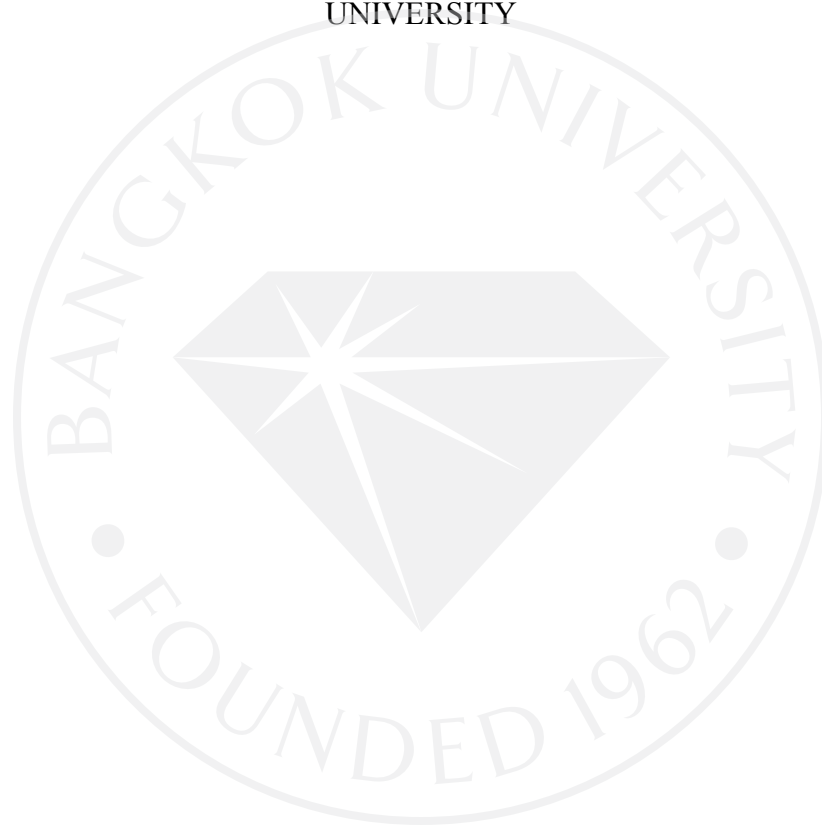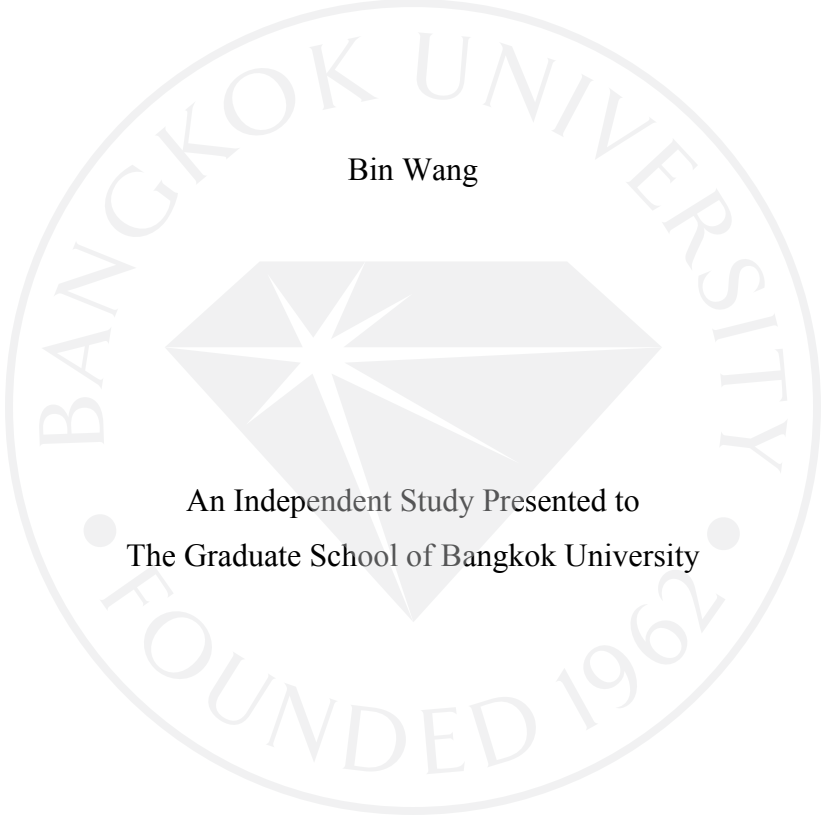COPING WITH CULTURE SHOCK: A STUDY OF STRESSORS, ADJUSTMENTS
AND STEREOTYPES AMONG CHINESE STUDENTS AT BANGKOK
UNIVERSITY

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Bin Wang

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BANGKOK UNIVERSITY

Author: Mr. Bin Wang

Independent Study Committees:

Advisor

(Assoc.Prof.Dr. Boolert Supadhiloke)

Graduate School Representative

(Dr. Sudarat D. Chantrawatanakul)

CHE Representative

(Asst.Prof.Dr. Boonchan Thongprayoon)

(Dr. Sudarat D. Chantrawatanakul)

Dean of the Graduate School

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<u>Coping with culture shock: a study of stressors, adjustment and stereotypes among Chinese students at Bangkok University (pp.77)</u>

Advisor of Independent Study: Assoc. Prof. Dr. Boonlert Supadhiloke

ABSTRACT

This independent study is designed to explore Chinese students' stressors, copings, and adjustments in Thai society by relating to culture shock concept in Bangkok University; and to explore Chinese students' stereotypes about Thailand in pre-arrival and post-arrival in Bangkok University. Since intercultural communication caused many stress to international students and those stresses are inducements to psychological and physical diseases, a research on stressors, coping, adjustment and stereotypes among Chinese students in Bangkok University is necessary. And the research is unique since nobody conducted such research in Bangkok University.

Altogether, there are 40 respondents participant to the research and they are selected by purposeful sampling techniques. Those respondents include both male and female Chinese students who are currently study in Bangkok University. According U-curve culture shock theory, 4 stages in culture shock, respondents are selected into 4 groups by related to their length of stay in Thailand. 10 respondents are selected for each group with Chinese students who have been in Thailand less than 6 months, 6-18 months, 18-30 months, and more than 30 months. Unconstructed interviews are used to collect data from 40 respondents. In the research, a descriptive analysis used to generate research result.

In the research result, there are several intercultural communication stressors found via interviews. Language, cultural and religious knowledge, local information, loneliness and homesickness are main stressors among Chinese students. In addition,
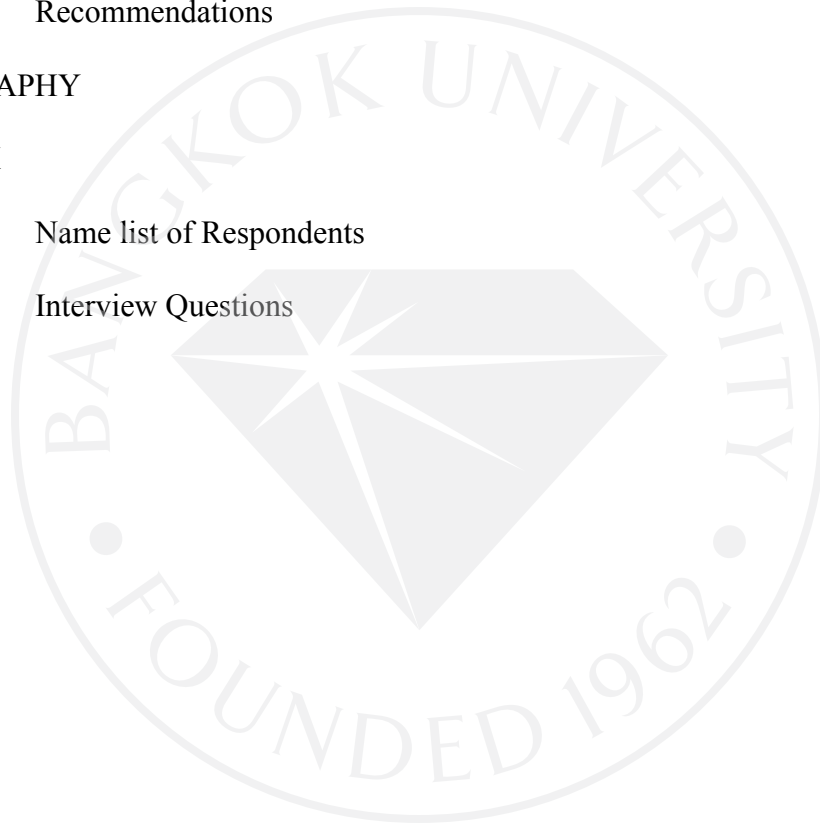
pressure of study, work and graduation, food, living condition, friendship, lost of identity are explored stressors in each group. Moreover, in pre-arrival and post-arrival, respondents stereotypes are found as well. In general, respondents hold negative stereotype toward to Thailand in pre-arrival such as sexy overabundance, many transsexuals, weak in social security and overabundance of drugs; in post-arrival, respondents' stereotypes are generally positive in 0-6 months period and negative in 6-18 months and 18-30 months periods; and their stereotypes are become to average in 30 up months period.

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Chapter 1

Introduction

1. Statement of problem

The world's population is becoming increasingly transient as individuals from all walks of life take advantage of the opportunities for working and studying outside their home countries (Grushina, 2008). Whether dictated by choice or by necessity, intercultural transitions are becoming more common for millions of people, including immigrants, refugees, and others who relocate permanently, as well as travelers visiting foreign countries for shorter periods of time and who have a specific purpose – exchange students, government workers, business people, missionaries, volunteers for various aid organizations, and others (Grushina, 2008). In light of these trends that reflect the globalization of businesses, increased diversity in many countries, and growing necessity for adapting an intercultural perspective for more effective integration into society, understanding cross-cultural adaptation experiences of individuals has become a necessity (Grushina, 2008).

Over the past decades there has been an increasing interest in the impact of migration on mental health. Migration has been identified as a stressful process, which can pose a risk to the psychological and physical health of migrants (Bhugra & Jones, 2001). Overseas students, although typically only temporarily separated from their home country, may also suffer psychological distress associated with moving to an unfamiliar environment (Pantelidou & Craig, 2006).

There are many reseaches conducted to investigate culture shock among international students. Most of the early studies were concerned with such things as the relationship between student mental health and academic performance (Kelvin et al., 1965; Lucas et al., 1966) without any special reference to the particular problems of

foreign students (Furnham & Bochner, 1986). Some of the earliest studies concerned the suicide of university students (Rook, 1954; Gunn, 1979) though there is some debate as to the extent of this (Schwartz, 1980). Some have argued that parasuicide and suicide attempts have reached epidemic proportions (Gunn, 1979), other have noted that suicide accounts for 50 percent of all causes of student death (Norman, 1974). However, these studies have not separated foreign (oversea) from native (home) students, nor have they been able to overcome the problems associated with all suicide statistics (error, differential registration procedures of death, religious sanctioning) (Furnham & Bochner, 1986).

Also, the empirical literature broadly supports Furnham and Bochner's contention. Oversea students report more social difficulty than do host students (Furnham and Bochner, 1982); they also experience more sociocultural adaptation problems than their compatriots who remain at home (Kennedy, 1999; Ward and Kennedy, 1993). Uehara's study (cited in Jou and Fukada, 1996) of foreign students in Japan found that the differences in host-sojourner difficulties were greatest for language fluency and interpersonal relations. This was also observed in Chataway and Berry's (1989) research with oversea students in Canada which indicated that international pupils experienced more problem with communication and prejudice than did their Canadian peers. Loneliness is a significant problem among oversea students and was reported as such in almost one quarter of the international sample surveyed by Sam and Eide (1991) in Norway. Homesickness is also frequently observed (Lu, 1990; Sandhu and Asrabadi, 1994), and it has been found to be the more problematic for international students than their domestic counterparts (Zheng and Berry, 1991).

According to Lin (2006), there are several stressors found among Chinese students in a US campus. For example, language barrier, separation from family, poor cooking facilities, boring small town life, and political discrimination are main findings in the research. And, the research also found that Chinese students' suffering already began even before the trip to the campus and intensified during the first few weeks or months after their arrival (Lin, 2006).

In addition, many other researches are conducted to investigate intercultural adaptation among Chinese international students over the world. For example, an empirical study is conducted to investigate Chinese students' psychological and sociocultural adjustments to Britain (Oatey & Xiong, 2006). The study found that the majority of students have few psychological or sociocultural adjustment difficulties. Nevertheless, social interaction with non-Chinese was consistently identified as problematic and this, as well as difficulties in adjusting to daily life, were very highly correlated with psychological stress (Oatey & Xiong, 2006). Also, an in-depth qualitative research is conducted to investigate the experience of a small cohort of Chinese postgraduate students' in a British university (Gill, 2007). The study found the three-fold 'stress-adaptation-growth' intercultural learning process of these participants by focusing the discussions on the their lived experience in the UK (Gill, 2007). According to Zhong (1996), a study is conducted to investigate Intercultural adaptation process among Chinese students and scholars in U.S. Findings suggest that many (Chinese students) do not intend to return to China in the near future, so they are highly motivated to become acculturated in America (Zhong, 1996).

However, there is only few researches conduct to investigate international students' stressors and adjustment, especially Chinese students. And, there is no research about Chinese students in Bangkok University at all; thus, this research is armed to explore Bangkok University's Chinese students' stressors and adjustments in intercultural communication field. Also, findings of the research are unique since there is no related previous research.

2. Research questions

There are several questions to be answered in this study:

1. According to culture shock stages, how do Chinese students appear in Thai society in term of stressor, coping and adjustment?

2. What are stereotypes that Chinese students hold about Thailand in pre-arrival and post-arrival?

3. Objectives of research

1. To explore Chinese students' stressors, copings, and adjustments in Thai society by relating to culture shock stages.

2. To explore Chinese students' stereotypes about Thailand in pre-arrival and post-arrival.

4. Significance of study

Since the research is conducted among Chinese students in Bangkok University, research findings are significantly important to Bangkok University. Bangkok University, especially International College, could get better understanding toward Chinese students and improve its operation in International students' aids. Recently, amount of Chinese students are gradually increasing in Bangkok University International College; thus, Chinese students are taking a significant important part of international community in Bangkok University. To build a great international environment in Bangkok University, the research findings are useful.

