging (IM)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 Face-to- Face (FTF)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 Telephone (TEL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1	2	3	4	5
--	---	---	---	---	---

(EMAIL)

7 Short Messaging Service (SMS)	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
---------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------

8

Discussion Forum (DF)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

2. This medium allows you to add meaning to what you want to say by using as many cues (body language, voice, tone, etc.) as possible.

	1	2	3	4	5
--	---	---	---	---	---

1 Twitter (TW)	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
----------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------

2 Facebook (FB)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

3 Instant Messaging (IM)	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
--------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------

4 Face-to-Face (FTF)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

5 Telephone (TEL)	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
-------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------

6 Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
---------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

	1	2	3	4	5
--	---	---	---	---	---

(EMAIL)

7 Short Messaging Service (SMS)	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
---------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------

8

Discussion Forum (DF)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

3. This medium allows you to be flexible with the way words are used in order to increase understanding.

	1	2	3	4	5
--	---	---	---	---	---

1 Twitter (TW)	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
----------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------

2 Facebook (FB)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

3 Instant Messaging (IM)	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
--------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------

4 Face-to-Face (FTF)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

5 Telephone (TEL)	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
-------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------

6 Email (EMAIL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

	1	2	3	4	5
7 Short Messaging Service (SMS)	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
8 Discussion Forum (DF)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. If you feel very strongly about something (positively or negatively), this medium allows you to show your feelings.

	1	2	3	4	5
1 Twitter (TW)	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
2 Facebook (FB)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Instant Messaging (IM)	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
4 Face-to-Face (FTF)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 Telephone (TEL)	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
6 Email (EMAIL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 Short	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

	1	2	3	4	5
Messaging Service (SMS)					
8 Discussion Forum (DF)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. This communication media is affordable for you.

	1	2	3	4	5
1 Twitter (TW)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Facebook (FB)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Instant Messaging (IM)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 Face-to-Face (FTF)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 Telephone (TEL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 Email (EMAIL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 Short Messaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1 2 3 4 5

Service
(SMS)

8

Discussion

Forum (DF)

SECTION B

The following questions evaluate media preferences for communicating about an activity. You need to select your preferred medium for each activity and to select the most relevant reason for choosing the medium. Select your answers from 1 (most preferred) to 5 (least preferred).

ACTIVITY 1: Schedule a group meeting in 1-2 weeks' time.

1 2 3 4 5

A Twitter (TW)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

B Facebook (FB)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

C Instant
Messaging
(IM)

- 1. The length of message make this medium most appropriate

-
- 2. Immediate response is required

1 2 3 4 5

D Face-to-
face (FTF)

- 1. The length of message make this medium most appropriate

- 2. Immediate response is required

1 2 3 4 5

E Telephone
(TEL)

- 1. The length of message make this medium most appropriate

- 2. Immediate response is required

1 2 3 4 5

F Email (EMAIL)

- 1. The length of message make this medium most appropriate

- 2. Immediate response is required

1 2 3 4 5

G Short
Messaging
Service
(SMS)

- 1. The length of message make this medium most appropriate

- 2. Immediate response is required

1 2 3 4 5

H
Discussion

1 2 3 4 5

Forum (DF)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

ACTIVITY 2: Convince your classmates/group of the suitability of an idea that you have.

1 2 3 4 5

A Twitter (TW)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

B Facebook (FB)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

C Instant

Messaging

(IM)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

D Face-to-

face (FTF)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

E Telephone

(TEL)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

F Email (EMAIL)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

G Short

Messaging

Service

(SMS)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

H

Discussion

Forum (DF)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

ACTIVITY 3: Need an urgent clarification from a course mate/classmate on a class assignment.

1 2 3 4 5

1 2 3 4 5

A Twitter (TW)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

B Facebook (FB)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

C Instant

Messaging

(IM)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

D Face-to-

face (FTF)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

E Telephone

(TEL)

- 1. The length of message make this medium most appropriate .
- 2. Immediate response is required

1 2 3 4 5

F Email (EMAIL)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

G Short

Messaging

Service

(SMS)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required.

1 2 3 4 5

H

Discussion

Forum (DF)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

ACTIVITY 4: Reply to an enquiry from another class/group member regarding your class assignment progress.

