APPENDICES

QUESTIONNAIRE

NAME (optional) : ________________________________________________
COUNTRY OF ORIGIN : ____________________________________________
AGE : _____________
GENDER : _____________
MOTHER TONGUE : _____________
QUALIFICATION : _____________
QUALIFYING ENGLISH EXAM : _____________

I have been in India for:

A) Less than 6 months
B) 6 months to one year
C) One to three years
D) More than three years

Here are some personality traits that may or may not apply to you. Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am extroverted and enthusiastic.</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>2. I am critical and quarrelsome.</td>
<td>1 2 3 4 5</td>
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</tbody>
</table>
3. I am dependable and self-disciplined.  
   | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
   | 1 | 2 | 3 | 4 | 5 |

4. I am anxious and get easily upset.  
   | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
   | 1 | 2 | 3 | 4 | 5 |

5. I am open to new and complex experiences.  
   | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
   | 1 | 2 | 3 | 4 | 5 |

6. I am reserved and quiet.  
   | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
   | 1 | 2 | 3 | 4 | 5 |

7. I am sympathetic and warm  
   | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
   | 1 | 2 | 3 | 4 | 5 |

8. I am disorganized and careless.  
   | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
   | 1 | 2 | 3 | 4 | 5 |

9. I am calm and emotionally stable.  
   | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
   | 1 | 2 | 3 | 4 | 5 |

10. I am conventional and do not like to experiment.  
    | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
    | 1 | 2 | 3 | 4 | 5 |

Here are some statements regarding your experience in India as a student. Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement.

11. I feel the strain from trying to adapt to the new culture.  
    | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
    | 1 | 2 | 3 | 4 | 5 |

12. I miss my friends and family back home.  
    | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
    | 1 | 2 | 3 | 4 | 5 |

13. I often wish to escape from my new environment altogether.  
    | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
    | 1 | 2 | 3 | 4 | 5 |

14. I have found things in my new environment disgusting and shocking.  
    | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
    | 1 | 2 | 3 | 4 | 5 |
15. Very often I feel helpless or powerless when trying to cope with the new culture.  

16. I feel anxious and awkward while meeting local people.  

17. While talking to people I cannot make sense of their gestures or facial expressions.  

18. I feel uncomfortable when people stare at me when I go out.  

19. When I go shopping I feel people may be trying to cheat me.  

20. I find it difficult to be polite to my hosts.  

You have many reasons for wanting to learn English. The following statements deal with them. Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement.  

Strongly Disagree Neutral Agree Strongly disagree agree
21. Studying English can be important to me because it will allow me to be more at ease with other people who speak English.

22. Studying English can be important for me because it will enable me to better understand and appreciate English art and literature.

23. It is important for me to know English in order to know the life of the English-speaking nations.

24. Studying English is important to me so that I can understand English pop music.

25. The more I get to know native English speakers, the more I like them.

26. Studying English can be important for me because I'll need it for my future career.

27. Studying English can be important for me because it will make me a more knowledgeable person.

28. Studying English can be important for me because it will someday be useful in getting a good job.
29. Studying English can be important for me because other people will respect me more if I know English.

30. Studying English can be important for me because I will be able to search for information and materials in English on the Internet.

31. Studying English can be important for me because I will learn more about what’s happening in the world.

32. Studying English can be important for me because language learning often gives me a feeling of success.

33. Studying English is important to me because an educated person is supposed to be able to speak English.

34. Studying English is important to me so that I can understand English-speaking films, videos, TV or radio.

35. Studying English is important to me because without it one cannot be successful in any field.
The following statements are about your English Language Learning experience in India. Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
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<tbody>
<tr>
<td>36. I find it easy to ask my English teacher any clarification that I may need.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>37. It is easy to speak in English with the local people in India.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>38. There are many opportunities outside my classroom (in India) to use the English language.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>39. Reading aloud in English is very easy for me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>40. I have no fear when I have to speak in front of my classmates in English.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>41. The easiest thing for me to do is to write an essay in English.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
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<tr>
<td>42. When Indians speak it is easy for me to understand their accent.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>43. English grammar is easy and fun to learn.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>45. It is not difficult to master English vocabulary.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>46. Indian teachers and students are friendly and approachable</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>47. When I am with my friends I speak mostly in English.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>48. It is easy for me to remember and use all the new English words that were taught in class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>49. When Indian students speak in English it is not difficult for me to understand them.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>50. I enjoy reading English newspapers and magazines.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
51. I find it easy to get information that I require when I make telephone calls.