Also, the research findings are necessary to education department of Thailand. For improving educational quality in international colleges, Chinese oversea students are main part to be considered since there are many Chinese students in Thailand. And, the improvement of international education is closely related to intercultural matters of international students.

Moreover, the research findings are important to Chinese government. Amount of Chinese oversea students are significantly increased in recent years, many potential Chinese international students are paying close attention to previous international students' living and studying conditions in oversea. Those findings may help potential international students to understand oversea life and getting prepared for overcoming stressors and potential problems.

In addition, the research findings may help Chinese student unions to know their members in overview and provide necessary helps to them based on their stressors and problems.

5. Definition of terms

In the research, there are several terms have to be defined.

Stressor: according to English dictionary[1], stress is defined as 'pressure or worry resulting from mental or physical distress, difficult circumstances'; thus, the stressor is defined as cause and fuse which result to pressure or worry; and stressors include mental or physical distress and difficult circumstances and potential others. In the research, stressors are mainly focused on mental pressures and difficult circumstances which are caused by oversea life in Bangkok among Chinese students.

Coping: the word "cope" is defined as 'be able to deal with something difficult'[2]; thus, the word "coping" is noun of the word "cope". Coping means ability to deal with something difficult. In the research, coping is ability or method to deal with stressors in short term or temporariness.

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[1] Oxford Advanced Learner's English-Chinese Dictionary (Extended fourth edition). P. 1511.
[2] Oxford Advanced Learner's English-Chinese Dictionary (Extended fourth edition). P. 313.

Adjustment: adjust is defined as 'become or make suited to new condition'[3], and "adjustment" is noun of 'adjust'; thus, adjustment means actions or behaviors to become or make suited to new condition. In the research, adjustment means actions or behaviors that make Chinese students suited to Thai culture. And those actions and behaviors are set to solve stressors permanently.

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[3] Oxford Advanced Learner's English-Chinese Dictionary (Extended fourth edition). P. 18.

Chapter 2

Theoretical Orientation & Literature Review

In this chapter, culture shock's concept, U-curve culture shock (4 stages of culture shock), symptoms of culture shock, and perspectives of culture shock are introduced in first part of the chapter as theoretical orientation in the research. And, the second part is literature review of previous studies. It includes previous studies on U-curve hypotheses of culture shock, stressors and problems in culture shock, coping resource of culture shock, and psychological and sociocultural adaptation. There are several important studies are presented in this chapter which are important to understand the study.

1. Theoretical Orientation

1.1 Culture shock

Oberg (1960) first introduced the term 'culture shock' to describe the experience of migration from one culture to another (Austin, 2007). It is originally conceptualized as "the consequence of strain and anxiety resulting from contact with new culture and the feeling of loss, confusion, and impotence resulting from loss of accustomed culture cues and social rules" (Winkelman, 1994). In another word, initially, this term was used to describe the confusion, disorientation, and disheartenment that accompanied intercultural contact and migration (Austin, 2007). Smalley (1963) referred to culture shock as rejection and homesickness. Also, according to Taft (1977), culture shock is conceptualized as comprising six distinct aspects, including the strain of adapting to the new cultures, a sense of loss, confusion in role expectations and self-identity, a feeling of being rejected by members of the new culture, and anxiety and feelings of impotence due to not being able to cope with the new environment. Obviously, early definitions of this term focused mainly on the psychological and cognitive reactions of sojourners entering a new culture (Lin, 2006). In these conceptualizations, culture shock is consistently

associated with a series of symptoms of discomfort, dislocation, and abnormality (Lin, 2006).

Winkelman (1994) also examined some causes of culture shock such as stress and cognitive fatigue. Additionally, McDermott (1992) focused on social isolation and normlessness, two components of alienation. However, if uncertainty, anxiety, stress, and alienation are defined as causes of culture shock, there must be precauses, factors that lead to these causes of culture shock (Lin, 2006).

1.2 Four-Stage model of Culture Shock

Oberg (1960) initially postulated a four-stage model of culture shock:
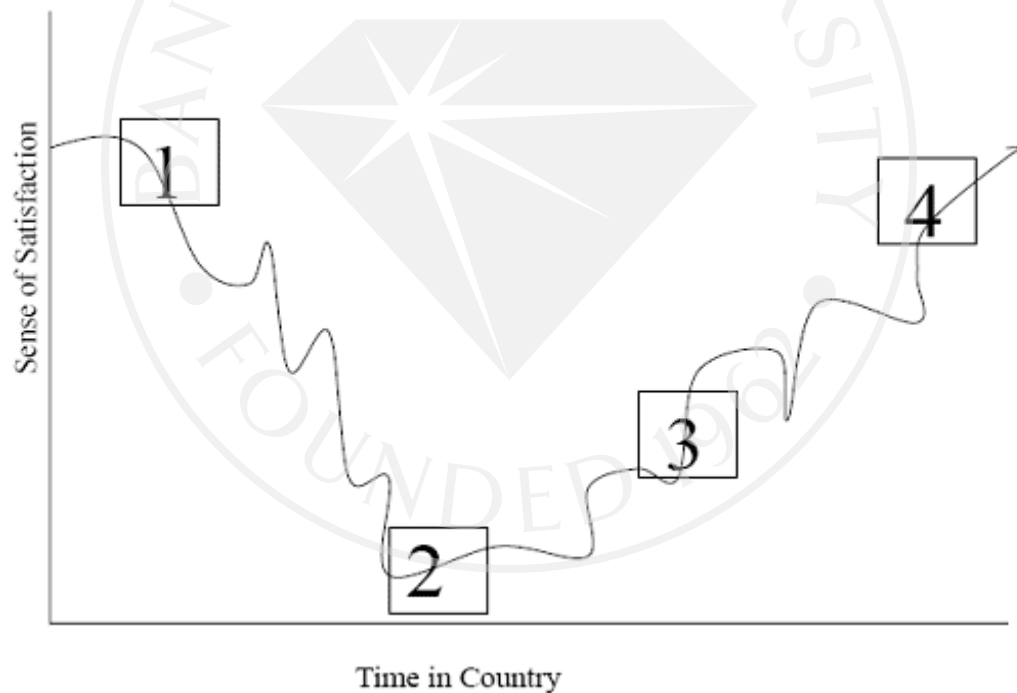
(Source: University of Minnesota, International Students)

● Stage 1: ***Honeymoon***. An initial admiration and fascination with the host culture, usually consisting of superficial relationships and cordial interactions.

● Stage 2: *Crisis*. Initial differences in values, language, signs and symbols lead to feelings of inadequacy, frustration, despair and anger.

● Stage 3: *Recovery*. The crisis is gradually resolved through acquisition of knowledge, skills and values appropriate to the host culture, including language.

● Stage 4: *Adjustment*. An ability to function effectively within and enjoy the new culture, despite occasional feelings of anxiety or stress.

1.3 Symptoms of culture shock

In honeymoon phase, intense excitement and euphoria associated with being somewhere different and unusual (Neuliep, 2003). The stresses associated with cultural differences are tolerated and may even seem fun and humorous (Neuliep, 2003). During this phase, nearly everything appears wonderful. The food is exciting; the people seem friendly. Although you may experience some of the symptoms such as sleepless and mild anxiety, enthusiasm and curiosity quickly overcome these minor discomforts (Dodd, 1982).

In the crisis or cultural shock phase, failure events once considered minor and funny are now perceived as stressful. Winkelman (1994) maintains that culture shock is partially based on the simultaneous effects of cognitive overload and behavioral inadequacy that are rooted in the psychological and physical stresses associated with confronting a new environment (Neuliep, 2003). During the phase, you begin to feel more anxious, restless, impatient, and disappointed. It seems you have more difficult time saying what you mean (Dodd, 1982).

In the recovery phase, it includes crisis resolution and culture learning (Ward, Bochner, & Furnham, 2001). During the phase, you have learned a lot more about the culture, and while you still do not like something, you now like more things than a few months ago (Dodd, 1982). By now, you have become more accustomed to the foods,

sights, sounds, smells, and nonverbal behaviors of the new culture (Dodd, 1982). Also, you have fewer headaches and upset stomach problems and less confusion, uncertainty, and loneliness. And you physical health and mental health have improved (Dodd, 1982).

In the last phase, adjustment phase, reflecting enjoyment of and functional competence in the new environment (Ward, Bochner, & Furnham, 2001). It is achieved as one develops stable adaptation in being successful at resolving problems and managing the new culture (Winkelman, 1994).

1.4 Perspectives of culture shock

Currently, debate exists as to whether culture shock is in itself a specific psychological event, or whether it is instead an instance of more general psychological and adaptive processes (Austin, 2007). As a general psycho-adaptive process, theories of culture shock may be organized along two major themes: culture shock as a culture-learning phenomenon, and culture shock as stress-coping process (Bochner, 1986).

The **culture-learning perspective** views culture shock in behavioural terms, as a time-linked phenomenon by which migrants learn social, linguistic and communicative customs, knowledge, and skills in order to flourish in a new society (Austin, 2007). Many scholars, including Argyle (1969, 1981, 1982) and Adler (1975) have discussed the vital importance of learning verbal, non-verbal and micro-rhythmic conventions of interpersonal interactions; from this perspective, 'culture shock' is simply a reflection of incomplete or faulty learning processes, and may best be remedied through education, rehearsal, practice and feedback. This view builds on the notion that social behavior is a learned, reciprocal, organized and skilled performance (Austin, 2007). The inability of one party to meet expectations of another leads to breakdown, stress and consequently culture shock (Austin, 2007).

Another perspective of culture shock, **stress-coping perspective** views culture shock within the context of socio-political and economic realities facing the individual,

and is influenced by the characteristics of both the society of origin and the society of settlement (Austin, 2007). From this perspective, geographical migration precipitates stress in so far as it will also entail movement, separation of spouses/family members, changing of jobs, etc. This stress produces a series of affective, behavioural, and cognitive coping responses (Austin, 2007). Berry (1994, 1997) and Berry et al. (1989) have presented an elaborate stress and coping model in which both societal-level factors and individual factors (such as cultural distance, locus of control, extroversion, and neuroticism) are important.

1.5 Intercultural adaptation

The term *intercultural adaptation* broadly refers to the process that people go through when trying to adjust to the differences they encounter in new cultural environments, thus becoming better suited for dealing with the extant challenges encountered in unfamiliar environments (Kim, 1988). Over the last fifty plus years, researchers have used various terms that describe the same general process of cross-cultural adaptation but differentiate qualitative shades of the adaptation experience – assimilation, acculturation, coping or adjustment, integration, and others (Kim, 2002).

A number of different models of cultural adjustment (e.g. Bennett, 1986; Berry, 1990; Kim, 2001) have been proposed, but one that we have found particularly helpful is that developed by Colleen Ward and her colleagues (e.g. Ward, 1996; Ward et al., 2001). Ward maintains that there are two main types of adaptation outcome, psychological and sociocultural, and that these outcomes are influenced by a range of individual level variables and societal level variables. Psychological adaptation concerns people's sense of physical and psychological well-being; sociocultural adaptation concerns people's sense as to how well they can 'fit in' to the new environment (Spencer-Oatey & Xiong, 2006) .

Psychological adaptation is best understood from a stress and coping perspective. Naturally, everyone is subject to stressful events and circumstances; it is not unique to

overseas students, let alone just Chinese students (Spencer-Oatey & Xiong, 2006). Chinese students may be leaving home for the first time, sharing accommodation with comparative strangers, learning to cook, dealing with financial pressures and debt, and finding out what is expected of them at university (Spencer-Oatey & Xiong, 2006). All of these adjustments can take their toll in terms of general psychological well-being, and so the students can become stressed, anxious and maybe depressed. However, the number of significant life changes that overseas students experience is typically higher than for home students, so their risk of psychological ill-health is even greater (Spencer-Oatey & Xiong, 2006).

Sociocultural adaptation is best explained within a social skills or cultural learning paradigm. Several authors have identified different domains of sociocultural adaptation; for example, Black and Stephens (1989), who have researched intercultural adjustment in the management field, specify the following three domains:

(1) General adjustment (managing daily life).
(2) Interaction adjustment (relating effectively to host nationals).
(3) Work adjustment (accomplishment of work-related objectives).

For overseas students, academic adjustment is clearly one of the main domains, although work adjustment may still occur if they have a part-time job. Their interactional adjustment also involves getting on well with other overseas students, from a range of countries (Spencer-Oatey & Xiong, 2006).

1.6 Stereotypes

The word stereotype was first used by journalist Walter Lippmann in 1922 to describe judgments made about others on the basis of their ethnic group membership. Today, the term is more broadly used to refer to judgments made on the basis of any group membership (Jandt, 2007). Psychologists have attempted to explain stereotyping as mistakes our brains make in the perception of other people that are similar to those

mistakes our brains make in the perception of visual illusions (Nisbett, 1980). Although you may think of stereotypes as being negative judgments, they can also be positive. Some people hold positive stereotypes of other individuals based on their professional group membership (Jandt, 2007).

According to Hogg and Abrams (1988), stereotypes are generalization about people "based on category membership". This is, stereotypes are beliefs that all members of a group have the same qualities or characteristics (Glynn, Herbst, O'keefe, Shapiro, and Lindeman, 2004). Tajfel (1981) argued it is because "stereotypes are shared by large numbers of people within social groups or entities" that they are truly social and are worth studying.

Conceptually, most social psychologists define stereotypes as "socially shared sets of beliefs about traits that are characteristic of members of a social category" (Greenwald & Banaji, 1995). Stereotypes tend to be shared by many members of a society, and it is not unusual for large portions of a society to agree on the stereotypes of particular groups-both in the language used to describe the group and in the way the group is treated by members of the larger society (Glynn, Herbst, O'keefe, Shapiro, and Lindeman, 2004). These stereotypes are not always the product of direct experience. Many come to us indirectly from what we are told by other people or by the media (Glynn, Herbst, O'keefe, Shapiro, and Lindeman, 2004).

In negative effects of stereotypes, they cause us to assume that a widely held belief is true when it may not be (Jandt, 2007). Research conducted by Gordon Allport (1954), showed, for example, that the prevalent stereotype of Armenians as dishonest was proved false when a credit-reporting association gave the group credit ratings as good as those given others. Also, continued use of the stereotype reinforces the belief and stereotypes impede communication when they cause us to assume that a widely held belief is true of any one individual (Jandt, 2007). In addition, stereotypes can become a "self-fulfilling prophecy" for the person stereotyped (Jandt, 2007). Research by

psychologists Steele and Aronson (1995) has shown that a negative stereotype creates a threat that can distract the individual stereotyped and lower performance.

