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Computer-Mediated Compliance:
An Experimental Study on the Influence of Language Intensity
and E-mail Announcement Responses

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Abstract

Computer-mediated communication has become one of the most popular tools for people to contact each other in daily life. The Internet offers a variety of services for information exchange and research data collection through electronic mails and online survey etc.

The literature on persuasion shows that under some conditions, intense language would substantially increase attitude and behavior change. For years, the effects of language intensity has been investigated and tested in various contexts and research studies. However, only one prior study has examined the persuasive effects of language intensity in receiving responses to email announcements. Therefore, this study attempts to analyze the influence of language intensity on "cyber citizens", more specifically, in seeking compliance with an electronic activity announcement.

Four hundred and twenty five international students from 58 countries who have just started studying in a large public southwestern university were chosen as the research sample for this study. Results did not support the hypotheses that e-mail messages with greater language intensity resulted in more compliance than email messages with less language intensity, either in responding to the email.
Computer-Mediated Compliance: An Experimental Study on the Influence of Language Intensity and E-mail Announcement Responses

With the advances of technology, our life has been changed in many ways. Accessing the Internet and checking electronic mail has become an indispensable part of many people's to-do list on a daily basis. Computer-mediated communication is one of the most important channels that keep people connected with each other in a modern society. Thus, more and more people are taking advantage of email to send out information, influence people's opinions and behaviors, and get them to respond to their requests. Newsletters, listservs, and email announcements are prevalent in business fields such as marketing and sales, administrations in organizations, and educational institutions. Without contextual and nonverbal cues in face-to-face interactions, people may be more focused on the verbal message during the process of decision-making.

Obviously, most messages sent through electronic mail are in a text form, which means that language is still a powerful tool to persuade people. One of the classical statements on the relationship between language and persuasion might be in the introduction of the language expectancy theory developed by Burgoon and Miller (1985):

"Our language affects our lives powerfully. By evaluating our language choices, others make attributions about social and professional status, backgrounds and education and even the intent of communication. Those intrigued with social influence, whether classical scholars or media image-makers, have pondered the influence of such language choices on the success or failure of persuasive attempts. The decision to appeal to people's logical or emotional side is manifest, justify, terrify, or crucify by altering the language of their appeals " (p. 199).

As Bradac, Bowers, and Courtright (1979) pointed out that there are three variables in language that have been proven to influence receiver's responses most: intensity, immediacy, and diversity. For years, the effects of language intensity has been investigated and tested in a variety of contexts and research studies. However, only one
study has investigated computer-mediated communication behaviors (Andersen & Blackburn, 2001) and yet no particular study has examined the persuasive effects of language intensity in getting responses to email announcements. Therefore, this study attempts to analyze the influence of language intensity on "cyber citizens", more specifically, in seeking compliance with an electronic activity announcement.

Language Intensity

Defining Language Intensity

According to Bowers (1963), *language intensity is"the quality of language which indicates the degree to which the speaker's attitude toward a concept deviates from neutrality" (p. 345). This definition has been extensively accepted by modern researchers. Burgoon, Jones and Stewart (1975) offered a concise but similar version of the concept as "language indicating degree and direction of distance from neutrality" (P. 241).

Functionally, language intensity is the verbal manifestation of the strength of a speaker's affect regarding a topic or issue (Giles & Street, 1994).

In one of his landmark studies, Bowers (1964) also distinguished four potential characteristics of intense language: (1) number of syllables, (2) obscure words, (3) qualifiers/intensifiers, and (4) metaphorical statements. Briefly, words vary in length and complexity (e.g. "enormous" versus "big") and polysyllabic words are more intense than monosyllabic words. Obscurity indicates the use of uncommon or long words (e.g. "ignominious" versus "shameful"), which carry greater intensity than common and short words. Qualifiers and intensifiers are words that serve to change and enhance the meaning of other words (e.g. "greater height" versus "height"), and therefore indicate heightened verbal intensity. Lastly, metaphors are words or phrases that give
meaning to a concept or situation by transferring meaning from an alternative concept in a different situation (e.g. the word "quack" to describe a physician, or a "shrink" to denote a psychiatrist), and they are considered as another indicator of language intensity.

Hamilton and Stewart (1993) added that language intensity is delivered through different propositional content and lexical choice by manipulating two language features, emotionality and specificity. "Emotionality is the degree of affect expressed in the source's language and specificity is the degree to which a source makes precise reference to attitude objects in a message" (p. 231).