52. In my free time I watch English movies and listen to English songs.

53. I get the spelling of English words correct most of the time.

54. When I speak in English my teacher and classmates can understand me clearly.

55. English words are easy to pronounce and I enjoy speaking in English.

Kindly write a paragraph of 10 sentences about your experiences in India as a student in the space given below.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Thank you for taking time to fill in this questionnaire. Your cooperation is greatly appreciated.
1. Paper publications

2.1 CULTURE SHOCK AND ENGLISH LANGUAGE LEARNING

Anne Sheela Peter

The author is a research scholar at JJTU (Shri Jagadish Prasad Jhabarwal Tibrewala University), Rajasthan. She has been in the teaching profession for the last 15 years at the pre-university and under-graduate levels and is concerned about the challenges faced by the international student community in India. At present she teaches at Value Point Academy- an institute which caters to the English language learning needs of international students in Bangalore city. She can be reached at sheelapetros@yahoo.com

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Abstract

India hosts a large number of international students at the tertiary level who live here for a period of 3-5 years. Almost every student, regardless of nationality, experiences ‘culture shock’, which can have a deep impact on their education as a whole and English Language Learning in particular, since the medium of instruction is English. The intensity of the shock varies with the personality and motivation level of the student. Culture shock can also vary with the duration
spent in the country. Culture shock has four stages, namely: The Honey Moon Stage, Culture Shock, Integration and Acceptance. The Honey Moon or Euphoric stage ends very quickly and reality sets in. The psychological impact of culture shock can deter students from learning as it creates not only anxiety but also mental blocks against the host country. An atmosphere such as this may not be conducive to optimum learning. Some students may take six months to a year to get over the second stage and move on to the integration and acceptance levels. In the meantime a lot of precious time is lost in grappling with the situation. Academic performance of the students is greatly affected and this can also be de-motivating. The general premise is that with the passage of time the degree of culture shock is indirectly proportional to the time spent in the host country. This article seeks to explore the relationship between the duration of stay in India and the level of culture shock that the students experience and its impact on their English Language Learning. This research is based on questionnaires administered to students of three institutions in Bangalore-Value Point Academy, Baldwin Women’s Methodist College and Kristu Jayanthy College.

**Introduction**

There has been a large influx of international students into India during the last couple of decades and the number only seems to be growing. India plays host to a wide range of nationalities- some students come to India only to undergo training in the English language (prepare for IELTS, TOEFL etc.) and then move on to other countries for their undergraduate or post-graduate studies.

When students come to India they encounter completely new, strange and sometimes hostile situations. They are also faced with different cultural customs and practices. Along with learning a new language students have to bear the burden of coping with an entirely unfamiliar way of life. This leads to a state of mind which could be termed ‘Culture Shock’

**Background**

What is Culture Shock?
Culture Shock is a conglomeration of emotions that most people go through when they move to an unfamiliar culture, to a culture that is alien to their own. The greater the difference in culture the greater the shock. According to Brown (1994) culture shock has four successive stages.

1. Euphoric or Honeymoon stage:

When students arrive at their new destination everything seems novel and exciting. The differences are perceived as ‘exotic’. They desire to take in everything and have a great time learning about their new environment. This period may last for between 2 weeks to 2 months after which reality sets in.

2. Culture Shock stage:

Gradually students begin to become aware of the differences between their culture and the native culture. Some unpleasant encounters with stern officials, mercenary dealers serve to deepen the degree of culture shock experienced by the students. At this stage students feel overwhelmed and realise that there is so much they do not understand about their new surroundings. They are unable to communicate with natives, unable to read sign boards, they have difficulty commuting and for some of them the sheer number of people and the unrelenting barrage of noise is enough to overwhelm them. They experience several symptoms akin to depression at this stage- such as loss of appetite, sleep, concentration and interest. They become irritable and sometimes even aggressive as they are frustrated due to their inability to communicate.

