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English for Cross-cultural Understanding is designed to help students improve their English proficiency, especially in the reading and vocabulary skill areas, and develop cross-cultural competence. It emphasizes fundamental concepts of cultural competency and practices which students can practice in realistic communication. Additionally, it provides the basis for understanding potential problems in intercultural communication that arise in interactions between people from different cultures. Throughout the book, students are encouraged to apply their language skills to learn various cultural components to increase their understanding of and appreciation for global cultures. They will learn how to integrate and apply this cross-cultural knowledge in communicating and dealing with different people in different situations appropriately.

The content of the book centers around the theme of ‘culture’ under which such subjects as cross-cultural pragmatics, cross-cultural stereotypes, culture shock, cross-cultural conflicts, and reverse culture shock are thoroughly explored. Because these topics are very broad and can be presented from different perspectives, a discussion-based approach will be utilized to fulfill the objectives. Thus, this book is then designed in such a way that invites and urges students to share their ideas and experiences when they come up with each cultural topic. This means, students will learn these topics through the reading of a variety of selections and then be required to explore the topics in detail by participating in comprehensive discussions.
Conceptual Outline of the Book

The book is developed to address a wide range of topics in order to understand intercultural communication problems, to develop intercultural communication competence, and to effectively manage intercultural conflicts.

The book is organized into two parts. Part One deals with Raising Cross-cultural Competence. This part generally provides students with opportunities to learn about international cultures in order to increase their intercultural knowledge. There are five units, the Introduction and a Review Unit. The Introductory Unit is intended to provide warm-up activities and allow students to evaluate their own intercultural knowledge. Units One to Five present the concepts that are critical to the understanding of intercultural pragmatics and conflicts that arise when people from diverse cultures interact. The concepts of culture shock and reverse culture shock are also presented. The content organization in Units One to Five follows the same format. Each unit begins with the ‘Getting Started’ section to elicit students’ schema knowledge and/or vocabulary knowledge related to the contents of the unit. Students will then read two reading selections on the topic relevant to each unit. Through these reading selections, they will learn key words and concepts which help them develop both their language skills and cultural competence. At the end of each unit, there will be an extended activity which challenges them to use their analytical and critical thinking skills to complete the tasks and/or solve problems.

After students have completed Units One to Five, there is a Review Unit. There are learning activities in which students are able to take what they have learnt from engaging with the previous learning tasks and use it in another context or situation. Students need to apply the language skills or cultural knowledge they have acquired to complete the tasks.

Part Two deals with Analyzing a Cross-cultural Case Study. In this part, a case study of an international exchange student is presented to illustrate realistic intercultural issues based upon the student’s experience. Students who use this book will have an opportunity to read the story of an exchange student in different cultural situations presented in the form of a diary. The story of this exchange student was written by the author. There are five units in this part (Units 6-10). The content organization of these units is different from that in Units One to Five. Each unit in Part
Two begins with reading, vocabulary building, reading comprehension questions, and concludes with an extended activity containing thought-provoking questions which require learners to draw upon the knowledge of culture acquired from the previous lessons to answer. This activity facilitates students in the application, expression and expansion of their cross-cultural awareness.
ACKNOWLEDGEMENTS

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2. Assistant Professor Dr. Sawitri Hammond (from Thammasat University)
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UNIT 3: CULTURE SHOCK

Unit objectives:

At the end of the unit, students are expected to be able to:

1. define what culture shock is
2. identify different stages of culture shock
3. identify the causes of culture shock
4. compare and contrast their own culture with others
GETTING STARTED

Answer the following questions and be prepared to share your answers with the class.

1. Have you traveled to another country? Which country or place has the most different culture from yours? Explain it.

2. What is the longest time that you have lived outside of your country (or city)? Share this experience.

3. Do you think you are open to new ideas and different cultures?

4. Have you ever had culture shock? Share it if you have.

5. Suppose one of your friends from Europe goes to your country and will stay there for a while, what kind of culture shock he/she is likely to experience?
READING

You are about to read two different texts regarding culture shock.

Text 1:

You will see these words later in the reading text. It is important to know them so that you will be able to better understand the reading texts.

Match the words with the definitions. Write the correct letters on the lines.