1 2 3 4 5

A Twitter (TW)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

1 2 3 4 5

B Facebook (FB)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

C Instant

Messaging

(IM)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

D Face-to-

face (FTF)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

E Telephone

(TEL)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

F Email (EMAIL)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

G Short

Messaging

Service

(SMS)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

H

Discussion

Forum (DF)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

ACTIVITY 5: Ask lecturer question(s) concerning your class/group assignment.

1 2 3 4 5

A Twitter (TW)

- 1. Lecturer has decided to use this mean of communication with students
- 2. The length of message make this medium most appropriate
- 3. Immediate response is required

1 2 3 4 5

B Facebook (FB)

- 1. Lecturer has decided to use this mean of communication with students
- 2. The length of message make this medium most appropriate
- 3. Immediate response is required

1 2 3 4 5

1 2 3 4 5

C Instant

Messaging

(IM)

- 1. Lecturer has decided to use this mean of communication with students
- 2. The length of message make this medium most appropriate
- 3. Immediate response is required

1 2 3 4 5

D Fact-to-

face (FTF)

- 1. Lecturer has decided to use this mean of communication with students
- 2. The length of message make this medium most appropriate
- 3. Immediate response is required

1 2 3 4 5

E Telephone

(TEL)

- 1. Lecturer has decided to use this mean of communication with students
- 2. The length of message make this medium most appropriate
- 3. Immediate response is required

1 2 3 4 5

F Email (EMAIL)

- 1. Lecturer has decided to use this mean of communication with students
- 2. The length of message make this medium most appropriate
- 3. Immediate response is required

1 2 3 4 5

1 2 3 4 5

G Short

Messaging

Service

(SMS)

- 1. Lecturer has decided to use this mean of communication with students
- 2. The length of message make this medium most appropriate
- 3. Immediate response is required

1 2 3 4 5

H

Discussion

Forum (DF)

- 1. Lecturer has decided to use this mean of communication with students
- 2. The length of message make this medium most appropriate
- 3. Immediate response is required

ACTIVITY 6: Need to discuss a problem with your classmates/group under the supervision of the Lecturer-in-Charge of the course.

1 2 3 4 5

A Twitter (TW)

- 1. Lecturer has decided to use this mean of communication with students
- 2. The length of message make this medium most appropriate
- 3. Immediate response is required

1 2 3 4 5

B Facebook (FB)

- 1. Lecturer has decided to use this mean of communication with students
- 2. The length of message make this medium most appropriate

-
- 3. Immediate response is required

1 2 3 4 5

C Instant

Messaging

(IM)

- 1. Lecturer has decided to use this mean of communication with students
- 2. The length of message make this medium most appropriate
- 3. Immediate response is required

1 2 3 4 5

D Fact-to-

face (FTF)

- 1. Lecturer has decided to use this mean of communication with students
- 2. The length of message make this medium most appropriate
- 3. Immediate response is required

1 2 3 4 5

E Telephone

(TEL)

- 1. Lecturer has decided to use this mean of communication with students
- 2. The length of message make this medium most appropriate
- 3. Immediate response is required

1 2 3 4 5

F Email (EMAIL)

- 1. Lecturer has decided to use this mean of communication with students
- 2. The length of message make this medium most appropriate
- 3. Immediate response is required

1 2 3 4 5

1 2 3 4 5

G Short

Messaging

Service

(SMS)

- 1. Lecturer has decided to use this mean of communication with students
- 2. The length of message make this medium most appropriate
- 3. Immediate response is required

1 2 3 4 5

H

Discussion

Forum (DF)

- 1. Lecturer has decided to use this mean of communication with students
- 2. The length of message make this medium most appropriate
- 3. Immediate response is required

ACTIVITY 7: Want clarification from Lecturer-in-Charge for a critical issue of your individual/group project.

