

CULTURE SHOCK OF INTERNATIONAL
STUDENTS IN CANADA

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Dedication

This research project is dedicated to the six international students who participated in the focus group interview. Without sharing their stories with me, this project would not have been possible. Thank you very much.

Abstract

Culture Shock of International Students in Canada

Although the immigrant's orientation to the Canadian way of life forms a part of ESL classes, we still tend to think and speak separately of learning a second language and learning a new culture. Moreover, while acquisition of ESL is addressed by linguists and psychologists, very little research has occurred to date on the process of immigrant's acquisition of a new culture. And yet, it is held by many ESL teachers that the difficulties of 'learning the culture' upstage even the difficulties of learning English as a Second Language. (Disman, 1982, p. 71)

As the number of international students increases in Canada and the number of English as a Second Language (ESL) students continues to grow in both private and public institutions, a demand for culture shock understanding is necessary by both teachers and educational institutions that deal with international students. "If language shock and cultural shock are not overcome and if the learner does not have sufficient and appropriate motivation and ego-permeability, then he will not fully acculturate and hence will not acquire the second language fully" (Schumann, 1981, p. 34).

This study examines international students' experiences in one Canadian university. The foci of the study are to determine what factors contribute to culture shock and to explain the ways in which students deal with culture shock. The study also identifies international students' perceptions of how they feel teachers and educational institutions can improve in order to better facilitate the international students' induction into the new cultural milieu.

The participants for this study were chosen through a screening survey from an "advanced" group of students at a university in Western Canada. From a group of 24 students, six were chosen to participate in a focus group interview. Each of the participants selected has been identified as having experienced some degree of culture shock.

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Introduction

A diversification among human communities is essential for the provision of the incentive and material for the Odyssey of the human spirit. Other nations of different habits are not enemies; they are godsend.

Alfred North Whitehead, 1861 - 1947
(Cunningham, 1991, p.1)

Need for the Study

From their very beginnings, universities and colleges have been international communities. Modern post-secondary institutions still reflect many of the trappings of their medieval ancestors at Bologna, Paris and Oxford. Students flocked to centers of higher learning from all over Europe, or followed the nomadic habits of some of the great teachers of the day, moving from place to place as conditions dictated. This practice of seeking out the best centers of education, wherever they may be, has continued throughout the centuries as higher education has spread to embrace all countries. (Cunningham, 1991, p. 1)

International students arriving in Canada at various educational institutions face a variety of difficulties during their period of study in this country. A large number of the international students who study in Canadian universities or colleges will begin their studies in an English as a Second Language (ESL) program either at a private institution or at a recognized college or university. The first year in a foreign country can be very exciting and rewarding, or it can be a very devastating experience when one is faced with culture shock and unable to cope or adjust.

Purpose of the Study

The purpose of this research project is to gain an insight into the factors that contribute to culture shock for international students during their period of study in Canada,

and how these students deal with culture shock. This study will also identify what international students think teachers and educational institutions can do to help international students better adjust during their period of study in Canada. The following questions will be addressed in the study:

1. What factors contribute to culture shock for the international student?
2. How do international students try to cope with culture shock?
3. What do international students in Canada think teachers can do to help them better adjust to the new cultural milieu?
4. What do international students in Canada think educational institutions can do to help international students better adjust to the new cultural milieu?

Design of the Study

For this study, it was imperative to interview international students who were showing signs of culture shock in order to answer the research questions most effectively. In order to keep subject numbers practicable, a screening survey was administered to a group of international students studying ESL at a university in Western Canada. From the screening process the researcher was able to choose six students who were showing some indication of culture shock (For further details of this screening process, see the section in chapter three on “Screening the Candidates”). These students were chosen to participate in a focus group interview.

Limitations of the Study

1. The study was limited to a small sample of international students studying at one university in Western Canada.
2. Students chosen to participate were limited to the advanced level of ESL

classes, as they were able to make their ideas and opinions more clearly understood.

Organization of the Study

This study has been divided into five chapters. The first chapter introduces the research study and identifies the questions to be addressed in the research. Chapter two examines the literature related to culture shock. The third chapter explains the methodology used in order to complete the research for the study. Chapter four presents the information gathered from the focus group interviews. The final chapter, chapter five, offers conclusions and recommendations emanating from the interviews with regard to the research questions.

Review of the Literature

We do not know much about what occurs in the brain of a second language learner; but we may reflect on what is happening in the mind of such a learner. In other words, we may ask about his or her emotional responses to and perceptions of the first and second language. And, as well, we may invite the immigrants to answer these questions in his or her own words. (Disman, 1982, p. 71)

What is Culture Shock?

Culture shock, as defined by Kohls (1984), is “the term used to describe the more pronounced reactions to the psychological disorientation most people experience when they move for an extended period of time into a culture markedly different from their own” (p.

63). Furnham and Bochner (1986) state that:

the culture shock ‘hypothesis’ or ‘concept’ implies that the experience of a new culture is an unpleasant surprise or shock, partly because it may lead to a negative evaluation of one’s own culture. Like the related concepts of ‘jet-lag’ and ‘alienation’, ‘culture shock’ is a term used by the lay person to explain, or at least label, some of the more unpleasant consequences of travel. However, like a lot of pseudo-psychological jargon (e.g. ‘nervous breakdown’), it is more a generic expression connoting much and signifying little - a term which in attempting to explain all, fails to explain a great deal. (p. 47)

Locke and Feinsod (1982) characterize culture shock as:

any notable change in affect, thinking, or behavior which can be attributed to exposure to an unfamiliar environment and/or separation from a familiar one. This stress-induced disorder derives from an inability to perceive and interpret cultural cues and an unfamiliarity with culturally normative behavior. This disturbance is generally transient in nature, abating after a period of adjustment to the new environment or upon returning home. (p. 816)

The first to use the term 'culture shock' is an anthropologist named Oberg who in 1960 mentions six aspects of culture shock. These aspects, found in Furnham and Bochner (1986), are:

1. *Strain* due to the effort required to make necessary psychological adaptations.
2. A *sense of loss* and *feelings of deprivation* in regard to friends, status, profession and possessions.
3. Being *rejected* by/and or rejecting members of the new culture.
4. *Confusion* in role, role expectations, values, feelings and self-identity.
5. *Surprise, anxiety, even disgust and indignation* after becoming aware of cultural differences.
6. *Feelings of impotence* due to not being able to cope with the new environment. (p. 48)

Culture shock is precipitated when one loses fluency in the familiar ways in which people interact in daily social situations. These situations include the way in which one greets people, what to say in certain situations, how to react to fellow classmates, how to make purchases in a store, how to accept and refuse invitations, how to bank, when to take people seriously and when not to, and so on. These cues of daily life are acquired while one is growing up and not only include the language, but also gestures, facial expressions and customs of one's culture. These cues are as important as the language one speaks and the beliefs one holds. We rely on these cues in order to carry on our daily routines efficiently, and most people are not conscientiously aware of their importance in daily life. (Oberg, 1986).

Some examples of the symptoms of culture shock include: a concern over the food of the host country, contact with members of the host country, a feeling of helplessness and the need to depend on people from one's own country, becoming angry rather quickly due to a delay in trying to accomplish a simple task, a feeling of not wanting to learn the language of the host country, a fear of being taken advantage of or cheated, an over concern with simple physical ailments, and the great need to be back in one's own country in order to enjoy the food, shop in a familiar environment, be able to visit friends and family and to be able to talk to someone who can really understand them. (Oberg, 1986).

Since Oberg introduced the term 'culture shock', other researchers have viewed culture shock as a normal reaction to a new environment and "as part of the routine process of adaptation to cultural stress and the manifestation of a longing for a more predictable, stable and understandable environment" (Furnham and Bochner, 1986, p. 49).

Other researchers have tried to improve on Oberg's definition of culture shock. Guthrie (1975) used the term culture fatigue, Smalley (1963) language shock, Byrnes (1966) role shock and Ball-Rokeach (1973) pervasive ambiguity. In doing so, these researchers have identified slightly different problems - language, physical irritability, role ambiguity - rather than trying to determine how, why or when people experience culture shock. (Furnham and Bochner, 1986).

Culture shock is originally an emotional reaction that is a result of not being able to understand, control or predict ones' behavior. When circumstances are not relevant or applicable, the individual's behavior becomes 'unusual'. Both the physical setting, (home, school, stores or office) are unfamiliar as well as the social environment (etiquette and ritual). Culture shock is a "stress reaction where salient psychological and physical rewards are generally uncertain and hence difficult to control or predict" (Furnham and Bochner, 1986, p. 49). As a result individuals become anxious, confused and show little emotion or interest in the host culture until they have had sufficient time in order to develop an awareness and understand appropriate behavior in their environment. (Furnham and Bochner, 1986).

Every person will react differently to culture shock and for some it will be short lived and will not be very noticeable. However, for many people placed in an unfamiliar environment, it will be a significant event and something they must deal with over a period of time that can range from a few months to well over a year. Culture shock is something that people must be willing to go through in order to fully understand and appreciate other countries and other cultures in depth. (Kohls, 1984).

Everyone suffers frustration from time to time. Even though they are related and very similar in emotional content, culture shock is different from frustration. We can

always find an action or a cause that has resulted in frustration and this frustration goes away when we have solved the situation or when we have eliminated the cause. (Kohls, 1984).

Kohls (1984) states the following as common causes of frustration:

- the ambiguity of a particular situation
- the actual situation not matching preconceived ideas of what it would be like
- unrealistic goals
- not being able to see results
 - because of the enormity of the need
 - because of the nature of the work
 - because of the shortness of time of one's involvement
- using the wrong methods to achieve objectives (i.e., methods which are inappropriate to the new culture). (p. 64)

Frustration may be uncomfortable, but it is generally short-lived, in comparison to culture shock.

Culture shock consists of two distinctive features. The first being that it is not a result of a specific event or of a series of events. It is a result of encountering, organizing, perceiving or valuing things which are different from one is used to. The second distinctive feature of culture shock is that it does not hit all of a sudden or have one single cause. It is a result of a variety of small events which build up slowly and are difficult to identify. (Kohls, 1984).

Culture shock is a result of a number of situations. One is the cutting off of the individual from the cultural cues and normal patterns of daily life with which he/she is familiar, especially the subtle ways of being able to express oneself and feelings. It is also a result of living, studying or working for an extended period of time in a situation that is uncertain or indefinite. It is also a result of having ones' values questioned in the new environment. Finally, it is a result of continually being placed into situations in which one is expected to function at a normal rate of productivity without being adequately prepared or educated for the new environment.

Culture shock does not hit suddenly; the acquisition of culture shock progresses slowly. In the beginning stages of being in new surroundings, one's first reaction may be

that of “How quaint!”. With time, people begin not to see the similarities but rather to find the differences between themselves and the people of the host country. The final stages of this experience result in selecting a few of the most troublesome difficulties and then blowing them way out of proportion. It is at this stage that the person is in great distress. This is the period when the host culture becomes the scapegoat for all the problems and difficulties that the individual encounters. This is when culture shock has set in. (Kohls, 1984).

Some of the symptoms that may be observed in severe cases of culture shock, as noted by Kohls (1984), are:

- Homesickness
- Boredom
- Withdrawal (e.g., spending excessive amounts of time reading; avoiding contact with host nationals)
- Need for excessive amounts of sleep
- Compulsive eating
- Compulsive drinking
- Irritability
- Exaggerated cleanliness
- Marital stress
- Family tension and conflict
- Chauvinistic excesses
- Stereotyping of host nationals
- Hostility toward host nationals
- Loss of ability to work effectively
- Unexplainable fits of weeping (p. 65)

Not every person living in a foreign environment will experience severe culture shock, many only experience a few of the above mentioned symptoms. Many people are able to cope with the various situations they encounter in the new environment but, for others, culture shock is a reality. In this instance, there are three things that people should be aware of. They are:

1. the symptoms listed above might occur,
2. culture shock is something that to some degree is inevitable, and
3. the reactions from culture shock are emotional and are not easily manageable. (Kohls, 1984).

For the purpose of this study the researcher defines culture shock as “anxiety and frustration caused by being placed in an unfamiliar environment and dealing with the daily activities that one is faced with in order to survive”.

Stages of Culture Shock

Furnham and Bochner (1986) have outlined the four stages of culture shock that people will go through while living in a new land. They include:

1. Honeymoon stage
2. Crisis
3. Recovery
4. Adjustment (p. 131)

The honeymoon stage is a natural state of mind when a person is planning to do something new such as a vacation, setting out to teach in a foreign land or going overseas to study a new language. At this stage people have a very positive mind set and their enthusiasm for being in the new culture may be too great. At this stage everything in the host country is new and exciting. It is a period when sojourners notice the similarities between their country and the host country. They also feel that people are just people and very much alike everywhere. This state of initial euphoria will last from a couple of weeks to a couple of months. Yet, eventually each person will reach the end of this stage and enter the second stage of irritability and hostility. (Kohls, 1984).

In the second stage of crisis, individuals will start moving from noting the similarities of the home country and the host country to noting the differences between each land. Little things will start to bother them and minor difficulties that they might have encountered back home now feel like catastrophes. This is the stage which is usually identified as “culture shock”. As Oberg (1986) states:

It is then that the second stage begins, characterized by a hostile and aggressive attitude towards the host country. This hostility evidently grows out of the genuine difficulty which the visitor experiences in the process of adjustment. There is maid trouble, school trouble, language trouble, house trouble, transportation trouble, shopping trouble, and the fact that people in the host country are largely indifferent to all these troubles. They help but

they just don't understand your great concern over these difficulties. Therefore, they must be insensible and unsympathetic to you and your worries. The result, "I just don't like them." You become aggressive and band together with your fellow countrymen and criticize the host country, its ways, and its people. But this criticism is not an objective appraisal but a derogatory one. Instead of trying to account for conditions as they are through an honest analysis of the actual conditions and the historical circumstances which have created them, you talk as if the difficulties you experienced are more or less created by the people of the host country for your special discomfort. (p. 3)

If an individual survives stage two of culture shock and has not returned to his/her home country they may find themselves entering the third stage, referred to as recovery. The transition to this stage of culture shock is usually a very gradual one and at first they may not even be aware that it is happening. Once they have orientated them self to their environment the culture becomes more familiar. At this point they feel comfortable in their new surroundings and less isolated from it. Their sense of humor returns and the realization that the situation is not as hopeless as they once felt. (Kohls, 1984).

This stage of recovery usually occurs when individuals pick up some of the language and are able to get around on their own without relying on someone else for help. As Oberg (1986) states:

The visitor still has difficulties but he takes a 'this is my cross and I have to bear it' attitude. Usually in this stage the visitor takes a superior attitude to people of the host country. His sense of humor begins to exert itself. Instead of criticizing he jokes about the people and even cracks jokes about his or her own difficulties. He or she is not on the way to recovery. And there is also the poor devil who is worse off than yourself whom you can help, which in turn gives you confidence in your ability to speak and get around. (p. 4)

In the fourth stage of adjustment, individuals are able to function in the new culture with confidence. They actually begin to enjoy the customs, the culture and the way of life of the host country. It is at this stage that they have become somewhat acculturated to the host country. Once they have reached this stage, it may even be difficult to return to

their home country as they may experience “reverse culture shock”. In some cases where the individual has adjusted very well to the new culture, a return back to his/her own culture may cause greater distress than the original culture shock that they experienced. (Kohls, 1984).

Oberg (1986) adds:

In the fourth stage your adjustment is about as complete as it can be. The visitor now accepts the customs of the country as just another way of living. You operate within the new milieu without a feeling of anxiety, although there are moments of strain. Only with a complete grasp of all the cues of social intercourse will this strain disappear. For a long time the individual will understand what the national is saying but he is not always sure what the national means. With a complete adjustment you not only accept the foods, drinks, habits, and customs but actually begin to enjoy them. When you go on home leave you may even take things back with you and if you leave for good you generally miss the country and the people to whom you became accustomed. (p. 4)

In summary, it is inevitable that each individual will experience the four stages of culture shock as described above. The experiences will be different and the length of time in each stage will vary, but if one remains in the host country long enough he/she will inevitably reach the fourth stage of ‘adjustment’.

Coping with Culture Shock

When you learn another language, you learn another culture. Part of me is French, and part of me is American. Sometimes I think my home is an island in the middle of the Atlantic.”

