

THE RELATIONSHIP BETWEEN LIFE SKILLS AND ACCULTURATION AMONG ADOLESCENTS IN ISFAHAN CITY

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Abstract. The purpose of this research was to determine the relationship between acculturation and life skills of adolescents in Isfahan. This research was a descriptive and correlational. The statistical population of the study consisted of 145,767 young people in Isfahan city. The sample size was estimated as much as 384 people according to the Cochran formula and the sampling method was convenience sampling. Data were collected through a researcher-made questionnaire on twelve vocabulary and a standard questionnaire of life skills with 20 items and 3 components. The face validity was confirmed by a number of young people and the reliability of the tools was as much as 0.83 and 0.91, respectively. In data analysis, inferential statistics (Pearson correlation coefficient, analysis of variance) were used. The findings showed that there is a positive and significant relationship between life skills and acculturation of adolescents in Isfahan at $P \leq 0.05$. In addition, there was a positive and significant relationship between acculturation and the components of the ability to make decisions, the ability to solve the problem, and the ability to think creative at $P \leq 0.05$. There was no significant difference between the respondents' opinions about life skills and acculturation based on gender, degree of education, education level.

Keywords: life skills, acculturation, decision-making skill.

1. Introduction

Acculturation of the child through the family occurs in two ways including uninformed and informed. The uninformed transfer of norms to the child occurs through the adaptation of parents' behavior that he or she sees from others while parents are not noticed. This stage is a critical stage in which the child's personality is gradually formed and established by these patterns of behavior and deed. On the other hand, the transfer of norms to the child through informed way means that parents, through direct teaching, the prohibition, the encouragement or the prevention, deliberately familiarize themselves with the norms and standards of social life so that they prefer and, in the light of the notion of social norms, try to socialize and culturally. The acquaintance and then the deep coherence of the child with social norms in two informed and uninformed situations is important because this flow is a one-way stream, and therefore the child's mind is favorable and ready to hear and feel for everything who sees, hears, and controls. Whereas the acculturation process in adolescents, youth and adults is a two-way flow [1]. In such a case, acculturation becomes a complex process, and the new culture will not easily dominate the individual [2].

Children and adolescents are among the most vulnerable in the social strata because of inadequate experience and lack of knowledge of the skills they need, and despite their potential and abundant energy and talent, they are not aware of how to use their abilities in dealing with issues and life problems. Adolescence is one of the most important stages in the development of a person's social and psychological life [3]. Therefore, helping adolescents to grow and develop the skills needed for a healthy life, creating or increasing self-esteem, as well as helping them to develop the emotions and social skills necessary for successful adaptation to the social and effective and constructive life of the community seem to be necessary [4]. Therefore, given the increasing changes in society and the expansion of social relationships, preparing people, especially adolescents, to face difficult situations is essential.

Studies have Research has shown that many emotional-psychological problems have psychosocial roots and that if individuals with such abilities have the ability to be adaptive to other people in society, culture, and environment and provide their mental health at a desirable level. In addition, knowledge of life skills is relevant to the change and recovery of physical and mental health [5].

Life skills are the abilities that are cultivated with continuous training and prepare people to face up to daily life issues, increase mental, social, and health abilities. The World Health Organization has defined life skills as the ability to perform adaptive and positive behaviors in such a way that the individual can cope with the challenges and needs of everyday life. In another definition, life skills can be considered as a set of individual and group competences that individuals need to survive in the new millennium. Simultaneously with learning the mastery and deployment of these skills, the individual plays a role in his life in addition to achieving calm and balance in personal and social life [6].

Decision-making is an important part of the personal and professional life of each individual. Decision makers are individuals who are responsible for judging or choosing between two or more solutions or phenomena. These judgments and choices, both in their personal life and in the workplace, can be very important and vital for any position and responsibility. Life skills can be used as a strategy for mental health promotion and as a tool for preventing social and psychosocial harm. In general, life skills are a powerful tool for community mental health custodians to empower young people in the psychosocial dimension. These skills help people to maintain their social and psychological traits positively, thereby improving their level of mental health and the community [7]. According to what was mentioned, the present study seeks to determine whether there is a relationship between life skills and acculturation among adolescents in Isfahan city or not.

