

Culture shock in youth exchange program-

Possible to be prepared?

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10 SEMEMTER THESIS

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1 Introduction and problem formulation

From the perspective of history, globalization is a comprehensive and gradual process in human society, which is caused by the longitudinal development of culture. The human's demanding of cultural sharing and some characters of culture such as diversity and territoriality determine the inevitability of cross-cultural communication. At the same time, large-scale economic activities, which are the most common phenomenon in the movement of globalization, also lead to an increase in cross-culture interactions (Ruble & Zhang 2013: 202; Lee & Sukoco 2010: 963).

Nowadays, by living or studying in another country, a large number of young people have involved with more than one culture, which somehow contributes to a more informed, intelligent, cooperative and peaceful world order (Spaulding & Flack in Bachner et al. 1993: 44). Furthermore, existing research have found that a successful international experience had influence on positive personal changes, which moves "from a state of low self- and cultural awareness to a state of high self- and cultural awareness" (Taylor 1994: 156). These positive changes include enhanced knowledge of the world, greater maturity and interpersonal skills (Detweiler in Bachner et al. 1993: 44), increased self-esteem (Grocott & Hunter 2009), self-efficacy (Hunter et al. 2010), self-concept (Hindes et al. 2009), identity development, emotional intelligence (Duerden et al. 2009), and some other specific outcomes such as growing interests in different cultures or languages (Sassenberg & Matschke 2010). (Lawford 2012: 1382)

However, as for many sojourners, the cross-cultural experience is not perfectly successful or satisfying. According to research of International Herald Tribune, "More than one-third of all Americans who take up residence in foreign countries return prematurely because they are unable to day-to-day life" (cited in Storti 1990). Kadushin (1974) explains that each culture has certain "value concepts" that are defined by the most members of society (Hannerz 1990: 247), however, sojourners

will only pick those pieces which “fit” themselves from another culture, which means that the remaining pieces will show up in forms of discord such as culture clash, culture conflicts and culture wars. In other word, these disharmonies could be regarded as “culture shock” in different levels (Hannerz 1999: 394).

Culture shock has been seen as “an internalized construct or perspective developed in reaction or response to the new or unfamiliar situation” (Pedersen 1995: vii). Culture shock is a way to explain why individuals feel different in a new country and how to coping with it appropriately. Though most of the consequences of culture shock appear in a negative way, it is actually a learning process that achieving and absorbing new knowledge, gaining some exotic experience, and finally contributes to new identification towards oneself and other people.

In this thesis, research will focus on the young students who attend youth exchange program in a target culture and have homestay experience, which is be seen as the most important and influential aspect of the whole exchange program. According to Hannerz (1990), living in another country is home plus freedom or home plus safety, but normally it is just not home at all (: 242). On the one hand, when students are immersing themselves in a new culture, they are definitely under great pressure in order to dealing with life changes and culture differences. On the other hand, it also provides a good opportunity to accept and learn new knowledge and skills. Therefore, homestay is a procedure of cultural adjustment and supposed to be the best way of cultural learning.

Taking everything into account, it is time to ask these young students’ viewpoints about culture shock that base on their experience of living with local families. Information gleaned from participants themselves could provide valuable resources for intercultural organizations, local institutions, host families and other participant students. The research question arises: How does culture shock effects on youth students and to what extent it could be prepared? In order to answer this research

question, several minor questions will be proposed as follows: 1. What is the relationship between culture shock and psychological changes? 2. What is the relationship between culture shock and performance? 3. How do perceptions of cultural shock affect the relationship between exchange students and host family?

In response to the situation and to the research question, this thesis will be conducted in the following way: first of all, a theoretical framework will be established, elaborating on the aspects of culture, culture difference, culture shock, cultural adjustment, and four hypothesis will be proposed by the researcher. Secondly, five online interviews producing five cases will be conducted, at the same time, a questionnaire survey will be used as a support and complement. Thirdly, results from interviews and questionnaire survey will be analyzed under the guidance of theory. Last but not least, the conclusions will be drawn on the effects of culture shock, including some feasible preparatory steps towards culture shock.

2 Methodology

This chapter describes how the research will be guided in order to answer the research questions, and how data will be collected and analyzed.

Constructionism as “an ontological position that social phenomena and their meanings are continually being accomplished by social actors” is employed in this research. It aims to answer the question about social entities and their role in reality, which means that the participants are not passive but construct and reconstruct reality. Therefore, researcher assumes that culture could explain human behaviors and act as a point of reference to solve problems. (Bryman 2008: 19-20)

2.1 RESEARCH DESIGN

In terms of the research goal of this thesis, a case study as a research design was selected, which “entails the detailed and intensive analysis of a single case” (Bryman 2008: 52). Before choosing the participants, a literature review was conducted to build a basic framework. Considering the diversity of data collecting, participants from five different countries (Japan, Thailand, Australia, Chile, and Hungary) were chosen, so that it could bring comprehensive knowledge and provide a wide range of possibilities to answer the research question.

All of these five participants have experienced a one-year youth exchange program in Denmark. The program the Japanese, Thai, Aussie and Chilean attended was organized by AFS Intercultural programs (or AFS, originally the American Field Service), while the one the Hungarian attended was held by STS (Students Travel Schools). During the period of time staying in Denmark, they were hosted by Danish families and attended the local high school regularly.

2.2 RESEARCH STRATEGY

The goal of the research is to explore the issue of culture shock in youth exchange program and to what degree it could be prepared. It will be interesting and meaningful to seek the reality and implication of culture shock from the standpoint of these young students. Therefore, the research strategy will be employed in this research should be qualitative, as well as two methods: first is the qualitative semi-structured interviews about exchange experience and cultural values, and second is followed by a questionnaire as a supplement.

The semi-structure interviews are employed for the purpose of collecting detailed data, especially the participants' inner thoughts and feelings about the exotic experience. However, the researcher locates in Denmark while the participants are distributed in other different countries. Considering the long geographic distance, the computer-assisted interviews will be adopted instead of face-to-face talk. Furthermore, the method of "typing" messages through Skype will be used, which is more time-consuming than online talking but less influenced by the stability of internet, so that the information record will have higher quality. The point of time of the interview is planned by participants, and each interview lasts around 3 hours. In additional, an interview guide has been prepared beforehand (see appendix 1).

The second part, questionnaire survey (see appendix 2) will also serve as the key component in answering the research question. The emphasis here is on the descriptions of the individual themselves, not for quantification. For this reason, in this case, the questionnaires represent qualitative strategy. The target group is the same as the one in interview, thus the results will be helpful to analyze their descriptions and explanations.

2.3 RELIABILITY AND VALIDITY

With reference to the theoretical part, when interacting with personal adjustment in another culture, one should take into account is not only cultural values but also their

individual experiences and attitudes. As far as internal validity and reliability are concerned, this research will be conducted in two parts to find satisfying solutions.

For the semi-structured interview, a variety of participants is considered in order to create a wide range in the results of the five cases. The main aspect here is the variety in countries, which could dominant individuals' original cultural values, so that it will give the possibility for having representatives of different national cultures. During the interviews, the way the questions are posed and asked can also effect the validity. The researcher will propose the questions according to the interview guideline but try to keep the flexibility for participants to express their opinions and thoughts.

Furthermore, the interviews are all conducted by on-line message typing, which ensures the consistency of interview environment for all the participants and somehow reduce their psychological feelings such as stress and uncomfortableness when being interviewed. Additionally, a questionnaire survey is used to increase validity via supporting the data collected during the previous phases.

However, the answers would be invalid if they are presented in a way that have disagreement with the idea or original purpose of the researcher. This could happen when interviewees do not understand the questions as it is expected by researcher, or they tend to express in an indirectly way, especially for people that regard face is an issue in their cultural values. If this accidentally happens during the interviews, the answers cannot be considered into analysis part but may be helpful for some further research and study.

2.4 LIMITATIONS OF THE THESIS

This thesis has several potential shortcomings that restricted its generalizability. First of all, the main limitation is the selection of research sample, which somehow hinders the validity of the research. It would have been strengthened via both female and male participants since people with same gender are tend to share similar feelings, interests and cognition. Nevertheless, although participants more or less experienced some

difficulties in overcoming cultural discord and adjusting themselves to the new environment, all of them finished the exchange year, and generally speaking, were quite satisfied with it. Hence individual who is either unable to finish the exchange year because of unsuccessful cultural adjustment to host families, or has much lower degree of satisfaction due to some drastic interventions could be used as a contrastive group and restrain the “optimism index” of the research results. More importantly, the host families and intercultural exchange organization could have been selected to take participant in the interviews since they were all the time involved in the exchange program. Information and resources that got from only exchange students might be unilateral and simplex.