Kit Ballard, an 18-year-old senior
(Damen, 1986, p. 211)

Living in a foreign land is an incredible experience, but for most people this experience will also include some difficulties to varying degrees. Coping with various situations is one form of getting through culture shock. Culture shock is inevitable to some degree and there is no absolute solution as to how to avoid it. But there are certain things people can do to adjust to their new surroundings. Kohls (1984) outlines five steps

for dealing with the reality of culture shock. While written for an American audience, this is readily adaptable and applicable to any foreign national entering a new and different cultural milieu. They are:

1. "Know Thy Host Country" and pursue your information - gathering assiduously. One of the best antidotes to culture shock - though when you're in the midst of it this may not make sense - is knowing as much as possible about where you are.
2. Begin consciously to look for logical reasons behind everything in the host culture which seems strange, difficult, confusing, or threatening. Even if your "reason" is wrong, it will reinforce the positive attitude that in fact there is a logical explanation behind the things you observe in the host culture. Take every aspect of your experience and look at it from the perspective of your hosts. Find patterns and interrelationships. Relax your grip on your own culture a little in the process. There's no way you can lose it (any more than you could forget to speak English), but letting go a bit may open up some unexpected avenues of understanding.
3. Don't succumb to the temptation to disparage the host culture. Resist making jokes and comments ("well, what else would you expect from these people?") which are intended to illustrate the stupidity of the "natives," and don't hang around the Americans who do make them; they will only reinforce your unhappiness. Every post or American enclave has a number of people who have not been able to adjust to the country and who sit around waiting for the next boatload of American greenhorns to arrive so they can indoctrinate them on the "stupidity of the native." You see, they have high stakes in your discontent for, if they can get you to parrot back their gripes, it proves them right. Avoid these people like the plague! The sickness they are attempting to spread is far worse than any culture shock you will ever experience.
4. Identify a host national (a neighbor, someone at work, a friendly acquaintance) who is sympathetic and understanding, and talk with that person about specific situations and about your feelings related to them. Talking with Americans can be helpful but only to a limited extent. Your problem lies in your relationship to the host culture.
5. Above all, have faith - in yourself, in the essential good will of your hosts, and in the positive outcome of the experience. (p. 69)

In experiencing culture shock, there is a great advantage when individuals understand what is happening and are able to deal with it. Once they realize that their trouble and difficulty is due to their own lack of understanding of the host culture and their own lack of being able to communicate within this culture they themselves can gain this understanding and ability to communicate. The sooner that an individual accomplishes this, the sooner culture shock will disappear. (Oberg, 1986).

The biggest question is how to get over culture shock? An excellent way is getting to know the people in one's new environment. This may be difficult in many cases as the language barrier interferes in this process. As Oberg (1986, p. 8) states "this task alone is quite enough to cause frustration and anxiety, no matter how skillful language teachers are in making it easy for you".

Once individuals begin being able to speak and communicate with the people they encounter on a daily basis and are able to get around the city or country by themselves, the more they will feel confident in their new environment and gradually they will be able to understand the culture of the 'other' people better. But as Oberg (1986) states:

the visitor should never forget that he or she is an outsider and will be treated as such. He or she should view participation as playing a role. Understanding the ways of people is essential but this does not mean that you have to give up your own. What happens is that you have developed two patterns of behavior. (p. 9)

Culture Shock and the Classroom

Culture shock - or the shock of the new - is a common experience for those learning a second language in a second culture. Anger, unhappiness, frustration, and even illness may announce its presence. But, the stages by which cultural adjustment is achieved and culture shock overcome may provide clues to the existence of a cultural critical period - a period well suited to language mastery, according to recent research. Thus, the ESL teacher must be aware of the stages of cultural learning of each student in order to give assistance in advancing from anger to adjustment and mastering the language along the way. (Damen, 1982, p. 3)

As the number of foreign students studying ESL in North America increases, it is crucial that the language instructors with whom and the institutions in which they study understand and meet the needs of these international students. Since the greatest part of students' days will be spent in a classroom, it is imperative to make the setting in which the English language will be studied comfortable, enjoyable and non-threatening. Some people question the number of international students on campuses in Canada today but as David Crombie states as quoted in Cunningham (1991):

There is no argument from anybody on the importance of international students. Everyone agrees ... that foreign students enrich all of our higher education: they benefit the economics of the communities in which they live; they strengthen Canada's relations with their home countries; they help Canada's competitive position in world trade; they represent a vital part of this country's development assistance. No one has any difficulty with understanding the importance of international students. (p. 1)

As Cunningham (1991, p. 2) states when talking about international students "we have an ethical responsibility to welcome our guests and to see that their academic, social, physical and spiritual needs are met, such that they derive maximum benefit from their sojourn in Canada". The same researcher (1991) outlines four things which educational institutions should be obligated to provide to the international student. These include:

- 1) Provide all international students with accurate information and ongoing support in all matters related to their legal status and obligations while in Canada, and to their special status as international students on campus.
- ② Facilitate mutually satisfying relationships between international students and Canadian students and among various nationality groups of international students.
- 3) Encourage the development of meaningful and continuing relationships between international students and the community.
- ④ Encourage international students to work together to express their needs and concerns and make them known to appropriate authorities on campus and in the community. (p. 2)

It seems that institutions in North America are now widely accepting international students on campuses across the continent yet, are we meeting the needs of these students? Educators and educational institutions must evaluate the current situation to see if international students are being assisted in their integration on campuses and within communities, or if they are being left alone to deal with integrating in their new environment. In a survey of international students at Canadian universities in 1988 by the Canadian Bureau for International Education (CBIE), international students were asked “to indicate their awareness, utilization and evaluation of ... facilities or services” that were available on their campus. From the survey it was found that a large number of respondents to the survey had never used or heard of these facilities during the current academic year. The survey also reported that 40% of the students voiced that they did not receive ‘adequate reception or orientation’. It was also found that the same number stated that there were ‘inadequate personnel or resources for international students’. (Cunningham, 1991).

Another survey conducted at the University of Alberta in 1986-87 showed that most of the international students on campus had never heard of or had never used most of the services and the facilities that were available for them. In the survey conducted by the CBIE in 1988 it was found that 70% of the international students said their experience in Canada was positive, leaving 30% stating that their stay was negative. (Cunningham, 1991).

It is this 30% of the international student population that should be of great concern for teachers and educational institutions across North America. As the Organization for Economic Development states:

The point [has been] made that foreign students are not new markets to be exploited to fill up excess capacity. Rather, they are full partners in internationalization and we should seek their satisfaction, not their gratitude. (Cunningham, 1991, p. 3)

Although trying to meet the needs of all the students in their classroom is a demanding job for educators, they must still be observant and listen to international students. In most cases these students have come on their own to a foreign land and have

no relatives or close friends to whom they can turn in time of need.

Culture shock is real and takes various forms. Many second language instructors in Canada have never felt what it is like to experience culture shock. Additionally, for the international student experiencing culture shock, denial is very common. Let's look at, listen to, and hear what these students have to say.

The following chapter will look at the methodology and procedure used to gather the data from the focus group interview.

Methodology and Procedure

The purpose of this study is to document the perceptions of international students studying in Canada on what factors contribute to culture shock, how to cope with culture shock and what educators and educational institutions can do to help students experiencing culture shock. A focus group interview methodology will be employed. In this chapter, the methodology and procedures are explained and the data collection and analysis procedures are presented.

The Qualitative Research Method in Education

Qualitative researchers in education try to gain insightful interpretations of the actions of people and the beliefs and values associated with their actions. Bogdan and Biklen (1982) suggest that qualitative research methods in education have the following characteristics:

1. Qualitative research has the natural setting as the direct source of the data and the researcher is the key instrument.
2. Qualitative research is descriptive.
3. Qualitative researchers are concerned with the process.
4. Qualitative researchers analyze their data inductively.
5. Qualitative researchers' main concern is meaning. (p. 67)

A qualitative research methodology was used in this study in order to access, at a meaningful and personal level, the experiences that a group of international students had while studying in Canada (an access not readily accorded by quantitative research methods). Through analysis and interpretation of their reporting of these experiences, the researcher was able to try and answer the research questions posed in chapter one. A focus group interview was used to gather this information.

Focus Group Interviews

The focus group interview is an in-depth interview that can be used to gather information on what participants think and why they think as they do about a particular service, product, idea, or commonly held experience. It is a qualitative research method that can be integrated with other research procedures or be used alone. The data generated from focus group interviews cannot be generalized to a larger population but can give detailed information about the groups interviewed. (Connaway, 1996, p. 231)

“The focus group interview is an in-depth, face-to-face interview of a purposive sampling of a target population” (Connaway, 1996, p. 231). The target population for this study was a group of international students who showed some indication that they had or are having some degree of culture shock. As Connaway (1996) states:

The discussion is carefully planned and focused on a particular topic to explore the perception of the interviewees in a non threatening, permissive environment. Group members led by a moderator interactively discuss and respond to ideas and comments based on topics that are supplied by the researcher. (p. 231)

It is suggested that focus group interviews last between 90 and 120 minutes and that the basic element is a table which is necessary for the interview process. The site should be accommodating for both the interviewer and the interviewees. It must be a comfortable area and paper should be made available to the participants. (Connaway, 1996).

It is important that the researcher clearly understand his/her goal in the interview process and follow these basic guidelines, as outlined by Connaway (1996):

1. ask questions and guide the discussion but remain neutral.
2. select statements and questions to probe and explore topics in order to obtain the desired information.
3. be trained in the focus group interview technique.
4. be a good communicator who puts the interviewees at ease and encourages them to share their ideas.
5. introduce any observers.
6. discuss the purpose of the interview.
7. inform the group of the use of audiotape or videotape recording equipment, as well as introduce the note taker. (p. 232)

Selecting the Candidates

Potential participants or candidates for this study were selected from international students who were studying ESL through the language center at a university in Western Canada. Permission was obtained from the manager of the language center as well as the instructor in charge of these students, in order to conduct this research.

Screening the Candidates

The group should consist of six to twelve people chosen for homogeneity in backgrounds, not homogeneity in attitudes toward the topics discussed in the interview. The participants must be screened and chosen with care in relation to the research question. The literature suggests the coordinators of focus group interviews develop a screening questionnaire, identify more potential participants than actually needed, and notify the selected participants again before the scheduled interviews for confirmations. (Connaway, 1996, p. 231)

A screening questionnaire (Appendix A) was distributed to 24 international students and based on the responses of the students, six were selected and asked to participate in the focus group interview. The researcher met with all six of the students beforehand and informed them how the data would be assessed and used. A consent form was signed by each participant who took part in the focus group interview (Appendix B).

Referring to the screening questionnaire, items one through five were asked to gain personal information. Questions six through 20 were developed based on the social and affective variables that Schumann (1981) believes are main factors in the process of becoming bilingual. By formulating the questions on the screening questionnaire, based on the social and affective variables, the researcher was able to choose the participants most likely to have had some difficulty in adapting to their new environment. These variables as stated by Schumann (1981) are:

1. social dominance
2. three integration strategies: assimilation, preservation and adaptation.
3. enclosure
4. cohesiveness and size

5. congruence and similarity
6. attitude
7. intended length of residence in the country
8. language shock
9. culture shock
10. motivation
11. ego permeability (p. 29)

Questions six to ten and 11, 12, 17, 18 and 20 were all designed to understand the social variables relative to the students involved in adapting to another culture.

Question six deals with social dominance. As Schumann (1981, p. 30) says “if the 2LL (second language learning) group is politically, culturally, technically or economically superior (dominant) to the TL (target language) group then it will tend not to learn the target language.” Therefore, if the students indicate through their response to this question that they feel their own culture is superior to Canadian culture, some indication of adapting to their present surroundings may pose a problem.

Questions seven and 17 deal with three integration strategies which include assimilation, preservation and adaptation. If the 2LL group assimilates with the TL group maximum contact between the two groups takes place and enhances the acquisition of the TL. If the 2LL preserves its own lifestyle, then contact between the two groups is limited, making it unlikely that the 2LL group will acquire the TL group’s language. If the 2LL group chooses adaptation, they will adapt to the lifestyle and values of the TL group but at the same time keep their own lifestyle and values for contact amongst their own group members. This strategy will result in a varying degree of acquiring the language of the target group. (Schumann, 1981).

Questions eight and 20 look at enclosure within acculturation. This refers to the relative degree of association of the 2LL group and the TL group in terms of sharing the same recreational facilities, churches, hobbies, etc. As Schumann (1981) states:

If the two social groups share these social constructs then enclosure is said to be low, contact between the two groups is enhanced and acquisition of the target language by the 2LL group is facilitated. However, if the two groups have different churches, schools, clubs, recreational facilities, crafts, professions and trades then enclosure is

said to be high, contact between the two groups is limited and opportunities for acquisition of the target language are reduced. (p. 31)

Question nine examines cohesiveness and size. If the 2LL group is cohesive, its members tend to stick together and remain away from the TL group. As well, if the 2LL group is large, its members tend to stick together as a group. Schumann (1981, p. 31) says “both these situations will reduce the opportunities for acquisition of the target language”.

Question ten deals with the perceived congruence and similarity between the two groups. As Schumann (1981, p. 31) says “If the two cultures are similar or perceived as such, then social contact between the two is more likely and second-language learning will be facilitated”.

Questions 11 and 18 look at the attitudes of the students. If they feel positive towards the TL group culture, then it will be easier to acquire that group’s language. (Schumann, 1981).

Question 12 deals with the intended length of residence in the TL country. As Schumann (1981) states:

If the 2LL group intends to remain for a long time in the target language area, it is likely to develop more extensive contacts with the TL group. Therefore, an intended lengthy residence in the target language area would tend to promote second-language learning. (p. 31)

Questions 13, 14, 15, 16 and 19 focus on students’ affective variables involved in acculturation.

Question 13 deals with language shock. This is mainly evident in the young adult or adult who is afraid to speak the language. As Schumann (1981, p. 32) states “adults speaking a second language are often haunted by doubts as to whether their words actually reflect their ideas”.

Question 14 directly examines whether students are experiencing some degree of

culture shock. If students find themselves in a dependent state, stress is more likely to occur. (Schumann, 1981)

Questions 15 and 19 deal with the motivation of students, involving students' reasons for studying the language. As Gardner and Lambert identified, as reported in Schumann (1981), there are:

two motivational orientations for second-language learning [exist] - an integrative motivation and an instrumental motivation. An integratively-orientated learner wants to learn the second language in order to meet with, talk to, find out about and, perhaps, become like speakers of the target language whom he both values and admires. An instrumentally-oriented learner is one who has little interest in the people who speak the target language, but wants to learn the language for more utilitarian reasons such as getting ahead in his occupation or gaining recognition from his own membership group. (p. 32)

In this case the student who is integratively motivated will be “the more powerful of the two because it implies a desire to integrate with speakers of the target language” (Schumann, 1981, p. 32). While some studies (for example, Krashen [1965]) done in contextually different circumstances arrive at the opposite conclusion of Gardner and Lambert respecting the 2LL power of integrative as opposed to instrumental orientation, this researcher still holds as valid their findings regarding the 2LL powerfulness of integrative orientation relative to the subjects and context of this study.

The final question, number 16, looks at the ego-permeability of the student. This attempts “to explain the ability of some people to acquire native-like pronunciation in a second language” (Schumann, 1981, p. 33). As Schumann (1981) also states:

if language shock and cultural shock are not overcome and if the learner does not have sufficient and appropriate motivation and ego-permeability, then he will not fully acculturate and hence will not acquire the second language. (p. 33)

The questions used in this study, derived from the above mentioned theoretical bases, were designed in order to determine which students were most likely having difficulty acquiring the second language and adapting to their new environment. From the 24 students who completed the survey, the researcher then chose the six students who were

most likely having some difficulty with the second language learning process based on Schumann's social and psychological factors that constitute acculturation. Six participants were selected in order to keep the group relatively small so the participants would not feel reluctant to share their stories with each other. Another factor involved was that of the availability of the participants and the researcher's time.

The Focus Group Interview in this Study

The focus group interviews should not only address the issues the researcher has identified, but should also introduce topics that the researcher has not anticipated. (Connaway, 1996, p. 233)

The questions for the focus group interview (Appendix C), were designed to give specific examples of factors contributing to culture shock, how students can cope with culture shock and what students think teachers and educational institutions can do to help international students who are experiencing culture shock. It also gives students the opportunity to express any other ideas or feelings they have regarding being international students in Canada and the idea of culture shock.

The questions were prepared to be more of an outline of what would be asked at the focus group interview. It was not intended to go through each question individually but the questions asked would be chosen by the researcher based on the dialog emanating from the focus group. Prior to the focus group interview, these questions as well as the screening questionnaire were field-tested with two international students chosen at random.

The questions were divided into five categories (A through E). Each of the first four categories pertained specifically to the questions of the research as follows:

- Part A: Causes of Culture Shock
- Part B: Coping with Culture Shock
- Part C: Culture Shock and the Classroom
- Part D: The Educational Institution and Culture Shock

The questions in part E were designed to talk more openly about culture shock and to get an overview of the participants' experiences in Canada.