3. Integration stage:

At this stage students begin to deal with the differences between their own culture and with that of the host country. Come of them are resigned to the fact that differences will exist and that they need to devise ways in which to cope with them. Some others may even begin to replace their
old culture with that of the new one. A strategy that they adopt is to learn essential words and phrases of the local language which could ensure a degree of acceptance from the natives. A feeling of being between two cultures but not belonging to either is characteristic of this stage. Integration can take anywhere between 2 months to a year or more of their stay in the host country.

4. Acceptance stage:

Students are finally able to accept the differences in the two cultures and combine them into their lives. Sometimes they are able to almost lead ‘double lives’ where they adopt the mainstream culture at school or workplace and follow the values of the home culture outside of school.

**Review of Literature**

Christopher L. Spackman from Ohio Dominican University has explored the relationship between culture and second language acquisition in the paper titled Culture and SLA published in a TESOL journal. At the outset Spackman defines culture as an intrinsic part of an individual’s nature and is as essential as life itself. He quotes the definition given by Brown (2007 p. 380) as

“the ideas, customs skills, arts and tools that characterize a given group of people in a given period of time.”

He feels that Diaz-Rico and Weed (2006) provide a more specific definition as it views culture as a process rather than a list of facts to be memorised. They define culture as

“the explicit and implicit patterns for living, the dynamic system of commonly agreed-upon symbols and meanings, knowledge, belief, art, morals, law, customs, behaviour, traditions, and/or habits that are shared and make up the total way of life of a people, as negotiated by individuals in the process of constructing a personal identity”
The paper emphasizes the need to learn culture in order to learn language as they are inseparable. However, culture cannot be learned through superficial aspects like food, festivals, national dress etc. Culture is something that is lived by the people who make up the culture, it exists in the active lives of those who share its forms.

Since culture is experienced through language learning a second language requires learning the linguistic aspects of the target culture. Second language acquisition is second culture acquisition.

In his paper he mentions the Whorfian Hypothesis

That the commonly held belief that the cognitive processes of all human beings possess a common logical structure which operates prior to and independently of communication through language is erroneous. It is Whorf's view that the linguistic patterns themselves determine what the individual perceives in this world and how he thinks about it. Since these patterns vary widely, the modes of thinking and perceiving in groups utilizing different linguistic systems will result in basically different world views (Fearing, 1954)

Thus learning a new language requires learning a new culture. But that may not be as easy as it sounds. It is a long process called acculturation. Two eminent scholars Brown (1980) and Schumann (1986) discuss acculturation in the Optimal Distance Model and Acculturation Model respectively.

Earlier the critical period hypothesis suggested that age and resultant physiological changes in the brain were the major factor that limited SLA. Brown reformulated the hypothesis and maintained that it is acculturation rather than age which is the most essential factor defining the critical period. As we have seen earlier Acculturation is a process of four stages. According to Brown (1980) an extremely important element of the third stage is a feeling of anomie – a feeling of being between two cultures but not a member of either. The learner is at an optimal distance from both cultures and therefore this provides an ideal condition for language learning. This is the Optimal Distance Model wherein the third stage of acculturation is considered the most important for acquiring the target language as it is the critical time for optimal learning.
As Brown (1980, p. 161) phrases it “stage three may provide not only the optimal distance, but the optimal cognitive and affective tension to produce the necessary pressure to acquire the language”. If learners fail to master the second language during the third period of acculturation, they may never acquire it to a high level successfully.

Schumann (1986, p. 379) defined acculturation as “the social and psychological integration of the learner with the target language group.” He argues that “the learner will acquire the language only to the extent that he acculturates and that the degree to which a learner acculturates to the TL group will control the degree to which he acquires the second language”. In other words language acquisition is directly proportional to learner acculturation.