**Language Intensity and Persuasion**

The effects of language intensity have been investigated in different cultural contexts (Rogan & Hammer, 1998) and in various areas, such as relational communication (Gayle & Preiss, 1999), language and social psychology (Hamilton, 1998), and credibility and persuasive potential in professional writing (Peneguy, 1999) etc. Generally, these studies supported that messages containing higher language intensity are of greater persuasive influence, and therefore would gain more compliance from respondents than messages with lower language intensity. For years, communication researchers have been constantly questioning whether or not language in high intensity would produce more attitude and/or behavior change than less intense language. Several studies have been conducted to test what is an optimal degree of language intensity that should be employed in messages in order to maximize social influence (Bradac, Bowers, & Courtright, 1979; Hamilton & Stewart, 1993).

In the review of the literature on persuasion, considerable evidence has shown that message features can facilitate attitude and behavior change (e.g. Burgoon, 1989). As
mentioned earlier, language expectancy theory (LET) holds that people respond to
different language choice and message strategies in persuasive attempts based on their
expectations for such communicative behavior in these circumstances which arise from
cultural values or public standards for competent communication (Burgoon, 1989, 1990,
1993; Burgoon, Jones, & Stewart, 1975; Burgoon & Miller, 1985). Attitude and behavior
change among message receivers occurs when positive violations of expectations are
obtained by the information sender: (1) when a speaker's enacted behavior is better or
more preferred than what was expected and it is beyond the normative bandwidth in a
positive direction; or (2) when a negatively evaluated speaker communicates in ways that
more closely approximate the cultural values, societal norms, or situational exigencies
than expected. By contrast, people do not change their attitudes or behavior when the
language choices or message strategies used are outside socially acceptable behavior in a
negative direction. In general, research derived from LET has yielded positive results
indicating that intense language would produce greater attitude and behavior change than
neutral language (Burgoon & King, 1974; Burgoon, Jones, & Stewart, 1975; Buller,
Burgoon, Hall, Levine, Taylor, Beach et al., 2000).

Based on the LET, Hamilton, Hunter and Burgoon (1990) examined six axioms
regarding the effect of language on receiver attitude. Eight experimental conditions were
created by crossing three independent variables, message intensity, initial source
credibility and source gender. Results revealed that language intensity may affect
attitudes as a multiplier of message discrepancy, indirectly though message clarity, and
by interacting with source expectations.
Recently, LET and research on the effects of argument style in persuasive messages have been used to construct prevention messages in a sun safety program to improve the solar protection in families (Buller, Borland & Burgoon, 1998). Tests showed that messages with higher language intensity improved some summer protection behaviors and helped to create plans to protect the family during the upcoming winter months. With a follow-up survey research (Buller et al., 2000), scholars further reported that high language intensity may reinforce decisions to take preventive action and does not appear to provoke psychological reactance or resistance to these highly directive messages over a long term.

Another theoretical perspective of language and persuasion is the information processing model which has been utilized as the basis for a mathematical model of language intensity effects. The model proposed that attitude and behavior change is a product of message discrepancy, source evaluation, and message strength. *Message discrepancy* is defined as "difference between the message value of the source's position and the receiver's initial attitude toward a topic" (Hamilton & Stewart, 1993, p. 236). Highly intense language presents more vivid information and remains in the conscious thought for a longer period of time. Thus, greater language intensity make the source's position more extreme from receivers' initial attitudes, therefore, would usually increase the perceived extremity of the source's position on the issue. *Message strength* reflects language intensity in terms of emotional and specific words. Messages attached with more emotions and/or specific information is considered to be of much more vividness and greater interest to the receivers. Consequently, higher intensity language should exert more power and force on receivers to accept the position advocated by the source.
Research (Hamilton & Stewart, 1993-1) on extending the information processing model of language intensity effects strongly supported for the model. Language intensity enhanced attitude change directly, by acting as multiplier of message strength, and indirectly, by increasing message discrepancy.

By applying the communication accommodation theory (CAT), Aune and Kikuchi (1993) tended to explain the effects of language intensity on conceptions of credibility, relational attributions, and persuasion. Their study tested relationships between the degree of similarity in source's and receiver's use of language intensity and attributions made about the source of message. It supported the hypothesis that similarity between a source's and a receiver's use of language intensity will be positively related with conceptions of the source's credibility.