<table>
<thead>
<tr>
<th>WORDS</th>
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<tbody>
<tr>
<td>A. euphoric</td>
<td>B. integration</td>
<td>C. mock</td>
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<tr>
<td>D. animosity</td>
<td>E. isolated</td>
<td>F. allergy</td>
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<tr>
<td>G. insomnia</td>
<td>H. vulnerable</td>
<td>I. absorb</td>
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<td>J. familiarity</td>
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DEFINITIONS

1. _____ strong dislike, opposition, or anger
2. _____ extremely happy and excited
3. _____ to laugh at someone, often by copying them in a funny but unkind way
4. _____ feeling unhappy because of not seeing or talking to other people
5. _____ a good knowledge of something, or the fact that you know it so well
6. _____ a condition that makes a person become ill or develop skin or breathing problems because they have eaten certain foods or been near certain substances
7. _____ when someone is unable to sleep, over a period of time
8. _____ mixing with and joining society or a group of people, often changing to suit their way of life, habits and customs
9. _____ to understand facts or ideas completely and remember them
10. _____ able to be easily physically, emotionally, or mentally hurt, influenced or attacked
CULTURE SHOCK: What’s It?

Definitions:

The term “culture shock” has been defined by many educators and experts as follows:

The term, culture shock, was introduced for the first time in 1958 to describe the anxiety produced when a person moves to a completely new environment. This term expresses the lack of direction, the feeling of not knowing what to do or how to do things in a new environment, and not knowing what is appropriate or inappropriate. The feeling of culture shock generally sets in after the first few weeks of coming to a new place.

‘Culture shock’ is used to describe the emotional rollercoaster that someone experiences when living in a new country. Anyone that has worked and lived in a foreign country will experience culture shock of some sort.

We can describe culture shock as the physical and emotional discomfort one suffers when coming to live in another country or a place different from the place of origin. Often, the way that we lived before is not accepted as or considered as normal in the new place. Everything is different, for example, not speaking the language, not knowing how to use banking machines, not knowing how to use the telephone and so forth.

The symptoms of cultural shock can appear at different times. Although, one can experience real pain from culture shock; it is also an opportunity for redefining one’s life objectives. It is a great opportunity for learning and acquiring new perspectives. Culture shock can make one develop a better understanding of oneself and stimulate personal creativity.
Stages of Culture Shock:

Culture shock has many stages. Each stage can be ongoing or appear only at certain times. The first stage is the incubation stage. In this first stage, the new arrival may feel euphoric and be pleased by all of the new things encountered. This time is called the “honeymoon” stage, as everything encountered is new and exciting.

Afterwards, the second stage presents itself. A person may encounter some difficult times and crises in daily life. For example, communication difficulties may occur such as not being understood. In this stage, there may be feelings of discontent, impatience, anger, sadness, and feeling incompetence. This happens when a person is trying to adapt to a new culture that is very different from the culture of origin. Transition between the old methods and those of the new country is a difficult process and takes time to complete. During the transition, there can be strong feelings of dissatisfaction.

The third stage is characterized by gaining some understanding of the new culture. A new feeling of pleasure and sense of humor may be experienced. One may start to feel a certain psychological balance. The new arrival may not feel as lost and starts to have a feeling of direction. The individual is more familiar with the environment and wants to belong. This initiates an evaluation of the old ways versus those of the new.

In the fourth stage, the person realizes that the new culture has good and bad things to offer. This stage can be one of double integration or triple integration depending on the number of cultures that the person has to process. This integration is accompanied by a more solid feeling of belonging. The person starts to define him/herself and establish goals for living.

The fifth stage is the stage that is called the “re-entry shock.” This occurs when a return to the country of origin is made. One may find that things are no longer the same. For example, some of the newly acquired customs are not in use in the old culture.
These stages are present at different times and each person has their own way of reacting in the stages of culture shock. As a consequence, some stages will be longer and more difficult than others. Many factors contribute to the duration and effects of culture shock; for example, the individual’s state of mental health, type of personality, previous experiences, socio-economic conditions, familiarity with the language, family and/or social support systems, and level of education.

However, some experts agree that culture shock has four stages and all agree that once people get beyond the initial and most difficult stages, life in a new country becomes a lot better.