Robinson-Stuart and Nocon (1996) conducted a research experiment involving the use of ethnographic interviews. Learners of Spanish as a foreign language had to interview native Spanish speakers. The goal of the experiment was to allow learners to become aware of themselves as cultural beings.

“learners are made aware of their role as cultural beings involved in cross-cultural interaction. More than just a cognitive process, the use of ethnographic interviewing techniques to interview live target language speakers engages the learner affectively as well as cognitively”

(Robinson-Stuart and Nocon, 1996, Integration into the classroom section, para 2)

The criticism levelled against the two models is that they do not explain how language is learned. They only hypothesize the optimal conditions for learning to take place. Spackman suggests that acculturation support at the classroom or at least at the school level would help reduce culture shock and speed up recovery, thereby helping students master the English language to a greater extent.

**Hypotheses**

After considering the Brown and Schumann models of acculturation and language learning one can formulate the following hypotheses:
1. If a student stays long enough (more than a year) in a foreign country, he/she is bound to overcome the stage of culture shock.

2. The third stage of acculturation has a lower degree of culture shock.

3. The greater the culture shock the lesser the language competency.

**Data collection and analysis**

Questionnaires were administered to 116 students of three different educational institutions in Bangalore and their responses were coded. Students’ duration of stay in India was categorised as

a) Less than six months

b) Six months to one year

c) One year to three years

d) More than three years

Culture shock was measured using a 10 set questionnaire on a five point scale.

Eg. I feel the strain from trying to adapt to the new culture.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
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<tbody>
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<td>1</td>
<td>2</td>
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</table>
The results were as follows

<table>
<thead>
<tr>
<th>Duration in India</th>
<th>No. Of students</th>
<th>Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 6 months</td>
<td>38</td>
<td>3.81</td>
</tr>
<tr>
<td>6 months to 1 year</td>
<td>25</td>
<td>3.92</td>
</tr>
<tr>
<td>1 to 3 years</td>
<td>44</td>
<td>3.89</td>
</tr>
<tr>
<td>More than 3 years</td>
<td>9</td>
<td>3.56</td>
</tr>
<tr>
<td><strong>Total =</strong></td>
<td><strong>116</strong></td>
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</table>

**Interpretation and discussion.**

It is observed that the highest degree of culture shock occurs in the second period i.e. six months to one year. This according to Brown is the stage when the learner becomes aware of cultural differences between his and the native culture of the host country. However, one notices that culture shock does not really significantly reduce in the third stage. The difference is only that of .03 units. It is also observed that in the first stage i.e. the Euphoric or Honeymoon period is also fraught with culture shock, the difference being -.09 units. The final stage that is one of acceptance also has culture shock to a large extent. It is less than the second stage only by .36 units. This means that culture shock permeates more than one stage of acculturation and can last even for more than three years of their stay.

From the results of this analysis one can prove that the first hypothesis is disproved because students don’t really overcome culture shock completely. It only reduces in intensity and quite gradually, more so. During the third stage (integration) it is proved that culture shock is less although not significantly so. The final hypothesis is proved correct as the number of errors committed by English language learner was directly proportional to the culture shock that they
experienced. This has been analysed in the short compositions written by them in the last part of the questionnaire.

**Recommendation**

Just as Brown recommends, acculturation support at the grassroots level would help considerably in reducing the intensity of the culture shock and also its effect over a long period of time. Culture classes could form part of the curriculum or could be offered as credit programs for international students in India. This would help them save precious time and energy that would otherwise go into their grappling with the new and strange situations in an alien country.

**Conclusion**

Culture shock is an inevitable part of any international student’s foray into another country. But this need not necessarily be a distressing and traumatic experience. Language teachers play an important role here in enabling international students to integrate easily into the native culture. They can do this by respecting the learner’s culture as well as exposing them to the native culture in as many ways as possible. This will help learners get through the most difficult phase of acculturation thereby giving them the maximum benefit of language learning.

**References**


This paper was published in Centum, the journal brought out by the Research Department of Shri Jagadish Prasad Jhabarmal Tibrewala University.