Different level of language skills also affect the quality of interview. For the person who has better language skills or speaks English as mother language, like the Aussie, tend to express in a more proper way and share more detailed information.

The next limitation is the questions of interview and questionnaire. They may have not covered all the aspects that are worth to explore and have not touched the bottom of all issues due to the lack of experience of the research. Furthermore, it is possible that the participants tend to be “positive” and “courtesy”, so that they might hide some real thoughts and opinions, which will also limit the outcomes of the research.

Another issue refers to the framework and theories applied. When it comes to culture, which is quite subjective and abstract, consists of a mass of issues and aspects. To maintain the thesis at an achievable level, some aspects were not selected. For example, the cross-cultural literature contains personality qualities (Ward 2001: 83), which are one of the important elements that have influence on sense-making, decision-making and cultural adjustment. However, taking the personality of interviewees into consideration will make the research much more complicated and time-consuming, therefore, it was not concerned during this research.

3 Theory

3.1 WHAT IS CULTURE?

Historically, meanings and meaningful forms have been linked to territories, since culture is somehow regarded as distinctive structures, individuals are easily related to such cultures. However, with the information flow globally on many different levels, intellectuals are the group of people who know more about one another and keep in touch with one another across the boundary (Konrad in Hannerz 1990: 238). When communicating to each other, group members make reference to opinions to establish “common sense”, which raises the perception of companions’ support and endorsement (Morris et al. 2009: 579-580).

Human culture is defined as a “unique meaning and information system that is shared by a group, transmitted across the members of society and its generations (Matsumoto 2007; Matsumoto & Juang 2007)”. The cultural meanings and information provide social norms and expectations for all important aspects of social life, enhance cultural diversity among social groups, institutionalize cultural practices and customs, and raise social coordination. Culture affects people through the insight of what is consensually believed. Through the eyes of others, people strive to be “objective” to see the world, think and act base on the values that are perceived. (Matsumoto & Hwang 2012: 95; Morris et al. 2009: 580).

Trompenaars and Hampden-Turner (1997) identify culture as a “shared system of meanings”. By perceiving the surrounding phenomena, people tend to organize their experience to mean something, and structure such values into “mental programmes”. According to Trompenaars and Hampden-Turner, culture could be distinguished into three complementary layers: the outer layer, the middle layer and the core. Normally,

an individual's first experience of a new culture is more relevant to concrete and observable symbols instead of discarnate ones, such as language, food, art, fashions, architecture and landform. Therefore, the outer layer of culture consists of explicit products, and it reflects deeper layers, which regards the norms and values of an individual group. In a group, norms are the mutual sense of what is "right" and "wrong", while values are the shared ideas that judge what is "good" and "bad" to determine a choice from several alternatives. However, the core layer of culture bases on implicit assumptions. People solve the problems of daily life with their awareness and consciousness, the solutions become a part of their system of assumptions. For people with different geographic backgrounds, they have formed different local assumptions, and affect the problem-solving process. How to organize the different assumptions to increase the problem-solving effectiveness could be seen as "cultivating", which is the root of culture. On the one hand, culture is conventionalized and created by people's interaction, it is maintained for younger people or newcomers to learn. On the other hand, it guides people's actions and future interaction. (: 8-24)

3.2 CULTURE INFLUENCE

Cultural differences exist in the way that how people communicate with each other, and the way in which people send and receive messages (Gallois et al. in Ward et al. 2001: 53). The assumption behind the cross-cultural communication is that people sending messages and people interpreting them, are unable to predict each other's behavior, which leads to a high level of uncertainty and anxiety from both sides. (Gudykunst & Kim 2003: 30). When people from two different cultures meet, the extent of difficulty in communicating and mutual understanding depends on their respective "codes" differ (Fox in Ward et al. 2001: 53). As they "are following scripts" (Gudykunst & Kim 2003: 38), they fail to "make accurate sense of interactions" (Burke 2007: 270).

To understand the cross-cultural communication, one has to recognize the similarities

and differences between different cultures. Trompenaars identified seven dimensions of national culture. The first five orientations describe relationships between people: Universalism versus particularism; Individualism versus collectivism; Neutral versus emotional; Specific versus diffuse; Achievement versus ascription. These five dimensions guide beliefs and actions, so that have the influence on the way of individual's behavior. The other two dimensions deal with time orientation and relationship with nature: Time perspective; Relationship with the environment. (Hofstede 1996: 189; Trompenaars & Hampden-Turner 1997: 29)

The first dimension defines “how we judge other people's behavior”. Cultures characterized by universalism are rule-based, therefore, they believe that there is a “correct” way of dealing with people, and everyone should be treated equally. Particularisms focus on the “exceptional nature of present circumstances”. A person plays several roles in the society instead of only “a citizen”, these unique and important relationships are in support of protecting or discounting this person “no matter what the rules say”. (Trompenaars & Hampden-Turner 1997: 31)

The second dimension focuses on “how people relate to other people”. Individualism is described as “a prime orientation to the self” while communitarianism is described as “a prime orientation to common goals and objectives” (Parsons & Shils in Trompenaars & Hampden-Turner 1997: 50). In other words, the most significant difference between them is thinking of themselves or the whole group (Steers & Nardon 2006: 139).

The third dimension covering the range of feelings expressed (Trompenaars 1993: 29). Members of effectively neutral cultures keep their feelings controlled and hided while in cultures have high affectivity, people tend to express their feelings straight by some amplified activities, such as smiling, laughing, knitting and gesturing (Trompenaars & Hampden-Turner 1997: 69).

Concerning whether people “show emotions in dealing with other people”

(Trompenaars & Hampden-Turner 1997: 81), the fourth dimension focuses on “the extent to which an individual’s various roles in life should be kept separate or integrated”. In diffuse-oriented cultures, the boundaries between roles are often overlapped, and people know each other better across various roles. On the contrary, in specific-oriented cultures, the roles are considered apart from each other and seldom overlapped (Steers & Nardon 2006: 139). The fifth dimension focuses upon how status is accorded, which is not that relative to this research.

The time perspective relates to how different individuals and different cultures deal with past, present and future time. As for relationship with the environment, it concerns whether people themselves or their natural environment are in the dominant position. The members in internal-oriented cultures tend to focus on themselves, own groups or own organizations with dominating attitudes. They are more likely to try to pursue their goals and control surroundings. Otherwise, some cultures adjust themselves to external realities with more flexible attitudes and focus on others. (Steers & Nardon 2006: 140; Trompenaars & Hampden-Turner 1997: 155)

3.3 CULTURE SHOCK

According to Cormack (1986), the cross-cultural problems are still not adequately recognized of human growth and development (: 295). An investigation regards to increasing foreign students in America indicates that, by most of the students, the immediate concern was “culture shock” and adjustment problems. In theory, culture shock is defined as “a normal process of adaptation to cultural stress involving such symptoms as anxiety, helplessness, irritability, and longing for a more predictable and gratifying environment” (Church in Taylor 1994: 156). Knowledge about culture values is a problem-solving approach to reducing culture shock (Winkelman, 1994). Black and Gregersen (1991) view culture shock as an important issue when individuals are far away from their familiar environment and get in touch with an unfamiliar one. Individuals have to confront a new culture and start to accommodate their way of life to it. Normally newcomers are unsure about how to behave

appropriately and acceptably in the host country, and these unsureness will lead to emotional disturbance such as stress and anxiety. To make matters worse, people may not able to control their life well and feel depressive, isolated and angry. These kind of experience in self-communion and change is regarded as culture shock (Chen et al. 2011). Under the intercultural situation, individuals try to achieve inner balance by adapting to the demands and opportunities (Kim & Ruben in Taylor 1994: 156).

Cultural shock was assumed to be a negative experience. Among the early writing on the cross-cultural transition and adaptation, Kalvero Oberg's (1960) theory is the best known, in which he describes six negative aspects of culture shock.