2. Research Literature

Kazdin, Dowson, and French [8] conducted a study entitled the impact of life skills on acculturation. The study was conducted on a sample of 95 students from Poland. The results showed that the decuple skills of life have been effective in promoting student culture. Yankey, NzndaBiwas [9] conducted a study entitled the impact of life skills training on the Tibetan refugee adolescent stress. Results showed that life skills training reduced the adolescent stress. Edward [10] conducted a study entitled the impact of life skills on youth culture. In this research, the researcher produced 220 questionnaires and distributed among individuals of 22-40 years old. Then, using the t-test and variance analysis, the researchers analyzed the data and concluded that there was a direct relationship between increasing the skills of life and culture. The results showed that life skills influenced luxuryism in people's social relationships. Yousefpour and Garousi [11] conducted a study entitled "the effect of life skills training on improving the acculturation of the physically disabled in Tabriz." The studied skills in this research are the decuple life skills introduced by the World Health Organization. The research sample includes 46 physically disabled people from Tabriz Rehabilitation Centers. The results of data analysis showed that life skills training in decision-making dimensions, problem-solving skills and creative thinking have improved the acculturation of physical disabilities. The results also indicated that the effect of life skills training on the acculturation was independent of gender. Mahmoudi et al. [12] conducted a study on the effectiveness of life skills training on improving the quality of life of students. The results showed that life skills training in three dimensions (decision-making skills, problem-solving, and creative thinking) could significantly increase the mental and physical health of students.

4.1. Research hypotheses

The results of some types of research including research by Yousefpour et al. [11] and Mahmoudi et al. [12] refer the relationship between problem solving skills, creative thinking, and decision making with the criterion variable. Accordingly, the purpose of this research was to investigate the relationship between problem solving, creative thinking, and decision making with acculturation in adolescents in Isfahan. Consequently, the conceptual model of research is shown in Figure 1.

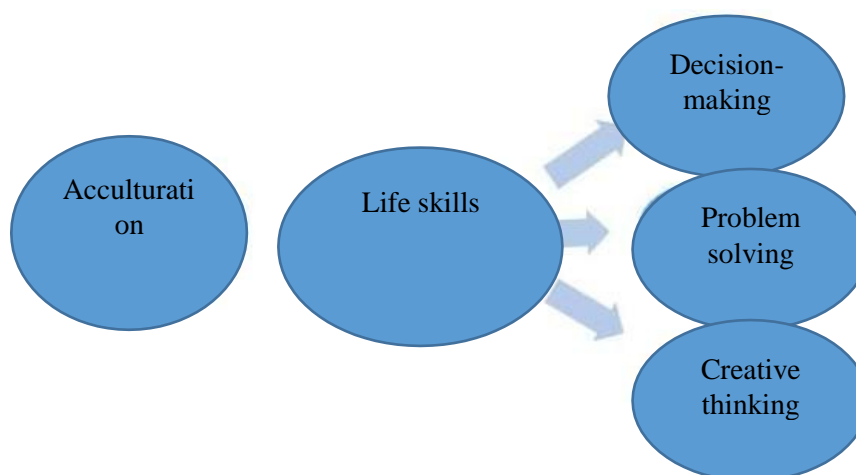


Figure 1. Conceptual model

According to the above conceptual model, the following hypotheses will be defined:

The main hypothesis

- There is a relationship between life skills and acculturation among adolescents in Isfahan.

Secondary hypothesis

1. There is a relationship between decision-making skills and acculturation among adolescents in Isfahan.
2. There is a relationship between problem-solving skills and acculturation among adolescents in Isfahan.
3. There is a relationship between creative thinking skills and acculturation among adolescents in Isfahan.
4. Dimensions of life skills can predict acculturation among adolescents in Isfahan.
5. There is a difference between the life skills and acculturation among adolescents in Isfahan based on demographic factors.

4. Research Method

This research is applied in terms of its purpose and its method is descriptive and correlational. The statistical population in this study is all the adolescents in Isfahan, who were as much as 145,767. The sample size was calculated using the Cochran formula. Based on the sample size of the Cochran sample (384), the sample was considered as a statistical sample. Since the most common means for collecting information in the surveying is questionnaire, two questionnaires will be used in order to collect information in this study:

- A) Acculturation Questionnaire: A researcher-made questionnaire was used to measure acculturation. The questionnaire has 12 questions. The spectrum of the questionnaire is a 5-degree Likert scale from very high to very low, which is scored in numbers from 5 to 1.
- B) Life skills questionnaire: To assess the level of life skills, the Saatchi et al 2010 Life Skills Questionnaire (2010) will be used with 20 items. The questionnaire has three dimensions of decision-making skill (8

items), problem solving skill (6 items), and creative thinking skill (6 items). The correspondence of the components with the clauses is given in Table 1.