In traditional studies of language intensity and persuasion, only a few suggested that under certain conditions, more intense language leads to less attitude and behavior change due to interactions with source or contextual variables (Bowers, 1963; Burgoon, Jones, & Stewart, 1975; Burgoon & King, 1974).

Electronic Mails and Data Collection

The internet, especially electronic mail, has been playing a crucial role in American life. By the year of 2001, 55% of the American adults access Internet and pursue a wide range of online activities, and 48 million Americans are suing e-mail as Internet's prime communication feature during an average day (Howard, Rainie & Jones, 2001). More specifically, 92% of teenagers aged 12 through 17 have been using the Internet sending or reading emails in a recent study conducted among 754 youth (Lenhart, Rainie, & Lewis, 2001). College student are frequently looking for email, with
72% checking email at least once a day and two-thirds use at least two email addresses (Jones, 2002). Moreover, the use of email has become almost mandatory in most U.S. workplaces. Billions of emails are delivered among employees at works every day (Fallows, 2002). In academic areas, researchers have used Web page-based surveys to study large groups of on-line users and e-mail surveys to study smaller, more homogenous on-line user groups (Sheehan & Hoy, 1999).

**Web-based Surveys**

The Internet offers both web page-based surveys and e-mail for prospective researchers to use for data collection (Sheehan & Hoy, 1999). Web page-based surveys tend to collect broad-based data from individuals all over the world who self-select to respond to surveys that are posted on web sites (Sheehan & Hoy, 1999). These web page-based polls can collect demographic information, as well as other kinds of purchase, psychographics and opinion data. Various benefits to web-based surveys have been noticed (Sheehan & Hoy, 1999). Web page-based polls have been noted for their ability to generate a high number of responses (Kehoe and Pitkow, 1995). This high volume of responses can be collected very quickly (Smith, 1997; McCullough, 1998) and the costs of both data collection and analysis can be minimized by the use of web-based surveys (McCullough, 1998).

**E-mail as a Data Collection Method**

According to Chesebro and Bonsall (1989), electronic mail refers to "a class of messages transmitted and distributed through any computerized system used as a kind of postal service" (p. 98). These exchanges range from person-to-person and group communications, to transactions with a commercial institution, such as a bank or a
shopping center, to information requests from a data-base system. With the rapid
development of Internet, more advanced methods such as e-mail are becoming popular
and widely used in both academic and applied research. Couper and Nicholls (1998)
report that use of the electronic survey began in the early 1980's and was considered as
alternative to face-to-face interviews or postal mail questionnaires. Using e-mail as a
survey data collection method comparable to postal mail may improve some of the issues
inherent in web page-based data collection. Ramos, Sedivi and Sweet (1998) indicate that
an electronic survey is sent to respondents as a part of an email message or as an attached
file to an email message, which is fast and easy to administer since little set-up time is
needed. With yes and no open-ended questions, information regarding Total Quality
Management (TQM) from business school deans was collected. Results favored e-mail
surveys as they resulted in lower cost, quicker response time and higher probability of
responses to open-ended questions (Andersen & Blackburn, 2001).

Previous research provides several reasons to support the idea that e-mail offers
much promise as a way of administering surveys (Sheehan & Hoy, 1999). When
respondents recognize technology as easy to use, they seem more likely to respond
(Parker, 1992). As more people become familiar with the Internet, these individuals
should become more comfortable using the technology to answer surveys. An additional
advantage to e-mail is that respondents can return it in one of three ways: e-mail, fax or
postal mail (Parker, 1992). This flexibility may enhance the conception of ease of use.
Tse summarized six advantages of using e-mail surveys compared to traditional mail
methods: e-mail is cheaper, it eliminates tedious mail processes, it is faster in
transmission, it is less likely to be ignored as junk mail, it encourages respondents to
reply, and it can be construed as environmentally friendly (Tse, 1998). E-mail provides an easier and more immediate means of response (Flaherty, et al., 1998). The cost benefits of e-mail have also been emphasized by researchers, with the cost of an e-mail survey estimated to be between 5% and 20% of a paper survey (Sheehan & Hoy, 1999; Weible & Wallace, 1998). Watt (1999) provided evidence that the costs of e-mail and online surveys decrease significantly as the sample sizes increase.