Conceptual Model to *Coping with Culture shock: A Study on Stressors and Adjustments among Chinese Students at Bangkok University*
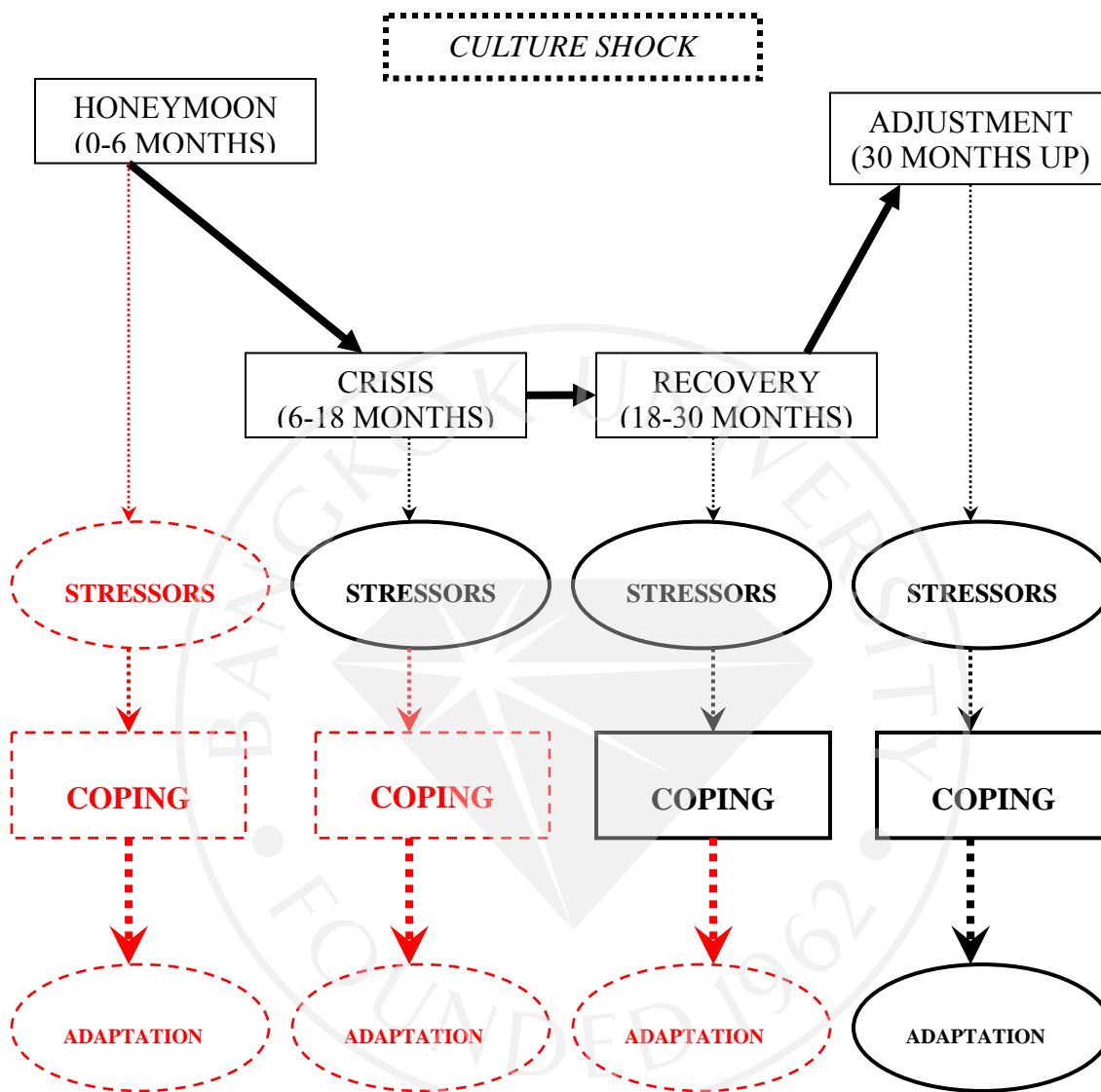
NOTE:
- ACCORDING TO CULTURE SHOCK CONCEPT, INTERNATINAL STUDENTS EXPERIENCE NO STRESSORS DURING HONEYMOON PHASE (0-6 MONTHS); THEY EXPERIENCE SEVERAL STRESSORS IN THE CRISIS PHASE (6-18 MONTHS); AND THEY COPE WITH STRESSORS DURING RECOVERY PHASE (18-30 MONTHS); FINNALY, THEY ADAPT TO NEW CULTURE THROUGH COPING IN ADJUSTMENT PHASE (30 MONTHS UP).
- THE CONCEPTUAL MODEL IS MADE FOR THE RESEARCH BY AUTHOR

2. Literature Review

2.1 Background of international students

Overseas students, although typically only temporarily separated from their home country, may also suffer psychological distress associated with moving to an unfamiliar environment (Pantelidou & Craig, 2006).

According to Lazarus and Folkman (1984), psychological stress is defined as 'a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well-being'. International students are subjected to many stresses during their time at university. Although it is common knowledge that there are many factors that cause stress (Sovic, 2008). It is widely accepted that the transition of students from one country to another is accompanied by various emotions, positive and negative. Many aspects of the process of adaptation that students have to experience-cultural, social and academic- have a significant impact on their achievements. Students are confronted with many stressful situations, of which 'culture shock' is just one (Sovic, 2008).

Most of the research on student sojourners has considered the affective, behavioral and cognitive consequences of cross-cultural transition and has attempted to establish which individual, interpersonal, social, structural and economic factors reliably predict adjustment (Kagan and Cohen, 1990).

Hammer (1992) has noted that the literature on international students broadly appears to cover four areas: the problems of sojourners, the psychological reactions of sojourners to encountering a new cultural environment, the influence of social interaction and communication on sojourner adaptation, and the culture learning process apparent in the cross-cultural sojourn.

2.2 Previous studies on U-curve Hypotheses

In a frequently cited cross-sectional study, Lysgaard (1955) proposed a U-curve of adjustment during cross-cultural relocation based on his empirical investigation of Scandinavian Fulbright grantees in the United States. He reported that students who had resided in the United States for 6-18 months were significantly less adjusted than those who had been there either less than 6 months or more than 18 months (Ward, Bochner, & Furnham, 2001).

In addition, some study's result is opposite to the U-curve Hypotheses. According to Ward and Kennedy (1996), their study followed a group of Malaysian and Singaporean students who were initially interviewed and tested within a month of arrival in New Zealand and then again after 6 and 12 month periods. Psychological adjustment followed a U-curve, but in the opposite direction to that described by Lysgaard (1955). That is, the overall level of depression was significantly greater at 1 month and at 1 year of residence than at the intermediate 6 month period (Ward, Bochner, & Furnham, 2001).

Similar findings emerged in a study of Japanese students in New Zealand. In an attempt identify the 'entry euphoria' proposed by Oberg (1960), students were tested within 24 hours of arrival to New Zealand and then again at 4, 6 and 12 month periods (Ward et al., 1998). The level of depression was highest during the entry period with a significant drop and only minor variations over the subsequent three time periods (Ward, Bochner, & Furnham, 2001).

2.3 Stressors and problems in Culture Shock

A qualitative study is conducted by Lin (2006), its findings proofed that Chinese students at the Midwest University have suffered from culture shock and their suffering already began even before the trip to the campus and intensified during the first few weeks or months after their arrival. There are several stressors found in the study, such as

housing, lack of transportation, living expense, the language barrier, and difficulty in getting adapted to a new academic system (Lin, 2006).

In addition, separation from family, poor cooking facilities, political discrimination are main stressors in culture shock (Lin, 2006).

Furthermore, there was a modest and statistically significant relationship between the size of the social network and the culture shock score. The higher the number of people with whom the respondent had regular contact, the lower the degree of culture shock (Pantelidou & Craig, 2006).

In general, Singh (1963), interviewed 300 students in Britain in great detail and found that many experienced unanticipated difficulties.

1. Emotional problems. Nearly half of the sample experienced difficulties which they had not anticipated. These related mainly to loneliness, homesickness, lack of training in looking after oneself, food difficulties and worries about domestic problems back at home. Upper-class students had less difficulty than middle-class students, and younger students-under 26-were better adjusted than older students. Emotional strain was significant associated with adjustment.

2. Academic problems. Nearly half the students had academic problems, mainly as a function of three factors: language problems, particularly in oral expressions; the higher standard of British university; and difficulties in teacher-student relationships, particularly regarding status. Academic difficulties were significantly negatively correlated with adjustment.

3. Adjustment. Adjustment was related to place of residence (students had more difficulty at Oxbridge than provincial universities), social class (upper-class students were better adjusted than middle-class students), duration of stay (there is

a U-shaped curve up to three years with least adjustment in the middle period), social skill (there was a positive correlation between social skill and adjustment).

2.4 Coping resource on stressors and problems in culture shock

Culture-specific knowledge and skills provide the foundation for effective intercultural interactions; they can also facilitate psychological adaptation to new sociocultural environments (Ward, Bochner, & Furnham, 2001). One route to knowledge and skills acquisition is through prior experience (Ward, Bochner, & Furnham, 2001). Klineberg and Hull (1979) found that foreign students who had previously resided abroad were significantly better adjusted during their subsequent cross-cultural sojourns. Another avenue for culture learning is through training and educational programmes (Ward, Bochner, & Furnham, 2001). Along these lines, Deshpande and Viswesvaran's (1992) review and meta-analysis documented the positive effects of cross-cultural training on self-development (psychological well-being, increased self-confidence), interpersonal skills (in interaction with host nationals), cognitive skills (better understanding of host social systems and values), adjustability (the development of expected behaviors in a new culture), and work performance.

Moreover, adequate communication has been regarded by many as the key component of intercultural effectiveness (Gudykunst and Hammer, 1988; McGuire and McDermott, 1988).

Certainly, a number of studies have linked language fluency to psychological well-being, adjustment and general satisfaction (e.g. Gullahorn and Gullahorn, 1966; Sewell and Davidsen, 1961). Ying and Liese (1991) found lower levels of depression in US-based Taiwanese students who had good English language skills. Decreased psychological and psychosomatic symptoms in Laotian refugees and Indian immigrants in the United States (Krishman and Berry, 1992; Nicassio et al., 1986) and in Greek Cypriot immigrants to the United Kingdom (Mavreas and Bebbington, 1990) have also been observed in those more fluent in English. Furthermore, some studies found an

inverse relationship between linguistic ability and psychological satisfaction or well-being (Ward, Bochner, & Furnham, 2001). It indicates that the significance of personal and situational factors and considers the interaction of at least three variables: language fluency, expectations, and host' reaction (Ward, Bochner, & Furnham, 2001).

Despite the occasional exception, the acquisition and maintenance of culture-specific skills facilitate cross-cultural adaptation and are positively related to psychological well-being (e.g. Scott and Scott, 1991). Bryant and Argyle (1978) linked the social skills domain with the psychology of adjustment by noting that certain forms of adaptation difficulties can be caused or exacerbated by the lack of social competence. They also commented on the reciprocal relationship between the two domains, with social inadequacy leading to isolation and psychological disturbance as well as psychological distress affecting behavior, including an array of social skills and interactions (Bryant and Argyle, 1978).

2.5 Psychological and sociocultural adaptation

Zheng and Berry (1991) reported that the most common coping strategies adopted by the migrant group were wishful thinking, active problem solving, self-blame and withdrawal. Huang, Leong and Wagner (1994) took a somewhat different approach to stress and coping in their study of Chinese American children and suggested that the effectiveness of coping styles would vary by level of acculturation. Their hypotheses received partial support. Situational stressors were more likely to precipitate depression in highly acculturated children who used suppression, problem-solving and diversion as coping strategies (Ward, Bochner, & Furnham, 2001). In less acculturated children who were exposed to stressors, however, suppression decreased the probability that depression would occur (Ward, Bochner, & Furnham, 2001).

Bagley (1993) reported that recent Chinese migrants to Canada experienced more depression and anxiety than long term, established ones and that the physical and mental health profiles of immigrants who had been settled for 20 years or more were similar to

those of Euro-Canadians. This may in part be due to increasing language fluency which has been associated with psychological adjustment in migrants (e.g. Krishnan and Berry, 1992; Mavreas and Bebbington, 1990). Personality factors also make a significant contribution to psychological well-being, particularly mastery (Sam, 1998), an internal locus of control (Neto, 1995), hardiness (Ataca, 1996), a sense of coherence (Aycan and Berry, 1994), and low levels of dogmatism (Taft and Steinkalk, 1985).

Loneliness is a major problem for new migrants, and it has been linked to decrements in life satisfaction (Neto, 1995). Social support, in contrast, has been associated with increased psychological well-being (Biegel, Naparstek and Khan, 1980; Golding and Burnam, 1990).

In addition, the network of supportive relationships that facilitates intercultural adaptation need not be large but may be diverse as both co-ethnics and host nationals can assist immigrants with their emotional and informational needs (Berry, 1997; Neto, 1995).

As would be expected, sociocultural adaptation is a function of resources such as education, income and language fluency, as well as amount of contact with host nationals (Ataca, 1996). Furthermore, it is inversely correlated with perceived discrimination (Aycan and Berry, 1994).

Moreover, Sociocultural adaptation is related to various measures of psychological well-being, including positive self concept and decreased feeling of alienation (Ataca, 1996; Aycan and Berry, 1994). In fact, Scott and Scott (1991) found that cultural skill is more strongly related to self-esteem in immigrants than in natives.

Chapter 3

Methodology

In this chapter, research methodology is presented and data collection is discussed. Also, the population and how they will be selected will be highlighted in the beginning of this chapter; moreover, instrument is noted in this part.

1. Population & Sample

In my research, the population is Chinese students in Bangkok University in both undergraduate and graduate. Only Chinese student, who hold a passport of PRC, is acceptable sample in the research. And totally, there are 70 Chinese students currently studying in Bangkok University. In the research, 40 Chinese students (respondents) are selected for interviews in both male and female. This research is conducted in Bangkok, Thailand; and those respondents are currently living and studying in Bangkok.