Table 1. Table of components correspondence with items

Components	Items
decision-making skill	1 to 8
Problem solving skill	9 to 14
creative thinking skill	15 to 20

In the present study, the face validity of the life skills questionnaire, acculturation from 40 adolescents (statistical sample) and its content validity were estimated using the views of the supervisor professor and several subject scholars. The output of the confirmatory factor analysis of the research model is evident in Figure 2 for the validity of the construct.

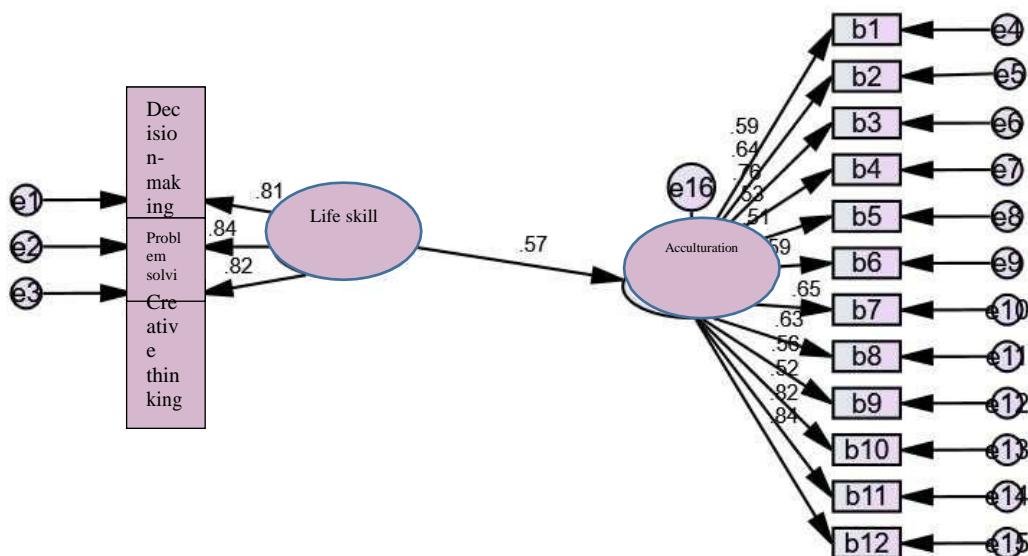


Figure 2.

Table 3. Analysis of acculturation factors

Question	Acculturation	Factor analysis
1	Cooperation	59.0
2	Obedience of Law	64.0
3	Tendency to religious beliefs	76.0
4	Pay attention to the growth of morality	53.0
5	Reducing Behavioral Abnormalities	51.0
6	Consistency and integrity in the family	59.0
7	National identity	65.0
8	Ethnic identity	63.0
9	Family help	56.0
10	Respect for others	52.0
11	Commitment to religious duties	82.0
12	Religious Identity	84.0

According to the results of Table 3, the most factor in the dimension of the acculturation was related to the "No. 12" with the factor load of 0.84 and the lowest factor was related to the "No. 5" with factor load of 0.51. Factor loads of each of the following components on the dimension of culturally all are higher than 0.5. To determine the reliability, there are several methods. In this study, Cronbach's alpha coefficient, which is one of the methods of internal consistency, is used to determine the reliability of the questionnaires. Total reliability coefficients for each of the life skills questionnaires and acculturation are shown in Table 4.

Table 4. Cronbach Alpha Results

questionnaire	Reliability coefficient
Life Skills	0.83
Acculturation	0.91

According to the results of Table 4, the reliability coefficients of the questionnaires indicate the high accuracy of the measurement tool used in this study. Finally, the results of this study were analyzed using multiple regression tests, Pearson correlation coefficient and ANOVA with SPSS software version 23.

6. Analysis of hypotheses

In this section, the research findings are based on research hypotheses.

Main hypothesis: There is a relationship between life skills and acculturation among adolescents in Isfahan.