Outlined below is another example of the stages people go through with culture shock:

**Stage 1 - Excitement**

The individual experiences a holiday or ‘honeymoon’ period with their new surroundings. They:

- Feel very positive about the culture
- Are overwhelmed with impressions
- Find the new culture exotic and are fascinated
- Are passive, meaning they have little experience of the culture

**Stage 2 - Withdrawal**

The individual now has some more face to face experience of the culture and starts to find things different, strange and frustrating. They:

- Find the behavior of the people unusual and unpredictable
- Begin to dislike the culture and react negatively to the behavior
- Feel anxious
- Start to withdraw
- Begin to criticize, mock or show animosity to the people
Stage 3 - Adjustment

The individual now has a routine, feels more settled and is more confident in dealing with the new culture. They:

- Understand and accept the behavior of the people
- Feel less isolated
- Regain their sense of humor

Stage 4 - Enthusiasm

The individual now feels ‘at home’. They:

- Enjoy being in the culture
- Function well in the culture
- Prefer certain cultural traits of the new culture rather than their own
- Adopt certain behaviors from the new culture

Symptoms of culture shock:

Those who suffer from culture shock may develop the following symptoms.

Sadness, loneliness, melancholy
Aches, pains, and allergies
Insomnia, desire to sleep too much or too little
Changes in temperament, depression, feeling vulnerable, feeling powerless
Anger, irritability, resentment, unwillingness to interact with others
Identifying with the old culture or idealizing the old country
Loss of identity
Trying too hard to absorb everything in the new culture or country
Unable to solve simple problems
Lack of confidence
Feelings of inadequacy or insecurity
Developing stereotypes about the new culture
Developing obsessions such as over-cleanliness
Longing for family
Feelings of being lost, overlooked, exploited or abused

(Adapted from: http://www.kwintessential.co.uk/cultural-services/articles/cultureshock-stages.html)

Choose the best answer choice.

1. What does the term ‘culture shock’ express?
   A. A lack of direction
   B. A feeling of not knowing what and how to behave
   C. A feeling of not knowing what is appropriate
   D. All of the above are correct.

2. Culture shock is used to describe the emotional rollercoaster that someone experiences when living in a new country.
   What does the word “rollercoaster” mean?
   A. A situation in which a person’s feelings change from one extreme to another
   B. A situation which people extremely love their country and are really proud of it
   C. An illness of mind which people have to face consciously when losing something
   D. An attempt to adjust themselves when people enter a new modernized country

3. Which of the followings is the first stage of culture shock?
   A. A person probably encounters difficult times and crises in daily life.
   B. A person starts to understand the new culture with a feeling of pleasure.
   C. A person may feel very excited and pleased by all the new things.
   D. A person realizes that the new culture has good and bad things to offer.
4. “People start learning what the new culture is like, and they feel a psychological balance including wanting to belong to that culture.”

What stage of culture shock does this statement refer to?

A. Stage 1  
B. Stage 2  
C. Stage 3  
D. Stage 4

5. According to the five stages of culture shock, which stage seems to be the toughest one?

A. Stage 1  
B. Stage 2  
C. Stage 3  
D. Stage 4

6. Which of the following is NOT an example of the ‘Enthusiasm’ stage?

A. Enjoy being in the culture  
B. Be overwhelmed with impressions  
C. Get along well with people  
D. Adopt some habits from the new culture

7. If a person becomes annoyed very easily when faced with a culture shock, s/he is probably feeling

A. irritable  
B. melancholy  
C. depressed  
D. overlooked
Now answer the following questions.

1. Define ‘culture shock’ in your own words.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

2. How many stages of culture shock are mentioned in the reading selection? What are they?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Text 2:

You will see these words in the reading passage. It is important to know them so that you will be able to better understand the reading text.

Match the words to the definitions. Write the correct letters on the lines.

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<td>D. congestion</td>
<td>E. trauma</td>
<td>F. discreet</td>
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<tr>
<td>G. guilty</td>
<td>H. depersonalized</td>
<td>I. perpetual</td>
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English for Cross-Cultural Understanding

In English for Cross-Cultural Understanding, the importance of understanding cultural differences (cross-cultural content) is emphasized. It is crucial for learners to recognize the role of culture in communication. Understanding cultural nuances helps in avoiding misunderstandings and miscommunications.

The book aims to bridge the gap between different cultures. It provides practical tips and scenarios for effective communication. By covering various topics such as greetings, personal space, and social interactions, the book equips learners with the skills needed to navigate cross-cultural situations.

Through real-life examples and exercises, learners can practice their language skills in a cultural context. This approach not only enhances their language proficiency but also prepares them for real-world encounters where cultural awareness is essential.