Analysis of the Data

When in-depth responses are needed, the focus group is more useful than the questionnaire. Focus groups can provide quick feedback on issues and ideas and can give a detailed qualitative analysis of the needs of a specific segment of a population. (Connaway, 1996, p. 235)

As Morgan states as quoted in (1996, p. 233), “focus groups are useful when it comes to investigating what participants think, but they excel at uncovering why participants think as they do”.

After the focus group interview was completed, a verbatim transcription of the interview was prepared (Appendix D). The participants were then given the opportunity to read this transcription to make sure their ideas and opinions were correctly stated. From this transcription, an analysis of the data was completed pertaining specifically to the four research questions proposed at the beginning of this study. The analysis and interpretation of the focus group interview are reported in the following chapter.

Analysis and Interpretation of the Data
Retrieved from the Focus Group Interview

Our perception of foreign cultures is usually based not on their complex reality, but on the simplified image they project. The clearer and more sharply defined that image is, the more convinced we will be that we are intimately acquainted with it: it is a mere outward confirmation of knowledge we already possess.

-Juan Goytisoló
(Damen, 1987, p. 189)

Questions from the focus group interview were used to determine the feelings and attitudes of this sample of international students during their period of study in Canada, which might impact on their greater or lesser success at TL learning while residents studying there. The discussion from the focus group interview was analyzed and interpreted in order to answer the research questions. This chapter will identify the international students' thoughts on what they feel leads to culture shock and how they deal with it. It will also identify what they think teachers and educational institutions can do to help students better adjust to their new cultural milieu.

In the focus group interview, a definition of culture shock was given by each participant. The following definitions were offered by the students:

1. "It is kinda failure to adjust them self in new society".
2. "The definition is I think that the symptom or ...ya...um.... symptom, phenomena and stress we get from the difference of culture".
3. "Not familiar. Not comfortable. Something different. Nervous. Something yeah".
4. "Like uhh. It's like when you move the place where you stand out. Like for me it's being uninsecurity and like it's a big challenge you know to understand the environment something like that".

5. "I like to define like this the feeling of the bad feeling or it could be a good feeling also but feeling of difference, different feeling and not unusual if the one people the situation is changing and they should adapt that situation for survive and it takes a time during that taking time probably that people got some depression some nervous or something uncomfortable feeling, yeah, that might be a culture shock".
6. "Culture shock is being a little bit negative. Your perception is kind of negative".

From these definitions provided by the participants of the study, the researcher was able to distill the following definition of culture shock. Culture shock is "a failure to adjust to a new or unfamiliar society or environment that results in depression, stress or negative attitudes." This corresponds significantly with the expert definitions referred to already in the review of the literature, found in chapter two of this study.

Factors Contributing to Culture Shock

From the focus group interview, three main causes of culture shock were found to be common among the participants. According to these international students, the main causes that lead to culture shock are:

1. Cultural differences and misunderstanding.
2. The language and fear of contact (lest one appear ridiculous).
3. Societal differences.

Cultural Differences and Misunderstanding

The differences between the cultures of the students' own countries and that of Canada was stated as the major reason leading to culture shock. As one student stated, he

experienced cultural misunderstanding with one of his instructors. The following describes one event in which he experienced such misunderstanding:

For maybe for one month since I arrived here after one month X said to me I'm very rude chauvinistic, so at first I thought they are kidding me. But many times X said to me you are chauvinistic so X's a serious. I thought. So I asked X what makes me look chauvinistic? So X said to me I try to take care of girls, especially Korean girls. So it makes me look chauvinistic. But I said to X, it's very normal in Korean university especially senior. Senior should take care of junior. Sometime, senior should treat some food for them, some drink for them. So it's very normal. So I thought we are especially Korean, we are from Korea, so we are just a few and I thought they are girl so I thought I should take care of them. I tried to take care of them but X think I am chauvinistic so I was very embarrassed so nowadays I don't try to take care of the other Korean girls.

In this situation the student became embarrassed because of an action that is a strong part of his cultural upbringing. Another example of this cultural difference was reported by the same student in his home stay. The situation is as follows:

When I was in home stay I stayed in the other Korea girl so it's very normal in Korea. In Korea, Korean a little bit senior guys take care of Korean junior girl. It's a very normal. So I tried to take care of her. So at that time she said to me it's okay, it's okay for me to take care of her but host mother said, host mother was very very angry, host mother got angry about that.

Another participant reported an incident of cultural difference that happened in his home stay. The following event occurred:

When Korean girl called the other person, at that time, I had to call the other person very very quickly. So I asked the girl, if you don't mind, could you stop your calling and I just had to call the other person just for a while. So she said, okay. So she hanged up. But the host mother saw the situation and host mother got angry to me. Very very hard, so I was so embarrassed. So I tried to explain about that. In Korea we can do this. I was in very hurry I can ask them the other person. But she said it's not your phone. And she's a calling now. It's her privilege, you can't interrupt. So I couldn't call at that time. I couldn't call, I just had to go into my room. That was very embarrassing.

In these situations the conflict resulted from the cultural differences between Korea and Canada. These situations put pressure and stress on the students and made them back away from the situation and almost in a sense hide from the host country nationals due to embarrassment.

The Language and Fear of Contact (Lest One Appear Ridiculous)

The second factor identified by the participants of the focus group was language and the fear of contact with native speakers which caused a great deal of discomfort among them. As one student stated:

Because I have to use the English every day every time and this circumstance, this surrounding not familiar with me because I grown up in Korea 24 years and I just stayed here four or five months and it's a kind of different kind of different to Asian. You know that if the some animal live in certain zoo and move to another zoo they got some culture shock. Depression is stressful.

When asked how they deal with any difficulties with the language and how they communicate one student stated:

Yeah we use our body language if we cannot communicate. And then do our best and then even though we do our best if that guy or another person cannot understand...and then at first time I tried change the topic when I was here at first because I was kind of shy. I know I'm not good in English so I don't want to make another person uncomfortable so I did that at first time but not now. I'm trying to do my best and then everything is solved. Yeah, I guess so because we are the human species so even though we use a different language we can communicate with each other by feeling or something at the situation.

Another student reported that the language causes stress and embarrassment at times. He stated the following:

Hum, I have to say that is kinda fear to contact with Canadian because mainly because of language still sometimes it doesn't feel confident I can communicate very effectively with Canadian what should I do if they can't understand me that kind of feeling but I think I have to try more even if sometimes feel very stressed and

very embarrassed with failure of communication. It causes me not so good feeling inside.

Another student who felt frustrated with the language and communicating stated this:

Well like for me it's very hard because I sometimes I get the feeling like people is not very patient to listen to me with my answers want to change the subject and I feel frustrating and I'm still trying communicate you know. I still trying to looking for words.

Although the main purpose for the students to be in Canada is to learn the language and use it in daily and academic life, there are times when the inability to express oneself will cause great pressure which can lead to culture shock. Students should be aware of the natural occurrences resulting from this.

Societal Differences

The participants in the focus group interview identified Canadian society as another factor leading to culture shock. When asked in what way Canadian society contributed to this feeling, one student reported the following:

Like my attitude is like I go very careful. I'm not very confident with Canadian and yeah I had some like bad experience. It is for that that my attitude is always very careful. I'm not confident. I don't feel very nice to how you say to relaxing like talk and all that. So I go very careful all the time.

I then asked the student what bad experience he encountered while living in Canada and he stated the following:

So, at that time, Easter holiday so I couldn't save my money so I put my money in my drawer. So I went out and then came back so at that time my money was gone. I think my host mother took it because when I went out my host mother in home all day. So I thought my house was safe. But just I think my host mother took it. <Did you ask her?> Yes, I asked her. No, no. Just I asked her my money was gone. She said to me maybe your calculation was wrong. So she said to me don't say about this to anybody. But just I

trust her at that time, two days after I arrived here. So at that time I thought in Canada, Canada is a very safe country but I lost my money and I don't like my host mother. I think my host mother don't like me. So I was very, I got stressed.

I asked this student if any other bad things happened with your host mother while living with her and he reported the following:

Yeh. At that time my host mother asked me to help me apply for health insurance so I paid her \$120. So, but it is impossible the host mother can help me with health insurance. So I asked her about that but she said to me always no problem, no problem. But she didn't send my money to health insurance. So I accused her a police. <What did the police do?> The police agreed with me. So now maybe at the end of this month we will meet at the court. So she did like that kind of cheat, that kind cheat to the other students too. Maybe, one of the other Korean girls, to the other Japanese girl. So four students accused her.

Another student felt "bad" because of how he perceives Canadian culture as more individualist than his own culture. He states:

Canadian culture is more individual like the American way and Mexican culture is more...like well because culture is more individualist people do the things in certain way here and I have trouble with these ways you know. Like simple things like if we gonna share food in Mexico you never eat by yourself like very rude thing. And here someone can eat in my face and eat and doesn't share with me and I feel very bad. But it's the way of the Canadian you know.

Another example of Canada being described as an "individual" society was stated by a student who was living in the student residence. He stated the following:

Like me at first time I came here I just stayed in residence. From that time until now I stayed in residence and I shared the room with another people. At first time he was a Canadian and he wasn't not so social people. He is kind of so individual and he don't spend much time with me even though we just share the room he didn't talk with me very much. I think that's just his characteristic, not his problem. I don't think so. He was kind of frustrating he was also kind of culture shock because in Korea if you share the room with another guy or another person at least they try to find out who is that guy and try to become friends. He was not so that way. Yeah I felt different at first I felt it was a big difference.

Another example that was discussed was the way in which people greeted one another:

If I'm being introducing with some other people like here in Canada you don't have to be very polite. You just have to say hi. Or if you don't like the people, you are not interested, you ignore. You can do that because other person not count your friend. The people that introduce you so it's more in like that kind of way. Kind of we have to care other people in Korea. Kind of like a responsibility.

Another participant stated the following:

In my case after I experience bad thing and then I become skeptical kind of about Canadians so sometimes I can't trust Canadians. They just you know look outgoing, very active and polite. But sometimes hide something. It's kind of individual private.

In all these situations, it is the difference between the society of the students' home country and that of Canada which has caused some difficulty for the student. They have become afraid of the new society they are living in either because of a bad incident or difference between the two societies.

Coping with Culture Shock

The second aspect of this study was to identify the ways in which international students try to cope with culture shock. Each member was asked to explain how they deal with problems or uncomfortable situations they have encountered during their stay in Canada. The participants of the focus group interview stated the following:

STUDENT ONE:

At first I will try to talk with my friends of course international students because I think they have same experience or kind of same feeling almost familiar with me. So, in my case, usually I talk to my host mother. She's nice. And then I didn't ask my teacher or Canadian friends.

STUDENT TWO:

First of all I get very worried and scared because it's very different the way you have to solve these problems here and I don't have too much information so I think too much about it and I don't do too much in the beginning if I have a problem just stop and go back and think and talk to people I feel confident. Like my friend, X, or some other people and then I ask people who I think they know too much about this problem. I keep asking you know until I am relaxed and can go ahead and solve the problem.

STUDENT THREE:

I'm a Christian. Every Sunday I go to church and after praying or just do something and some of the other Christians even the father just they ask they are very kind they ask if I have any problems if they can help. They are so kind.

STUDENT FOUR:

Yeah, I try to write letters every time or call people from Mexico and make some Mexican food.

STUDENT FIVE:

When I feel the homesick it was not kind of serious but the feeling I miss my hometown and then I make some Korean food, Korean style spicy and satisfy my homesick. Make some food and then call to the friend and speaks Korean. Usually my girlfriend. Probably some other guy or some close friend in Korea but my girlfriend is in Canada so I just call to her.

STUDENT SIX:

Okay, I have a wonderful Canadian friend I guess that's why I have a positive mind about Canadian because one of my best friend is Canadian so I just put myself in that way mostly I spent time with him. I also have a special habit I before going to bed I always meditate I haven't stopped so far everyday I meditate and say to myself what should I do what can I make my situation better I found that very helpful.

All participants were able to express their own unique way of dealing with the stress and pressure of living in their new environment. All international students should be aware that having coping mechanisms are a natural method that should be used in adapting. The main factor in dealing with difficulties is communication. The communication process can be engaged in a variety of ways and is the key element in dealing with the realities of culture shock

Teachers and the International Student

The third question of this research study was to examine what international students think their language instructors can do to help them better adjust to the new cultural milieu. The biggest concern amongst the international students was the fact that their instructors can't understand their cultural backgrounds and therefore are not sensitive to the needs of their students. When asked "Do you think your ESL instructors understand your culture and respect it?", one student responded:

I don't think so. Of course it depends on who is your teacher but usually it's you know we have different nationalities. I'm Korean, Mexican, Hong Kongese, but they just think about kind of group. We're just overseas students, especially Asian or South American, that's it. Very general information, not specific. Of course they try to understand us but it's not you know satisfied.

Another student added that it is the most important quality for a teacher to understand who their students are. In the language classroom it is equally important. He stated:

Like the language it's kind of interactive talk. The teacher can teach us some special skills, like the reading or listening. But if we should increase our language ESL is for language so we need to interact with each other. If the teacher doesn't understand the culture of that another student's culture I know it's impossible also like the me I cannot understand about the whole Canadian culture. It's also the same to another teacher but at least they should try to know and not understand to know the something about the students and we can react to each other. The students will feel very satisfied and very safe. They can rely on the teacher. They can they feel very comfortable with the teacher. At that time, he can learn very well

from the teacher and the teacher will have a very good influence on the students.

The students also felt that there wasn't any feeling of caring about the students besides just making sure their homework was handed in. They felt there was a social atmosphere that was lacking among their instructors. When asked "Do you think your instructors care about your life outside the classroom?", one student responded with:

They don't care much. They just do their job. Like my girlfriend who study in X College, every student has so nice relationship with their ESL instructor and they spend their own time with the students. Just even though they finish their job they make a group and they talking with students. They invite their students to their homes many times. They get so nice relationship with each other. But in here so strange one of the guys came from the X College, it was X, he said he was so frightened at first class because X College teacher they talk with each other after they finish their class they still remain in the classroom and they ask something about their usual life. They talking like a friend but not in here. They just go out their classroom. That's all. Sometimes I like to be more close. I want to talk about more individual stuff like personal stuff. You can not do that. I think I'm bothering him or I'm bothering her like I'm getting her time so I'm getting uncomfortable so I cannot continue the kind of conversation with teacher, so that's the problem.

In all the cases stated by the participants of the focus group interview, the main concern is the lack of understanding of the students' background and the impersonal environment created inside and outside of the classroom. Although student-teacher relationships can sometimes pose a problem, it is probably of great importance in the second language classroom to get rid of the barriers that are usually part of a regular classroom. The most important element in the second language classroom is the language and language cannot be isolated from the social needs of those learning it. The process of learning the second language involves as much authentic interaction as possible (both inside and outside of the classroom) in order to use it in a meaningful way.

Educational Institutions and the International Student

The fourth research question was to inquire about how the students feel educational institutions can help them better adjust to the new cultural milieu. The biggest concern amongst the participants was the quality of the program. When asked “Is the program concerned about meeting your needs?”, one student responded:

Yeah I think they're are not so professional about that deal. Many time they just member of the university and they don't feel like they are just some special skill. They need something different and to change of mind. They are specializing in language and they have to at least satisfy not most of them but try to satisfy many needs from the students so they have to change more they have to train more about the professional more professional way.

Another student responded with this comment:

Yeah for me it's like I mean I'm not satisfied too because I have my best skills in reading and writing and how can I do essay you know that like is going over and over and like that it's kind of like wasting time for me and I wish we can have more stronger like classes in communication and interaction with the students, professors, you know like you all that prepare you for go to university but like they have to assume you have some background already you know like you are not in zero and also like in Mexico we don't have grammar, we don't study English, then just learn English on the street, just talking with people, so I expect like they do some fill out an application, some exam to indicate the person and the necessities of the person so I feel like I'm don't need a lot of grammar, even though I take the grammar course and that's for me has to be the main skills in grammar and communication and not reading or writing or you know that because I used to read and write and if I get the grammar I can learn to read and write and do my own like my own ways to do my works.

Another student commented about the program with the following:

Yeah it's kind of lazy. They just satisfy their right now situation. They don't want to change too much. They are hesitate to change. I think that's one problem with the language center. You know it's kind of very old style. And it cannot satisfy these days students from the Asian countries. Most of them they have some kind of aim, they have some kind of purpose, they need something more different thing. If you guys have some different style of teaching or different kind of material to teach overseas kind of student probably I guess you get a big money. You would change education style a lot because you would have some big advantage because you guys teaching in the Canada and everybody use the English. If you have a

business in Korea even though you just speak English in the classroom not in everywhere but you guys are in the language school in Canada so they can use every stuff. They can develop every materials. They don't want to change. They just keep going they're way.