Table 5. Correlation coefficient of life skills with adolescent acculturation in Isfahan

Acculturation of Isfahan adolescents			
Statistical index	Correlation Coefficient	Squared correlation coefficient	Significance level
Predictor variable			
Life Skills	**0.530	0.281	0.001

P<0.05

The results of Table 5 indicate that the correlation coefficient between life skills and adolescent acculturation of Isfahan is significant. Thus, there is a significant relationship between life skills and acculturation of adolescent in Isfahan ($r=0.530$). According to the determination coefficient (r^2), 28.1% of life skills variance was joint with adolescent acculturation. Therefore, the main hypothesis regarding there is a relationship between life skills and acculturation of adolescent in Isfahan was confirmed.

First secondary hypothesis: There is a relationship between decision-making skills and acculturation among adolescents in Isfahan.

Table 6. Correlation coefficient between decision-making skill and acculturation among adolescents in Isfahan

Acculturation of Isfahan adolescents			
Statistical index	Correlation Coefficient	Squared correlation coefficient	Significance level
Predictor variable			
decision-making skill	0.442**	0.195	0.001

P<0.05

The results of Table 6 indicate that the correlation coefficient between decision-making skills and adolescent acculturation of Isfahan is significant. Thus, there is a significant relationship between decision-making and acculturation of adolescent in Isfahan ($r=0.442$). According to the determination coefficient (r^2), 19.5% of decision-making variance was joint with adolescent acculturation. Therefore, the first hypothesis is that there is a relationship between decision-making skills and acculturation among adolescents in Isfahan was confirmed.

The second hypothesis: There is a relationship between problem-solving skills and acculturation among adolescents in Isfahan.

Table 7. Correlation coefficient between problem-solving skill and acculturation among adolescents in Isfahan

Acculturation of Isfahan adolescents			
Statistical index	Correlation Coefficient	Squared correlation coefficient	Significance level
Predictor variable			
problem-solving skill	**0.468	0.219	0.001

P<0.05

The results of Table 7 indicate that the correlation coefficient between problem-solving skills and adolescent acculturation of Isfahan is significant. Thus, there is a significant relationship between problem-solving and acculturation of adolescent in Isfahan ($r=0.468$). According to the determination coefficient (r^2), 21.9% of problem-solving variance was joint with adolescent acculturation. Therefore, the second hypothesis is that there is a relationship between problem-solving skills and acculturation among adolescents in Isfahan was confirmed.

The third hypothesis: There is a relationship between creative thinking skills and acculturation among adolescents in Isfahan.

Table 8. Correlation coefficient between creative thinking skill and acculturation among adolescents in Isfahan

Statistical index		Acculturation of Isfahan adolescents		
		Correlation Coefficient	Squared correlation coefficient	Significance level
Predictor variable	creative thinking skill	**0.498	0.248	0.001

P<0.05

The results of Table 8 indicate that the correlation coefficient between creative thinking skills and adolescent acculturation of Isfahan is significant. Thus, there is a significant relationship between creative thinking and acculturation of adolescent in Isfahan ($r=0.498$). According to the determination coefficient (r^2), 24.8% of creative thinking variance was joint with adolescent acculturation. Therefore, the third hypothesis is a relationship between creative thinking skills and acculturation among adolescents in Isfahan was confirmed. Fourth hypothesis: Dimensions of life skills can predict acculturation among adolescents in Isfahan.

Table 9. Multiple factor correlation coefficient of life skills components with acculturation

Statistical index		Predictor variables	Multiple correlation coefficient	Squared multiple correlation coefficient	The squared multiple correlation coefficient	F coefficient	Significance level
Criterion variable							
acculturation	First step	creative thinking skill	498.0	248.0	246.0	635.127	001.0
	Second step	creative thinking skill Problem solving skill	528.0	278.0	275.0	458.74	001.0

The results of Table (9) show that among the variables studied in the regression, the best predictor of acculturation in the first step is the creative thinking skill and the problem solving skill in the second step of life skills. According to the results of step-by-step regression analysis, the relationship between the dimensions of the creative thinking skill and the problem solving skill of life skills with acculturation was significant. Accordingly, 24.8% of variance of acculturation in the first step of creative thinking skill and 27.8% of variance of acculturation in the second step of creative thinking skill and the problem solving skill were explained.