“(1) strain resulting from the effort of psychological adaptation; (2) a sense of loss or deprivation referring to the removal of former friend, status, role, and possessions; (3) rejection by or rejection of the new culture; (4) confusion in the role definition, role expectations, feelings, and self-identity; (5) unexpected anxiety, disgust, or indignation regarding cultural differences between the old and new ways; (6) feelings of helplessness as a result of not coping well in the new environment.” (Pedersen 1995: 2)

3.4 THE STAGE OF CULTURE SHOCK

Culture shock is a subjective response to unfamiliar or unexpected circumstances. In a psychological context, it has been described as the adjustment process that has emotional, behavioral, cognitive, psychological and physiological influence on individuals. Pedersen (1995) proposes detailed five stages of emotional reactions associated with sojourns (: 1).

The first stage is described as the “honeymoon”, with emphasis on the initial reactions of excitement, enthusiasm, playfulness and discovery. In this stage, by experiencing the intriguing differences between home and host cultures, the perceptions of sojourns' perceptions normally positive. The collecting of interesting impressions, curiosity,

interest, and self-assurance guide the behaviors of individuals. (Pedersen 1995: 27)

The second stage, which is called “the disintegration stage” because it can result in the disintegration of personality, the host culture starts to show in unexpected and uncontrollable ways. Cultural differences between host and home national become prominent, individuals going through this stage may experience the sense of loss, being different and isolated from the host culture, as well as frustrated and nervous. (Pedersen 1995: 79)

The third stage is “the reintegration stage”. From Pedersen’s perspective, it is the most unstable stage in the culture shock process. On the one hand, the individual is likely to evaluate and judge the host nationals’ behaviors and attitudes by stereotype. Instead of taking responsibility of misunderstandings, people tend to blame on others, especially those in the host culture. On the other hand, there is an increasing willingness of contact with the host culture and express the feelings about experience. (Pedersen 1995: 134)

The fourth stage is “the autonomy stage”, sojourners start to move into a new situation with enjoying the host culture and greater awareness of themselves and others. By perceiving both similarities and differences, it is possible to express negative and positive perspectives objectively. Even though the person do not behave in the most appropriate ways, they tend to copy effectively and survive with greater self-assurance and new-learned skills. (Pedersen 1995: 201)

In the fifth stage, “the interdependence stage”, a sense of belonging to several different cultures at the same time has occurred. The emotions of previous stages will be integrated and developed into new identities, this process is described as “transitional experience” (Adler in Pedersen 1995: 3). However, according to Pedersen (1995), the fifth stage is not the end of development but a new state of perspective between host culture and sojourners (: 245-246).

3.5 ABCs- “THE TREATMENT OF CULTURE SHOCK”

In the treatment of culture shock, Ward, Bochner and Furnham (2001) follow the approach of ABCs, which refers to the Affect, Behavior and Cognitions of human interactions.

3.5.1 Culture learning

Furnham and Bochner (1982) stated that the unfamiliarity with any aspects of a new society, including climate, educational system, linguistic competence and technology may contribute to “culture shock”. However, “the most fundamental difficulties for cross-cultural travelers exist in social situations, episodes and transactions”. In order to survive in the new culture, sojourners have to gain culturally relevant social knowledge and skills for effective interactions, this process is been regarded as “culture learning”. The behavioral aspects of culture shock is associated with culture learning, which provides “a broad theoretical framework for understanding ‘culture shock’”. (Ward et al. 2001: 51, 65)

Rules, etiquette, conventions, and assumptions regulate interpersonal interactions, which contains non-verbal and verbal communication. Sojourners who are unfamiliar with these culturally social skills and knowledge will meet difficulties in building and maintaining harmonious relations with host nationals (Ward et al. 2001: 271).

As it is emphasized that normally people do not realize the existence of a particular social rule unless they have broken it, so sojourners may behave inappropriately and miss some vital cues from hosts’ perspective, sometimes will lead to misunderstandings, or even offence. For instance, rules about punctuality vary in different cultures. LeVine, West and Reis (1980) found that Americans view people who is never late for an appointment is more successful than someone who is sometimes late, who in turn is regarded as more successful than a person who is always late. However, in Brazil the situation could be opposite: arriving late for an appointment implies more successes. (Ward et al. 2001: 58-59, 271)

Etiquette differ in the extent of expressing directly or indirectly, how to make requests, and how to refuse requests (Dillard et al.; Kim in Ward et al. 2001: 54). For instance, face-saving is derived from Chinese culture, which assumes that if individual's behavior is judged by others as improper, they may be subject to criticism and, in consequence, lose face. Mainly due to a greater emphasis on etiquette and face-saving (Lin, 1997), the Chinese tend to use ambiguous forms to a much greater extent than western nations (Ward et al. 2001: 54). According to Brown and Levinson, face is connected to politeness, public self-images and self-concept, maintaining one's face and face of others is one of the necessary elements in an intercultural communication process (Gudykunst & Kim, 2003: 306).

Non-verbal signals, which consist of mutual gaze, bodily contact and gestures, also play an important role in communicating attitudes and in expressing emotions. According to Watson (1970), Arabs and Latin Americans represent a higher frequency of mutual gaze than Europeans. When people from high-gaze and low-gaze cultures meet, the behavior of the low-gaze people may be regarded as dishonest, impolite, and focus losing while the high-gaze people may be seen as threatening, disrespectful and offensive (Burgoon et al. 1986). Bodily contact also vary in different cultures. When a high-touch culture meets a low-touch one, the high-touch person may be interpreted as sexually predatory while low-touch person may be seen as cold and not so friendly. East-Asian countries like China, Korea, and Japan, who has been influenced by Confucianism, tend to be reluctant to interpersonal touch (McDaniel & Andersen, 1998). As for gestures, some are used in one country but not in others, and the same gesture might have different meanings in different cultures.

3.5.2 Stress and coping

The second element of the ABCs model emphasizes affect, which assumes a stress and coping approach to cross-cultural transition, highlights emotional aspects of sojourner adjustment, particularly psychological well-being and satisfaction. (Ward et al. 2001: 48).

During the cross-cultural transitions, Berry (1997) considers the acculturative experience as “characterized by stress, demands cognitive appraisal of the situation, and requires coping strategies” (Ward et al. 2001: 71). These processes and the accompanying psychological outcomes are influenced by variables from both individual and societal level, which are summarized by Ward et al. (2001) as “life changes (Lin et al. 1979), pre- and post-migration stressors (Nicassio et al. 1986), cognitive appraisals of change (Chataway & Berry 1989), personality (Ward & Kennedy 1992), and social support (Adelman 1988)” (:73). However, because of the complexity and high subjectivity of personality, this factor will not be involved in this research.

From the perspective of stress and coping, cross-cultural transitions have been seen as “a series of stress-provoking life changes”. Researchers have acknowledged the measurement of marked life events. For instance, Holmes and Rahe (1967) developed the Social Readjustment Rating Scale (SRRS) and inspired a more specific measurement tool, the Cultural Readjustment Rating Scale, which was proposed by Spradley and Phillips (1972) and indicated the rank of 33 life changes associated with cross-cultural transition, including the type of food, language, leisure activities, the way that people express, react, the degree of friendliness, closeness and so on. (Ward et al. 2001: 73-74)

However, in consideration of the obvious individual differences, the standard measurements only account for a small proportion of these changes. In fact, the cognitive appraisal of stress by acculturating individuals are also influenced by cross-cultural differences, as well as the differences in individuals’ expectations. The integrating degree between expectation and experience will affect the psychological changes and stressful situations. (Ward et al. 2001: 75-76)

During cross-cultural transitions, social support has been seen as a significant factor in predicting both psychological adjustment (Adelman 1988; Fontaine 1986) and physical health (Schwarzer et al. 1994). Among the variety sources of social support,

family and spouse are the most important one. Furthermore, Adelman (1988) emphasizes the benefits that provided by “comparable others”, who have similar intercultural experience and knowledge-based resources. By sharing the information about dealing with a new culture, “comparable others” may provide emotional support, emotional benefits, and more or less decrease the feeling of depression in terms of living in a new environment.

3.5.3 Social identification

There is no doubt that social identity is a part of self-concept and provides different perspectives on sense making of sojourners themselves. However, during cross-cultural transition, social psychological theories also require recognitions and awareness of relations between group members, which concerns internal mental processes. For instance, how group members see each other and affect each other, what are the reasons for choosing to stay or leave the certain group, and how intergroup relations affect self-awareness. (Ward et al. 2001: 103)

According to Tajfel (1978), social identification has “evaluative and emotional significance”, such as self-esteem, when individuals achieve favorable social comparisons between in-groups and out-groups. Moreover, multicultural ideologies propose a more positive viewpoint on social identity and intergroup relations. It is evident that increased intergroup contact and interaction may improve the group harmonious and motivate greater status (Ward et al. 2001: 104, 120).