Purposeful sampling techniques were used to collect data. One-to-one interview and telephone interview are the method to collect data from 40 Chinese students. There are totally 50 days used to contact respondents and interview them; and place of interview is flexible due to respondents' convenience.

According to criteria of culture shock, Honeymoon, crisis, recovery and adjustment are four stages in culture shock. In the research, selection of Chinese students is based on the criteria of culture shock. There are 10 Chinese students selected in each stage of culture shock; and totally, 40 Chinese students are selected. The first group, 10 respondents are required less than 6 months (half year) in period of stay in Thailand; the second group, 10 respondents are required 6-18 months (half to one and half year) in period of stay in Thailand; the third group, 10 respondents are required 18-30 (one and half year s to two and half years) months in period of stay in Thailand; and the last group,

10 respondents are required 30 months up (more than two and half years) in period of stay in Thailand.

2. Instruments

Since the research is an exploratory research, an unstructured interview is used to collect data from those 40 respondents. It means interviews are lead by interviewer, but it is not arranged by interviewer. However, there are several questions asked to respondents during interview. They are manly divided into 2 parts.

1. Demographic background of respondents. In the beginning of each interview, several questions are asked for demographic background of respondents. They include respondents' name, age, gender, period of stay (in Thailand), and status in Bangkok University.

2. Interviewees' open talk. Interviewees can talk about any experience that they have in Thailand. Their experiences can be academic, psychological and sociocultural aspects. Interviewer is response to record and lead respondents to talk. Generally, interviewer leads respondents to talk with followed interview questions:

   • What kinds of intercultural communication problem cause stress to you as living in Thailand?
   • How do you cope with those kinds of stress or problem?
   • According to intercultural communication stressors, what kinds of effort you did for adjusting yourself to be suitable to Thai society and society of Bangkok University?
   • What do you think (or feel) about Thailand and Thai before you arrived in Thailand?
   • What do you think (or feel) about Thailand and Thai now?

Based on those interview questions above, respondents are led to have a free talk in each question. They can talk about anything that they felt or wanted. After interviews, interviewer is response to reorganize and summarize collected data (from interviews) and interpret respondents' stressors, coping style, adjustment and stereotypes in detail.

3. Data collection

All interviews are recorded by writing or voice recorder. And those interviewees are interviewed during 7 Nov to 27 Dec, 2008. Length of Interview is set in 30 minutes. Place of interviews are set in preference of each respondent. Generally, interview places include city campus of Bangkok University, respondents' apartments, and coffee shops. In addition, some interviews are conducted by mobile calling; thus, there is no specific place for interview.

4. Data analysis

After data is collected from 40 respondents, content of interviews are in 4 groups based on criteria of culture shock.

Those 40 respondents are selected and grouped according to individual respondents' length of staying in Thailand. Those 4 groups are 0-6 months group (0-6 months of staying), 6-18 months group (6-18 months of staying), 18-30 months group (18-30 months of staying), and 30 up months group (more than 30 months of staying); and each group consist of 10 respondents.

In each group, every respondent's respondency is categorized into stressors, coping method, and (or) adjustment; and, summary of 10 respondents' respondency is presented in a table with characteristics of stressors, coping methods and adjustment. Totally, there are 4 tables are summarized for 4 groups of respondents.

In addition, a summary of stereotypes, which are hold by respondents, is presented as last part of research findings. Respondents' stereotypes are presented in pre-arrival and post-arrival separately. In pre-arrival, all of respondents' stereotypes are listed in one table; and, in post-arrival, respondents' stereotypes are listed in 4 groups based on criteria of culture shock.

At the end, a brief comparison is made based on summary of each group's stressors, coping methods and adjustment. Also, differences among each group in terms of stressors, coping methods and adjustment are indicated and briefly summarized in research findings. Moreover, a comparison of coping method and adjustment among those 4 groups is presented in research finding part. In addition, a contrast, between pre-arrival and post-arrival, is presented in research findings as well.

Descriptive analysis is used in the data analysis process and research findings are gain from interview summary and contrast of findings.
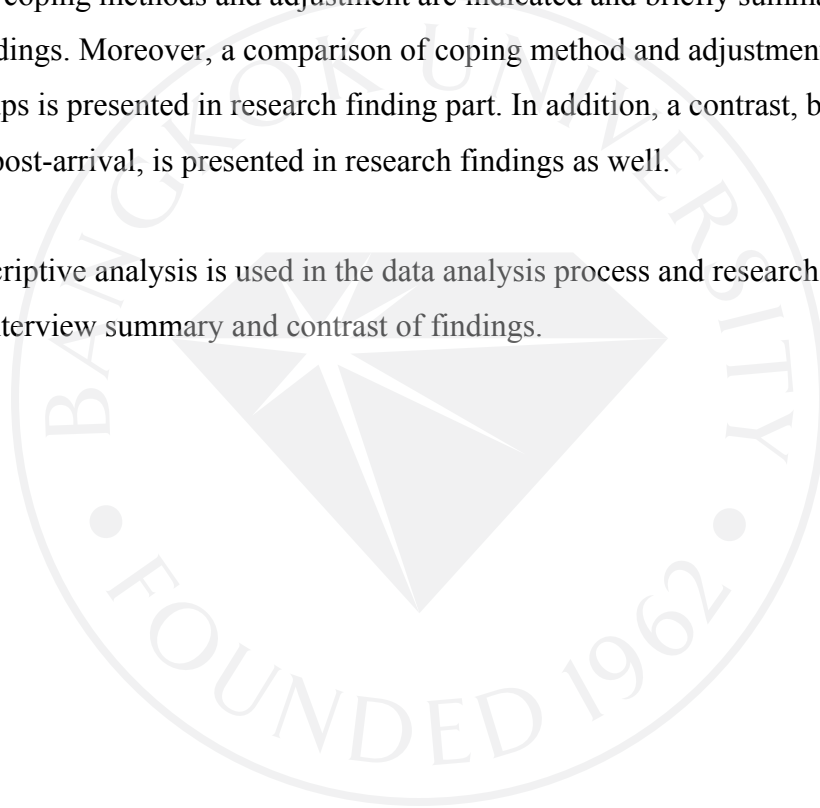
Chapter 4

Result of study

Result of the study is divided into 3 parts: demographic background of respondents, result of culture shock study, and result of stereotypes study.

1. Demographic background of respondents

In the research, research findings are collected from 40 Chinese students in Bangkok University. In those 40 respondents, there are 22 male students (55%) and 18 female students (45%).

Also, numbers of students in each age are listed in table below.

Table 1: numbers of students in each age

Age	18	19	20	21	22	23	24	25	26	**TOTAL**
Numbers of student	2	8	3	7	4	7	3	5	1	**40**
Percentage (%)	5	20	7.5	17.5	10	17.5	7.5	12.5	2.5	100

According to culture shock concept, those 40 respondents are selected by relating to criteria of culture shock-in 4 groups: 0-6 months group, 6-18 months group, 18-30 months group and 30 up months group. The following table (table 2) shows students' status in each group.

Table 2: Numbers of students and students' status in each stages

Stages in culture shock concept	respondents' status in Bangkok University	Numbers of respondents	Total	Percentage (%)
0-6 months group	Preppy	10	10	25
6-18 months group	Freshman	10	10	25
18-30 months group	Sophomore	10	10	25
30 up months group	Sophomore	1	10	25
	Junior	3		
	Senior	4		
	MBA	2		
GRAND TOTAL			*40*	*100*

For length of staying in Thailand, respondents are evenly divided into those 4 stages with 10 respondents each. And, in each stage, chart 1-4 show respondents' detailed length of staying by percentage chart.
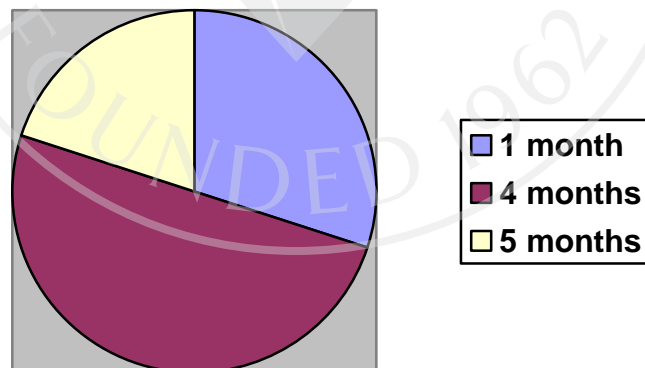

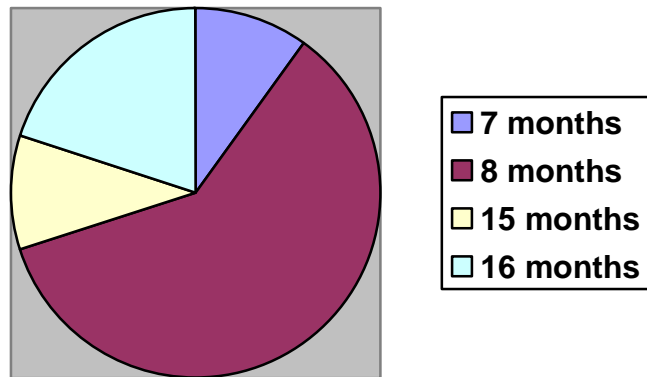Chart 1: respondents' length of staying 0-6 months

Chart 2: respondents' length of staying 6-18 months
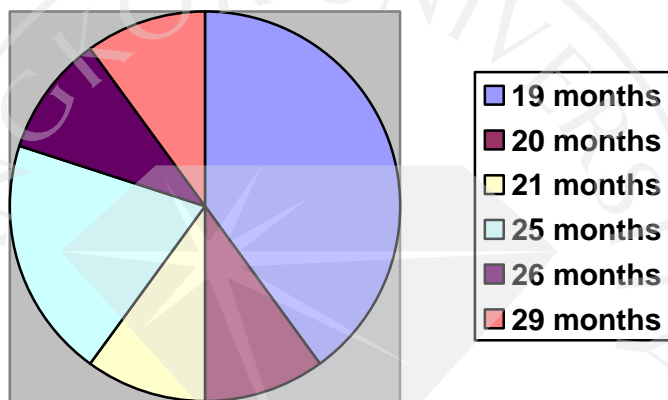
Chart 3: respondents' length of staying 18-30 months
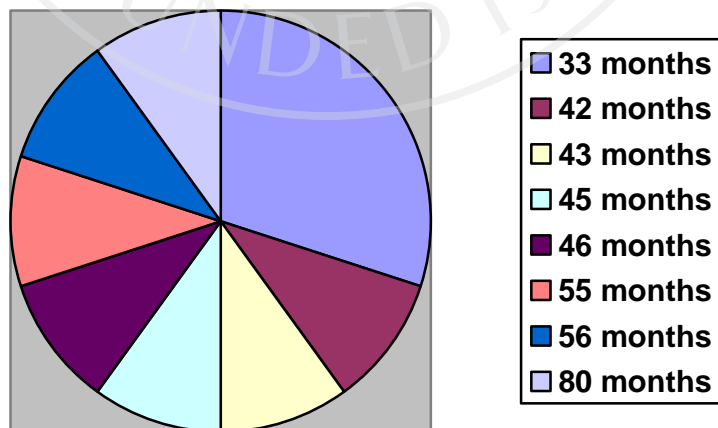
Chart 4: respondents' length of staying more than 30 months

2. Result of culture shock study

2.1 0-6 months group

First 10 respondents are those Bangkok University students who have been staying in Thailand no more than 6 months. Those 10 respondents are currently studying in preparatory courses in Bangkok University. There are several stressors that they mentioned in interviews, and some of those stressors are coped or adjusted by several methods. In table 3, result of interviews of the first 10 respondents is summarized.

Table 3: Intercultural communication stressors, copings and adjustments in 0-6 months group

	INTERCULTURAL COMMUNICATION STRESSORS	COPING	ADJUSTMENT
0-6 Months Group	Language (Thai & English)	Chinese friends' help	Learning from classes, friends, or books
	Pressure of study	Chinese friends' help	Work hard
	Cultural and religious knowledge	Chinese friends' help	Learning from website, books
	Local information • Local transportation • Local news • Apartments • Local services	Chinese friends help	Learning from Chinese newspaper; website; English materials
	Food	Cooking by self; bring Chinese cooking ingredients to Thailand	
	Living condition	Look for new apartment	
	Homesickness & loneliness	Visit friends; games; call parents; online chart; study and reading	
	Be shy to communicate with Thai and foreigners	Talk with Thai and foreigners	

According to theoretical orientation, honeymoon stage is described as 'an initial admiration and fascination with the host culture, usually consisting of superficial relationships and cordial interactions' (Oberg, 1960). And, the stresses associated with cultural differences are tolerated and may even seem fun and humorous (Neuliep, 2003). However, by relating to result of the research, the first 10 respondents are suffering several stresses; it is an opposite condition as theoretical orientation directed. It seems as the most boring and difficult time for Chinese students living and studying in Thailand.

Language

Language is the biggest stressor that respondents mentioned in interviews in 0-6 months group. They are facing many difficulties from weak of Thai and English language. In class, they experienced difficulties to understand lectures and to communicate with classmates since their English and Thai are very poor. Especially, they are poor in speaking and listening which are the most important in international class. A new Chinese student mentioned his language stress in studying as below:

> *I was so disappointed and vexatious when I just started to study in class. I could not understand what is teacher talking about in class and I am afraid that teacher would ask me any questions. Also, I would like to study with Chinese students in same section because they can help me in somehow and they can tell me what is homework that teacher arranged in class at least. If I study in class alone, I think it will be very difficult for me, even fail in homework and exams (Feng Liu).*

In daily life, they are facing language problem as well. It is very hard for new students to survive in daily matters, such as eating and living. They are difficult to communicate with local Thai when they would like to order food or drinks. They are poor in Thai, and also not that good in English; and local Thai are not good in English in general; thus, there is no common language to communicate with local Thai for order food and drinks. A Chinese new student has described his experience in language stress in daily life as below:

A senior Chinese student taught me 3 terms in Thai for food ordering when I just arrival in Bangkok. I recorded those 3 terms in Chinese according to pronunciation and I tried to order food in my apartment. Unfortunately, there is only one term could be understood from restaurant staff; Thus, I ate the same dish, which restaurant staff could understood, in the first 3 months in my apartment. And, when I have meal in some other places, I have just pointed out what I wanted from pictures on menu (Yantong Li).