The following was another comment made when discussing their current English language program:

The teacher they should be trained every semester every year everything's changing but if they just stay one situation if they stick one thing they gonna lose their program. And plus I suggest them I talk with some teachers and we can do this and this and this and idea in this class to improve for me like you want to work with me but ah yeah you know they don't do anything different.

Other concerns mentioned by the international students in the focus group interview were the lack of services offered to the students. When asked "If there was any type of assistance available at this university if you have any type of problems?" one student answered "just for students who want to go to university" and another student answered:

You have to be in the university, you have to be accepted because I went to some advisors. I went to the office for advice, academic something. She said okay we can help you when you get your letter of acceptance so you know I want some information about the courses but it is not available for me right now. So I have to choose just like right away I start university. I don't know.

The students also mentioned some concern when they required help from some offices of the university. One student experienced the following:

I have some experience kind of frustrating experience like when I came here I tried to get my visa and like for me things here in the University with the bureaucratic things ye are very inflexible. Like people you know they don't have a chance for be like helping you more than the limit they have to help you. I don't know how to explain myself. And like in the university I ask for help and I get very frustrated because it's very bureaucratic. So you have to come at that time and that day and I can give you no more information.

Another student experienced the following situation when trying to get help with his health insurance:

Yeah actually it's not so bad but kind of when I have to join to the insurance, health insurance, I went to the downstairs, just below the language center. That girl she wasn't so patient. She can't, I didn't speak so well at the time so I have to just blah blah blah and I can't explain my situation exactly and she was not so kind. That time I had some bad experience. She just say go blah blah blah and go pay some money and blah blah.

From the participants' comments, it was obvious that the students were extremely unhappy in terms of the educational institution meeting their needs. This finding in this study appears to corroborate Cunningham's (1991) observation that "having recognized the 'value' of international students, many institutions have yet to be convinced of their obligations to these students (p. 2)."

By examining the data from the focus group interview, the researcher was able to answer the research questions posed in chapter one. The conclusions and recommendations emanating from his interpretation of his findings to these research questions appear in the following chapter.

Conclusions and Recommendations

You will never advance far in your understanding of another culture if you devote yourself to exclaiming that some things about it are wonderful and other things are terrible. This comes under the heading of entertainment and should not be confused with understanding. No society is all good or all bad, and the discovery that any particular society is composed of both good and bad is not a very impressive finding. What you must try to do is to understand what problems a society faces; why it has certain characteristics rather than others; why it does some things so well and other things very badly.

(Source unknown)

From the information gathered during the focus group interview, as reported in chapter four, the researcher was able to answer the questions posed in chapter one of this study. He will look at some of the causes that lead to culture shock and make some recommendations for students who may experience culture shock. He will also make recommendations for both educators and educational institutions regarding making the international students' stay in Canada more enjoyable and rewarding.

Conclusions

In determining the main factors which contribute to culture shock, the following three were identified from the study. They are:

1. Cultural differences and misunderstanding.
2. The language and fear of contact.
3. Societal differences.

Although there are a variety of factors that can contribute to culture shock, these three were the main over identified by the participants during the focus group interviews. Of most importance for international students, regardless of the factor that is contributing

to their feeling of culture shock, is how to deal with the situation. From the focus group interview, the following three strategies were identified as ways to cope with culture shock.

They include:

1. Communication - talk with someone that you can trust. Let out your feelings to someone who will listen.
2. Keep doing things that you normally would have done in your own countries, routine is important.
3. As food is one important element in any culture, don't deprive yourself of it.

Communication is the most important aspect when dealing with culture shock. As one participant stated, "we should talk about one more guy yeah that guy who is an immigrant, he should live here for good and probably he got some other different opinion like me. It's nice". Another student mentioned:

Try to open yourself to Canadian, try to make lots of friend even if they are not Canadian if sometimes if they find that is very difficult to get over because of cultural difference I would like to advise them to make a friends with the people who came from the same country.

Another student stated "ask him to make a friend in native people." Another student mentioned how important it is to have a friend with a member from the host country. He said " I have a wonderful Canadian friend I guess that's why I have a positive mind about Canadian because one of my best friend is Canadian so I just put myself in that way mostly I spent time with him".

An important aspect of this communication is to talk with someone who is not also experiencing culture shock. It may be another international student who can understand or relate to your problem or a host national. From the researcher's point of view, the closer the outsider contacts and interacts with the members of the host nation the easier it is to survive within that culture.

The other two aspects of culture shock were not found in the literature, but voiced by the participants in this research. It is this researcher's opinion that both routine and food are important aspects in coping with the realities of culture shock.

As one of the students stated:

I'm a Christian. Every Sunday I go to church and after praying or just do something and some of the other Christians even the father just they ask they are very kind they ask if I have any problems if they can help. They are so kind.

And another student mentioned:

I also have a special habit I before going to bed I always meditate I haven't stopped so far everyday I meditate and say to myself what should I do what can I make my situation better I found that very helpful.

The third aspect derived from this research was to maintain some food from one's own culture. Although one of the joys of living in a foreign land is to experience the new and different culinary delights, it is very important also to enjoy food from one's own country. As one student mentioned, "it is great when I share my own country's food with Canadian. They appreciate very much and enjoy and it makes me feel happy".

Another student stated, "when I feel the homesick it was not kind of serious but the feeling I miss my hometown and then I make some Korean food, Korean style spicy and satisfy my homesick." Another student had the following experience at their home stay:

I didn't know anything about Canadian food. I didn't know how to eat, so I made many mistakes so at that time the host mother a little bit blamed me so I was very frustrated and very embarrassed. I didn't enjoy the food and maybe I think her attitude frustrated me because she just said to me very angrily so I was very embarrassed. So at that time I was very nervous. So whenever I ate food I have to be nervous and I couldn't eat very much and I couldn't digest very well.

This is an extreme situation and could actually be a risk to the student's health. In any case, it is important not to deprive oneself totally of one's ethnic food.

The third question of this research study looked at what international students felt teachers could do in order to help them better adjust to their new cultural milieu. Overall, the six participants stated the following three factors would help them to benefit greatly during their stay in Canada. They are:

1. Try to understand the culture of the students.
2. Make the language more meaningful - social situations.
3. Take a personal interest in the students, treating them with dignity and as persons of interest rather than just as objects.

Although it would be virtually impossible for language instructors to understand fully the cultures of all their students, some attempt should be made for all learners to understand each others' culture. As one student commented, "it would be great if we could teach each other student about ourselves in order to understand each other better but we never can do." Simple things such as having a potluck lunch with each student bringing a dish from his/her home country would enhance the learning process and eliminate the barriers between some of the groups of students and help the instructors know and understand the students better.

The other suggestion was to make the language more meaningful and useful in social situations. All focus group members agreed that their teachers didn't make any attempt to try to understand their needs. As one student stated, "we need kinda more individual interaction between the teacher and students." The group felt the classes were too "academic" and didn't try to make the language meaningful. As one student stated, "we just learn from the book which I can do by my own, we need real life English." Another student stated:

Like I think many times I think you know like we are lonely and you are shy and you cannot do anything, teachers can get a little more involved with students and that helps a lot. I don't say to get involved as best friends but get you know some gradual involvement with students.

The fourth question looked at what the students thought the university could do to help them better adjust to their new cultural milieu. The main recommendations emerging from the research are:

1. Improve services offered for the international student.

2. Offer activities outside the classroom.
3. Train personnel not working routinely with international students to be patient and responsive/helpful to the needs of international students.

Students felt strongly that the institution didn't offer them any services and they had nowhere to go for advice. As one student mentioned, "we need the kinda specific advisor for international students or something like that. Maybe can talk about some private things, ya, it's good for international students". Participants felt they had no opportunity to get information or counseling.

The second suggestion made by the focus group was to offer activities outside the classroom. One suggestion made was, "I think they have to work at integrating the students and Canadian students also and try to make relations". Another student commented:

They can create the specific program which can give the students lots of chance to contact with some other people even Canadian of different culture. I think they need a variety of different activities because in the class I found difficult to have a soft air..they need a different program besides class like going to hiking, going canoeing...but I didn't find this school has lot of programs.

When I asked students what they thought the university could do to help students who are experiencing culture shock, one suggested:

The university I think can make some trip and some party. Anyway, if some student feel very interested and very excited in Canada I think they don't have culture shock so university can make some funny thing so such as trips, party, like that.

Another student commented:

If they [the university] could organize some volunteers from the society then we could have a more familiar with Canadian people and then even though we got some culture shock it's not so hard because we are with Canadian people. If we stay alone by ourselves in some certain area without help, the culture shock is just inside of my mind. It's not a physical thing. It's inside of my mind. But if I talk about the problem with another culture's people they can help us. We can easily understand and we can decide we can evaluate if that's a good we can easily accept that and if that's not so good or if we evaluate them or it's really bad to me I can decide and then the culture shock is gone.

From the focus group interviews, it was clear to the researcher that the participants were very unhappy with their present learning environment. The following will report the researcher's opinion on strategies international students can use when dealing with culture shock and how educators and educational institutions can better accommodate international learners.

Recommendations

The following are this researcher's recommendations addressing the questions stated in chapter one. The three main factors leading to culture shock are:

1. Cultural differences and misunderstandings.
2. The language and fear of contact.
3. Societal differences.

In order for students to cope with the realities of culture shock, it is advised to use these three strategies:

1. Communicate one's feelings with someone who is trusted.
2. Keep a regular routine similar to one in the home country.
3. Enjoy one's own ethnic food from time to time.

For educators dealing with international students, the following three recommendations are made:

1. Try to learn and understand the cultural background of your students.
2. Make the language meaningful and purposeful for the students.
3. Take a personal interest in the lives of the students.

With respect to educational institutions that international students attend, there are three recommendations:

1. Provide services to meet the needs of the international students and make sure they are aware of the services available.
2. Offer a variety of activities and field trips for the students.
3. Train personnel in cross-cultural understanding.

Although it is difficult to satisfy every student, instructors and educational institutions should definitely listen to the voices of international students. This researcher concurs with Cunningham (1991) who states:

Perhaps changes are possible. Money and student access may not be the barriers which they appear to be. Attitude may be the biggest barrier, and it can be changed. To achieve their goals, international education professionals will need to enter far more into discussion of the process with one another on their own campus and among campuses.

As long as international students continue to choose Canada as a country in which to study, educators and educational institutions have an obligation to provide a meaningful learning experience and adequate services for these students. By doing so, we not only meet the needs of international students but also create an attitude in these students that Canada really is a fantastic country in which to study. This in turn will go back to the students' home country and will result in a continued flow of students coming to Canada to study and potentially enhance longer-term cultural, commercial, diplomatic and such relations between Canada and other countries.

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Screening Questionnaire

Culture Shock of International Students in Canada

August 6, 1997

Dear Student:

I am conducting a study of culture shock of international students in Canada. The purpose of this study is to identify what factors contribute to culture shock and what international students think teachers and educational institutions can do to help students experiencing culture shock.

Please note that all information will be handled in a confidential and professional manner. When responses are released, they will be reported in summary form only. Further, all names and any other identifying information will not be included in any discussion of the results.

If you choose to do so, please complete the following questions. By doing so you give permission to participate in this research study. I greatly appreciate your assistance in this study. If you have any questions, please feel free to contact me at 329-2353 (office: University Hall A-889). Also feel free to contact the supervisor of my study, Dr. Peter Heffernan (phone: 329-2424) and/or any member of the Faculty of Education Human Subjects Research Committee, if you wish additional information. The chairperson of the committee is Dr. Craig Loewen (phone: 329-2455).

Sincerely,

Andrew C. Pelling
Master of Education Candidate

PART A: PERSONAL INFORMATION

1. Name (optional - only if you are willing to participate in a group interview session); _____
2. Sex: Male: _____ Female: _____
3. Age: _____
4. Home Country: _____
5. How long have you been in Canada: _____ years _____ months

PART B: SURVEY QUESTIONS

Please read each statement carefully, then circle one of these four alternatives:

SD = STRONGLY DISAGREE

D = DISAGREE

A = AGREE

SA = STRONGLY AGREE

- | | | | | | |
|-----|---|----|---|---|----|
| 6. | Canadian culture is superior to my culture. | SD | D | A | SA |
| 7. | I prefer to keep my own life style and values from my culture rather than to adopt those of Canadian culture. | SD | D | A | SA |
| 8. | I usually attend activities outside school with friends from my own country. | SD | D | A | SA |
| 9. | I usually eat lunch with students/ friends from my own country. | SD | D | A | SA |
| 10. | My culture and Canadian culture are similar. | SD | D | A | SA |
| 11. | My encounters with Canadian people have been positive. | SD | D | A | SA |

SD = STRONGLY DISAGREE
 D = DISAGREE
 A = AGREE
 SA = STRONGLY AGREE

- | | | | | | |
|-----|--|----|---|---|----|
| 12. | I plan to attend post secondary schooling in Canada after finishing my ESL course. (ie. community college, university, etc.) | SD | D | A | SA |
| 13. | When speaking with English speakers, I worry about not being able to express my ideas. | SD | D | A | SA |
| 14. | I find doing everyday activities take much longer than in my home country. (eg. banking, shopping, etc.) | SD | D | A | SA |
| 15. | I want to learn English in order to meet with, talk to and find out more about native speakers in Canada. | SD | D | A | SA |
| 16. | I worry about my pronunciation when I communicate with native English speakers. | SD | D | A | SA |
| 17. | I prefer eating food that is from my home country. | SD | D | A | SA |
| 18. | I try to make new Canadian friends. | SD | D | A | SA |
| 19. | I take every opportunity to use my English to communicate with native speakers. | SD | D | A | SA |
| 20. | Outside the classroom, I speak to my friends in my own language. | SD | D | A | SA |

Consent Form

August, 1997

Dear Student,

I am conducting a study on culture shock of international students in Canada. The purpose of this study is to identify what factors contribute to culture shock and what international students think teachers and educational institutions can do to help students experiencing culture shock.

As part of this research, I ask you to participate in a one hour interview with other international students. Please note that all information will be handled in a confidential and professional manner. When responses are released, they will be reported in summary form only. Further, all names and other identifying information will not be included in any discussion of the results. You have the right to withdraw from the study without prejudice at any time.

If you choose to do so, please indicate your willingness to participate by signing this letter in the space provided below.

I greatly appreciate your assistance in this study. If you have any questions, please feel free to call me at 329-2353 (office: University Hall A-889). Also feel free to contact the supervisor of my study, Dr. Peter Heffernan (phone: 329-2424) and/or any member of the Faculty of Education Human Subjects Research Committee, if you wish additional information. The chairperson of the committee is Dr. Craig Loewen (phone: 329-2455).

Sincerely,

Andrew C. Pelling
Master of Education Candidate

CULTURE SHOCK OF INTERNATIONAL STUDENTS IN CANADA

I agree to participate in the study dealing with culture shock of international students in Canada.

Name

Signature

Date

Focus Group Interview Questions

PART A: CAUSES OF CULTURE SHOCK

1. What, if anything, frustrates you regarding how things are done in Canada?
2. What aspects of life style and values have you tried to adopt from Canadian culture?
3. With whom do you associate when you attend recreational facilities, churches or clubs?
4. When you enjoy time outside of school associating with friends do you associate with Canadians or friends from your own country? Please elaborate.
5. What are the main differences between the culture of your own country and that of Canada? In what ways do these differences affect your relationships with Canadian people?
6. What is your attitude towards Canadian people that you have encountered? (Both positive and negative)
7. How long have you been in Canada? How long do you plan do stay in Canada? What are your plans after finishing your ESL course? How do these affect your association with Canadian people?
8. How do you feel when you are expressing your ideas and opinions with native English speakers?
9. What problems have you encountered dealing with certain situations since coming to Canada? Describe any feelings of disorientation, stress, anxiety or fear since you have arrived?
10. What is your main reason for studying English in Canada?
11. When speaking with Canadian people, how do you feel about your English pronunciation?