Research on the organizational or business uses of e-mail has grown considerably in recent years (see Garton & Wellman, 1995, for a review). Its potential as a marketing research tool, a source of information on customers and suppliers, is quite attractive. According to Grossbart and Kennedy (1995), businesses can hand pick customers over the net and by selecting the best target markets and tailoring the offers to that market create more customer satisfaction. Targeting by interest, market researchers, can gather information on customers' needs and wants. A data base on customer groups can readily be gathered by e-mail, from customer responses to home pages, and by combining information from other media such as telephone and fax (Marketing Intelligence & Planning). E-mail has the potential to make the existing marketplace more effective by bringing together buyers and sellers that are physically separated. It has a value added service in that it allows communication with groups and sources that provide information to help with purchase decisions (Marketing Intelligence & Planning). E-mail provides marketers with opportunities to establish two-way channels of communication that allow relationship building and real time interaction with customers (Mehta and Sivadas, 1995).
Effects of Language Intensity in CMC

Language intensity has been tested and analyzed in various contexts within traditional communication research. Studies have shown that under some conditions, intense language would substantially increase attitude and behavior change and compliance in face-to-face situations. However, recently researchers have become aware of the effects of language intensity in the computer-mediated environment. In the experimental study of language intensity in e-mail surveys, Andersen and Blackburn (2001) found out that messages using higher levels of intense language provided significantly higher response rates.

Hypotheses

As the literature review specified, the more intense language that is used, the more effective a credible source becomes. Thus, when a message is sent by a highly credible organization it is hypothesized that:

H1: A message containing more intense language would achieve a higher compliance rate in responding to an e-mail activity announcement than a message containing less intense language.

Furthermore, potential relationship between language intensity and activity attendance, which is the terminal result of responding to an email activity announcement, can be hypothesized as follows:

H2: A message containing more intense language would achieve a higher activity attendance rate than a message containing less intense language.
Methods

To date, most language intensity research has tended to be experimental in nature and to focus on the impact of message intensity on impression formation processes within a compliance-gaining context (e.g., Bradac, Bowers, & Courtright, 1979; Burgoon, Jones, & Stewart, 1971; Hamilton & Stewart, 1993; Miller, Reynolds, & Cambra, 1987). The typical methodology for most researchers is one in which the researcher controls a contrived message (i.e., blanked paragraph) by inserting words or phrases rated high or low in intensity, and then evaluating the impact of the manipulated message on dependent variables of interest (e.g., attitude change, speaker credibility) (Rogan, 1995). This study follows in that tradition by doing an experiment in an email environment.

Participants

The participants for the study were the new international students currently enrolled in a large public southwestern university, including both undergraduate and graduate students. According to the official statistics from International Student Center (ISC), during fall 2002 there were 425 new international students from 58 countries at this university. All these international students are required to provide their personal contacts including email address for records when they formally check in at ISC for the first time. Therefore, an exclusive email list is available at ISC in order to send out announcements frequently every week. Our test messages for this study would be about an announcement of one of the voluntary workshop series offered at the ISC every semester to help newcomers better understand U.S. American culture and overcome culture shock, language barriers, and relational problems they may encounter in their new
campus life. Thus, all the new international students, which are the workshop target group, were chosen as the research sample frame in this study.

Experimental Manipulation

Given that the available list of email address which is usually stored in the ISC's computer system, two e-mail announcements that varied in their degree of language intensity were sent out to all the new international students in this university. In order to examine the effects of language intensity via email, one e-mail announcement containing low intense message was sent to half of our target group, whereas a second e-mail announcement with high intense message was sent to the other half of new international students. By measuring the different response rates and participation rates due to these two e-mail announcements, we then could evaluate the impact of language intensity on students' attitude and behavior change.

Procedure

Email records of 425 new international students at a large public southwestern university were extracted and assigned randomly to one of two workshop announcements, a high language intensity announcement or a low language intensity announcement, by sorting student's first name instead of last name in alphabetical order. All the two announcements were sent out on October 22, 2002, between 11:25 a.m. and 11:45 a.m.