Also, new Chinese students have few local and foreign friends since they are poor in Thai and English language. Normally, they are close to Chinese students who are come from the same country as themselves. They speak Chinese to each other and get better understanding. And, they are afraid to communicate with Thais or foreigners for both friendship and academic projects. A Chinese respondent mentioned as below:

I am afraid to speak in front of classmates in class, especially presentations. I am not good in English; thus, I often make mistakes in speaking. It makes me losing face in class. Therefore, I would like to speak with Chinese friends in Chinese and try to avoid communicating with Thai students and other foreign students. However, I would like to ask for help from Chinese friends if I really need to communicate with Thai classmates or foreign students in Bangkok University (Jing Zhang).

According to interviews with 10 respondents who are in 0-6 months group, friends' helping is a common method that they cope with language problem in study and daily life. Senior students are playing a main role to help new students in fields of study and daily life. They guide new students in course registration and introduce facilities to new students in Bangkok University since new students are poor in Thai and English language. Also, senior students help new students in daily matters such as eating, shopping, and travelling. In an interview, two Chinese new students mentioned as below:

I would like to ask for help from Chinese friends when I have a language problem. For example, when I would like to buy something but I do not know how to say the word in Thai, the most common way to solve the problem is call to Chinese friends who are good in Thai and ask for the word. Probably, my friends may help me and talk to Thai seller directly. Sometimes, I ask for help from Thai classmates as well if they can understand what I said and if they are willing to help (Xiaojing Xuan).

Normally, I do not tell to my parents about language problem since they could not help me at all. But, sometimes, my parents would like to ask me about my language capacity. Senior Chinese friends are ones who help me a lot in language problems. However, I will tell to my parents about the language problem when I felt disappointed and lonely since no body can help me effectively; then, my parents will console me and saying "everything will be fine". It is a way to release the language stressor (Dao Xiang).

However, the language stressor is suffering by new students. To adjust to international class and Thai society, they are willing to study English and Thai in class teaching and some other channels such as friends teaching and textbooks. In class, English is the first language to communicate with instructors and classmates; thus, improvement of English is necessary for study in Bangkok University. And, Thai language is the first language that Thai society used in daily life; thus, improvement of Thai is necessary for living in Thailand. A respondent stated that:

My English is very poor when I first arrived in Bangkok. However, I chose to study in "well street" (an English language school) for first 3 months and I also took English preparatory course in Bangkok University at that time. My English got a big improvement after I studied in Well Street and preparatory course. And now, I am studying in Thai course in Bangkok University (free elective course) and a Thai language school as well (Jie Qiu).

Pressure in study

All of these 10 respondents felt a high pressure in study in Bangkok University. Language problem is a main part to cause the pressure. Regardless of language, the teaching style and teaching system are closely related to the pressure. In Bangkok University International College, an international education system is used. It is not familiar by new Chinese students since a Chinese education system is used in China. Also, many instructors' teaching style is different from Chinese style. In Bangkok University class, students' participation is highlighted such as group and class discussion; but, in China, there are few groups or class discussion is conducted in class. Teachers' oral instruction is common style in teaching and students are mainly focused on listening. And, for final grading, students' attention, homework, projects, participation, mid-term,

and final exam are accumulated to final grade; but, in China, the final grade is normally depend on final exam only.

For coping with the pressure of study, new students try to get more information about certain instructors or certain courses from Chinese friends or senior Chinese students; and then, they can prepare themselves for study in a course or study with an instructor. Furthermore, 'work hard' is a common way, which is agreed by those 10 interviewees, to deal with the pressure.

Cultural and religious knowledge

Many of the first 10 respondents do not belief in any religion. They know that Thailand is a Buddhism country and many Thai people are Buddhist. They felt difficult to communicate with Thai with religious matters since they do not have any knowledge in Buddhism, especially in Thai Buddhism. They felt many Thai classmates appear in surprised if they know Chinese students do not have any religion. Also, there are many matters related to Buddhism rules in student activities in Bangkok University; thus, Chinese student felt isolated or separated in cultural manners. In addition, they felt it is difficult to associate with Thai people if they do not know any cultural and religious knowledge. For example, many new students do not know that a stop is required when national sound is broadcasting in public place. Also, only few of they know that touch of someone's head is not permitted in Thai society.

However, Chinese new students are generally get help from junior and senior friends if they have a problem in cultural and religious matter since those junior and senior students have more knowledge in Thai culture and religion. At least, they know what they can or can not do in Thai society. For better adjustment in Thailand, Chinese new students are willing to learn more cultural and religious knowledge from website and books. Normally, those are Chinese website and books.

Local information

Local information is another stressor that respondents wildly mentioned. There are many problems caused by lack of local information such as local transportation, local news, information of apartments, local public services.

For many of the first 10 respondents, they are not good in knowing of local transportation such as public buses. They know only few places (or stations) where they used to be. Many of them go to Bangkok University for class by walk since their apartments are close to Bangkok University. Normally, they know the way to closed hypermarkets and restaurants, but no somewhere far from their apartments.

> *It is quite inconvenience since we do not know route of public buses in Bangkok. There are many bus routes, but we can not get too much information about detailed routes; thus, we do not often take a bus to go to somewhere. However, BTS and MRT are better than public buses. There is a lot of information about BTS and MRT routes in English (Le Chen).*

However, friends' help are a common way to cope with the problem. Junior and senior Chinese students know more about public transportation information than those new students. If new students need any help about transportation information, junior and senior students will tell to new students if they asked. Even, junior and senior friends will lead new students to the destination where they would like to go if it is necessary. Furthermore, news students learn public transportation information from Bangkok Transportation Map and some related website as well. As a Chinese student mentioned below:

> *Buying a city map is a very first thing that I did when I arrived in Bangkok. It is quite important to me for living here. However, the map can help in somehow, but not totally; thus, I would like to ask Chinese friends or senior Chinese students if the map is not able to help me at all. Normally, they are willing to help me if they know the place and the way to the destination. Also, there are many website can help me to know information about public transportation in Bangkok (Xiaojing Xuan).*

And they are weak in information about local service such as internet and telephone provider, English book stores, and so on. Also, they know only little local news which may affect their life such as current political situation and protests. Furthermore, new students are weak in information about apartment around Bangkok University campus and some other places.

Sharing of information about local service, news, social and religious rules, and apartments among new Chinese students is a common way to solve the stressor. Also, senior students inform related information to new Chinese students if they need. And, some new students learn those kinds of information from local Chinese newspaper, website, certain English materials, and books according to availability.

> *Since we have a Chinese students network, Chinese students and Chinese friends are often get together and discuss about personal experience about certain things or events. We learn from friends' discussion and informing from senior students. But, I do not often buy Chinese newspaper since it is not available in close shops (Xiaojing Xuan).*

Food

Thai food caused several stress to respondents. Thai food is mainly contained of sour, spicy and sweet tastes. Many respondents do not like those kinds of tastes; thus, they are hard to adjust to local Thai food. Also, those tastes of sour and spicy are different from Chinese style. In contract, Thai sour taste is mainly made by lemon juice; but Chinese sour taste is mainly made by Chinese mature vinegar. Thai spicy taste is mainly made by raw chili; Chinese spicy taste is mainly made by Chinese chili sauce. Therefore, some of interviewees could not adjust to Thai food; even few students lose weight in the beginning period in Thailand.

For those Chinese students who could not adjust to Thai food, normally, they choose to cook by themselves and they bring Chinese ingredients to Thailand for cooking. Also, they often choose to have meals in Chinese restaurants. A respondent stated his experience as below:

I am learning how to cook with my Chinese friends because Thai food is
really not my favorite. Chinese food is much better than Thai food. I like
Chinese ingredients; thus, I bought them in China and bring them to Thailand.
For example, Chinese chili sauce, Chinese mature vinegar, Chinese soya
sauce, cumin, and Chinese hot pot ingredients and so on, they are main things
that I brought to Thailand from China. Also, they are popular gifts for
Chinese friends (Yantong Li).

Living condition

Living condition is closely relative to personal spending. Regardless of
consideration of personal spending, many rumors and stories are spread among new
Chinese students. Those rumors and stories are about some strange events or stories in
certain apartment. For example, an apartment, which is close to university campus, is a
well-known place among Chinese new students since many strange things happened
there. Those strange things are related to ghost or bad luck things.

For coping with this stressor, some Chinese new students choose to move out
from their apartment; for the rest, to reduce fear, many of them do not turn off lights
when they were sleeping; or, they stick amulets on door. However, many Chinese new
students, especially female students, choose to live with roommates since they afraid
with those kinds of strange things and they can share room rental fee.

This is the first time that I leave my parents and live in another country.
Actually, I am scared when I stay in my apartment alone. It is not only
because I am alone in my room, it also because my Chinese friends used to
tell me that there are many strange things in Thailand. I don't want to live
alone; thus, I am looking for a roommate (Xiaojing Xuan).

Homesickness & loneliness

Feeling of homesickness is shared by every respondent, especially new students.
However, to reduce the feeling of homesickness and loneliness, they often visit Chinese

friends, play games, chart with friends online, call to parents, or work hard on study or read books. However, more or less, those coping methods reduce the homesickness and loneliness stressor. But, the feeling of homesickness could not be totally solved since they are living without their family.

Shy to communicate with Thais and foreigners

New students are shy to communicate with Thai and foreigners, especially female and young Chinese students. They felt they are poor in English and Thai; thus, they worry to make any mistake if they talk to Thai and foreigner too much. Also, they felt it is easy to communicate with Chinese since Chinese students have a common language and culture, but Thai and foreigner have different language and cultures as us. Probably, some misunderstandings will be caused if we communicate with them unsuitably. In addition, majority of news students have no experience in intercultural communication with foreigners; they don not know how to communicate with foreigners and they fear to lose face. Therefore, they try to avoid communicating with foreigners and Thai.

2.2 Crisis

Second 10 respondents are those Chinese students (in Bangkok University) who have been staying 6-18 months in Thailand. They are currently freshman in Bangkok University. There are several stressors that they mentioned in interviews; and their coping and adjustment methods are summarized in table 4 below.

Table 4: Intercultural communication stressors, copings, and adjustments in 6-18 months group.

	INTERCULTURAL COMMUNICATION STRESSORS	COPING	ADJUSTMENT
6-18 Months Group	Language (Thai & English)	Chinese & Thai friends' helps	Learning from classes, friends, local Thai or books
	Cultural and religious knowledge	Chinese & Thai friends' helps	Learning from websites, books, and Local Thai
	Local information • Local news • Local services	Chinese & Thai friends' helps	Learning from newspaper, website, English materials and local Thais
	Close Friendship with Thai and foreigners (Non-Chinese)	Talk with Thai and foreigners	Improving intercultural communication skills • Languages • Knowledge of culture
	Loneliness and homesickness	Visit friends, games, online charting, call parents, parties, reading	

According to U-curve culture shock, Crisis stage is the most difficult period for international students. The stage is described as Initial differences in values, language, signs and symbols lead to feelings of inadequacy, frustration, despair and anger (Oberg,

1960). Actually, based on the result of research, Chinese students (6-18 months group) have less stressor than 0-6 months group. For those significant stressors, such as language, cultural and religious knowledge, local information, and loneliness and homesickness are remained since they arrived in Thailand. Close friendship with Thai and foreigners is the only extra stressor those respondents (6-18 months group) mentioned in interviews. In general, those 10 respondents are not that boring or disappointed as theoretical orientation directed.

Language

As same as 0-6 months group, those second 10 respondents (from 6-18 months group) are facing language problem as well. Generally, these 10 respondents' Thai and English capacity are better than first 10 respondents (from 0-6 months group). However, their Thai and English are not good enough to meet their need. In daily life, their Thai probably could fit their ordinary needs such as eating, drinking, go somewhere, and very basic conversation. But it is very hard to make a smooth and fluent conversation with Thai people; thus, they are facing a Thai language problem for deeper needs. Also, in general, their pronunciation is not good and it makes a difficulty in communication and understanding. In school study, their English is not good as well. They are hard to cope with exams and class discussions. Also, their English capacities are difficult to communicate with Thai and foreign students for close friendship. However, they can make basic communication in English with Thai and foreign classmates for study needs such as academic group projects. As a respondent directed:

> *I have stayed in Thailand for 1 year already. Thought I can make common communication with classmates, but I still experiencing a shock when I started to study in major courses. In English preparatory courses, my English has improved a lot; but, major courses and general courses are much more difficult than preparatory courses. For example, there are many major vocabularies required in major courses. I felt laborious when I meet with major courses and I know that my English is still poor. However, I felt high pressure since those major and general courses take credits in transcript (Mengzhuo Zhen).*

By coping with language problem, senior Chinese friends and Thai friends are main ones to help Chinese freshman students. Those 10 respondents (from 6-18 months group) often ask for help from senior Chinese students to solve difficulty of academic projects. They would like to hear experiences from senior Chinese students. Also, for academic group projects, few of those 10 respondents are close cooperate with Thai and foreign classmates and they get helps from Thai and foreign students as well.

Also, those 10 respondents improve their Thai by learning from friends, classes, sellers and books. Half of they are take Thai Language (free elective course) classes in Bangkok University and some of them learn Thai language in some other Thai language school. Furthermore, they are willing to sharing knowledge of Thai language among Chinese friends. And, Thai classmates taught them a lot in Thai language as well. However, they also learn Thai from local Thai in daily conversation. When they go to buy something or ask for help with accidental local Thai, They learn some vocabularies or sentences from local Thai such as name of food. Two respondents stated their experiences as below:

Thai classmates are friendly and kindly. They are willing to talk in Thai with me. Actually, they taught me a lot in Thai and my improvement of oral Thai are based on helps of Thai classmates. Also, I have 2 Thai courses a week and one of my Thai classmates teach me; in return, I teach him Chinese (Zhijian Mei).

There are only few Chinese students living in my apartment; thus, I learn many vocabularies from local sellers such as sellers of shops. I often have dinner in a restaurant which is close to my apartment and owner of the restaurant is a friendly and kindly person. He taught me many Thai words or terms in our conversation. And, he also taught me how to go somewhere if I don't know the way (Haolun Li).