PART B: COPING WITH CULTURE SHOCK

1. What do you do when you encounter problems in Canada?
How do you cope with situations you don't understand?
2. How do you deal with people who don't understand your cultural viewpoint on an issue?
3. Describe your feelings towards meeting Canadians outside the university campus.
4. Describe what you do in your free time. With whom do you spend it?
5. When you encounter cultural differences between yourself and someone from another culture, how do you react to the situation?
6. If you encounter someone who is rude to you, what do you do?
(Please relate any experiences you have had in this type of situation)
7. What do you do when you feel homesick?
8. What do you do when you can't communicate your purpose or your feelings to someone who doesn't speak your own language?
9. How do you deal with tasks that you can't accomplish in Canada?
10. Describe your feelings towards meeting with, talking to or finding out more about Canadian people.
11. When someone doesn't understand what you are saying, how do you feel and what do you do about it?

PART C: CULTURE SHOCK AND THE CLASSROOM

1. How do you feel in regards to your teachers understanding and respecting your culture?
2. How do you feel about expressing your own cultural life style and values In the classroom?
3. Describe group work that is done in the classroom? (with whom do you work and why?)
4. What type of interaction takes place among the different cultural groups in the classroom? Please elaborate.
5. What is done in your classes to share your ideas and beliefs from your own culture?
6. How is a positive learning environment created in your classes?
7. How would you describe the overall attitude of your classes?
8. How would you describe your classes in terms of meeting your future needs?
9. How are your classes facilitated in regards to expressing your ideas and feelings in class without being afraid of embarrassment?
10. What type of help is available to you in case your are experiencing problems with Canadian life?
11. How do you feel about the teachers correcting your pronunciation in class? Describe how you feel about their methods?

PART D: THE EDUCATIONAL INSTITUTION AND CULTURE SHOCK

1. Please describe your experiences when you first arrived at this university.
2. In what ways have university personnel been helpful, or unhelpful when you have asked for help?
3. What type of opportunities have been provided for you to meet other people from Canada and other countries?
4. How do you feel about the number of students in your class coming from your same home country?
5. What opportunities have you had to share your culture with other people on the university campus?
6. Describe both positive and negative experiences you have had with people on the university campus?
7. What services are available on campus to help you with future decisions regarding university entrance or other post-secondary education?
8. Describe how you feel in regards to your language ability when you contact university personnel.
9. What services are available when you are having difficulty coping in Canada?
10. Describe how the language program is meeting your needs in terms of what you hoped to gain from the ESL program?
11. How do you feel in regards to being understood when you ask someone on campus for directions or information?

PART E: DISCUSSION AND RECOMMENDATIONS

1. How would you define culture shock?
2. Please describe experiences you have had dealing with culture shock since coming to Canada.
3. What are the main factors that you feel contribute to culture shock?
4. What do you think are some good techniques to use if you or a friend are experiencing culture shock?
5. How do you think teachers can help students who are experiencing culture shock?
6. How do you think educational institutions can help students who are experiencing culture shock?
7. How would you describe Canada as a country in which to study ESL?
8. How would you describe your program in terms of learning ESL?
9. What recommendations would you advise to make the program more effective?
10. What other comments or feelings do you have towards international students in Canada who will experience culture shock?

Transcription of the Focus Group Interview

My name is X I came from Korea I been here about eight months since.

My name is X. I arrived here five months ago. I just came here to learn English. So I'm Korean.

I'm X I come from Korea and I stay here about four months and then I'm studying ESL course and that's it.

I'm X and I come from Mexico, Monterrey. I'm taking the ESL course now too and I'm going to finish this month and then I'm going to University.

I'm X. I came from Korea and I stayed here four months like the X and I'm gonna come to Korea next week. I stayed here for English. That's all.

I'm X. I come from Hong Kong. Right now I'm studying ESL and after I pass the ESL I enter the University and I'm staying here seven months no eight months.

The first question we're going to look at is, is there anything that frustrates you about how things are done in Canada, how they're done differently than in your own country. Does anyone have an experience with that?

Well, I guess it is a very hard question. I haven't really faced big problem which most international students had an experience in that point I think myself very lucky but at first the most frustration happened inside my mind especially when I first came here I couldn't speak English very well so my mind was very stuffy because I couldn't communicate with someone very effectively what I want so but I don't think that's a very big problem.

First when I stayed in home stay at that time actually good. First of all, at that time I didn't know Canadian food, anything. Actually in Korea I lived in culture so I'm now customed to that kind of food so I didn't know that name, I didn't know how to eat, so I made many mistakes so at that time the host mother a little bit blamed me so I was very frustrated and very embarrassed. I didn't enjoy the food and maybe I think her attitude frustrated me because she just said to me very gently. He can't say to me very gently and she didn't. So she just said to me very angrily so I was very embarrassed. So at that time I was very nervous. So whenever I ate food I have to be nervous and I couldn't eat very much and I couldn't digest very well.

What things would she say to you?

Um don't do that don't do that like that! Maybe I was obsessed. Maybe at that time I lost my money in my house two days after I arrived here. So I was mixed up, I was confused.

How did you lose your money?

So, at that time, Easter holiday so I couldn't save my money so I put my money in my drawer. So I went out and then came back so at that time my money was gone.

So, somebody in house stole it?

No, just my money was gone.

Do you know who took it?

No.

You never found out?

No, never.

So, who do you think took it?

My host mother because when I went out my host mother in home all day. So I thought my house was safe. But just I think my host mother took it.

Did you ask her?

Yes, I asked her. No, no. Just I asked her my money was gone. She said to me maybe your calculation was wrong. So she said our house have never experienced this kind of thing. So maybe your calculation was wrong. So she said to me don't say about this to anybody. But just I trust her at that time, two days after I arrived here. So at that time I thought in Canada, Canada is a very safe country but I lost my money and I don't like my host mother. I think my host mother don't like me. So I was very, I got stressed.

Were there any other bad things that happened with your host mother while living there?

Ya. At that time my host mother asked me to help me apply for health insurance so I paid her \$120. So, but it is impossible the host mother can help me with health insurance. So I asked her about that but she said to me always no problem, no problem. But she didn't send my money to health insurance. So I accused her a police.

What did the police do?

The police agreed with me. So now maybe at the end of this month we will meet at the court. So she did like that kind of cheat, that kind cheat to the other students too. Maybe, one of the other Korean girls, two the other Japanese girl. So four students accused her.

I got some driver's license test and I passed it all but first time I drive the car in Canada I got a ticket in X, not the accident, I got a lot a ticket in here. Ye, but first time I didn't notice the traffic signal because its kind of different. Our country has some part it's near the pole and just near the pole is a traffic signal so we should concentrate on other side but in here it's just the middle of the road so here I failed notice the signal. Ya, like that. That's kind of a frustrating.

Ya, I have some experience kind of frustrating experience like when I came here I tried to get my Visa and like for me things here in the University with the bureaucratic things they are very inflexible. Like people you know they don't have a chance for be like helping you more than the limit they have to help you. I don't know how to explain myself. And like in

the university I ask for help and I get very frustrated because it's very bureaucratic. So you have to come at that time and that day and I can give you no more information.

Ya, I think everyone knows my case. When I came here I went to home stay and before I came here I really expected Canadian, not only Canadians, Western peoples must be different from Asian. I don't know why but just you know imagine but actually my host mother, exist mother, cheat me, something like that and then you know she always made the story and tell a lie and then so now investigate, process of investigating, so maybe next week I got to go to court. Yeah it's really frustrating.

What did she do?

She just you know just made story, tell a lie even to policeman.

It's not my problem. It's my friend's problem. Right now I go to the Chinese Alliance Church and one of my friend's experience is that he told me that one time he go to the shopping and when he want to buy something he go to the Post Office and but the 90 cents stamps to go overseas he don't know, he doesn't know if he buy he bought six stamps he don't need to pay GST. But the officer of the post office trick you. At that time he told me that he paid twenty dollars something he buy more than 20 ninety cents stamps.

Who do you associate with when you attend recreational facilities, churches, or clubs?

I go with the Korean group. Almost all my friends are Koreans.

You don't hang out with a lot of Spanish speaking people?

No. Not the Spanish. Not the Canadians.

Yeah that's the probably in general. Most overseas students they don't want to speak their own language like because they came here to study English so they want to get a chance as far as possible so they gonna try like the stuff, every day stuff, even the recreational facilities, church or club they want to another people another country's people. If possible they try to go Canadian and if possible they try to go the other country's people. That doesn't mean that they don't like their own country's people just want to get a more chance to you know.

In my case usually you know hang out with my Japanese friend. I'm familiar to the Japanese people and also I try to avoid Korean people.

The same situation but on the other hand if there are no actually Chinese to help you, you maybe homesick or something like that because sometimes you may need some help but not all the international student can speak English very very well. They may shying they don't want to speak English. Not they don't want to talk to anyone, they just feeling... ah my grammar is not good... how can I communicate... if they have some Korean Korean they can speak in their own language so they may feel a little bit more comfortable.

What are the main differences between your culture and Canadian culture?

Ah, that's a really tough question.

Canadian culture is more individualist like the American way and Mexican culture is more...

Everything is different from my culture, even house, you know and then food, you know everything.

Even some food, the popcorn. In Hong Kong the taste is sweet but in here it's sour. Yeah it's German style.

I heard the Germany, I met the German friend and he said the popcorn is so different than anywhere. He just tried one and oh it's too yuk!

I agree with X's opinion that everybody is more individual than Asian country. Most of us came from kind of Asian style like X came from Spanish but he's a native people in Spanish and their culture is a little bit similar to kind of a family country. Here is also family I agree with that Canadian people really like their family concerned about family very much but it's kind of a little bit different. They also, if they have to evaluate each something if they have to think about themselves and family they usually choose themselves. So that's a different.

I found a positive point in Canada. It's woman's rights. It's very improved already.

Compared to Korea?

Yeah, absolutely! Everyone is I think, I think, everyone has it's own opinion so they can just no hesitating, hesitation something just say it.

That's a really good point. Like when I started here the education system is kind of different I feel like that cause usually when I took a class in Korea we just listened the lecture of the professor. Some instructors just give their answers and they ask questions and give their answers. They want to follow their way but in here it's different. Even though in language they need our own thinking.

There is a lot of discussion, you know, in class or out of class.

It's really big difference. Education system is kind of different like just in Korea.

Hong Kong too. Here in one semester you can just take three subjects or six subjects something like that but in Hong Kong when you study in university normal see you can just study three years and then graduate.

With the cultural differences does it affect your relationships with Canadian people?

Canadian culture is more individual like the American way and Mexican culture is more...like well because culture is more individualist people do the things in certain way here and I have trouble with these ways you know. Like simple things like if we gonna share food in Mexico you never eat by yourself like very very rude thing. And here someone can eat in my face and eat and doesn't share with me and I feel very bad. But it's the way of the Canadian you know.

Like me at first time I came here I just stayed in residence. From that time until now I stayed in residence and I shared the room with another people. At first time he was a Canadian and he wasn't not so social people. He is kind of so individual and he don't spend much time with me even though we just share the room he didn't talk with me very much. I think that's just his characteristic, not his problem. I don't think so. He was kind of frustrating he was also kind of culture shock because in Korea if you share the room with another guy or another person at least they try to find out who is that guy and try to become friends. He was not so that way. Yeah I felt different at first I felt it was a big difference.

And also I heard from X. He played basketball with Canadian and Asian students but you know basketball is if somebody gone it's a problem you know because it's kind of one team. But it's one Canadian just one Canadian without notice. He said I have an appointment so I got to go and just go.

I have played basketball and when we play with Asian we have a game three on three and we finish the game even if we are hurrying or we ask someone to replace me.

Other example is if I'm being introducing with some other people like here in Canada you don't have to be very polite. You just have to say hi. Or if you don't like the people, you are not interested, you ignore. You can do that because other person not count your friend. The people that introduce you so it's more in like that kind of way.

Kind of we have to care other people in Korea. Kind of like a responsibility.

Yeah that point makes a good point. In my case I can meet a more some people like my feel I like the music I like the relax in the outside in the quiet place but at that point in Korea if I like that such a style but if my friend's look doesn't like that one they don't like that I cannot join with them. I have to stay with them because of the relationship with each other. But in here I don't need to do that so I can make another friend who like the who has the same interest in the same field with me so I can make a more kind of good friend more close.

That's a kind of good point. More divided country. More divided system. I don't know.

I think the Canadian culture many Canadian is polite, some not many. Because when compared to Hong Kong here we go shopping we go supermarket the cashier when you pay the money you don't pay you just put your stuff she will say how are you but in Hong Kong no way.

What is your attitude towards Canadian people that you have met?

Sometimes I encounter very um nice people but i believe every society has that kind of person so i don't really mind. Well especially when I walk into the shop ask something one clerk who didn't answer to me that was frustrated to me because I thought I hate to say that but probably because I have yellow skin and black hair I might be wrong but thats what I felt at the time. In one side my mind I was very upset about that person but on one side I felt that is part of my responsibility to adjust to this society because I am here.

Like tourist. I really like the other Canadian. My best trip was the trip when I went from

Banff to Jasper. At that time, I met fourteen people but they are really kind and when I asked them about something they answered very kindly. I really like them. So not only tourists but now I'm live in home stay, I live in rental house. So I have three Canadian roommates. They are really kind. Whenever I ask them to do something they are willing to do that for me. So I like that.

Like my attitude is like I go very careful. I'm not very confident with Canadian people especially with Canadian and yeah I had some like bad experience. It is for that that my attitude is always very very careful. I'm not confident. I don't feel very nice to how you say to relaxing like talk and all that. So I go very careful all the time.

In my case after I experience bad thing and then I become skeptical kind of about Canadians so sometimes I can't trust Canadians. They just you know look outgoing, very active and polite. But sometimes hide something. It's kind of individual private.

Like a like I feel like Canadians like Americans they have to like if I'm going to some place they have to be doing their jobs to be polite, but it's because if you are going to a party you have to be like that way. But it's depending to natural like spontaneous something like that.

What's your main reason for studying in Canada?

Nowadays most young people must study English for future job my main purpose is to get a good job.

My main reason... actually in Korea we have to learn English especially to get a very good job. So depending on company they have some standard so if I want to go to broadcasting company I have to get TOEFL or TOEIC mark. For example TOEIC mark over 800. So I can, then I can apply for that company. So I thought in Korea, my English was not so good so nowadays there is many Korean students go to other country to learn English. So I wanted to join them and I earn the money and I came here.

First of all, actually I want to go to USA because I like New York very much. Yeah, yeah it's a good reason. Very safe in Canada and also it's compared to America it's a little bit cheap and it's just a few Koreans. In America there's a lot of lot of Koreans so I don't like that. And it's kind of good image you know it's about Canada. That's why I came here.

Because it's a bilingual country so that 's very important for me. I want to learn French and English.

My first reason is my girlfriend studied here so I don't have any choice. Actually, I can choose any but I prefer here. My second reason is like X is very cheap place, very safe and I heard one of my friends studied here before so she recommended here so here is so nice place to live a little bit boring though but it's nice place for studying so I choose the Canada.

Because at first my sister is studying here. Right now she is graduate and I came here also study because for me here is nice place and yeah it's boring but good for me. I can't study in X because there has lots of entertainment and I can't concentrate on studying but X is good place.

Have you experienced culture shock?

I don't think so because you know I heard that through my friends my family you know almost everyone I'm already westerner kind of.

Actually, many Koreans if you think about the many Asian people the Korean people is more westernized than the Japanese or the Hong Kong people or Tunis. They are more cheerful. They are more individualized than another countries. Kind of. So, many people don't feel the culture shock but in my case I think that's a kind of culture shock. I feel kind of depressed and without any energy. I feel very very sad, blue. Many times.

What caused that?

Because I have to use the English every day every time and this circumstance, this surrounding not familiar with me because I grown up in Korea 24 years and I just stayed here four or five months and it's a kind of different kind of different to Asian. You know that if the some animal live in certain zoo and move to another zoo they got some culture shock. Depression is stressful.

I think I'm right now in this kind of mood experience culture shock and like it's because well I try to protect myself from something like culture shock you know to like face that reality but that's why I hung with Korean friends like with people I know I meet them. But yeah it's like so different, the logic, the view of the Canadians and I sometimes I need to express myself more and talk more in Spanish or try to be hear someone to hear me and that's not very easy in Canada.

If some guys he doesn't want to be a good person some situation like if don't mind his English he's studying in here he's just enjoying his life probably he don't feel the culture shock. The reason why the guy everybody feel the culture shock every guy want to be a good person want to stay in good situation, good level, not in low level or something so they are trying to very hard and then makes it stress that causes kind of culture shock, depressed. Is that a culture shock?

Yes.

Sometimes, I think I have to travel as much as possible or I have to meet Canadian as much as possible. It's kind of stress. But I don't care actually.

Yeah, and you don't feel any culture shock right now. Anymore. Probably that's just a homesick or something, not a culture shock.