Since some addresses were obsolete, 29 emails were returned as "undeliverable" making the actual sample size 396 participants. The number of subjects that received the high language intensity survey was 202 while the number of subjects receiving low language intensity survey was 194. Each respondent was sent as an in-text electronic mail
message with the workshop announcement. None of the announcements were sent as attachments; each recipient had equal ability to reply to the announcement by simply using the "Reply" function of his or her respective email software program. Results of the announcement were tallied after the workshop was finished on October 23, from 4 p.m. to 5:30 p.m. Since this workshop was mentioned as part of International Student Center's regular weekly announcement one week in advance, email respondents received before we sent out our testing messages were not included in this study.

The Message Source

Several of the aforementioned theories posit that high language intensity messages are most effective when they come from trustworthy, highly credible sources (Andersen & Blackburn, 2001). In the current experiment all 396 participants were new international students in this university. Given that each of these participants has both officially registered at the International Student Center, provided their e-mail address for records, and receive email announcements from International Student Center on a weekly basis, one can easily assume that they hold ISC in high regard and view it as a credible source.

To manipulate language intensity, two workshop announcements were drafted: Announcement A, the high intensity message (see appendix A) and Announcement B, the low intensity message (see appendix B). The authors of this report, an experienced communication professor, and the Program Coordinator at the International Student Center of a large public southwestern university collaboratively designed the announcements. The announcements were virtually identical in all respects including
length. Announcement A was 155 words long whereas announcement B was 142 words long.

Both announcements focused on the importance of understanding relationships with U.S. Americans and the importance of participating in this workshop. Both announcements posed the same calls for attending this workshop (see appendices A and B) and were virtually identical with the exception of five locations where the language intensity manipulation occurred: (1) In the subject line the high intensity read "Attention: Pizza and Love and Friendship in the US" whereas the low language intensity condition read "Pizza and Love and Friendship in the US"; (2) In the first sentence the high language intensity message said, "Living in a foreign country, friends and love may become more crucial to you than usual." whereas the low intensity message said, "Living in a foreign country, friends and love may become very important to you."; (3) After the first sentence, the high intensity message said, "Why not take a few seconds to think about these questions:..." while the low intensity message did not include this sentence before a set of relevant questions; (4) After a set of questions related to the relationships with U.S. Americans, the high intensity manipulation read, "We guarantee that you will find your answers from ..." whereas the low intensity manipulation read, "You may find your answers from ..."; (5) Lastly, in the final sentence before the announcement respondents in the high intensity condition were told, "Reserve your seat by simply respond to this email," whereas respondents in the low intensity condition had "Please respond to this email to let us know whether you plan to come" (see appendices A and B for the entire text of these messages). The dependent variable was the response rate of participants before the workshop across the two language intensity conditions.
**Statistical Analysis**

To test the hypotheses a 2 X 2 Chi-square test and a contingency coefficient were calculated to ascertain the relationship between the language intensity manipulations and the two compliance conditions. Alpha was set at .05, and power exceeded .52 for small effects and .99 for medium and large effects (Cohen, 1977).

**Results**

Results did not support the hypotheses that e-mail messages with greater language intensity resulted in more compliance than email messages with less language intensity, either in responding to the email announcements or in participating in the workshop received the email announcements. Among the new international students who received the low language intensity message, only 0.5% responded to the email announcement, whereas among all the new international students who received the high language intensity message, only 1.0% responded to the email announcement. For the 396 research participants, we conclude from these findings that there is no statistical relationship in the sample between levels of language intensity and email announcement responding rate or the relationship is not statistically significant at the .05 alpha level (Chi-square=0.30, p>.05). Among the new international students who received the low language intensity message, only 1.0% participated in the workshop, whereas among all the new international students who received the high language intensity message, only 2.0% attended the workshop. For the 396 research participants, we conclude from these findings that there is no clearly discernible relationship in the sample between levels of language intensity and activity participation rate or the relationship is not statistically significant according to the 95% decision rule (Chi-square=0.60, p>.05). Based on the
table of power analysis (Cohen, 1977, p. 235, Table 7.3.15, Power of x1 test at α=.05, U=1), there is more than 99% chance that a statistically significant relationship for phenomenon on a medium or large effect would be detected, while there is less than 50% chance that we would find a significant effect for a small effect size.

Discussion

Explanations for the Non-significant Findings

Several possibilities explain the results of this research. First of all, this study suggests that English manipulations of language intensity via email messages may not have a significant impact on people whose first language is not English. More specifically, the results of this study indicate that requesting to respond to an electronic mail announcement among new international students may not necessarily effective in terms of language intensity.