1 2 3 4 5

A Twitter (TW)

- 1. Lecturer has decided to use this mean of communication with students
- 2. The length of message make this medium most appropriate
- 3. Immediate response is required

1 2 3 4 5

B Facebook (FB)

- 1. Lecturer has decided to use this mean of communication with students
- 2. The length of message make this medium most appropriate

-
- 3. Immediate response is required

1 2 3 4 5

C Instant

Messaging

(IM)

- 1. Lecturer has decided to use this mean of communication with students
- 2. The length of message make this medium most appropriate
- 3. Immediate response is required

1 2 3 4 5

D Fact-to-

face (FTF)

- 1. Lecturer has decided to use this mean of communication with students
- 2. The length of message make this medium most appropriate
- 3. Immediate response is required

1 2 3 4 5

E Telephone

(TEL)

- 1. Lecturer has decided to use this mean of communication with students
- 2. The length of message make this medium most appropriate
- 3. Immediate response is required

1 2 3 4 5

F Email (EMAIL)

- 1. Lecturer has decided to use this mean of communication with students
- 2. The length of message make this medium most appropriate
- 3. Immediate response is required

1 2 3 4 5

1 2 3 4 5

G Short

Messaging

Service

(SMS)

- 1. Lecturer has decided to use this mean of communication with students
- 2. The length of message make this medium most appropriate
- 3. Immediate response is required

1 2 3 4 5

H

Discussion

Forum (DF)

- 1. Lecturer has decided to use this mean of communication with students
- 2. The length of message make this medium most appropriate
- 3. Immediate response is required

ACTIVITY 8: Invite some friends out for a meal or party.

1 2 3 4 5

A Twitter (TW)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

B Facebook (FB)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

C Instant

Messaging

(IM)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

D Face-to-

face (FTF)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

E Telephone

(TEL)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

F Email (EMAIL)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

G Short

Messaging

Service

1 2 3 4 5

(SMS)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

H

Discussion

Forum (DF)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

ACTIVITY 9: Discuss personal problems with your best friends.

1 2 3 4 5

A Twitter (TW)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

B Facebook (FB)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

C Instant

Messaging

(IM)

- 1. The length of message make this medium most appropriate

-
- 2. Immediate response is required

1 2 3 4 5

D Face-to-
face (FTF)

- 1. The length of message make this medium most appropriate

- 2. Immediate response is required

1 2 3 4 5

E Telephone
(TEL)

- 1. The length of message make this medium most appropriate

- 2. Immediate response is required

1 2 3 4 5

F Email (EMAIL)

- 1. The length of message make this medium most appropriate

- 2. Immediate response is required

1 2 3 4 5

G Short
Messaging
Service
(SMS)

- 1. The length of message make this medium most appropriate

- 2. Immediate response is required

1 2 3 4 5

H
Discussion

1 2 3 4 5

Forum (DF)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

ACTIVITY 10: If you have to ask for some money from your parents.

1 2 3 4 5

A Twitter (TW)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

B Facebook (FB)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

C Instant

Messaging

(IM)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

D Face-to-

face (FTF)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

E Telephone

(TEL)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

F Email (EMAIL)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

G Short

Messaging

Service

(SMS)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

H

Discussion

Forum (DF)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

ACTIVITY 11: Discuss personal problems with your parents

1 2 3 4 5

1 2 3 4 5

A Twitter (TW)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

B Facebook (FB)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

C Instant

Messaging

(IM)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

D Face-to-

face (FTF)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

E Telephone

(TEL)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

F Email (EMAIL)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

G Short

Messaging

Service

(SMS)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

H

Discussion

Forum (DF)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

ACTIVITY 12: Update others of your daily life activities

1 2 3 4 5

A Twitter (TW)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

1 2 3 4 5

B Facebook (FB)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

C Instant

Messaging

(IM)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

D Face-to-

face (FTF)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

E Telephone

(TEL)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

F Email (EMAIL)

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

G Short Messaging Service (SMS)

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
--	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

1 2 3 4 5

H Discussion Forum (DF)

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
--	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

- 1. The length of message make this medium most appropriate
- 2. Immediate response is required

SECTION C

1. What is your preferred communication media?

2. What are the advantages of your chosen communication media?

3. What are the disadvantages of your chosen communication media?

4. How often do you use the medium?

a. Twitter

- <10 times/week
- >10 times/week

b. Facebook

- <10 times/week
- >10 times/week

c. Instant Messaging

- <10 times/week
- >10 times/week

d. Face-to-face

- <10 times/week
- >10 times/week

e. Telephone

- <10 times/week
- >10 times/week

f. Email

- <10 times/week
- >10 times/week

g. Short Messaging Service

- <10 times/week
- >10 times/week

h. Discussion Forum

- <10 times/week
- >10 times/week