Cultural and religious knowledge

Difficulties, in lack of cultural and religious knowledge, are extended from Honeymoon stage. Those second 10 respondents shared a same kind of feeling that Thai

society is too close to Buddhism. There are many Buddhist festivals, activities, regulations in Thailand; and Buddhist regulations are very strict in implementation in Thai society. However, those detailed religious regulations caused stress to Chinese students since they are afraid to violate those regulations or make any mistake. Besides, their fear is generated by lack of cultural and religious knowledge about Thailand.

> *I am afraid to participate into some activities in Bangkok University. There are too many activities related to Buddhism and I am not a Buddhist. As an international student, I do not know that I have to perform as Thai or not. If I do not behave as same as Thai, a estrangement is established between Thai friends and I; and, I really do not know how to behave as Thai since I have no knowledge or experience in Buddhism. Somehow, religious matters make me boring and felt in uncertain (Jie Chen).*

However, those 10 respondents' Chinese and Thai friends help them to solve cultural and religious matters; and they get a lot of cultural and religious knowledge from Chinese and Thai friends. In addition, Those 10 respondents learn Thai cultural and religious knowledge from many related websites and books; also, in part, they get a lot of information and knowledge from local Thai via conversations.

Local information

From those 10 respondents (crisis stage), weak in local information is also found via interviews. They have few knowledge and information about local Thai and Thailand. They would like to know more about local Thai and Thailand such as travel information, Thai politics, Thai food and local products, restaurants and Local shipping place. But, their Thai and English language capacity and local friends are limited; thus, they felt hard to know more about those kinds of information.

For knowing more local information, they often ask to senior Chinese friends and Thai classmates or friends. However, they try to get certain local information from local Chinese and English newspaper, websites, local Thai and certain English materials such as English brochures and local English magazines. As a respondent stated below:

I have been in Bangkok over a year. During the year, I spend a lot of time to improve my language capacity and I know a lot of things about Bangkok University. Now, I know how to register courses in Bangkok University without anyone's helping and I know the way to go some certain place such as MBK, Central World, Immigration office, some Chinese restaurants and so on. But, I would like to know more about local restaurants and shopping place. However, I used to search for those kinds of information on website and I got information from Chinese newspaper and brochures as well. And, some close Chinese friends used to bring me to some new places. But, I think it is not enough to me (Ying Qin).

Friendship with Thai and foreigners

Some respondents mentioned a stressor that they are weak in friendship with Thai and foreigners in both Bangkok University and outside. They felt that it is hard to build a close friendship with Thai and foreigners since their language is not good enough to talk about something deeply. Normally, they communicate with Thai and foreigner students for group projects or some surface things such as topics about China or Thailand. Mainly, they communicate for study purpose but not for close friendship. A Chinese respondent talk about his feeling as below:

Certainly, Thai classmates are friendly and kindly. They are willing to talk with me. Topics are mainly about China or Thailand, group projects, or my life in Bangkok such as Chinese news, Thai weather, Thai food, my apartment, my favorite restaurants, my travel plan, my projects or homework, or my group projects. Actually, I would like to build a close friendship with them and I can talk with them about more topics. But, I know that my Thai and English are not good enough to support doing so. Therefore, I felt it is very hard to improve friendship with Thais and foreigners (Jialun Yang).

In addition, respondents hold a negative attitude toward to current life in Bangkok; thus, they would like to close up with Chinese students, but Thai or foreigners. An Islamic Chinese student mentioned as below:

I am quite boring to living here. I am an Islamist. I can not eat meat; even I can not have meal in any restaurant where cook meat. There are many restaurants that I can not have meal in. Also, I don not have many friends, and majority of friends are Chinese. If I have some problem, there are only few Chinese friends that I can talk to. And, until now, I have withdrawn many courses in Bangkok University. I think those courses are very hard. I just want to graduate and go home as soon as possible; but, I do not know that could I graduate within 4 years.

However, majority of Chinese students are willing to communicate with Thai and foreign students. They try to talk with Thai and foreign students with more things. And, they would like to know more about Thai and foreign students; by the way, their English are improved via intercultural communication. Furthermore, they would like to know more about Thai and foreign culture and learn more in Thai and English. Also, they would like to work with Thai and foreign students for group projects. But, few Chinese students do not want to know more about Thai culture and language and they would like to go home.

Loneliness and homesickness

Loneliness and homesickness are also main stressors to those 10 Chinese students (6-18 months group). However, for majority of interviewees, their feelings of loneliness and homesickness are seems gradually reducing since they first arrived. It is similar to the first 10 interviewees, they try to lighten their loneliness and homesickness by visiting Chinese friends, playing online games, charting with friend online, calling parents, or reading books, magazine or online news. In addition, majority of these 10 respondents, especially male respondents, have mentioned another way to coping with loneliness and homesickness, parties. They will call to close Chinese friends and go to party if they felt lonely. Restaurants, pubs, and beer gardens are favorite place they prefer to go, or even, they just go to friends' place and have some drinks.

2.3 Recovery

Third 10 interviewees are those Chinese students (in Bangkok University) who have been staying 18-30 months in Thailand. They are currently sophomore in Bangkok University. There are several stressors, coping and adjustment methods mentioned by those respondents. See table 5.

Table 5: Intercultural communication stressors, copings, and adjustments in 18-30 months group

	INTERCULTURAL COMMUNICATION STRESSORS	**COPING**	**ADJUSTMENT**
18-30 Months Group	Language (Thai and English)	Chinese, Thai or foreign Friends help	Learning from classes, friends, local Thai or books
	Lost of identity	Talk to friends	
	Loneliness and homesickness	Visit friends, games, online charting, call parents, parties, traveling	
	Pressure of study	Communicate with classmates and senior Chinese students	Work hard

According to U-curve culture shock, international students experience that the crisis is gradually resolved through acquisition of knowledge, skills and values appropriate to the host culture, including language (Oberg, 1960). Also, during the stage, they have learned a lot more about the culture, and while they still do not like something, they now like more things than a few months ago (Dodd, 1982). By relate to result of the research, in fact, respondents' stressors are getting less and they can cope with those stress in general. In compare to numbers of stressor, respondents, in 18-30 months group, have fewer stressors than 0-6 months group, 6-18 months group and 30 up months group. In another word, they have less stress than other groups.

Language

From the third 10 respondents, their capacity of Thai and English are basically meet their common needs. Moreover, there is a need for improving Thai and English since their courses are getting hard and their local communication (with Thai) is getting more frequent in general.

However, some of interviewees are still poor in English or Thai. For those students who are poor in English, their GPA is not that high in general, or even very low. For those students who are poor in Thai, they are facing a difficulty in living and communication with local Thai. Many inconveniences are caused since their poor in Thai. Their capacity of Thai and English are highly depend on their involvement in study or local communication. Therefore, language is big stressor to them in both English and Thai.

Furthermore, friends and classmates' helps are main method to cope with the stressor. They include Chinese, Thai and foreign students. For improving English and Thai, some interviewees choose to study Thai in language schools. Also, they learn Thai from their Thai classmates and friends in daily conversation. Besides, they learn Thai with local Thais as well such as retailers and neighbors. For improving English, Bangkok University's classes are main place to learn English; also, communication with foreign students and Thai students, who speak English very well, is a way to improve their oral English. Moreover, textbooks, English movies, English books, English websites, English newspaper, and English magazines are popular methods to learn more English.

> *In this semester, I register in 6 major courses. Contents of those 6 major courses are quite different to previous courses. There are many major vocabularies are required and they are really hard to understand. Anyhow, a senior Chinese student helps me a lot to understand those major vocabularies. Also, some classmates help me as well. However, friends and classmates' helps are limited, I have to read more books and improve my English for better understanding in major vocabularies (Li Wu).*

Loneliness and homesickness

> *Whether how long we still here, loneliness and homesickness can not be released since parents and relatives are not living together with me. Actually, I felt ok if I am busy in homework or some other things; but, I felt loneliness and homesickness if I am free or meet to some sorrowful things. I miss my parents, relatives, and friends in China. When I felt loneliness and homesickness, I would like to visit Chinese friends here and drink a couple of beers with them. Also, sometimes, I call to my parents directly and talk with them. Actually, I just want to hear from them (Qihan He).*

Loneliness and homesickness are not able to ignore by any Chinese students here if their parents are living in China. Normally, they cope with loneliness and homesickness by visiting friends, playing PC games, charting online, calling parents, participating in parties, or travelling. Also, watching movies is another way to reduce their feeling of homesickness and loneliness.

Loss of identity

Some of those 10 respondents felt lost of identity. They felt they do not belong to Thai society since they are Chinese, and they do not belong to Chinese society since they are not living in China. The feeling is very strong in Thai or Chinese festival. In Thai festival, they are not the one who can totally involve into the festival such as Thai New Year. Thai have their own traditional culture in Thai New Year and they have strong feelings of New Year; but, Chinese have Chinese New Year which is different to Thai New Year. Also, there are different culture and tradition to celebrate Thai and Chinese New Year; thus, Chinese do not have a strong feeling of belonging and involvement in Thai New Year. They felt they are separated from Thai society in Thai New Year. Similarly, in Chinese New Year festival, they felt that they are separated from Chinese society as well since they are not stay together with their family. Also, during Chinese New Year festival, normally, they are busy in exam according to Bangkok University's schedule. Therefore, they felt lost in belonging in both Chinese society and Thai society.

Pressure of study

Some interviewees try to graduate early and they felt pressure in study. They get high GPA via hard work. They would like to graduate within 3 years or 3 and half years for their bachelor. However, they are lack of experience in strategic registration in courses for early graduation. A sophomore mentioned in interview as below:

> *I want to graduate in 3 years; thus, I have to make a strategic plan to achieve my goal. Actually, I know there are some strategies to register and plan for courses in Bangkok University. Some senior Chinese students used to tell me some experience in course registration and courses priority in registration (Li Wu).*

Regardless of strategic registration in courses, they have to work hard on study. Some of them registered 8 courses in this semester. They felt it is too heavy and busy. Also, they have to make sure they can pass those courses which they registered in; otherwise, they have to spend more time to register and study the course again if they fail in courses.

However, it is not every respondent good in study. Some of them are poor in study. They are facing a pressure as well since their GPA is very low. They are worry about their result and they are scared to fail in any course. A sophomore stated in interview that:

> *My GPA is quite low. I am worry about my GPA if it is lower than Bangkok University's lowest requirement. Until now, I have to get C at least in any course; otherwise, I will not be able to register in new semester in Bangkok University. Anyhow, I have to work hard and try to pass any course (Xiaofeng Li).*

2.4 Adjustment

Fourth 10 interviewees are those Chinese students (in Bangkok University) who have been staying more than 30 months in Thailand. They are currently sophomore, Junior, senior and MBA students in Bangkok University. There are several stressors, coping and adjustment methods that they mentioned in interviews. A summary of interviews is presented in table 6 below.

Table 6: Intercultural communication stressors, copings, adjustments in 30 up months group

	INTERCULTURAL COMMUNICATION STRESSORS	COPING	ADJUSTMENT
30 up Months Group	Language (Thai)	Thai Friends' help	Learning from language schools and local Thais
	Cultural and religious knowledge	Thai Friends' help	Learning from newspaper, website, and local Thais
	Loneliness and homesickness	games, online charting, call parents, parties, traveling	
	Pressure of work	Talk to friends	
	Pressure of graduation	Preparation	

According to theoretical orientation of U-curve culture shock, in the adjustment stage, international students have an ability to function effectively within and enjoy the new culture, despite occasional feelings of anxiety or stress (Oberg, 1960). In the stage, enjoyment of and functional competence in the new environment are reflected (Ward, Bochner, & Furnham, 2001). According to result of the research, in 30 up months group, there are more stressors found than recovery stage. And those stressors are close related to their deeper need in Thailand. As an international student, they are generally adjusted to Thai environment; but, they are not well adjusted to some other kinds of environment in Thailand, such as work environment. Also, language, cultural and religious knowledge

are extended stressor from since fourth 10 respondents have further needs in language and knowledge. In fact, it is not well adjust to Thai society in 30 up months group in terms of stress since they have known more fields and things about Thailand and they have more need in Thai language and knowledge about Thailand.

Language

In generally, those 10 respondents (in 30 up months group) are not bad in English. They are able to deal with English matters such as exams, presentations, group projects, homework and so on. However, Thai language is still a problem to them. Normally, they are able to speak and listen in basic level and they can deal with daily matters in Thai. But, they would like to learn more in Thai since many of them are looking for a part-time job in Bangkok. Also, some of them have gotten a job already, and they would like to improve their Thai for convenience in working. In an interview, a senior Chinese student mentioned as blow:

> *Thai language requirement is quite high in many companies. Normally, English, Thai and Chinese are required to Chinese applicants in Thailand. English and Chinese are able to meet requirements in general. But, Thai is not. Many companies require capacity in Thai reading; thus, many Chinese students are unqualified. However, many Chinese students are taking a part-time job as a Chinese language teacher. More or less, Thai is required at common level. Therefore, many Chinese students would like to improve their Thai language in listening, speaking, reading, even writing (Lijuan Shen).*

Moreover, respondents would like to ask Thai friends if they need help in Thai. For improving their Thai, some of them choose to study in language schools. In addition, they learn Thai from local Thais as well.

Cultural and religious knowledge

Lack of knowledge in local culture and religion are main stressors among Chinese students. For example, for those Chinese students who have a job, they do not know how to deal with their Thai boss based on Thai social rules. In university life, they communicate with local Thai students much more than junior students, they have to know more Thai cultural and religious rules since they are getting close with Thai classmates or friends. As a respondent mentioned below:

> *In the past, probably I did something which is not fit to Thai social rules. However, my mistake is forgiven by Thai friends since they know I am a new comer in Thailand. Now, I have stayed here for 4 years already, I have to avoid any behavior or word which may cause misunderstanding. I have to know more detailed Thai social rules to fit to Thai society (Sai Ma).*

Also, respondents would like to know more local cultural and religious knowledge about Thailand. Their Thai friends help them a lot. Also, daily Chinese and English newspapers provide a lot of knowledge to Chinese students. In addition, respondents get related knowledge from local English websites and Chinese websites as well. Finally, they get some related knowledge from local Thais via conversation with them.

Loneliness and homesickness

Loneliness and homesickness are less strong if comparing to Chinese new students (0-6 months group). According to respondents, loneliness and homesickness are impossible to be totally released from their life here. However, it is not that strong now.