3.6 CULTURAL ADJUSTMENT

Cultural adjustment is conceptualized as “the degree of comfort an expatriate has with the various aspects of a host culture” (Vianen et al. 2004: 697). Black and Stephens (1989) distinguished cultural adjustment into three specific sections: “Adjustment to (1) the general environment, such as climate, health facilities, and food”; (2) interaction with host country nationals; and (3) work for performance standards, job, and supervisory responsibilities” (Lee & Sukoco 2010: 965). This research focuses

the “adjustment” on the first two sections, in particular the interaction and relationship with host families when students confront of culture shock.

There are dozens of researchers that have measured the relationship between culture shock and cultural adjustment. They have observed that achieving a successful expatriate evaluation depends on the ability of cultural adjustment and resolution when confronting the debilitating effects of culture shock (Hisam & Mumford in Chen 2011: 247).

However, from the literature, we could assume that students more or less have difficulties in adjusting to new cultures and new families. Some models were created to describe patterns of cultural adjustment, for example, King and Huff (1985) proposed the stages of homestay experience, which contains arrival, settling in, deepening the relationship, cultural shock, culture learning, predeparture, and readjustment (Knight & Schmidt-Rinehart 2002: 192). By interviewing 24 host families in America, Knight and Schmidt-Rinehart did a research on how to enhance the homestay experience by students themselves, exchange programs, and the host families. They found that for summer students, the first few days were difficult, while for those had a semester stay in host country, the first two weeks were the most difficult period of time. The majority of the families have expected the time of cultural adjustment and planned to give students more time to overcome the “stranger anxiety” (DeLey 1975: 844) and “choque”. As for the optimal length of stay, those families who had hosted both short-stay (four to six weeks) and long-stay (half or one year) students, shared the same comments that the longer the student stayed in the host country, the better they involved the new culture. Moreover, several families mentioned that students have participated in summer programs “never really adjust (to the family)”. (Knight & Schmidt-Rinehart 2002: 192)

There are some key variables that impact on the success of exchange stay, including “proficiency, previous travel experience, and the absence of discriminatory attitudes” (Altbach & Kelly in Knight & Schmidt-Rinehart 2002: 192). The openness and

maturity of exchange students are also supposed to be significant factors. However, some previous researches show that the level of linguistic ability is not the most important factor in cultural adjustment. (Knight & Schmidt-Rinehart 2002: 193)

3.7 NON-CULTURAL EXPLANATIONS

Although the importance and influence of culture is repeatedly stressed in this research, it is necessary to consider the issue of attribution, which refers to “judgments or causal explanations about human behavior” (Ward et al. 2001: 112). According to the result of social psychological research, individuals are tend to relate their successes to internal factors, and attribute their failures to external factors. Then it becomes interesting to discuss that in this research, whether all the phenomenon or human behavior are cultural related or should be ascribed to culture shock.

Hofstede (2001) indicates that “we are all to an important extent truly unique”, which means that individual differences create significant diversification and variables, especially when used to assess with other sources of information (French 2007: 6-7; Broucke et al. 1989: 75). Human personality, which is seem as the foremost source of individual differences, is influenced by not only culture and language, but also social and historical forces (McCrae & Allik 2002: 1). Therefore, some problems that occur between students and host family should not be connected to culture, or perhaps, not only cultural-caused, but also personality-relevant. For example, Knight and Schmidt-Rinehart (2002) find that student who does not communicate or interact with host family sometimes due to the lack of language skills, but sometimes it is caused by the student’s personality (: 198).

3.8 HYPOTHESIS

Hypothesis 1. Culture shock negatively relates to psychological changes.

According to the literature, culture shock is an experience in change and introspection (Chen et al. 2011: 249). During the transaction of external environment and inner feeling, individuals have to face the fact that gaining and improving the ability of

self-adaptation is the only way to survive in new environment. However, in most cases, the influence of culture shock on individuals has always been connected to negative psychological emotions, such as strain, anxiety, helplessness, confusion, and stressfulness.

In particular, during the stage of “disintegration” and “reintegration”, which has been regarded as the most critical phases in culture learning and cultural adjustment, sojourners gradually recognize the similarities and differences between the host culture and their home culture. They will judge themselves and host culture people with previous experience, sometime even with stereotypes, and be more likely to blame others for their own problems. Correspondingly, these kind of judgments are easily become declinational and segmentary, in dealing with them, individuals will be vulnerable and self-protective towards the host culture (Pedersen 1995:79,134). Therefore, we propose that higher culture shock can increase negative psychological outcomes.

Hypothesis 2. Culture shock mediates the relationship between cultural adjustment ability and performance.

According to the above research, it seems that cultural adjustment is a problem-solving process to reduce such culture shock and negative feelings. Winkelman (1994) proposes several primary performance regards to culture shock, including intercultural communication, interpersonal and social relations, and stress reactions (:122). Individuals’ willingness to communicate, especially in native language of host country could help to maintain good relations with local people and reduce culture shock. Research found that people has higher interpersonal and social skills tend to behave more appropriately and experience less culture shock (Mendenhall and Oddou 1985 in Chen et al. 2011: 250). In order to make a successful overseas adjustment, the awareness of openness and the ability of stress tolerance is also viewed as an important element in resolving culture shock.

Hence, it is reasonable and logical to say that individuals with stronger cultural competence are less likely to suffer culture shock, and on the contrary, they will have better performance and higher degree of satisfaction. Since culture shock is a normal process of adjustment (Chen et al. 2011: 250), we hypothesize that it can mediate the relationship between cultural adjustment and performance.

Hypothesis 3. Culture shock catalyze the relation between students and host family.

For the adolescent who attends intercultural exchange program, host family is supposed to be the closest and most influential people. They play the role as parents or siblings, friends, supporter, tutor and teacher, in the meantime, students have the responsibility to accept new lifestyle and adapt themselves into the different atmosphere.

Among the different elements that could affect the relation between students and host family, we assume that culture shock will work as catalyst, and might contribute the relation to both positive and negative directions. Associated with Pederse's (1995) theory about five stages in culture shock, when it comes to the "reintegration" stage, individuals are likely to blame on others because of the existence of discordance or discord, and could lead to misunderstanding or more fierce conflicts. Thus, how to overcome this most unstable stage become an important step for the relationship between family and students.

Hypothesis 4. Culture shock could be prepared

Trompenaars and Hampden-Turner's (1997) "three layers" theory demonstrates the fact that cultural adjustment is a learning process that changes from external presence, which exists concretely, to abstract intrinsic cognition. According to the research question, here we assume that culture could be learnt and culture shock is possible to be prepared in advance. With the aim that helping youth students to reduce the negative influence from culture shock as much as possible, how to organize this "cultural learning system" or "culture shock prevention system", and to what extent

culture shock could be prepared is a question we need to figure out in this research.

4. Design of the Research

4.1 CASE STUDIES

In the following, the five participants, who were hosted by local families in Denmark during the exchange year, will be presented. The combination of their nationalities, distinctive experience and personal cognition towards youth exchange program were motivating to choose them as the objects of this research.

The Japanese case is given by a Japanese girl who just finished master study in a university in Denmark. She attended the exchange program in the period of time from July 2005 to July 2006, when she was a high school student at the age of 17. In the first month staying in Denmark, she was hosted by a heavy smoker family which annoyed her a lot. Afterwards, AFS sent her to another family, with whom she lived together till the end of exchange.

The Thai participant is a high school female student that involved in the exchange program from January to December in 2012 through AFS. During the whole exchange year, she did not change the host family, except attending the “mini-stay” with another Danish family for one week, which was organized by AFS. As she mentioned, “maybe they wanted me to know the different things/ways of life of each family”.

The Hungarian is 26 and now living in Slovakia. The experience of spending 11 months in Denmark in 2004/2005 had great influence on her educational directions. As a result, she went back to Denmark again for further study and finish her master degree in 2012. Furthermore, she is the only one who attended exchange program through STS.

The girl comes from Chile took participate in the 1-year-program in 2008/2009, who described the exchange experience as “very successful” and built “good” relations with host family. During the interview, she disclosed the plan to visit Denmark again next year.