Table 10. The beta coefficient table in the prediction of acculturation

Statistical index		Predictor variables	Non-standard beta coefficients		Standard beta coefficients	t Coefficient	Significance level
Criterion variable			Beta	criterion error			
acculturation	First step	creative thinking skill	496.0	044.0	498.0	298.11	001.0
	Second step	creative thinking skill Problem solving skill	333.0 243.0	059.0 060.0	334.0 239.0	637.5 031.4	001.0 001.0

P<0.01

The findings in Table 10 indicate that the beta coefficient for one unit increase in the dimension of creative thinking skill increases the value of culture as much as 0.334 units and the beta coefficient for one unit increase in the dimension of problem solving skill increases the acculturation as much as 0.239.

The prediction equation of the fourth hypothesis of research can be presented as follows:

$$\text{Acculturation} = (1.864) + \text{Creative thinking skill} (0.333) + \text{Problem solving skill} (0.224)$$

The fifth hypothesis: There is a difference between the life skills and acculturation among adolescents in Isfahan based on the demographic factors.

Table 11. Multivariate analysis of variance of acculturation with regard to demographic variables (gender, degree of education, education level)

Resource	Variable	Sum of squares	Degrees of freedom	Average squares	F	Significant level
Gender	Life Skills	104.0	1	104.0	296.0	587.0
	Acculturation	074.0	1	074.0	158.0	691.0
degree of	Life Skills	185.0	1	185.0	525.0	469.0

education	Acculturation	688.0	1	688.0	471.1	226.0
education	Life Skills	049.0	1	049.0	140.0	709.0
level	Acculturation	669.0	1	669.0	431.1	232.0

The results of Table 11 show that there is no significant difference between the scores of life skills and acculturation in terms of gender, degree of education, and education level.

6. Discussion and Conclusion

The statistical findings of the study showed that correlation coefficient between acculturation and life skills of adolescents in Isfahan is significant. Therefore, the main hypothesis regarding there is a relationship between life skills and acculturation of adolescent in Isfahan was confirmed. The results of the present study are consistent with the results of research by Yousefpour and Garousi [11], Mahmoudi et al. [12], and Kazdin et al. [8] based on the fact that life skills training improves acculturation. In explaining this hypothesis, it can be said that human beings need to have peace, health, and social performance in their social, psychological, and social dimensions. Rapid social and cultural changes in the structure of the family, the complexity and expansion of human communication, the breadth and diversity of information resources, individuals, especially the adolescent and young people, have faced numerous challenges and pressures. Effective coping with these pressures and challenges requires psychosocial capabilities. Lack of emotional skills and abilities make the psychological and social ability of individuals vulnerable in the face of problems and problems and expose them to a variety of mental, social and behavioral disorders. As a result, coping with these problems at the therapeutic levels (secondary and third prevention) not only imposes significant costs in terms of human and financial power on society, but also its effectiveness and efficiency is very limited and in some cases insignificant.

Given the high financial and human costs of secondary and third prevention level, mental health experts a have tried to concentrate their efforts on the focus of prevention programs at the first level. Accordingly, the prevention program, called "life skills training", was designed by the WHO in 1993 to promote mental health and prevent psychosocial harm that is widely used in countries around the world. Life skills are called skills that increase the psychosocial ability of individuals and enable the person to effectively address the needs and struggles of life. The main purpose is to increase the psycho-social ability and ultimately prevention of the formation of harmful behaviors to the health and mental health of individuals. Statistical findings indicated that the correlation coefficient between decision-making skill and acculturation of adolescents in Isfahan was significant. Therefore, the first secondary hypothesis suggests that there is a relationship between decision-making skill and acculturation of adolescents in Isfahan is confirmed. The result of this study is consistent with the results of Yankee et al. (2014) research that culture training affects decision-making skills. In explaining this hypothesis it can be said that since people, especially youth and adolescents and students face the challenges, pressures and challenges in terms of the sensitivity of the period of development and the critical conditions of this period and lacks of basic capabilities in dealing with these issues. This makes them vulnerable to life problems and their needs. Universities, schools, and other institutions that deal with the education of the youth and adolescents and are responsible for the nutrition, support and mental, psychological and social support require increasing these skills, adaptation power with problems, positive and efficient behavior to be able to take responsibility for their social role without affecting themselves or others and effectively deal with problems. Providing the necessary training in life can lead to an increase in and improve life skills in individuals, and can improve and enhance decision-making skills. Therefore, the need for education in the culture of the better youth and adolescents helps in the education and continuation of the youth's life skills.