Playing games, charting online, calling parents, participating in parties, travelling are common ways to reduce loneliness and homesickness. In addition, listening music and watching movies are also ways to cope with loneliness and homesickness.

Pressure of work

Some respondents got a part-time job. They felt a little bit heavy to study and work at the same time. They felt their free time is too limited and everyday is busy in study and work. Also, few of them are worry about their GPA since they spend less time on study. A junior Chinese student stated in interview:

> *I have been a Chinese language teacher for half year. Normally, there are 4 classes a week for teaching and 8 classes a week for learning; and, I have taught 2 kids in Chinese as a private Chinese teacher. It is too heavy and busy every week, especially, in mid-term or final exam period (Xiaobin Wang).*

Pressure of graduation

Few respondents are going to graduate soon. They are facing a stressor of graduation. At the pre-graduation moment, they concern to their job. Some interviewees would like to stay in Thailand after they graduated; thus, they are worry about their job, visa extension, and work permit. Also, some respondents would like to work in China after they graduated; thus, they are worry about their job in China. In short, they are concerning to their job whether in China or in Thailand. A senor Chinese student mentioned in interview below:

> *I would like to work in Thailand after I graduated; but, it seems quite hard according to current economic condition. Also, for Chinese applicants, there are many companies would not able to provide work permit. It will make a difficulty to Chinese students if someone would like to work here. Furthermore, salary is another important thing for me. I will not able to survive if they pay me too less. Those are things that I worry about. However, I do not have too much time since I will graduate very soon (Wei Cao).*

Some respondents are getting to prepare for their graduation now. They made their resume and search for wanted advertisement. And they start to prepare for their work after graduation.

2.5 Study of Coping Methods

According to 40 interviews of respondents, their coping methods toward language, pressure of study, cultural and religious knowledge, local information and loneliness and homesickness are listed as table 7 below.

Table 7: Main stressors' coping methods among groups

STRESSORS	COPING METHODS			
	0-6 Months	6-18 Months	18-30 Months	30 up Months
Language	Chinese friends' help	Chinese & Thai friends' help	Chinese, Thai and foreign friends' help	Thai friends' help
Pressure of study	Chinese friends' help		Communicate with classmates and senior Chinese students	
Cultural and religious knowledge	Chinese friends' help	Chinese & Thai friends' help		Thai friends' help
Local information	Chinese friends' help	Chinese & Thai friends' help		
Homesickness and loneliness	Visit friends PC games call parents online charting reading study	Visit friends PC games call parents online charting reading parties		PC games Call parents Online charting Parties Traveling

For coping methods of language, respondents are mainly relied on Chinese friends' help in 0-6 months group since their English and Thai are generally poor in the beginning period; and then, they received or asked helps from Chinese, Thai and Foreign friends' help during the 6-18 months group and 18-30 months group. It shows that respondents (from 6-30 months) are increasingly appeared to intercultural interaction since their English and Thai are generally improved. And, at the end, respondents, who are in 30 up months group, become local concentrated since they would like to know more local language and need a better Thai capacity to utilize in deeper Thai communication with classmates, local Thai, and colleagues.

For coping methods of pressure of study, respondents are mainly relied on Chinese friends' help, especially senior Chinese students' help. However, by increasing of length of staying in Thailand, they also cope with pressure of study by communicating with classmates. It shows that respondents increasingly involve into intercultural communication for solving academic problems in international class.

For coping with lack of cultural and religious knowledge, respondents prefer to ask help from Chinese students in the beginning; and then, they increasingly receive helps from Thai friends; and finally, they mainly rely on Thai friends helps to solve cultural and religious knowledge related problems. It shows that respondents are increasingly communicate with host-nationals for explore more Thai cultural and religious knowledge.

For coping with lack of local information, respondents are mainly achieved local information from closed Chinese students in the beginning; and then, they expose to Thai society for more local information from host-nationals. It also shows respondents are gradually blended to Thai society for convenience.

For coping with homesickness and loneliness, respondents are highly relied on PC games, call parents and online charting. In the beginning, they also choose to visit friends and reading to cope with homesickness and loneliness; and then, followed by

extending of length of staying, they know more about Thailand; Thus, they choose parties and travelling to cope with homesickness and loneliness. By compare of coping method, it shows respondents are adjusting to Thai society as well.

In contrast, respondents' length of stay and involvement of intercultural communication have a positive relationship. It means that respondents appear more in intercultural context follow up with their extending of length of stay in Thailand in terms of coping methods of stressors.

Indications

In general, respondents have a lot of stressors in the 0-6 months group and 30 up months group; and they have less stressor in 6-18 months group and 18-30 months group. Also, their coping and adjustment methods are similar to each group in same stressor. In addition, their adjustments to Thai society are begun at very early period after they arrived. The result is opposite to U-curve culture shock theory according to respondents numbers of stressors.

Moreover, there is a positive relationship between respondents' length of stay and involvement of intercultural communication. It shows a different result as stressors, respondents increasingly adjust to Thai society along with their extended length of stay in Thailand.

3. Result of stereotypes study

From those 40 respondents, there are several stereotypes about Thailand found via interviews. And, their stereotypes in pre-arrival period and stereotypes in post-arrival period are collected. Also, their post-arrival stereotypes are grouped according to criteria of U-curve culture shock into 0-6 months group, 6-18 months group, 18-30 months group and 30 up months group.

Pre-arrival

All of 40 respondents' pre-arrival stereotypes are summarized in table 8 below. Besides, the summary is collection of respondents' feelings of Thailand (in both positive and negative sides) before they come to Thailand. According to interviews with those 40 respondents, they thought Thailand is overabundance of sexy and many transsexuals; also, social security is not good and overabundance of drugs in Thailand.

Table 8: respondents' stereotypes about Thailand (pre-arrival)

STEREOTYPE (PRE-ARRIVAL)
• Sexy overabundance
• Many transsexuals
• Weak in social security
• Overabundance of drugs

There are several channels to get information about Thailand in pre-arrival period, such as TV, newspaper, website, movies and friends talking. Generally, those 40 respondents hold a strong mind that Thailand is a country where is sexy overabundant and many transsexuals. Movies, news, and several websites imply Thailand have a very strong capacity in sexy industry. There are many sexy massage services and many brothels in Thailand. And, performance of transsexuals is the most famous item for international tourists. Also, the golden tri-angle area is the most famous base of drugs

production and trading. Furthermore, the perceptions of weak in social security is mainly achieved by news; those news are about negative side of Thai politics such as coup d'état and public protests.

Actually, there are many Hong Kong movies make me felt that Thailand is weak in social security. In movies, Thailand is the best place to go if someone involved in a crime in Hong Kong. Normally, those roles are members of underworld in those movies; thus, I felt social security is not that good in Thailand. Also, there are many movies relate Thailand with drugs. If someone is a big man in international trade of drugs, Thailand normally is their origin or base in those movies (Qihan He).

Post-arrival

For summarizing of post-arrival stereotypes among 40 respondents, their stereotypes are grouped, according to criteria of U-curve culture shock, into 0-6 months group, 6-18 months group, 18-30 months group and 30 up months group. As same as the study of intercultural adaptation among respondents, 10 respondents, who are Chinese students and have been in Thailand with 0-6 months, are selected for 0-6 months group from Bangkok University; another 10 respondents, who are Chinese students and have been in Thailand with length of 6-18 months, are selected for 6-18 months group from Bangkok University. Also, 18-30 months group is 10 respondents selected from Chinese student with 18-30 months length of staying in Bangkok University. And the last group, 30 up months group, 10 respondents are selected from Chinese student who have been in Thailand more than 30 months in Bangkok University. Those 4 groups of respondents are same to groups in study of intercultural adaptation.

According to interviews with respondents, a summary of post-arrival stereotypes is presented in Table 9 below.

Table 9: respondents' stereotypes about Thailand (post-arrival)

	STEREOTYPES (POST-ARRIVAL)
0-6 Months Group	- Social security is ok - Friendly country - Many Thai can speak English very well - Sexy overabundant - Many transsexual - A international city (Bangkok)
6-18 Months Group	- Unstable politics - Thai people are friendly and kindhearted - Sexy overabundant - Difficult in study - Thai people have less concept on time - Very poor traffic in Bangkok, especially Friday evening
18-30 Months Group	- Unstable politics - Thai people are too slow in doing something - Strong mind of 'take it easy' - Many beautiful and fine places - Thai people are friendly and kindhearted - Easy to be contented
30 up Months Group	- Thailand is a prefect place for holiday and retirement - Rhythm of life is slow - Mind of 'take it easy' - Thai people are friendly and kindhearted

In 0-6 months group, those 10 interviewees felt social security in Thailand, especially in Bangkok, is not that bad. At least, there are not too many thieves on streets and not too much fighting around. Also, they felt Thai people are friendly. They are willing to help others. Moreover, they felt many Thai people can speak English very well such as Thai classmates and many sales people in shopping malls. In addition, they felt Bangkok is a very international city since there are many foreigners around and many people can speak English. However, they also felt Thailand is sexy overabundance and there are many transsexuals around. There are many sexy massages and pubs in Bangkok and Pattaya. Also, there are many transsexuals about there as well.

In 6-18 months group, the second 10 respondents felt as same as the first 10 interviewees (0-6 months group) in several points such as sexy overabundance and Thai people are friendly and kindhearted. Moreover, they felt Thailand is unstable in politics since they get a lot of news about poor political condition in Thailand. From Chinese media, they got too many messages about political protests, rebellions, coup d'état and killings in Thailand. Also, they felt Thai people have fewer concepts on time. Thai people are often late in many cases such as group meeting, classes, examination, or even appointments. Furthermore, they felt traffic in Bangkok is very poor, especially on Friday evening. In study, they thought that Bangkok University's courses are very difficult and teachers' requirements are very strict. For example, there are many individual or group papers arranged by teachers and many requirements are attached with those papers such as limited references.

In the 18-30 months group, the third 10 respondents also felt Thai people are friendly and kindhearted and unstable politics. Moreover, they felt Thai people are slow in doing something. For example, Thai group members are always late to submit their parts of paper in group projects. Also, Thai people have a strong mind of 'take it easy'. They are not anxious if something is urgent and they do not worried about too many things even those things are very important. In addition, Thai people are very easy to be contented. For example, they will work only 8 hours a day if they thought it is enough for them to survival, even they know that they will get more if they work one more hour a day. And, many Thai young people do not know save money. They spend their salary in the beginning of a month, and they just borrow some money from their friends or others for survival in the end of the month. And then, it is the same thing in next month, return money and borrow money again. However, Thailand has many beautiful and fine places such as beaches, islands and mountains.

In the 30 up months group, as same as other groups, the fourth 10 respondents felt Thai people are friendly and kindhearted and Thai people have a 'take it easy' mind in heart. Furthermore, they felt Thailand is a perfect place for holidays and retirement since there are many good places for travel and local weather is very suitable to old people.

Also, rhythm of life is slow that means life here is relax without many anxieties and things could be done slowly.

Indications

By comparing stereotypes between pre-arrival and post-arrival, post-arrival Chinese students have much more stereotypes about Thailand after they arrived in Thailand than they stay in China. All of pre-arrival stereotypes are generated by mass media and interpersonal communication; and all of those stereotypes are negative toward to Thailand. In another side, post-arrival stereotypes are gained from personal experience and friends' telling; and all of those stereotypes are in both positive and negative sides.

By comparing stereotypes among 4 groups in post-arrival, stereotypes in 0-6 months group are closest to stereotypes in pre-arrival. However, in general, stereotypes in 0-6 months group are positive toward to Thailand. It means Chinese students generally felt Thailand is good. In 6-18 months group, stereotypes are getting worse toward to Thailand such as poor traffic, unstable politics, less concept on time and difficult in study. In another word, respondents felt Thailand is not that good as 0-6 months group felt. Also, in 18-30 months group, stereotypes are getting a little bit better than 6-18 months group since respondents are getting know more information and knowledge about Thailand. In the last group, 30 up months group, respondents' stereotypes are combined both positive and negative feelings. In contrast, respondents generally hold positive feelings toward to Thailand in 0-6 months group, and negative feelings in 6-18 months group and 18-30 months group; in addition, in 30 up months group, respondents hold both positive and negative feelings toward to Thailand. In short, it means respondents' stereotypes are positive in the beginning; and then move to negative; and at the end, their stereotypes are getting better. The result is generally support to U-curve culture shock theory.

Chapter 5

Conclusion and Discussion

1. Conclusion

There are several stressors, coping and adjustment methods are found in the research.

According to interviews with 40 respondents, some intercultural communication stressors and adjustments are found. In general, language, cultural and religious knowledge, local information, and loneliness and homesickness are main stressors to Chinese students in Bangkok University. Also, based on grouping of respondents in honeymoon, crisis, recovery, and adjustment stages, stressors are explored various attaching with their length of staying in Thailand. In 0-6 months group, pressure of study, food, living condition, and feeling of shy to communication are mentioned stressors for new Chinese student, who stayed no more than 6 months in Thailand. In 6-18 months group, friendship with Thais and foreigners is an additional stressor for Chinese students, who stayed in Thailand with length of 6-18 months. In 18-30 months group, pressure of study is an additional stressor to Chinese students, who stayed in Thailand with length of 18-30 months. And, in the 30 up months group, pressure of work and pressure of graduation are extra stressors to Chinese students, who stayed in Thailand more than 30 months.

For coping with those stressors and adjusting to new culture, friends' helps and language learning are main methods to deal with Thai and English language stressor. As same as language stressor, Chinese student cope with weak of local information and lack of cultural and religious knowledge by friends' help and they learn necessary knowledge and information from various channels such as newspaper, websites, local Thais and so on. And, loneliness and homesickness are solved by visiting friends, playing PC games, calling parents, charting online, reading, and travelling. In addition, pressure of study is

coped by friends' helps and work hard in study. And, food stressor and living stressor are solved by self-cooking and changing of apartment. Moreover, to improving intercultural communication skills is a method used to build a good friendship with Thai and foreigners; and the first step is to talk with Thais and foreigners with courage. Furthermore, a good preparation is a common way to cope with pressure of graduation among senior Chinese students.