I have two things to say. First thing is my parents just came here last week and they told me that when I come here and when compare to Hong Kong people, in Hong Kong and Hong Kong people in X just my parents told me why you are like a slow motion doing everything. Hong Kong people are very very fast. Do everything here so slow, open the book, everything and I have another, not me I just listen for my classmate. Right now she live in the X residence. But three months before she live in home stay and one culture shock she has is just she told me in that home stay they have a father, mother, and daughter and the daughter has the boyfriend live with her and their parents, the daughter's parents, don't care. Live with her, stay overnight, not usually, often!

Yeah, my host mother has son but he want to he date with a girlfriend but she even she my host mother does like her because something something something but you know she can't handle the situation so they decide to marry. She just cry.

They just allow, allow them to stay overnight no matter what they doing in the bedroom and such is this yeah. That's okay, my classmates also accept it but not every family.

Most Canadians just accept.

What a different nation. Sounds good!

Part B

What do you do when you encounter problems in Canada?

Oh, I also have a special habit I before going to bed I always meditate I haven't stopped so far every day I mediate and say to myself what should I do what can I make my situation better I found that very helpul.

Um... I try to contact many communication stuff. I mean communication stuff means that it include a person, it include TV, it include mail. So I try to meet many person and I try to talk to them very much so actually I try to confide my problem to the other person. So sometimes they help me. Canadian people is a little bit comfortable to me. Ah, did I say Canadian people or Korean people?

You said Canadian people.

Oh, Korean people is a little bit comfortable to me. I can speak Korean. Actually, it is very hard to express my opinion or feeling in English. So sometime to speak English can make me stressed so usually I said to the other Korean people but maybe two or three months later since I arrived here I tried to make friends with Canadians. So, actually they know about Canada more than I so they can help me more efficiently. So now I try to talk to Canadian's as much as possible.

At first I will try to talk with my friends of course international students because I think they have same experience or kind of same feeling almost familiar with me. So, in my case, usually I talk to my host mother. She's nice. And then I didn't ask my teacher or Canadian friends.

First of all I get very worried and scared because it's very different the way you have to solve these problems here and I don't have too much information so I think too much about it and I don't do too much in the beginning if I have a problem just stop and go back and think and talk to people I feel confident. Like my friend, X, or some other people and then I ask people who I think they know too much about this problem. I keep asking you know until I am relaxed and can go ahead and solve the problem.

I'm a Christian. Every Sunday I go to church and after praying or just do something and some of the other Christians even the father just they ask they are very kind they ask if I have any problems if they can help. They are so kind.

Like me, actually I don't have any serious problem in Canada. I was so lucky every time I was so lucky I didn't have so serious problem to discuss with another guy or to need some advice from other people. I usually solve the small problem by myself. Like getting the some information from another guys like yeah not exactly my problem just kind of you know not the exact question some sort of the question and get some information and decide by myself. It's the same way in Korea. I do the same way in Korea. But in Korea I have a lot of friends. I have family. I can ask them like if some problem if I can not handle by myself but yeah I don't know exactly I didn't have any serious problem which I cannot handle by myself in Canada so. I guess if I got some serious problem probably I will ask someone like X. He will ask another person he can rely on perfectly rely on. Probably I will do that.

Describe what you do in your free time and who do you spend it with? What do you usually like to do?

Okay I have a wonderful Canadian friend I guess that's why I have a positive mind about Canadian because one of my best friend is Canadian so I just put myself in that way mostly I spent time with him.

Um.Ya. When I have extra time, actually, it is very boring so I try to meet the other person. Especially nowadays I have three roommates so when I have extra time I talk to them. But on weekend, usually on weekend, they were not home, they were not in home. So usually I was at home alone so just I watched TV. So sometimes I called the other classmates and I tried to visit their house. So actually I think I don't spend extra time very well. So, I try to make very close friends. So nowadays I went to my classmates house whenever I was bored so they are very friendly so they can help me and talk too much.

Are they Canadians or Koreans or from other countries?

From other countries. Specifically, one is American and one is Mexican. So, I think I am close to them.

Watch movies and talk with my friends. Read some books. That's all. I don't do too much.

I try to you know make some chance to yeah with spend with my friends usually phone my friends and suggest to do something and then you know camping, shopping, see a movie, or usually but you know however actually I just watch TV. But it's good for me. Usually listening.

And read, talk to my friends, play games many people sometimes more than ten people play the games maybe in my house, friend's house and we drink, not beer, sometimes beer but just water.

Who do you spend the time with? Mainly Chinese people or a variety of people?

Some of them is Chinese Canadian.They can listen Chinese but they speak English. And Japanese, Korean, a variety even Canadian.

Yeah it's same to me. I handle many free time with a variety of people like Canadian. When I go to the bar near the X I'm joined with the residence friends. But most of them is

Canadian so I follow them kind of following. I'm go with them and enjoy with them. If I go walking, walk around the park or somewhere or riding, I go with Taiwan friend. Actually he come back to Taiwan last month but he was a best friend in here. I spend kind of relaxes time in here and another free time I spend practice some my stuff. I like the music so I have to practice the trumpet and I practice in the University. I rent the practice room so I spend time at there yeah like that. Going some hiking with a friend.

If you encounter someone who is rude to you what do you do?

So my feelings are not so good at that time. But I don't want to fight with them. I don't want to argue with them. Just, actually I try to avoid them.

Especially in the bar, some drunk you know Canadians just approached me and then Hey, blah blah blah something I couldn't understand but anyway it's kind of crazy so I really hate that kind of people so I just avoid. I can speak Korean very well so I just....

We have a special situation. Most overseas students we are not Canadian.

Some of them immigrate Canada or something most of them we got our own nationality, we don't want to make any problem in here even though we feel so bad we just act like a verbal act not a physical act. Like if the same situation happened in Korea probably we'll do something but here we just stand and be careful for some steps.

I don't do that. If I have some problems and some people are rude I get angry and try to have a discussion like what's going on here, confront.

We should say our bad feeling about that. I usually show that bad feeling. I got some friend he came from X, it's a very small country. Those guys are kind of American, African/American, that guy is so rude, really rude kind of, he's got some kind of feeling of discrimination from the white people. Probably that guy also got some feeling from the Asian people. I think so that guys attitude is so rude so one day I warned him, hey don't be so rude and I can not stand it anymore. That guy was changed. Yeah sometimes you need to say about their attitude.

Were you living with him?

Yeah. My next door neighbor.

Like, for example I was in the store looking for CD's you know checking out the products there. This guy was following me like if I went to stole something I confront him and say why you following me. I'm not gonna rob or doing anything so what do you pick up on me. And in the bars people says well if you are not using this you are not allowed to stay here or to take a pass or something. Yeah and I confronted him too you know in downtown. They thought I was like X because this area is full of X so some X person might so to pass there. And they don't like it probably.

What do you do when you feel homesick?

Homesick? Actually, I don't have homesick because I had experience army, soldier so at that time I lived far from house to over two years and when I, when I went to university

lived alone for three years so I can live alone.

Well I normally write a letter to my friends in Korea or make a phone call sometimes just make a phone call to Korean friend in Canada because sometimes I want to feel like speak Korea to my Korean friends.

I've never felt homesick.

Yeah, I try to write letters every time or call people from Mexico and make some Mexican food.

When I feel the homesick it was not kind of serious but the feeling I miss my hometown and then I make some Korean food, Korean style spicy and satisfy my homesick. Make some food and then call to the friend and speaks Korean. Usually my girlfriend. Probably some other guy or some close friend in Korea but my girlfriend is in Canada so I just call to her. Actually I didn't feel any serious homesick.

My roommate he came here from January and at the time he received a letter from Hong Kong, a letter from his Mom. Every time he read his letter he wept.

What do you do when you can't communicate your feelings to a Canadian?

It has changed because first time I came to Canada when I encountered that situation I was very embarrassed because I felt what should I do that kind of feeling but now I try to say again because I pretty confident about my language ability so I try to say again slowly and clearly.

Well like for me it's very hard because I sometimes I get the feeling like people is not very patient to listen to me with my answers want to change the subject and I feel frustrating and I'm still trying to communicate you know. I still trying to looking for words.

Whenever I went to public service something, office or something, they couldn't understand me so at the time I just came back home and then find the suitable word and then try again. It's a communicate with each other.

Even, I don't know. I use my body language, even if it doesn't work, I draw a picture or something like that. Even sometimes I go back to my home and check the dictionary.

Yeah you do kind of a performance.

Yeah we use our body language if we can not communicate. And then do our best and then even though we do our best if that guy or another person cannot understand... and then at first time I tried change the topic when I was here at first because I was kind of shy. I know I'm not so good in English so I don't want to make another person uncomfortable so I did that at first time but not now. I'm trying to my best and then every thing is solved. Yeah, I guess so because we are the human species so even though we use a different language we can communicate with each other by feeling or something at the situation.

Do you want to find out more about Canadian people and what things do you want to find out?

Well I want to find more about some Canadian people more I'm more interested in for example in the native people in Canada even though they are far from here like they are on reserves so they are you know like they are not very visible here in X so I want to find more about these type of Canadian people.

Well, I want to visit as many Canadian city, not small village, big city. I really want to.

Just to see the city or to meet people?

Not to meet people.

I would like to find out more about Canadian family because the family is the base of every society but I don't have any experience about the family in Canada because I usually lived in residence. I never tried the home stay or something before. Actually I have no idea about the Canadian family. I just have a subtle idea, some superficial idea because of the TV stuff, TV shows or something but I think that is kind exaggerated or something so yeah. I don't have any more chance to know it's kind of a tragedy for me.

I want to find out more about Quebec. Like I want to go and talk to people and make Quebec's friends. I want to be in Quebec, get involved with some kind of action.

So you want to be involved with different kinds of people?

Yeah.

At first when I came here I want to live in home stay but I cannot do that because my sister left a lot of furnitures for me. How can I move all the furniture to the home stay?

I think many Canadian family is not stable, not settled, very unstable. Many divorce or remarriage or you know something like that. I don't like that.

Anyway, I didn't have any experience about that. I'm just know that from the news some source of the printed stuff like a book or magazine, some TV show, that was all. Probably the many people, many overseas students I guess they don't have any exact ideas about the Canadian family. Yeah, that's impossible to get the exact idea. What is the Canadian family? What makes the kind of Canadian family together together? It's impossible for another country's people. I know that. At least I need, I want to know why they are getting together. If they so individual, if the country is so individualized, or if they are just interested in themselves, why they live together? Just to decrease their living expense?

Because love I think. They don't want to you know, a group, make a group. They just so I love him so I married so I give a baby and then you know if the son or daughter grows up.

You understand the Canadian love? Do you think it's basically the same as Asian country style?

It's a bit different. I think.

But I don't know what's the different right now. I think something's different but I don't know what's the difference. Love is complicated. Not about love. It's basic something.

It's about the soul. If you are going to study about the culture shock or something when you got a chance to teach some student you should make some opportunity to bring them to join the family. I mean the not a show but real where you have to teach about the Canada. Just the natural scenery it's so beautiful, so gorgeous country. Many just think about like that. Canada it's the blessed country from the gods. So nice country, you know so wide, huge area. That's all. It's very hard to understand because we don't have much chance.

Part C

How do you feel about your teacher's understanding and respecting your culture? Do you think your ESL teachers understand your culture and respect it?

Well actually that's very difficult to read his mind because we just met officially in the classroom he just speak very nicely about our culture but sometimes I am doubting about that I believe most my teacher was very honest about that point but a few teachers just my feeling have a different mind a little bit look down on our culture because we came from developing country it could be my inferiority about my culture.

So how so you feel about that?

Oh actually like everyone I don't really like that feeling but I try to explain our real culture because it couldn't be discrimination but let me put it this way most discrimination racial discrimination came from misunderstandings about cultures so as a Korean I just try to explain our real culture because my culture has lots of good point of course also have a bad point too but I always try to explain them.

Ya. Some of them understand my culture but some of them can't understand. One person some part of, like one person can understand some part of my culture but the same person can't understand some part of my culture. So depending on what kind of culture and ya and I think depending on what kind of culture they can understand or not.

Can you give me an example of that?

Ya. Um. Can I say a name. X, do you know X? For maybe for one month since I arrived here after one month X said to me I'm very rude chauvinistic so at first I thought they are kidding me. But many times he said to me you are chauvinistic so he's a serious. I thought. So I asked him what makes me look chauvinistic? So he said to me I try to take care of girls, especially Korean girls. So it makes me look chauvinistic. But I said to him, it's very normal in Korean university, especially chivalry. Senior, not chivalry. Senior should take care of junior. Sometime, senior should treat some food for them, some drink for them. So it's a very normal. So I thought we are especially Korean we are from Korea so we are just a few and I thought they are girl so I thought I should take care of them. I tried to take care of them but X think I am chauvinistic so I was very embarrassed so nowadays I don't try to take care of the other Korean girls.

Because of that? Because of what he said to you? You changed?

Ya but the other Korean girls just... ya but I changed. But you know some Korean girl want to be taken care of by the other person. Because it's a very normal in Korea but I was surprised when I saw some of the other Canadian girls because they are very independent

and they are really strong. Especially when I went to travel to the Rocky Mountains, I thought guide was a man but guide was girl! So at that time I was so surprised. How can girl guide us for one week? But she did perfectly. So I was so surprised. Nowadays I don't try to take care of girls.

I don't think so. Of course it depends on who is your teacher but usually it's you know we have different nationalities. I'm Korean, Mexican, Hong Kongese, but they just think about kind of group. We're just overseas students, especially Asian or South American, that's it. Very general information, not specific. Of course they try to understand us but it's not you know satisfied.

Do you think it's important for them to understand your cultural background in terms of your learning?

Yeah. It's very important.

But it's difficult for them maybe they need to study more and more about Korea, Japan, Hong Kong, China, Taiwan, Mexico.

Yeah but little bit they are part of society and I think it's like you have all these stereotypes about the different countries, different people like that's also part of the way they help because they have all sorts stereotypes. Even they are teachers but they have stereotypes about who is Mexican, who is Hong Kong person you know. They have these relationships with us in that terms even though they don't have sometimes concern sometimes they are concerned sometimes they drop comment or act in some way.

Like the language it's kind of interactive talk. The teacher can teach us some special skills, like the reading or listening. But if we should increase our language ESL is for language so we need to interact with each other. If the teacher doesn't understand the culture of that another student's culture I know it's impossible also like the me I cannot understand about the whole Canadian culture. It's also the same to another teacher but at least they should try to know and not understand to know the something about the students and we can react to each other. The students will feel very satisfied and very safe. They can rely on the teacher. They can they feel very comfortable with the teacher. At that time, he can learn very well from the teacher and the teacher will have a very good influence on the students.

Yeah but some teacher will think not interesting you know other countries, especially Asian countries.

Yes that's their individual.

But they should.

Like there is teacher who are doing their best and there are teachers who doesn't care.

It's the choice of the teacher. It's the choice of their personality. Like if the people they want to be more professional about their job even though he don't like that, he should be.

It's basic qualification you know.

Especially ESL teacher have all these fact that there are all these people from Asia comes a lot the ESL course so I think they have to work in these stereotypes as a group members of staff of ESL and they have to improve that and be concerned at least. You cannot take out all that but you have to be more concerned.

Like if I were a teacher and if I traveled to one country before and then I come to my home my own country my hometown and one student which I traveled before he came here to study from me English and I would be very you know I would like to give you something more. That's the natural, eh? It's more connection, more interaction with someone.

Cause if I know one teacher's talking and says okay well like Bolivia is in Central America and I know it's South America I know for sure he don't know anything about from the United States down, you know, you feel like kind of well.

What kind of interaction takes place in your classroom with the different types of students? Does this interaction take place and what does your teacher do to help that interaction?

Normally when most case just my teachers divide the group and put me in certain group so I had no choice. Usually randomly but some teacher try to put together in different culture student because they think then we cannot speak our own language because the school is ESL and that is the main purpose to learn English. So some teacher believe it is very good way to learn English and also we can have a cultural exchange.

Not too much.

Actually I took an ESL. They used to have two different systems (EAP and ESL) and I took ESL program the previous semester and we talked a lot about each other kind of interaction. We asked each other about their culture and about their country. We feel very satisfied about that system. I think it's just about Korean people. It's hard to explain because Korean people don't need to go to university so they just out of curiosity about another culture. They don't need a very nice skill for English. They just need a information, a good speaking and a good listening. That's all. They already most of them are already university student in Korea. So they just want to know another culture not a writing or not a something, medical word or some linguistically stuff not like that. It was so nice to me at the previous semester but in this semester I take this EAP. But in this class it is like kind of difficult university course.

Too academic?

But I like it. Not so much interaction in each other.