In addition, low turnout at a busy time of the semester could be another explanation. Unfortunately, the two email activity announcements were sent out around midterm examinations. Most of the students, especially new international students, would have an extremely busy schedule at this time. That's why some of the students, who expressed their interests in our workshops beforehand, turned out not to reply to our email announcements.

Furthermore, influences and effects of language intensity may vary in different cultures. When Hall (1976) first introduced the concepts of high- vs. low-context culture, one of the basic ideas was about people's reliance on language when communicating with others. According to his definitions and many other research studies, U.S. American culture is a typical low-context culture, which generally means people in the United
States depend more on language in delivering and receiving a message. Therefore, a possible reason why most of these international students did not reply to the email announcements is that language or language intensity may not be a powerful tool of communication in their home cultures.

Some other reasons particularly about this workshop could be the topic (new international students may not be interested about this topic), time conflicts or participation availability (new international students were not available at the time the workshop was offered), and continuity of attendance (those who attended previous workshops are tend to continue participating additional workshops, however, we did not get a large group of students for the first workshop), etc.

A final explanation may have been that there have not sufficient differences in language intensity between the two conditions. This study has followed the strategies used in Andersen and Blackburn's (2001) research, differentiating language intensity in the subject, beginning paragraph, highlights in the body, and the end of an e-mail announcement. However, compared to Andersen and Blackburn's (2001) research which used native speakers of English, the differences used in this study may not be sufficient enough to be recognized by people whose first language is not English.

Suggestions for Future Investigation

This study appears to be a pilot electronic mail study involving language intensity among people whose first language is not English. And these experiment conditions are comparatively more special and unique than traditional language intensity research. Although our hypotheses were not confirmed, there are some valuable points that might be useful for future studies.
According to Cohen's (1977) power analysis, the chance of confirming the hypothesized relationships for small effects is far less than medium and large effects. Therefore, before getting started, researchers have to define the scale of the phenomenon to be tested and adapt the research instrumentations to achieve more efficient results.

Due to respondent's language ability, email messages with different levels of language intensity may or may not have great influence on their decision-making process on whether or not to be compliant. Current study indicates that computer-mediated compliance, such as via email which heavily relies on text, may be a lot easier to test among people whose first language is English. However, if duplicating this study among people who speak English as their second language, topic of the announcement and the phrases in high or low intense language must be selected very carefully. More specifically, if the email announcements were about job openings or practical trainings, instead of a voluntary workshop on psychological adjustments, higher compliance may have been achieved.

When testing information responds among a group of people whose first language is not English, visual, audio, or effects other than simple text may arouse more attention, interests, and responding rates than language intensity. Further research on this issue can make comparisons and contrasts between the influence of language intensity and visual or audio effects on computer-mediated compliance.
Reference


Subject line said: **Attention**: Pizza and Love and Friendship in the US

Living in a foreign country, friends and love may become **more crucial** to you than usual.

**Why not take a few seconds to think about these questions:**

What does "friendship" mean in American culture? And how is it different from the definition in your own culture?

Do you have trouble getting to know US Americans and making real friends with them?

Have you ever encountered any conflicts with your American classmates or roommates?

How to solve the problems?

What if you fall in love with an American? What are the tips to help smooth your development of the romantic relationship?

**We guarantee that** you will find your answers from the Surfing USA Workshop 3:

Understanding Relationships with US Americans

Oct. 23 (Wed.) 4pm @ ISC (TOMORROW)

**Reserve your seat** by simply respond to this email so that we know how much drinks and pizza to buy!
Appendix B: Message in low intense language

Subject line said: Pizza and Love and Friendship in the US

Living in a foreign country, friends and love may become very important to you.

What does "friendship" mean in American culture? And how is it different from the definition in your own culture?

Do you have trouble getting to know US Americans and making real friends with them?

Have you ever encountered any conflicts with your American classmates or roommates?

How to solve the problems?

What if you fall in love with an American? What are the tips to help smooth your development of the romantic relationship?

You may find your answers from the Surfing USA Workshop 3:

Understanding Relationships with US Americans

Oct. 23 (Wed.) 4pm @ ISC

Please respond to this email to let us know whether you plan to come so that we know how much drinks and pizza to buy!