Last but not least, the Aussie participant spent the same year in Denmark as the Thai when she was 15 years old. Since she was hosted by three families, her case might be the most particular one in these five.

4.2 INTERVIEW GUIDE

Semi-structured interviews will be used in this research, since “the interview process should be flexible, so that the interviewee has a great deal of leeway in how to reply. But, by and large, all the questions will be asked and similar wording will be used from interview to interviewee” (Bryman 2003: 438). Considering the long regional distance between interviewees and interviewer, online interview through Skype has been used instead of face-to-face talk. The context of interviews were presented with permission of the participants.

As Kvale (1996) characterizes that “an openness to changes of sequence and forms of questions in order to follow up the answers given and the stories told by the subjects” (: 124). Although the interview guide was used, questions might not exactly follow the schedule, some questions were picked up according to the feedback from interviewees (Bryman 2003: 438).

For each interview, 6 main topics were selected: 1) Introducing questions. 2) General evaluation about the youth exchange program. 3) Preparation for going abroad. 4) Student-host family relations. 5) Views of culture shock. 6) Individual changes associated with exchange program.

Here are the detailed explanations of the interview questions:

1) Introducing questions

In the beginning of interview, some basic questions will be asked in order to get some background information of interviewees. The questions can be posed as: “What is your nationality and age? In which year did you participate in the exchange program and how long did you stay in host country (Denmark)? Through which organization

did you go for exchange?”

The question asking “Why did you choice Denmark as host country?” aims at obtaining the original attitudes and expectations of participants to go to Denmark for exchange.

In the literature, the relationship between expectations and experiences has been associated with expectation accuracy. According to Ward et al. (2001), the expectation-experience mismatches are defined as “overmet” and “undermet” expectations. The former deals with the situations that experiences are more positive than anticipations while the latter refers to the situations in which experiences are more negative than expectations. The expectation accuracy has positively influence on building confidence and moderating anxiety. (: 76)

2) General evaluation about the youth exchange program

With asking directly “How do you evaluate the exchange program? How do you like it?” the participants should obtain the possibility to give a general comment. The answer reflects their degree of satisfaction about staying in host country, as well as the items that international exchange organization arranged.

The questions “Have you ever been back to host country after the exchange year? Did you go for traveling or further study?” were asked from more indirectly perspective, which focus on the individuals’ emotional attachment to host country. If the answer is “no”, then following question “Wish you back to Denmark some day in the future?” will be asked.

3) Preparation for going abroad

With the assumption that these participants had never been to Denmark before the exchange program started, the open-ended question “What had you known about Denmark or Danes before departure?” will be asked. It is important to know how participants defined “cultural concepts” in before they started to integrate into it. The

answer refers to more concrete and symbolic elements that were the first things individuals encounter or understand of new culture, which could cover several ground, such as language, food, building, houses, markets and art.

However, according to Trompenaars and Hampden-Turner (1997), “prejudices mostly start on this symbolic and observable level” (: 21), it is necessary to ask “From whom did you get these information?” or “How did you know that?” in order to get information sources. The variety of sources, on the one hand, include social support such as friends, family, and acquaintances, which has been viewed as a significant factor in psychological well-being in sojourners (Ward et al. 2001: 96). On the other hand, it may arise from participants themselves by independent study.

“Did the exchange organization provide any help or information for preparation?” is an extensive question that focuses on the youth exchange organization, since it is one of the major social support that plays an important role in guiding and directing the whole program, it is also acts as communication intermedia between exchange students and their host family.

“What did you feel about your exchange year before departure?” is intended to evaluate the psychological states. In terms of life changes during cross-cultural transitions, psychological preparation is required in coping with potential stress (Ward et al. 2001: 71, 96).

4) Student-host family relations

To make sure the extent, to which participants and host family have known each other before they met, I want to ask: “Did you contact with the host family beforehand ? How many times did you contact with each other?” Furthermore, I wish to ask their comments about the original communication, to find out that from exchange students’ perspective, whether the beforehand contact between them and host family is beneficial for psychological preparation and subsequent homestay situations.

Considering the assumption that exchange students have difficulties in adjusting new cultures and new families, articles describe the problem in which the student do not feel at home (Knight & Schmidt-Rinehart 2002: 192). Therefore, the host family's adjustment need to be appraised. Firstly, by asking "How was the relation with the host family? How do you feel involving yourself in the host family?" it is possible to get the general evaluation of student-host family relations. In order to measure the feeling of involvement intuitively, participants will be asked to choose a number from 1 to 10, in which number 1 refers to the situation that totally cannot involve in the new family, and number 10 refers to the situation that individuals can involve in the host family perfectly. Secondly, the question "what problems or conflicts did you have with host family?" serves to find out some "stories" that are caused by "culture differences" and lead to the sense of being different and isolated from host family. Thirdly, "How long it took to adapt yourself to living with new family?" as a question relates to adjustment period. Though individuals do not behave completely appropriate, they are likely to obtain new skills and confidence to coping with life changes and negative emotions. (Pedersen 1995: 79, 201)

"What makes you feel that you are regarded as the family member?" is relevant to the support from host family, which to a great degree provide psychological security and sense of belonging to exchange students (Ward et al. 2001: 86).

The answer of the question: "Do you still keep contact with the host family after left Denmark?" to some degree implies the relation with host family as well.

5) Views of culture shock

"As for the host country, is there anything different from your imagination or expectation?" is intended for the expectation-experience matches. By comparing with the answers of previous questions: "Why did you choose Denmark as host country?" and "What had you known about Denmark or Danes before departure?" it is possible to judge whether it was mismatched or not.

“What kind of culture shock did you experience?” is directed at the specific contents about how participants feel, behave and think when encounter new cultures. These subjective perceptions will impact on the judgment of the host nationals and culture, even result in misunderstanding or blame. Therefore, by analyzing this question, it is helpful to answer the research question.

“What kind of psychological inadaptation did you feel?” as a question serves to attest the psychological disorder like homesickness, confusion, helplessness and loneliness (Pedersen 1995: 79), which were mentioned in the literature,

6) Individual changes associated with exchange program

The question “Did the exchange experience bring any changes to you?” aims at the internal changes of participants, which might have influence on the personality, values and world views, psychology, or decision making on educational directions and professional careers.

4.3 OPERATIONALIZATION OF THE QUESTIONNAIRE

The questionnaire used is the one to be found in Broucke, Soete and Böhrer (1989), which was conducted involving adolescent exchange students to measure “overseas effectiveness” (: 77). The ability of being personally adjusted and interculturally active in a foreign country (Walton 1990: 508).

The aim of the questionnaire is to find out from the perspective of students, what is the key element to make exchange year successful. The questionnaire totally consists of 18 elements, which could be divided into two dimensions: motivation for self-development and motivation to adapt. The former focuses more on improving self-competence, including language skills, ability of expression, personality fulfilling, interpersonal communication, while the latter focuses more on cultural adaptation, especially adapting oneself to host family.

In order to get intuitive description and consideration, five measuring standards are

presented: extremely important, very important, important, not very important, not important at all, and participants will be asked to choose one of them to describe the correlative factors.

As the aim is to compare the importance of given factors, it will make sense to mark each standard with a point and then calculate the total amount of every factor.

Therefore, “extremely important” will be set at 5, “very important” will be set at 4, and by this analogy, the rest of three are marked by the score of 3, 2, 1. One should be bear in mind that the results of the amount are not to be taken as absolute, but showing the tendency and ranking.

5 Analysis

5.1 “Why did you choice Denmark as host country?”

As formal start for the interview, the participants were asked the reasons for them to select Denmark as host country.

The Japanese participant responded that the renewable energy development and high-level social welfare in Denmark hit her interests in environment problem[s] and social welfare system. However, she did not have so many choices at that time because of the delayed application. The Thai participant got some obscure outline that the country was beautiful, romantic, and quiet, Danes were happy and kind, which provided her great curiosity and aspiration to go and experience by herself. The rest three stated that the decision was made by coincidence and less consciousness.

5.2 “What had you known about Denmark or Danes before departure?” and “How did you know that?”

Since the Hungarian is the only one who comes from Europe, it seems quite normal that nearly everyone gave the answer as “very little” or “not so much”. For the Japanese, Denmark was so far away and just like “Europe”, and the Aussie mentioned that she did not know anything about Denmark before departure.