The teacher doesn't do so much to improve interaction, what's going on in the classroom, what interaction is going on between the students, by themselves.

The show must go on!

Is there a positive learning environment created by your teachers?

I don't know what is positive learning environment.

Are they concerned is what I'm really asking?

Not much.

Some of the class are really good. Some of them are not so good.

Why? Can you explain that?

So, I really want to study English very hardly because I can stay in Canada for just eight months. It's a short time to learn English but some instructor prepare us so much and really they are helpful to us. But some instructor didn't prepare for the class so he just try to spend time so he just teach something he knew already. He didn't prepare, he didn't change the material relative to last semester. So at that time I feel so bad because I really want to spend class time efficiently but I think they waste my time. But I have to go to class because I don't want to skip my class. So some is good, some is bad.

Well okay the teacher I like the teacher always try to encourage us to speak English instead of just give a lecture even if of course we make lots of mistakes like now but I found that is the only way we can learn English .

I met one teacher who always just give a lecture sometimes didn't prepare anything that's what I feel. And just say just whatever he want and also didn't give us lots of chance to talk worst thing is I can tell he didn't prepare very much so which means we can not learn very much from him. I have certain expectation from a certain class. He just say very that's just my feeling and that's a shared opinion with my classmates. that class went on about two and a half months but I think he can give that same lecture in one week.

They don't care much. They just do their job. Like my girlfriend who study in X you know X College, every student has so nice relationship with their ESL instructor and they spend their own time with the students. Just even though they finish their job they make a group and they talking with students. They invite their students to their homes many times. They get so nice relationship with each other. But in here so strange one of the guys came from the X college, it was X, he said he was so frightened at first class because X college teacher they talk with each other after they finish their class they still remain in the classroom and they ask something about their usual life. They talking like a friend but not in here. They just go out their classroom. That's all. Sometimes I like to be more close. I want to talk about more individual stuff like personal stuff. You cannot do that. I think I'm bothering him or I'm bothering her like I'm getting her time so I'm getting uncomfortable so I cannot continue the kind of conversation with teacher, so that's the problem.

So, it's important that there's a closer relationship with your teacher?

Yeah!

Is there any type of assistance available at this University if you have any type of problems?

Ah I guess that I heard that they have some student advisor but I think just for regular students.

No, just for students who want to go to university I think. Not personally.

You have to be in the university, you have to be accepted because I went to some advisors. I went to the office for advice, academic something. She said okay we can help you when you get your letter of acceptance so you know I want some information about the courses but it is not available for me right now. So I have to choose just like right away I start university. I don't know.

Do you feel comfortable going to one of your teacher's if you had a problem?

Like me, no.

How do you feel about your teachers correcting your pronunciation in class? Or do they correct your pronunciation?

I feel funny. It's interesting because I think....

Do they do this?

If I ask.

If they do not understand they find out what the word.

They repeat or something like that and then they said...

That's a natural. I heard even between the Canadians one guy came from the Newfoundland you know that they use a different provincial accent it's so funny I heard that so the Canadian people live in the Western side they usually ask again what did you say.

I feel actually I have both feeling. In certain class I like it but different class I don't like it the reason why is I think that the way of teaching is very important of course we have to learn the properly pronounce English thats very important but certain teacher encourage us for example if we make a mistake in pronunciation he or she said that is wonderful but we can say again like that but the bad example which I encountered in the class just gave a chance to read some material but every time whenever we make a mistake in pronunciation she just interrupt and NO ITS NOT CORRECT. So I feel kinda frustrated in that point because she can give us at least a chance to read through and afterward can correct our pronunciation and the way of her correction isn't very good I found because she said NO its not correct of course I believe we can make mistake but I just don't feel very comfortable with her.

Part D

Could you please describe you experience when you first arrived at this University? How did you feel?

I didn't know anybody beside my one friend so I was a little bit embarrassed because the air was most students knew each other so I felt kinda stranger but it was very big problem because I adjusted pretty soon but I was just a little bit disappointed about the lecture.

There are many Asians. Some of the Canadian are very friendly. So my feeling is a little bit confused. I cannot speak English very well. I was confused, embarrassed but actually there are so many Asians so ya. Um.. I don't know. Maybe confused in my case.

Was the university helpful if you had a problem, if you asked a question, were they kind to you?

I think nowadays no they are not helpful.

Why?

Except for English when I have a problem with something at that time they didn't help me.

Like university people?

Usually when I had a problem with my circumstance or my personal problem, I asked some instructor and ESL assistant to help me but they listen to my problem but they didn't act about that. They just listen to me but they try to solve my problem but just speech, not action. So when I had a problem just I solved it by myself, really, one person helped me. He was not university person, not university instructor. That person is my friend's host mother. She helped me.

It's too small compared to my university and you know just lawn, just grass something kind of you know how can I say?

Yeah it was March. You arrived in March they still got a snow there, it was really cold there. Actually when I arrived in X airport I was so frightened because everywhere is so just bald area, not green. It was March. There is no mountains, no trees. You know the X Airport. There's no mountains, trees, there. That's typical airport. Yeah anywhere in the world airport they don't have any trees inside the airport. I know. Yeah when I arrived in X also I felt how can I live in here? No trees, no mountains, just a prairie, just a big huge land, plain and it was also the same in university. I arrived in university in the night time. It was very dark and I arrived in parking lot but it was very huge parking lot and I didn't realize the size of the university at that time. But tomorrow morning when I wake up I walked around the university it was kind of small and yeah probably you don't want to get some answers about the size of the university.

In my university has a lot of flowers, lot of trees. You can just enjoy even I don't study I just enjoy the view you know. Of course our campus is very traffic jam, a lot of building, but only in the campus. It's very beautiful you know usually but it's too different and so disappointed.

Just two buildings. Too modernized the buildings but I also when I went to the X I visited the X University there was very beautiful university. It was different.

How about you?

I feel lonely when I just came here like not just the university the city is very like too much space, not too many people.

Too much open space.

Like it's not alive like in Mexico university in my city or in every city it's very alive. People is talking everywhere, playing, people say hi to you. You interact more and here I feel lonely okay I have to go by myself here.

But the U of X has good facilities. It has a huge swimming pool. I really like that. A gymnasium. It's great. Art Center.

In terms of that it is very good university. Modern university. It's cool building but it's kind of like I don't know like not many people in there it's kind of dead.

Anyway it's different kind of university, different style university than I expected.

How do you feel about the number of students in your class coming from your own country?

To be honest I hate that.

Why do you hate it?

Because you know it's automatically I want to speak my own language. This is not my purpose to come here so that's why and that's why I came here and choose in X but this semester in my class a lot of Koreans so I don't like it.

How do you feel?

At first I was the same feeling like you, like X. I expected there was just only me. One of my friends recommended this university. She said there is not much just a few Koreans study at there. Most of them they are just regular students so probably if you go to language school probably you will not meet any Koreans but when I was here I saw the X.

I'm sorry!!

But I found it's a reasonable number. I know some of my friends who study in X and X, they say there are too many Koreans there. At least ten each class. So some of the X, you know the University of X, U of X, the most member of the ESL is Korean.

Even X, yeah.

I'm perfectly satisfied with this number here right now.

How do you feel about being the only representative from your culture?

It's kind of I don't know, it's okay but on one side I don't want to hang around with more Mexicans but sometimes you need, you know and I wondering like how these people gonna behave, how they gonna think about his culture and that. I want to exchange and I don't want to be the only Mexican in my class. I wish there could be three or four you know we can exchange more and with other people you know.

Describe any negative experiences you've had with people on the university campus. Have you had any with other students or university personnel or with other regular students, anything bad?

Yeah actually it's not so bad but kind of when I have to join to the insurance, health insurance, I went to the downstairs, just below the language center. That girl she wasn't so patient. She can't I didn't speak so well at the time so I have to just blah blah blah and I can't explain my situation exactly and she was not so kind. That time I had some bad experience. She just say go blah blah blah and go pay some money and blah blah.

So they weren't helpful at all?

Yeah.

I had this kind of experience and they weren't very patient and a little bit rude like in cashier when I pay. And I try to join some association with a student but they weren't very nice. They very super calm you know I get there and fifteen students in a restaurant and they don't invite me to join them and I was there for to meet them and see what they do. Mostly like regular students from the university but they were in their own group very close and then I ask for seat there and they do like they make faces at so I stay there for ten minutes and go and they didn't ask me and like why you go now nothing. It was not very good.

Do you think the language program in this university is meeting your needs of what you wanted from learning English? Are they doing a good job?

In one sentence I would say this program is very academical .

Is it a good program?

In certain point but I am not very satisfied with..it is okay just give us lots of writing and reading because previously I new this school was very academical but what I wanted to learn from this school was how to write how to read properly but I don't think I could.

Actually, I'm not content with it.

Why not?

Because, I thought in Korea if I can come to Canada I have many choice to practice English but actually in ESL program there are lots of Asian. Especially if they cannot speak English very well. So just I can meet some Canadian especially in class so when I talk about something in English, first time just for two weeks it could help me but the next time just the same English, similar English, it doesn't improve my English.

I always I have always tried to improve my whole respect of language ability but I found ESL program didn't face my need totally because it is kinda academical I learned quite a bit how to read and how to write but I don't think I learned lots of speaking and listening in class which I think is very important especially for Korean student that is the main reason for Korean student to come to Canada.

It depends on the person. It depends on the people. Like me, I'm just come here to learn

English not the academic purpose. Most of Korean people are all the same but like me I'm in my field is Engineering field so I don't need any kind of literature stuff. I don't need any, I just need a skill. I just need a very easy to understand so this I think this times class I'm in the advanced class not satisfy me.

How could it change to satisfy you?

Um... I think first of all they have to recommend some Canadian to each student and we can practice more. They need some systematic schedule for student. In University of X, need more level for ESL.

Is there too big of range in your class of language ability?

Ya, because when I talk about something, some issue, at that time I feel not so good because some student talk about something simply so I actually at that time you can talk about that kind of stuff with that other Canadian. It's a very helpful but just if we talk to the other international student it's very superficial talking. So I recommend ESL program. They have to have some education for host family because some host family don't know about the other country... the culture so they just keep their own country culture. So it can make international students have culture shock. Nowadays, so many international students come to Canada I think especially many Koreans. Maybe they have to change their thoughts about international students. Sometimes, they just want to earn money but for really, they really have to help international students to learn English.

Ah, yeah. Personally I prefer the previous class much more communication class and much more listening and much more understanding about the Canadians and at that time I was satisfied but in this class half and half.

How about you?

Same as you. Actually I should take a TOEIC or TOEFL test but they don't have any information just you know just buy the TOEFL stuff and then oh there. Oh, okay. It's TOEIC or TOEFL oh I'm not sure. Maybe next semester or something like that.

So they're not concerned at all about meeting your needs?

Yeah I think they're are not so professional about that deal. Many time they just member of the university and they don't feel like they are just some special skill. They need something different and to change of mind. They are specializing in language and they have to at least satisfy not most of them but try to satisfy many needs from the students so they have to change more they have to train more about the professional more professional way.

Yeah for me it's like I mean I'm not satisfied too because I have my best skills in reading and writing and how can I do essay you know that like is going over and over and like that it's kind of like wasting time for me and I wish we can have more stronger like classes in communication and interaction with the students, professors, you know like you all that prepare you for go to university but like they have to assume you have some background already you know like you are not in zero and also like in Mexico we don't have grammar, we don't study English, then just learn English on the street, just talking with people, so I expect like they do some fill out an application, some exam to indicate the person and the

necessities of the person so I feel like I'm gonna need a lot of grammar even though I take the grammar course and that's for me has to be the main skills in grammar and communication and not reading or writing or you know that because I used to read and write and if I get the grammar I can learn to read and write and do my own like my own ways to do my works.

It also was my first feeling in X University like wherever I go I felt like Canadian people is too relaxed. They are too relaxed.

Kind of lazy.

Yeah it's kind of lazy. They just satisfy their right now situation. They don't want to change too much. They are hesitate to change. I think that's one problem with the language center. You know it's kind of very old style. And it can not satisfy these days students from the Asian countries. Most of them they have some kind of aim, they have some kind of purpose, they need something more different thing. If you guys have some different style of teaching or different kind of material to teach overseas kind of student probably I guess you get a big money. You would changer education style a lot because you would have some big advantage because you guys teaching in the Canada and everybody use the English. If you have a business in Korea even though you just speak English in the classroom not in everywhere but you guys are in the language school in Canada so they can use every stuff. They can develop every materials. They don't want to change. They just keep going they're way.

And also they especially teachers don't think about the each students level. I mean we have different backgrounds. For example, in my case I got degree you know I studied four years but these things I'm just you know freshman high school graduate.

So they don't respect your personal background?

Yeah you feel like that. I want to discuss something you know global problem or political problem or something like that but ah let's discuss some activities something oh my God.

So they are not flexible like every group of students is different every time and you have to be aware of that and try to work with these I feel like okay this is my program and I don't change it like that all the time and that is kind of frustrating.

The teacher they should be trained every semester every year everything's changing but if they just stay one situation if they stick one thing they gonna lose their program. And plus I suggest them I talk with some teachers and we can do this and this and this and idea in this class to improve for me like you want to work with me but ah yeah you know they don't do anything different.

Part E

How do you define culture shock? What is your own definition?

So, culture shock, simply the definition is I think that the symptom or... ya... um... symptom, phenomena and stress. We got from the difference of culture. So especially, ya, so but I think nowadays we don't have a lot of culture shock because we can see many

different country's culture on the movie or TV. So especially in Korea we have a lot of western culture so we have lots of western restaurants so depending on person the culture shock is different.

Did you experience any culture shock?

I'm not sure it was culture shock but ya I think maybe since I came to here for one month at that time I couldn't, I didn't know what I had to do and just I think at that time I was really stupid, really. I couldn't think about the situation. I couldn't solve the problem. I got stressed so I got nervous because at that time I was in home stay so at that time I was so stupid. So I think that was sort of culture shock.

Not familiar. Not comfortable. Something different. Nervous. Something yeah.

It's like when you move the place where you're stand out. Like for me it's being insecurity and like it's a big challenge you know to try to adapt myself and to understand the environment something like that.

I like to define like this the feeling of the bad feeling or it could be a good feeling also but feeling of difference, different feeling and not unusual if the one people the situation is changing and they should adapt that situation for survive even to survive and it takes a time during that taking time probably that people got some depression some nervous or something uncomfortable feeling yeah that might be a culture shock.

A little bit negative yeah usually.

Perception is kind of negative.

Well it very wide question. When someone come and live in different culture mainly they cannot adjust themselves very properly so have a I would say have a problem internally and externally internally they have a homesick and sad cannot do anything don't want to do anything feel blue also externally met when we meet a very bad person sometime feel discrimination from that culture who which they are now living.

In one sentence what is culture shock?

Okay, I can say it is kinda failure to adjust themselves in new society.

So what are the main factors that contribute to culture shock?

Hum, I have to say that is kinda fear to contact with Canadian because mainly because of language skill sometimes it doesn't feel confident I can communicate very effectively with Canadian what should I do if they can't understand me that kind of feeling but I think I have to try more even if sometimes feel very embarrassed with failure of communication. It causes me not so good feeling inside.

Especially unexpected happening. Unexpected happening, for example, I can expect like this, I can say this one, she can say like this. But the other person said to me unexpected speech. At that time I was so embarrassed. For example, when I was in home stay I stayed in the other Korea girl so it's a very normal in Korea. In Korea, Korean a little bit senior

guys take care of Korean junior girl. It's a very normal. So I tried to take of her. So at that time she said to me it's okay, it's okay for me to take care of her but host mother said, host mother was very very angry, host mother got angry about that. So, for example, when Korean girl called the other person, at that time, I had to call the other person very very quickly. So I asked the girl, if you don't mind, could you stop your calling and I just had to call the other person just for a while. So she said, okay. So, she hanged up. But the host mother saw the situation and host mother got angry to me. Very very hard so I was so embarrassed. So I tried to explain about that. In Korea we can do this. I was in very hurry I can ask them the other person. But she said it's not your phone. And she's a calling now. It's her privilege, you can't interrupt. So I couldn't call at that time. I couldn't call, I just had to go into my room. That was very embarrassing.

The difference.

The fact that you don't speak your language or something.

Your language and food and attitude of the people.

Relationship with each other.

Entertainment.

The values.

Oh, yeah right.

What are some good techniques to use if you or a friend are experiencing culture shock?

I want to advise them to put themselves in strong way and strengthen themselves which means I think that every problem must be solved by themselves because eventually nobody can help them so just do whatever you have to do and try to open yourself to Canadian try to make lots of friend even if they are not Canadian if sometimes if they find that is very difficult to get over because of cultural difference I would like to advise them to make a friends with the people who came from same country.