The statistical findings showed that the correlation coefficient between acculturation and life skills of adolescents in Isfahan is significant. Therefore, the second hypothesis i.e. there is a relationship between problem-solving skills and acculturation among adolescents in Isfahan is confirmed. The result of this research is consistent to the results of Amund's (2004) research on the problem solving skill with acculturation. The problem-solving skill helps us solving the life problems in a desirable way. If the important issues remain unresolved, our mental and physical health is threatened. In explaining this hypothesis, it can be said that people over their life face problems that require decision-making and appropriate action, but they often cannot do it well or choose the wrong solutions that lead to failure. One of the ways in which it can help individuals deal with issues and problems is the problem solving skill. Teaching this skill to individuals makes them armed with weapons of thought and methods to succeed in identifying and solving problems and choosing solutions that are appropriate for different situations. If conditions and opportunities for problem solving are provided at an early age, it teaches children to be enhanced by interacting with the environment, the power of innovation, creativity, the sense of cooperation, effort, and independence. They can be prepared to deal with the changing situation of life today and new situations by creating the ability to solve a problem in people. The comparison of people with the above abilities with those who lack this ability show that the first group of adolescents are more resistant to severe stress, conflict and failure, and solve problems better when faced with problems and use their thinking skill well and rarely feel ineffective, especially in educational and academic functions. However, the second group of adolescents gives up easily against the problems and lose their correct and logical countermeasures. They are exhausted due to the feeling of emptiness and repetitive disabilities. Even they fail to solve the simplest problem when they have the opportunity to compensate for the failure, because they admit that they are unable to solve the problem.

The statistical findings of the study showed that the correlation coefficient between creative thinking and acculturation of adolescents in Isfahan is significant. Therefore, the third secondary hypothesis i.e. there is a

relationship between creative thinking skills and acculturation among adolescents in Isfahan, is confirmed. The result of this study is aligned with the findings of Lima and Robert [13] regarding the fact that knowledge and the power of presenting new ideas are correlated with factors such as motivation, emotion, affections, feelings, experiences, and personal learning. In explaining this hypothesis, it can be said that today's diverse societies are the scene of different cultural encounters and relationships, which in some cases lead to conflicts, misunderstandings and contradictions between cultures. The existence of such cultural problems in today's societies requires the need for an effective approach to confronting issues arising from the encounter and the relationship between cultures. On the other hand, creativity is a special feature that is essential for solving cultural problems, without which individuals will not be able to solve cultural-related issues of life in multicultural and diverse societies. Understanding the process of creativity and creative thinking and its role in solving cultural problems can be a great help in finding a solution to cultural problems. One of the most important sources of human development is creative thinking. Although human culture and civilization are the result of the efforts of all human beings in all ages, but its richness and greatness are owed to a group of people who are the discoverer, inventor, artist, thinker, and creative. Human civilization is due to the creative idea of humanity, and its durability will be impossible without the use of creative thinking. Creative thinking helps the individual to establish more appropriate relationships with others, finds a more positive attitude toward life and future prospects, and solves their communication problems with others. Human owed his culture and civilization to creative thinking. We know that human society is rapidly moving towards a comprehensive development, and it needs people with creative mind and creative thinking to make changes and confront them. New problems require new solutions, and finally, there are people who can create these solutions. Humans today are witnessing the emergence of new problems that cannot be solved with the usual solutions. Today's issues of life require people with a dynamic and creative mindset who are confident in their ability to deal with these issues. Today's world needs humans equipped with a subtle force of art to create new solutions using modern means and the power of self-confidence that comes from positive thoughts and judgments about abilities. Creative thinking helps both the problem and the appropriate decisions. Using this type of thinking, different solutions to the problem and the implications of each one are examined.

Finally, the statistical findings showed that among the variables studied in regression, the best predictor of acculturation in the first step was the creative thinking skill and in the second step, the problem-solving skill of life skills. According to the results of step-by-step regression analysis, the relationship between the dimensions of the creative thinking skill and problem-solving skill from living skills with acculturation was significant. Accordingly, 24.8% of variance of acculturation in the first step of creative thinking skill and 27.8% of variance of acculturation in the second step of creative thinking skill and the problem solving skill were explained. The beta coefficient for one unit increase in the dimension of creative thinking skill increases the value of culture as much as 0.334 units and the beta coefficient for one unit increase in the dimension of problem solving skill increases the acculturation as much as 0.239. In addition, the results showed that there is no significant difference between the scores of life skills and acculturation based on gender, degree of education, education level.

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