When individuals encounter a new culture, some explicit contents or symbols, including food, language, city forms, art, and fashions are easier to recognize (Trompenaars & Hampden-Turner 1997: 21). For example, “the little mermaid” was the only thing the Thai knew about Denmark. Furthermore, in the beginning of learning new knowledge, people tend to search for some similarities between themselves and others. As the Aussie stated that she knew about “the princess Mary” because both of them came from Australia.

Information collecting, whether it is voluntary or passive, has been seen as the process of culture learning. The Chilean and Japanese started to search and read culturally

relevant knowledge when they were told to go to Denmark, while the Hungarian received information from her dad and dad's friend's son, since both of them experienced Denmark by living or traveling.

5.3 “Did the exchange organization provide any help or information for preparation?”

As the Chilean mentioned during the interview, the exchange organizations worked “as bridge between your home country and the host country”, they indeed play a significant role in supporting of the cross-cultural sojourners. AFS organized a “mini-camp” for newcomers in the first three days in Copenhagen, as for the Chilean, it was held three days before departure in Chile instead of Copenhagen. During the “mini-camp”, newcomers were supposed to gain some knowledge of Danish culture by several events. For example, eating traditional Danish food, learning basic Danish and communicating with AFS staff. They were told about what to expect associated with people and lifestyle in Denmark, what kind of culture differences they might confront in the future, and how to response properly when facing problems. All of these could be seen as “psychological set-ups” and very helpful in releasing nervous, frustrations, and stress concerning life in a new environment.

Adelman (1988) emphasizes the advantage of “comparable others” to share knowledge-based resources and information about adjusting a new culture (Ward et al. 2001: 86). By sharing the similar experience and communicating with ingroup members, individuals are likely to depend on the ideas and establish “common sense” (Morris et al. 2009: 579). In our cases, both Chilean and Hungarian got a contact person, who had attended the exchange program before them and were available to talk to. The other three participants did not but expressed that they would have like to.

Furthermore, some other materials were also provided, such as leaflets with information and books with a CD for Danish language learning. By reading and listening, they tend to know some basic knowledge, which was “very helpful”, like

the Chilean expressed.

5.4 “What did you feel about your exchange year before departure?”

“Nervous, worried but excited” was the main description from all participants. On the one hand, for those teenage, the first time to go abroad afforded a strong sense of novelty and curiosity. On the other hand, the uncertain and unknown situation in a place they had never been, as well as leaving the home country for such a long time also brought the feeling of anxiety. Specifically, the lacking of language skills posed a big pressure on the participants. Since Danish is very different from the participants’ native languages, the Chilean regarded it as a very difficult language to learn according to the information she found online information, and “[it] was crazy especially when I could not speak a word of Danish”, as the Aussie said. The Japanese and Hungarian even worried about their less perfect English speaking skills, which they thought might lead to misunderstand and embarrassment.

5.5 “How do you evaluate the exchange program?”

When the participants were asked to describe the personal opinions about exchange program, surprisingly, everyone proposed quite positive comments. The Aussie described “it was a good program” in the ways that the oversea students could involve the natives and host culture by going to the regular school and living with local family. The Japanese evaluated it as “very positive and successful” in entering into a new culture and getting the language skills improved, which had great influence on her life. The Thai even appraised the exchange experience as “the best time of my life I would never forget”.

5.6 “Have you ever been back to host country after the exchange year?” and “Wish you back to Denmark some day in the future?”

The question supposes to find out how strong the relations are between participants and host country. Being impressed by Danish educational system, which is more

“open and motivated” compare with the Japanese one, the Japanese went back to Denmark in 2012 for master study. Similarly, the Hungarian spent two year afterwards in Denmark for her master degree. The Chilean went back to Denmark as a tourist in 2012 instead of a student, and she planned to visit Denmark again in 2014. Both Thai and Aussie did not back yet, but expressed their strong willingness to come back. “I really love Denmark, and Denmark did not disappointed me at all”, Thai showed her great passion in the conversation.

5.7 “Did you contact with the host family beforehand?” and “How did you feel about the communication?”

In order to eliminate the “stranger anxiety” (DeLey 1975: 844) and increase the adaptive efficiency, it is definitely necessary to get to know each before their first meet in Denmark.

Writing E-mails is the most common way to communicate, through which the family introduced some basic knowledge like climate, food, lifestyle, school, family members and even provided some tips for luggage preparation. The host mother of the Thai’s showed her great enthusiasm and welcome, which made the Thai “so happy”. However, E-mail communicating sometimes may also cause problems. An auto-responded email the Chilean got, which was written in Danish, made her confused and more nervous, with the conjecture that whether the host family could speak English or not. According to the feedback from participants, the beforehand contact might not be strictly necessary, but help them to feel relax and calm.

5.8 “How was the relation with the host family?” and “How do you feel involving yourself in the host family?”

As for the interactions with host family, Knight and Schmide-Rinehart (2002: 195) list several homestay potential advantages. First of all, communicating with native speakers motivates individuals’ awareness of language learning. Host families are actually “a valuable linguistic resource”. As the Chilean said, “they help[ed] me a lot

in learning the language”, and the Thai’s statement as “when we watched television together, they translated for me and I would tried to say that word”, the linguistic help was one of the issues most often mentioned by participants. After moved in the second family, the Aussie heard more Danish than before, which encouraged her to pay more attention to others’ conversation and practices.

Secondly, since most of the oversea students had a difficult time to adapt to a new environment, the host family also provide cultural and psychological help by giving them personal advice (Knight & Schmade-Rinehart 2002: 196). The Hungarian received great encouragement and understanding when she was suffering from extreme homesickness and even regretted her decision for attending exchange program in the first three days, “[my host mum] said that she understood it is difficult, but I should not give up”. Communicating with host mother helped her to overcome the “break down” period of time and learn to judge things from other perspectives. During the research, we found that the Hungarian was not the only one who suffered from psychological inadaptation. The Thai experienced some bad feelings from school and the host family allowed not to go to school and provided great support, “they treated me as their own daughter”, as the Thai said gratefully.

The homestay involvement issue was also discussed during interviews. In terms of the number from 1 to 10, from the situation that totally cannot involve in the host family to totally involved, most of the participants chose 7 or 8, which somehow reflected the quite close student-host family relations, while the Aussie only marked 1 to her first host family.

5.9 “What makes you feel that you are regarded as the family member?”

The host family play the roles not only family members, but also friends, tutors and counselor, from whom the exchange students get support, and obtain the sense of belonging and secure (Knight & Schmade-Rinehart 2002: 198). The Chilean participant felt happy when the host family trusted her in taking care of the younger

host siblings and they were proud of her performance in Danish language learning. These actions made her felt like being accepted as a family member instead of a guest. The Aussie also felt that the family treated her as their own child by involving her in everyday life, being pleased to make conversations with her. Other details were also listed by participants, for instance, doing many things (cooking, eating dinner, watching television) together, being invited in family trips and activities, communicating a lot with each other.

5.10 “What problems or conflicts did you have with host family?”

When researcher asked the participants what kinds of problems or conflicts they had with host family, most of them responded like they did not have any problems. As more specific and deeper questions were asked, it is not difficult to find that everyone had more or less something, although they did not recognize these were the “problems”.

Mismatch problem. The most obvious conflicts were the mismatch between host family and exchange students. The Japanese participant changed the host family after the first month because the family members were heavy smokers, although she had asked for a non-smoke family before departure. This was a typical mismatched case that the situation of host family totally cannot meet the student’s requirement.

Psychologically unprepared problem. The case of the Aussie became much more complicated. “It did not take long to realize that the only person interested in having an exchange student was the mother”, as she stated, it was difficult to be regarded as an internal part of the family. Other family members, the host siblings were too shy or unable to speak in English, and it became harder to interact in a proper way and being closer to each other. The host father, tend to made “random comments” and sometimes entered into her room without permission, which was “rude” and made her feel unsafety and uncomfortable. Under this situation, the Aussie was stressful and isolated, and finally, she made the decision to move out. From this case, we may get

the conclusion that the family who is completely improper to host overseas students if they are not psychologically prepared. Furthermore, a positive student-host sibling relationship is also important for exchange success.

Relationship issue. When exchange students living with the family who has host siblings in similar age, the other problem, the “opposite-sex issues” (Knight & Schmidt-Rinehart 2002: 196), should also be considered. In our case, when the Aussie started dating with her host brother in the second family, she received opinions from different sides. The host parents were supportive of their relationship while the responsible person in AFS was quite worried about it, and the only solution for her was to change host family again.