Maybe I will ask him to make a friend in native people.

How will that help?

I will recommend him to travel. Just to stay one place. He can make people bored so they are very confused and a little bit worried that, frustrated. Anyway, if one people stayed one place for a long time they can feel lonely and they can feel bored. So I think I will ask the people to make many friends, meet many people and go to many place. So it's a good. And I think he have better have many hobby. Especially the hobby we can't play in Korea or their home country. For example, golfing, fishing, like that. So I think it can help him solve his problem.

At first in my case I will listen relax me not so hard on me just relax and think about the problem if something makes me some kind of culture shock. Think about the problem and try to solve or if I can't, if I can make any change for the problem I just adapt without

thinking anything. And that work to me. Yeah.

Try to like try to get I suggest I get the best I mean the positive things of this experience and us what else I don't know try to assume that you are in a different environment a different situation and to live with this you know. And there is some good things about that you can handle even though some times is not very positive if you have a problems like to speak English for example go ahead and speak in Spanish for some time if that makes you feel better for someone.

Yeah but in my case we should talk about one more guy yeah that guy who is an immigrant, he should live here for good and probably he got some other different opinion like me. It's nice. I come back to Korea again probably I'm just staying some time some certain period and then go to Korea and probably I don't feel any culture shock anymore in Canadian culture shock. I'm not so concerned about that. I can stand it for just two months or three months with that problem but for somebody who has to stay here for good for a long time probably he has to have some different thinking about that and he should....

You know in my case I try to understand what's the difference but why something like that so I understand you know something difference it's a could not you know be culture shock anymore. I mean it becomes familiar to me. So, I mean first of all we should know about something different and then try to understand. Yeah this gap it's become narrow and small.

Yeah I do. I do like that. Those steps every time I feel culture shock but the basement of my thinking probably I cannot deny about that. I cannot deny. One my thinking is about that way. Anyway I'll come back to Korea again soon even though I feel the culture shock. This is just temporary stuff not permanent. I can overcome it. But if I have to stay here for good and then it's a different problem. It's the problem for the another overseas students. If they think about more deeply inside down inside and actually I never think about this so seriously but just I think about this when you're talking.

Like when X says can I help you more? Not to kind of live the culture shock and I think culture shock makes you to face the thing your own identity, your values and all that. I think you say you have to understand and then....

Make the culture shock familiar?

Yeah. We can share. It is great when I share my own countrys' food with Canadian.

How do you think teachers can help student who are experiencing culture shock?
What can teachers do in the classrooms?

They can at first they can give a advice based on their experience dealing with international students but I believe the most important thing is not what the teacher said but the way of consultation because if student who has a problem feel oh this teacher really want to help me then even if he couldn't get any advice from him probably he would feel very comfortable from that way.

I think a teacher, it's a easy for a teacher to recommend some Canadians to students so I think teacher if a teacher recommended some Canadian to a people as a friend, it's a very

helpful! And sometimes teacher can visit with the student's house and he can eat food together. Ya it's a little bit sound weird but in Korea some teacher do like that - visit student's house so if instructor visit student house he can know student much more! So that means he can solve his problems more efficiently. So the first overall make a student have a friend and instructor know about student very well, they can help student.

They can introduce things, us issues, they are familiar with different nationalities and like activities you know that the students can feel comfortable even though there isn't time you can do like some of the students like to work in groups like they can do that and some students like to explain something to say.....

Show the way to enjoy the lifestyle in Canada kind of you know.

We need a kind of more individual interaction with each other and we can rely on the teacher and we can we need a kind of more you know humanity because we don't feel any humanity right now. Especially it's the same to another student in that class. It's kind of a strange just a teaching and talking and giving some information give some skills that's all. It's not exactly it's not teaching eh?

We need more different method. At least he should have experience of culture shock. So and then he can fully experience culture shock and what's the hard point, what's the different point and then he can you know react about the another people's culture shock.

Like I think many times I think you know like we are lonely and you are shy and you cannot do anything, teachers can get a little more involved with students and that helps a lot. I don't say to get involved as best friends but get you know some gradual involvement with students.

How do you think educational institutions can help students who are experiencing culture shock?

They can create the specific program which can give the students lots of chance to contact with some other people even Canadian or different culture. I think they need a variety of different activities because in the class I found kinda difficult to have a soft air . Need a different program beside class, going to hiking going canoeing ... but I didn't find this school has lot of programs.

Ya, university... um... I think... um.... ya university can make some trip and some party. Anyway, if some student feel very interested and very excited in Canada I think they don't have culture shock so university can make some funny thing so such as trips, party, like that.

They didn't have anything.

They didn't have a curriculum.

Actually, I don't think they can not help the culture shock. That's the natural.

They can do like. I mean they can do some like they can have some activities they get together with the students you know kind of like not often. It's not a difficult thing for

them to offer. So one thing every two months is not very much.

So what things would you like to see them do?

Some of us want real Canadian life. Sometimes we do some actions but we don't know if this is not good or not bad but some Canadians think and some Canadians saw the bad action and think oh he or she is Asian people or the black people and they think not good peoples. We didn't know that we were somebody talk to we and we like a language centers have that law should have that law but sometimes we really....

They can select some volunteers from the society any the old over age not for the student like the old seniors. They can also help the language center all of them even the small young kids they can also communicate with each other and with us. And then we have a more familiar with Canadian people and then even though we got some culture shock it's not so hard because we are with Canadian people. If we stay alone by ourselves in some certain area without help, the culture shock is just inside of my mind. It's not a physical thing. It's inside of my mind. But if I talk about the problem with another culture's people they can help us. We can more easily understand and we can decide we can evaluate if that's a good we can easily accept that and if that's not so good or if we evaluate them or it's really bad to me I can decide and then the culture shock is gone.

I think people are kind of far of this culture because of things we are talking about here and we believe in our own and we have our own prejudices and everything so it's not it's easy like conclude things to do have a space and we can go there and we can do whatever we want if they participate and they can invite and people who is very shy we can help like taking their own position like in then you can not respect everyone who is an individual. If you want to go to the musical group you have to choose that so if the person will help you and I mean I can go to this place and I can do something with people and I mean it depends on this people and they can do many things.

Yeah. And this school the language center they need more relationship with the regular university course, the regular university, their section, they don't have much relationship I know that. They don't have many much information about that even though like in my case I want to practice my trumpet in here so I asked to them how can I reach the facility room or something could you recommend some person to talk to about that so they don't know anything. They cannot help us so I did that by myself. I went to the music section department I went to them and I asked to them how can I get some information or something. I did that by myself. It was kind of frustrating. It was kind of culture shock also.

We're they helpful at the music department?

Yeah. They were so kind. They were so nice.

I think I have some idea about that. I think people at the university or institution introduce some host to some student. I think that they have to teach the host mother or the host family about the culture shock, about the different culture or issue of culture. In Korea I thought the host mother when I went to the house they have something, they know something about Korea but they didn't know so I think they need to know. They just think about making money.

Yeah. Like about the volunteers I think that's a really good thought. The volunteers they can advertise something about the volunteers in the newspaper. Probably some of the people in X they are really interested like that. Probably some of them really want to help some bad situation people but they don't. I just saw one time in the near the language center they just add some small stuff we just need some volunteers or something like that just inside university so we don't need that we can speak to the university student but we can't speak the every age all the age they can select the people like that somebody really want to give us some help. Other people and then they do that job very well. That's the good advantage of volunteer.

Yeah like for example I did these two parties because in the city I think like people enjoy it and people come and dance and everything and that things help you man. And I notice that relationship get better we be more like friends and so that things I do and I do like if I watch movie I invite people then language center maybe can do something like that so in this space like you come from other country and you not no here and you just not going to study. That's what they offer to you. So I don't think it's too much to ask for.

How would you describe Canada as a country in which to study ESL?

I think it is very good because I heard most Canadian pronunciation is very normal English Canadian doesn't have a dialect also for international student who has who was intimidated to come to a different country Canada is offer very peaceful surrounding low crime rate and clean air clean environment.

Canada, I think that's the best country in which to study ESL. It's cheap, very safe, kind of safe, and trip around many place. You can trip many place. They got a lot of lakes, a lot of oceans, they got a lot of mountains and in Eastern part of Canada they got a European kind of house, they're lifestyle is kind of different, we can experience a lot of different things, and most of them are westernized style. And we can also meet the native people in here. You're so well preserved much better than United States, the native people are so well reserved. I mean much better than the USA.

I think I can have troubles too between Canada and Mexico because for Mexican people it's very expensive and I know like Mexican people come here just to be rich and there is like the way people do and live more individualistic so I think I have totally different description from European people like I can not highly recommend Canada for studying English because my personality like I want to be not only friends with Mexicans they don't get a chance to practice their English here because it's hard to broke the wall and go making friends with Canadians, eh. That's all.

All over Canada it's the same like here.

I think it's I'm different from you guys. I want every experience with a big city lifestyle and also I want to go to Museum, I want to go to Arts stuff, see Arts stuff and also musical, want to see a musical, not enough especially in X.

I didn't mean X. If you go to another place like more big place.

Yeah but it's huge land. You have to take airplane, it's a little bit difficult.

Did you have to say about Canada but my experience in X is my experience but.

Yeah but X is not so highly recommend. It depends on the person but if Canada itself is a nice place to study English. They are speaking there is not so many dialects. Each part is they are using kind of different. But most Canada people are using the same style so this very easy to communicate each other. I know some States people like they in New York they speak some kind of different dialect. The Texas people speak a different every people they speak a different using a kind of different but in Canada most of the area I traveled to Toronto and the Montreal but everybody is speaking the same style.

Actually, I just have the experience of this university. I think Canada is very good. In terms of a social environment or place like that but I think university system for ESL students is not good at teaching students. I think they have not enough experience to teach English because I don't know I have never been to the other countries. I don't know they have exactly purpose over there direction of that I don't know so sometimes they change very quickly and they don't have their exact direction. Social environment Canada is very good. Here the university system is I don't know.

What recommendations would you advise to make the program more effective?

I think the ESL must strengthen the evaluated teacher it is very hard for me to tell but honestly they I don't think they are very qualified teacher .

Why?

I feel that way and most student same way as me so we had lots of complaint in certain class.

Why? What was the big complaint?

Okay , I we normally get a homework and after done we hand it in but he very rarely corrected our composition so we had lots of complaints about that because I believe it is only one way to learn how to write otherwise we cannot find any mistake of our writing. And also personally I hope they make more activities because we just had a one activity went to X trip.

We need kinda more individual interaction between the instructor teacher and students.

We need the kinda specific advisor for international students or something like that. Maybe can talk about some private things ya its good for international students.

I think we need more volunteers also I think thats a really good idea because they never try even though they tried some volunteers they are not so interesting their job they just participating the language center that's all.

I advise be with more teachers more like be more concerned about that and the stereotypes like my culture and when I interact with other cultures and to have more background more information about people coming. Like they know which people are coming. Check like to improve the services for the students.

Could you say this? I think they have to share more levels. We just have three level.

They don't have a problem I guess. They don't have enough students.

Especially when you talk about something to the other student it's really hard. It doesn't help sometimes.

The last thing is do you have any other comments or feelings you have towards international students in Canada. Last comment about culture shock.

Let me think about it.

I think they have to work at integrating the students with the students and Canadian students also and try to make relations because some students gone and some students will just stay here. And like me I'm worried now in the fall I'm going to take a course at the university and I'm wondering like all the friends I know are gone and I'm gonna be with Canadians. How can I interact with them. So I don't know like. They can consider ourselves rich.

Normally they have conversation partners with Canadian students. Do they have that in the summer?

Not really.

Yes that's really we need that. But they not interesting in us so sometimes we conclude like that if they makes no money they aren't interesting.

Yeah I would like to say like this. If they really want to get money they should change. If they really want to get professional about this field they should change. This system is not so you know kind of too late system, old style. They need more change, change their mind.

To be honest, I'm not interested in culture shock because I never experienced. But culture shock is a natural sometimes. If I move even you know animal move to another zoo. I don't think it's serious.

Culture shock... I think nowadays not many culture shock... um... no comment.

Checklist for Acceptable Thesis and Project Submissions

Format of Thesis or Project

Submit your document in one of the following word processing programs:

- WordPerfect (IBM or MAC)
- Word '98 (MAC)
- Word '97 (Windows)
- ClarisWorks 5.0 (MAC)

Submit a readable disc including abstract (in a separate file) along with your hard copy.

Document

Page numbering:

Prefatory pages are numbered consecutively beginning with the title page, followed by the signature page (which do not bear numbers) and are printed in small Roman numerals centred at the bottom of the page.

ANDREW - A
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 LICHES. CALL
 QUESTIONS.
 ?
[Signature]

- Title Page (no page #)
- Signed signature page (no page #)
- Dedication (if any) (iii)
- Abstract (iv)
- ✓ Acknowledgement (if any) (v)
- Table of Contents (vi) *wrong format*
- Tables/figures (if applicable) (vii)

All pages of the main body, including pages containing illustrations, references and appendices, must be numbered consecutively in Arabic numerals. Page numbers are placed in the upper right hand corner of the page.

*see p. 91
 APA manual*

Body of Text:

Accurate heading levels → *LOOKS LIKE ?* ① Ctrd, upper & lower, no underline
 ② flush left, underlined, upper & lower.

Spacing:

- Double spacing throughout
- Single space or double space for block quotes (40 words or more), references, appendices
- ✓ Paragraphs - indented 5-7 spaces

Margins:

- 1 1/2" left margin → *INCONSISTENT* *ie. PAGE 17, 18 MORE than 1/2*
- 1" other margins
- left justification only
- PAGE 30 LESS than 1/2*

Citations in Text:

- Insert surname of author and year of publication at appropriate point in the text:
- Pinar (1998) suggests . . .
- In a recent study of girls and technology (Ellis, 1997) . . .

References (not "Bibliography")

- ✓ Double spaced, indent first line 5 spaces
- Don't include author's first name

Capitalize journal/periodical titles, first word of title of books and articles, first word following a colon

Although the traditional format for reference lists includes underlining the titles of major works, the current trend is towards the use of italics. Either underlining or italics is acceptable (at this time); please consult with your supervisor as to her/his preference and be certain to maintain consistency throughout.

Sample List of Referenced Books and Journals:

Traditional Format for Reference List:

Abbs, P. (1974). Autobiography in education. London: Heineman Educational Books.

Berk, L. (1980). Education in lives: Biographic narrative in the study of educational outcomes. Journal of Curriculum Theorizing, 2 (2), 88- 155.

OR:

Current Format for Reference List

Abbs, P. (1974). *Autobiography in education*. London: Heineman Educational Books.

Berk, L. (1980). Education in lives: Biographic narrative in the study of educational outcomes. *Journal of Curriculum Theorizing*, 2 (2), 88- 155.

Appendices

- ✓ Double spaced
- ✓ Begin each appendix on a separate page
- ✓ Type the word 'Appendix' and the identifying capital letters (A, B, C, etc. in the order in which they are mentioned in the text) centred at the top of the page.
- ✓ For one appendix only, an identifying letter is not required.
- ✓ Double space title of the appendix, centred, in uppercase and lowercase letters.

Paper

- ✓ One side of paper, any standard quality bond acceptable

Font

- ✓ 12 point Times New Roman (or Times if Times New Roman not available)

Things to watch for:

Citations in Text:

(Name, Date)

(Name, Date, p. no.)

Alphabetize multiple citations e.g. (Apple, 1981; Babcock; Chambers, 1981; Zook, 1950)

Punctuation:

Comma and period inside quotation marks (some exceptions)

✓ Example:

"Ignorance is lack of knowledge of the ways of the self."

but after citations:

"Ignorance is lack of knowledge of the ways of the self " (p. 55).

1960s (plural), not 1960's

Block quotes:

✓ Must be 40 words or more; if two paragraphs, indent the second

Spacing:

✓ One space only following all punctuation (including periods)

✓ Must have one space between items in citation: (Smith, 1998, p. 9)

Citations in text:

✓ Multiple author in body of text, use "and", in parenthesis use "&"

Titles:

✓ No widowing (title must be followed by text on a page)

ABBREVIATIONS USED in this STUDY: TAKE OUT PAGE VI
 ABBREVIATIONS MUST BE EXPLAINED when FIRST USED in TEXT.
 PG 83 3.21 in APA MANUAL

TABLE of CONTENTS - NEEDS with PAGE #s at END
 LABELLED TABLE of CONTENTS

APPENDICES - NEED TITLE in T of C & ON APPENDIX