By study of coping methods among respondents, respondents are increasingly involved into intercultural communication follow by their length of stay in Thailand. For solving of language problem, they are mainly relied on Chinese friends' helps in the beginning; and then obtain helps from Chinese, Thai and foreign friends; finally, they highly relied on Thai friends' helps with their deeper needs. For coping with pressure of study, Chinese friends are also be the first help in the beginning, and increasingly Thai and foreign classmates are playing a role in coping with pressure of study. For coping with lack of cultural and religious knowledge and local information, it shows similar methods that Chinese friends' help are highly relied in 0-6 months group and 6-18 groups, and Thai friends' help is playing a main role in later period. For coping with homesickness and loneliness, PC games, call parents, online charting are main methods in all groups, in contrast, in the early period of stay, respondents also rely on visit friends and study to cope with the stressor, and they choose to have parties and travelling to cope with the stressor in later period of stay.

In addition, Chinese students' stereotypes of Thailand are found in the research as well.

Before respondents arrival in Thailand, they generally felt Thailand is overabundance of sexy and drugs, and many transsexuals over there; also, they felt Thailand is weak in social security. After they arrival in Thailand, their stereotypes are various according to their length of staying in Thailand. In generally, they felt Thai people are friendly and kindly. To be separated, stereotypes could be summarized into 4 groups according to criteria of culture shock. In 0-6 months group, interviewees felt

social security is ok in Thailand, and many Thai people can speak English very well. Also, they felt Thailand is overabundance of sexy services and transsexuals. In 6-18 months group, respondents felt politics is unstable in Thailand. Also, they felt Thai people have fewer concepts in time. In addition, they mentioned they felt difficulty in study and poor traffic in Bangkok. In the 18-30 months group and 30 up months group, respondents felt Thailand is a beautiful and fine place where is prefect to holidays and retirement. And, rhythm of life is very slow as well. Also, Thai people share a mind of 'take it easy'. Furthermore, respondents in 18-30 months group felt Thai people are easy to content.

2. Discussion

According to the result of research, language is the long term stressor in all of those 4 groups. The finding is similar to many other related researches. Lin (2006) found that Transportation, housing, and living expenses are short-term stressors, compared to the lack of English proficiency among Chinese students in US campus. However, stress of language is shown differently in each group. In general, English and Thai languages are improving followed by their length of staying in Thailand. But, in each group, there are different needs of language in usage. In 0-6 months group, a basic English and Thai is needed for study and daily conversation since Chinese student are generally very poor in English and Thai. And then, a better English and Thai are required since their courses and exams are getting hard and their Thai conversation is getting frequent in 6-18 months group. In 18-30 months group, English and Thai languages are need in deeper level for their English study and Thai communication. Requirement of deeper language capacity is also because Chinese students expose themselves to English and Thai communication environment much more than before. In the 30 up months group, English is not a big stressor in language, but Thai is still a big stressor to Chinese students. It is partly because Chinese students getting more close to Thai society; thus, fluency in Thai is required. Also, fluency in Thai is requested by many employers. Thai speaking is must, even reading and writing is needed. For English, generally Chinese students are not poor in English in 30 up months group since they study in English course for at least two and

half years. And, in general, their English is mainly used to study and communicate with foreigners; it is not that much usage as Thai language in daily life.

For coping with language stressor, friends' helps is a common way. Probably, it is because Chinese could get wanted answer quickly from friends and they can talk in Chinese directly. And, normally, Chinese students are close to Chinese community since language and culture are same. And, for adjust to Thai society and English class, learning English and Thai is a basic method in long-term. The stressor will reduce only if Chinese students are good in Thai and English; thus, learning English and Thai is the best method to solve the stressor and adjust to Thai society and International education.

Cultural and religious knowledge and Local information are also main stressors. They are similar to language; cultural and religious knowledge and local information are required variously in each stage. In 0-6 months group, a lot of knowledge and information are unknown; thus, stressors of lack of knowledge and information are highlighted. In this group, Chinese students are new comer to Thailand and they have little knowledge and information about Thailand; thus, they are hurriedly to know knowledge and information for convenient life. In 6-18 months group, more or less, Chinese students have basic information and knowledge about Thailand; thus, the stressor is getting lighter. However, Chinese students still need more cultural and religious knowledge and updated detailed information. In the 30 up months group, Chinese students need more knowledge and information about Thailand since they spread their interaction with Local Thai such as interview of job. In this group, they would like to know more local rules for correcting their behavior in communication with Thai people.

However, Chinese students are mainly relay on friends' helps and telling to cope with the stressor since it is the most convenient way. And they would like to learn local information and cultural knowledge by some alternative channels such as newspaper, websites, books and conversation with local Thai people. For local information and cultural knowledge, Chinese student are highly relay on Chinese materials such as Chinese newspaper and Chinese website. It is related to the language stressor. Chinese

students choose to get information from Chinese contents and few English contents since they are Chinese and they just have basic knowledge in English.

Loneliness and homesickness are stressor for almost every Chinese student. There are several similar findings from other researches. For example, according to Sam and Eide (1991), Loneliness is a significant problem among oversea students and was reported as such in almost one quarter of the international sample in Norway. Homesickness is also frequently observed (Lu, 1990; Sandhu and Asrabadi, 1994), and it has been found to be the more problematic for international students than their domestic counterparts (Zheng and Berry, 1991).

For cope with loneliness and homesickness, Chinese students try to reduce the feeling and spend their time on PC games, parties, online chart, calling, reading or travelling. They try to make them busy and bring their focus to some other kinds of thing. However, it seem not adjustment to this stressor since those students are living without their family.

Furthermore, pressure of study is another common stressor that many Chinese students are facing. Chinese students felt pressure in study since they are not that good in English language and they are not familiar with international education system and western style in teaching. Also, their courses are getting hard semester by semester. Anyhow, they try to get experience from senior students and friends and they try to work hard to overcome the stressor.

In compared, stressors are partly different in each group. From each group, Chinese students are staying in different situation and condition; thus, their stressors are partly different to others. By comparing items of stressor in each stage, Chinese students in 0-6 months group have the most stressors. And Chinese students in 6-18 months group and 18-30 months group have less stressors than 0-6 months group and 30 up months group. The result is opposite to U-curve culture shock concept. Therefore, Chinese students' satisfaction is increasingly rising followed by their length of staying in Thailand;

and then, their satisfaction is reducing in the late time of their staying. The result is support by some research findings. For example, According to Ward and Kennedy (1996), their study followed a group of Malaysian and Singaporean students who were initially interviewed and tested within a month of arrival in New Zealand and then again after 6 and 12 month periods. Psychological adjustment followed a U-curve, but in the opposite direction to that described by Lysgaard (1955). That is, the overall level of depression was significantly greater at 1 month and at 1 year of residence than at the intermediate 6 month period (Ward, Bochner, & Furnham, 2001).

In addition, for addition findings about stereotypes, Chinese students' stereotype is highly influenced by mass media in pre-arrival period such as TV and movies. However, in the post-arrival period, personal experiences and feelings are main influencers to their stereotypes of Thailand. Also, their stereotypes are getting deeper followed by increasing of their length of staying. Generally, Chinese students hold negative stereotypes in pre-arrival period; and their stereotypes are getting positive once they arrived in Thailand. At the end, their stereotypes are become to average. Furthermore, after Chinese students arrived in Thailand, their cultural knowledge, capacity of language, and obtainment of local information are improved gradually; thus, their stereotypes are keep changing with their length of staying in Thailand.

3. Limitations of the study

In the research, there are 40 interviewees are interviewed. The amount of interviewee is not that much due to limited time and spending for research. Also, some of interviewees are interviewed via telephone; thus, their talking is not that much and focused as face-to-face interviews. In addition, the processes of interviews have not been recorded since limited facility to support to the research.

In addition, for some interviewees, they could not highlight their talking on intercultural communication field since they do not have a clear concept about intercultural communication. They need interviewer's lead to interact. In somehow, the interaction may not able to generate an objective expression from interviewees.

Moreover, the research findings are hard to make a compare between each stage since it is a qualitative study; thus, it is very hard to make a conclusion which is related to U-curve culture shock concept. Only numbers of stressors could be compared in findings based on amount of stressor that interviewees mentioned. However, interviewees' level of stress can be not measured by amount of stressors; it has to be measured by amount of stress, but stressor.

4. Recommendations

For future research, size of sample could be increased for better result. And more time and spending are required to complete the qualitative research. Also, interviews would be better to be done by face-to-face interview. By doing in face-to-face interview, interviewees will focus on interview and talking, and they will provide more information on the topic. In addition, it is better to record conversation in interviews by voice recorder, but not only record key points by writing. The recorded voice will help research recall the conversation in interview.

Moreover, a brief introduction to intercultural communication is needed if any interviewee does not understand what intercultural communication is. Otherwise, interviewee will talk too much unrelated things and waste time for interviewee and interviewer. And, after interviewees get a brief picture about intercultural communication, let them free to talk with related things. And do not give too much lead to interviewees. Otherwise, they will only focus on what interviewer leaded topic and can not give a free talk. It will influence the quality of research finding, too subjective.

It is suggest planning a research with both qualitative and quantitative methodologies. For qualitative part, interviews can be conducted for collecting deeper information such as interviewees' deep feeling and open minds. And, a quantitative method is used as well. A questionnaire could be design for large samples. And basic data could be collected through this method. Also, the result of quantitative part could used to make a compare among each group. For example, for compare stress level among

4 groups, a stress scale could be designed and use to measure stress level. In addition, size of sample could be different in qualitative method and quantitative method. Qualitative method could choose a small size and quantitative could choose a large size.

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University of Minnesota-international Students
http://www.umcrookston.edu/internationalstudents/HandBook/CultureShock.htm

Appendixes
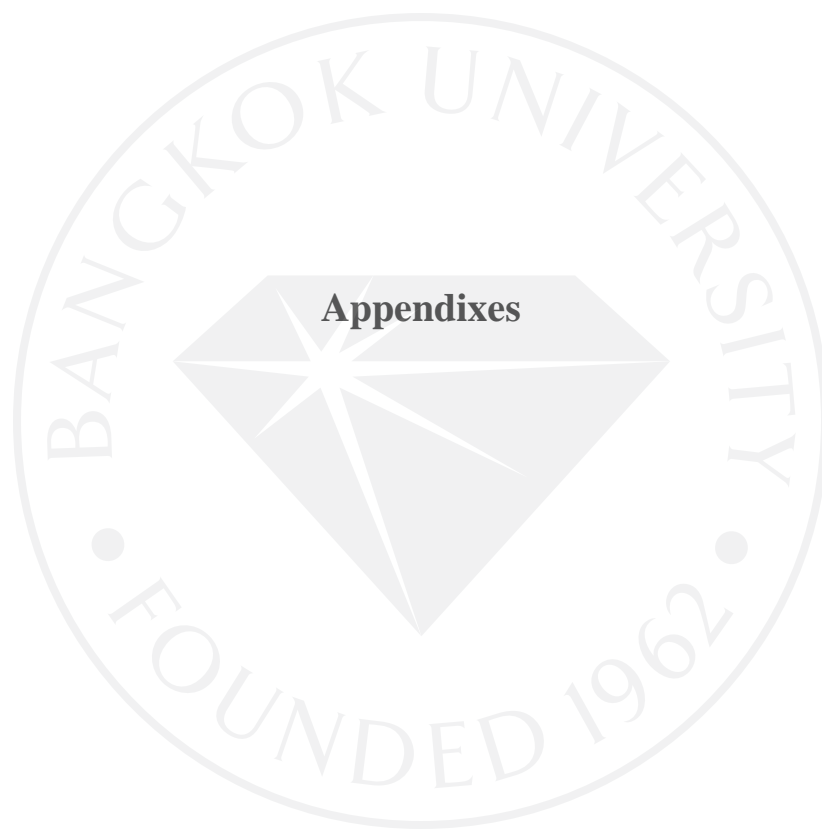
Name list of respondents

NO	NAME	STATUS IN BANGKOK UNIVERSITY	LENGTH OF STAYING IN THAILAND
1	Yantong Li	Preppy	1 month
2	Feng Liu	Preppy	1 month
3	Chunyan Zhang	Preppy	1 month
4	Meixing Wang	Preppy	4 months
5	Jing Zhang	Preppy	4 months
6	Le chen	Preppy	4 months
7	Yu Pan	Preppy	4 months
8	Dao Xiang	Preppy	4 months
9	Xiao Jingxuan	Preppy	5 months
10	Jie Qiu	Preppy	5 months
11	Zhijian Mei	Freshman	7 months
12	Haolun Li	Freshman	8 months
13	Jie Chen	Freshman	8 months
14	Wei Wei	Freshman	8 months
15	Xiaolin Cui	Freshman	8 months
16	Peishan Duan	Freshman	8 months
17	Jialun Yang	Freshman	8 months
18	Mengzhuo Zhen	Freshman	15 months
19	Ying Qin	Freshman	16 months
20	Jing Wei	Freshman	16 months
21	Li Wu	Sophomore	19 months
22	Jiaxin Liu	Sophomore	19 months
23	Qihan He	Sophomore	19 months
24	Kehan Zhou	Sophomore	19 months
25	Yuran Qiu	Sophomore	20 months
26	Xiao Yang	Sophomore	21 months
27	Heng Niu	Sophomore	25 months
28	Xiaofeng Li	Sophomore	25 months
29	Lulu Tu	Sophomore	26 months
30	Feng Wang	Sophomore	29 months
31	Yudi Zhang	Junior	33 months
32	Shujuan Zhang	Junior	33 months
33	Xiaobin Wang	Junior	33 months
34	Lijuan Shen	Senior	42 months
35	Guangyao Li	Sophomore	43 months
36	Guang Liu	Senior	45 months
37	Wei Cao	Senior	46 months
38	Zhe Dong	MBA	55 months
39	Yi song	Senior	56 months
40	Sai Ma	MBA	80 months

Interview Questions

Part I: demographic background of respondents

- Name
- Gender
- Age
- Status in Bangkok University
- Length of stay in Thailand

Part II: interview questions about intercultural adaptation

- What kinds of intercultural communication problem cause stresses to you as living in Thailand?
- How do you cope with those kinds of stress or problem?
- According to intercultural communication stressors, what kinds of effort you did for adjusting yourself to be suitable to Thai society and society of Bangkok University?

Part III: interview questions about stereotypes

- What do you think (or feel) about Thailand and Thai before you arrived in Thailand?
- What do you think (or feel) about Thailand and Thai now?