Linguistic problem. All participants mentioned that they were more or less worried about language differences in the first period of time. However, according to the research results, linguistic ability is not the most significant element in the process of cultural adjustment (Knight & Schmidt-Rinehart 2002: 193), which is also attested by the participants. The Aussie was scared about speaking Danish in the beginning and she thought some Danes were too shy to speak English to her. However, 6 months later she could understand a lot and able to join in the conversation, “you have to be willing to learn and show that you are trying to learn and people will appreciate it and put in the effort to speak to you”. The Hungarian thought speaking Danish was not as difficult as imagined when being surrounded by Danes.

5.11 “Do you still keep contact with the host family after left Denmark?”

As the fact that many exchange students lost contact with the host family after exchange year and back to their home country, all participants answered “yes” to this question. The Hungarian emphasized that she and her host family were still bounded and have already visited each other several times. The Japanese stated that the host family was one of the reasons for her to back to Denmark again and she visited them during the master studying year.

5.12 “Is there anything different from your imagination or expectation?”

In our cases, the level of experience-expectation matches are quite high. Most of the participants gave the conclusion that Denmark fit what they had imaged or known beforehand. It is interesting that the Hungarian hold different opinions about experience-expectation relations. She believed that the less expectation individual had, the more positive the experience would be.

5.13 “What kinds of culture shock did you experience?”

When asked whether they encountered any culture shock, the immediate response was “a lot”, and the Japanese even stated that the culture shock occurred “everyday”. Not as same as what was mentioned in the literature that culture shock was normally related to negative perspectives, the participants raised some positive aspects which also “shocked” them.

Food. A common topic of discussion related to culture and family adjustments was meals. The complaints do existed among the participants. Some special Danish food, such as “Rugbrod” and “Lakrids” are not welcome at all. The Japanese somehow liked the Danish food that prepared by the host family, except “vegetables are always boring”.

Behavior. Cultures also differ in the way of bodily contact (Argyle in Ward et al. 2001: 57), and people behavior different in low-touch and high-touch culture. The Japanese was shocked by the “dad and daughter kiss” in her host family which is seldom happen in Japan.

Drinking alcohol and smoking. It seems that the way how people arrange social life impressed the participants a lot. From their perspective, Danish teenage are fond of getting drunk, smoking and dancing. The Aussie, who had never been surrounded so much alcohol before, was totally shocked and had no idea how to behave appropriately in the party.

Personal interaction. As it is different from home culture, the Thai mentioned that Danes tend to express their emotions in a more direct way, which gave her “a little bit shock” in the beginning. Furthermore, in terms of the interpersonal relationship, the high-level trust and freedom are also impressed by the participants.

5.14 “Did the exchange experience bring any changes to you?”

According to the previous researches and literature, studying abroad do put great influence on youth students. As the Aussie said that “It changed everything [...], I know what I want to do when I finish school”. What is surprised that she expressed positive attitudes towards the unsuccessful experience with the first host family, “I learnt a lot out of it. I am not afraid to stand up to adults”.

“Being independent, self-confident, interest[ed] in everything and everyone, responsible with people [...].” was the comments from the Chilean, who also expressed positive opinions about her exchange experience.

Additionally, the Hungarian and Japanese agreed that the exchange experience do changed their directions of education.

5.15 Questionnaire analysis

By calculating the score of several key factors, the results that present in Table 1 probably reflect the importance of them for a successful overseas experience. As we can see, generally speaking, the points of six factors in “motivation to adapt” are more than 20 and do not have big differences between each other, while the ones of factors in “motivation for self-development” across from 8 to 21, and two thirds are lower than 20. In this regard, it is reasonable to say that from the viewpoint of participants, adapting themselves to the life of host family is more important, which to some degree verify the opinion that homestay is “one of the most important aspects of the overseas program” (Knight & Schmide-Rinehart 2002: 190).

Table 1**Factor Solutions for the Questionnaire**

Item no.	Item content	Factor score
Motivation for adapt		
1.	To keep up a good relationship with your host parents	25
2.	To keep up a good relationship with your host brothers and sisters	25
4.	To adopt the way of life of your host family and to share in their habits	24
6.	To give a part of yourself to your host family	23
3.	To make close friends	21
5.	To share happy and unhappy moments together with your host family	21
Motivation for self-development		
13.	To become an independent person	21
12.	To learn how to express yourself	20
15.	To experience something unusual	20
18.	To travel and see a lot of your host country	20
11.	To become fluent in a foreign language	19
14.	To discover your own personality	19
7.	To try to improve the relationship between the members of the host family	18
8.	To achieve well at school	14
17.	To learn how to live in a group	14
16.	To be able to tell your friends about your year abroad afterwards	13
10.	To discover your own interest in a certain profession	9
9	To prepare yourself for a future profession or career	8
.		

When we looking into the answers that gathered from participants, and combining with feedback of interview, more detailed information could be discovered. In the first place, all of them agreed that keeping good relationship with host parents, brothers and sisters is extremely important for their overseas staying, which could be seen in two ways: one is being open and active enjoy to host family. For instance, sharing previous experience, happy and unhappy moments with host family, attending family activities and sharing in their habits actively, and expressing oneself creatively. On the other hand, it is very important for individuals to accept, respect and understand host culture, such as rules, etiquette and values, especially when it is showed by host family. Like the case of Japanese girl, after being a little bit shock in the beginning by “dad and daughter kiss”, she then recognized that she was not living in Japan anymore. According to Trompenaars and Hampden-Turner (1997), Asian countries like China and Japan are more neutral orientation than Denmark, which means that they tend to keep their feelings carefully controlled (:70). By understanding and accepting that people express their feelings more openly and directly in Denmark than their own home countries, these two participants from Asia thought that the close contact was normal and also showed their willingness to hug each other with host family members. Secondly, having some close friends in host country also has significant influence on successful cultural adjustment, since these exchange students are preferred for companionship and emotional support (Ward et al. 2001: 96), and additionally, this factor probably reflects the importance of an ability to “show interest in others and to maintain harmonious relationships” (Hopkins in Broucke et al. 1989: 82). During the research we find that when the Australia girl was experiencing her tough times with the first host family, she made good friend with one female classmate and shared her experience with the girl, who afterwards recommended her own family and hosted the Australia girl. When asking the relationship with second host family, “I got along very well with everyone, and they made me feel very special and like a part of the family straight away”, she replied.

As for the motivation of self-development, drawing from the results of questionnaire

survey, the attitude of self-confidence and self-reliance is significantly related to successful overseas experience. Although it is somehow be regarded as a part of personality, it could also be seen as an outcome of social identification during the cross-cultural transition and contributes to the better relationship with host family and other people in host country. Open communication and desire for experiencing differences of host culture, as being mentioned several times in the literature and participants' description, are also considered as important qualities of a successful exchange student.

It is interesting to find out that the Japanese proposed two answers towards the factor of "to learn how to live in a group". She thought whether the factor was important or not depended on the location of host culture. It will not be that important if it is a European country while it would become extremely important if it is an Asian country. Here we will not judge or examine the accuracy of her answer, but we could infer that she had already compared cultural similarities and differences between host and home country, and formed some new identities herself, which is actually one of the original purposes of intercultural exchange and communication.

6 Conclusion

In this thesis, it was dealt with culture shock in youth exchange program to find out the influence of culture shock and to which extent it could be prepared. In order to answer the research question successfully, three more specific questions are proposed: What is the relationship between culture shock and psychological changes? What is the relationship between culture shock and individuals' performance? How do perceptions of cultural shock affect the relationship between exchange students and their host family?

According to this purpose, five semi-structured interviews with five participants, who have taken participate in one-year youth exchange program in Denmark were conducted, supplemented by a questionnaire survey on what kind of factors would make youth exchange year successful.

In terms of the analysis, it became clear that culture shock exists ubiquitous and it is impossible to be avoided or eliminated. When facing with an unfamiliar or new environment, differences firstly occur in some concrete ways, such as languages, foods, personal interactions, family relations, affective responses, and so on. However, individuals will receive or reject the information according to their previous experience and knowledge, sometimes with previous stereotypes. After a period of time, the cognitions of these differences and new culture will be transformed into a deeper level, which could contribute to judge or evaluate people's behavior and values, the way to solve problems, and finally become individuals' own new ideas and cognitions. This process could be seen as a cultural learning process, and also a cultural adjustment process.

During the procedure, individuals will experience several different and complicated changes in psychology. As the information that researcher collected from interviews and questionnaire survey, and summarized from the analysis, in the beginning, the transitional experience from one environment to another will bring the strong feelings

of curiosity and excitement, in particular for those adolescent students, who have less experience and awareness of culturally influenced values, concepts, assumptions and beliefs. Being surrounded by the natives, especially living together with local families not only makes them much closer to the host culture, locals' lifestyle, languages and normal sojourns, but also provides them culture shock in a more intense way. As the researcher found, under this situation of cultural transaction, they are tend to compare the culture in both host country and home country. These kind of "comparisons" will easily cause culture shock once some situations seems to be neither "correct" nor understandable, and it could lead to a period of time that suffering from negative emotions, which has been mentioned by every participants during the interviews, such as homesickness, loneliness, stressfulness, uncomfortableness, depression and isolation. Consequently, these teenagers are probably more psychologically sensitive and vulnerable, and the "culture shock" they go through are more intense and influential. However, with the help of themselves and other people such as members in host family, close friends and responsible person in intercultural organizations, for most of the exchange students, it is not that extremely difficult to overcome the negative aspects of culture shock, on the contrary, they are able to gain the ability to control the situation, and adapt themselves to the new environment and culture. Here we could answer the first specific question that culture shock does bring negative psychological changes for exchange students in across-cultural transactions, but actually these negative aspects are possible to control and overcome.

During the whole research and study, there is no obvious and convictive explanations concern the relationship between culture shock and performance. What we can get from the participants' descriptions is that the negative influence of culture shock prompts and encourages them to seek assistance and help from other people, who is named as "social supporters". Furthermore, it is true that individuals would improve their abilities and competence in cultural adjustment, gain new knowledge and skills and more or less fulfill their original purpose to attend the youth exchange program. But it is difficult to sum up the impact that culture shock has on individuals'

performance by current information.

According to the results of questionnaire survey, good relationship between students and host family has been seen as the most important component in overseas exchange experience. As we supposed before, culture shock will catalyze the relation between students and host family. Here, the “catalyze” could be understood in two different dimensions and it depends on how is the interaction and contact between host family and exchange students. There is no doubt that increased or high-quality communication and contact can improve intergroup perceptions and relations, which can be found in the case of the Hungarian. However, lacking of interaction, as the Aussie experienced with first host family, will definitely make individuals feel estranged from each other.

However, on the basis of literature and results of analysis, we believe that the hypothesis 4 is tenable and reasonable. In other words, culture shock is possible to be prepared because to some degree culture could be learnt although it has been seen as an abstract issue. Therefore, in order to understand and learn them, there is a precondition that these culture-relevant knowledge could be expressed in a correct and appropriate way. Here presents several methods that could be referenced by intercultural exchange organizations to prevent students from experiencing the negative effects of culture shock to greatest extent.

First of all, from the perspective of individuals, they should eliminate the fear and worries about culture shock. As we know that culture shock is not a disease or disorder, on the contrary, it happens normally and naturally, and should be regarded as a process of cultural adjustment and cultural learning. During the personal change from “know-nothing” to “understanding” to “manageable”, individuals will obtain some knowledge and skills, and be “accepted” by new environment gradually. This is an important concept that should be delivered to youth students in the very beginning of preparing for attending exchange.

Secondly, attending some cultural training programs or activities before departure is extremely necessary. In our cases, the exchange students nearly knew nothing about host culture in the beginning, however, events like “mini-camp” are beneficial for providing some basic knowledge and building psychological preparation to reduce students’ sense of anxiety and insecurity. Therefore, it is necessary for organizations to organize this kind of training or events for participants to get some general and correct awareness of new culture.

Thirdly, high-quality communication with someone who has similar experience is much easier for the students to receive “common sense”. By getting to know some experience of other people, the on-going students are likely to acquire relatively correct ideas, conceptions and assumption about what they will go through, what kinds of problems they will meet, and how the future life in a new environment will be. The best option is those people who attended the same exchange program, especially being hosted in the same country, so that they tend to give exact information as much as possible.

Fourthly, although some of the previous researches demonstrate that language skills is not extremely necessary, by communicating with the interviewees, we could say that being able to speak local language helps to improve self-confidence, and eliminate the sense of worry and loss during the very early days in host country. Language is be regarded as a tool to “open” a new world and able to boost the development of cultural adjustment. Hence, providing language training could also be considered for intercultural exchange organizations in the preparation phase.

Additionally, host family, as one of the most important participators in the whole exchange program, need to be considered carefully that whether it is appropriate and suitable for hosting, and whether all of the family members are prepared well to receiving a new people to live together them. Therefore, before providing the host family to students, organizations have to measure the matching rate between students and family, and pay close attention to the development of their relationship during the

term of hosting. When problems or conflicts occur between them, the organizations have to help to communicate and find solutions immediately. After finishing the exchange, it is also important to get feedback from both students and their host family, in order to achieve accurate evaluation and improve the quality of future hosting.

Last but not least, successful overseas experience only occurs in the cases that when individuals' regard initiative as central and salient feature. The willingness and motivation to learn culturally relevant skills and involve in host culture. The participants need to be encouraged to the greatest possible to adapt to new culture, sharing themselves and being open-minded.

This research was only conducted on five cases. With more comprehensive researches and experiment that concern the culture shock on overseas youth exchange and intercultural communication, it might be possible to develop patterns and consequently find solutions, which will be useful and beneficial for future study.

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Appendix 1

List of Interview questions

1. What is your nationality and age?
2. In which year did you participate in the exchange program?
3. How long did you stay in host country (Denmark)?
4. Through which organization did you go for exchange?"
5. Why did you choice Denmark as host country?
6. How do you evaluate the exchange program?
7. Have you ever been back to host country after the exchange year?

Did you go for traveling or further study?

Wish you back to Denmark some day in the future?

8. What had you known about Denmark or Danes before departure?
9. From whom did you get these information?

How did you know that?

10. Did the exchange organization provide any help or information for preparation?
11. What did you feel about your exchange year before departure?
12. Did you contact with the host family beforehand ?

How many times did you contact with each other?

13. How was the relation with the host family?

How do you feel involving yourself in the host family?

14. What problems or conflicts did you have with host family?

15. What makes you feel that you are regarded as the family member?

16. Do you still keep contact with the host family after left Denmark?

17. As for the host country, is there anything different from your imagination or expectation?

18. What kind of culture shock did you experience?

19. What kind of psychological inadaptation did you feel?

20. Did the exchange experience bring any changes to you?

Appendix 2

Selection Questionnaires for the Youth Exchange Program

What do you consider important to make your year abroad successful?

Indicate the importance of the following items by choosing among these five possibilities:

A = extremely important

B = very important

C = important

D = not very important

E = not important at all

Write the character corresponding with the answer of your choice in the bracket.

1. To keep up a good relationship with your host parents ()
2. To keep up a good relationship with your host brothers and sisters ()
3. To make close friends ()
4. To adopt the way of life of your host family and to share in their habits ()
5. To share happy and unhappy moments together with your host family ()
6. To give a part of yourself to your host family ()
7. To try to improve the relationship between the members of the host family ()
8. To achieve well at school ()
9. To prepare yourself for a future profession or career ()

10. To discover your own interest in a certain profession ()
11. To become fluent in a foreign language ()
12. To learn how to express yourself ()
13. To become an independent person ()
14. To discover your own personality ()
15. To experience something unusual ()
16. To be able to tell your friends about your year abroad afterwards ()
17. To learn how to live in a group ()
18. To travel and see a lot of your host country ()

Appendix 3

Interview with the Aussie (Alex)

我
ok, so could you please tell me your nationality and when did you come to DK for exchange? 12:11

alex
I'm Australian and I came to Denmark after getting a scholarship to study abroad for a year 12:12

我
which year it was? 12:13

alex
2012 12:13

我
how long did you stay in DK for exchange? 12:14

alex
From January 12th till December 17th so around 11 months 12:14

我
how do you evaluate the exchange program in generally? 12:15

alex
as in the AFS exchange program? 12:16

我
yes. 12:16

alex
I thought it was a good program in the ways that you go to school and live 12:16

通过Skype

在此处输入信息

with the one family and have regular camps with everybody.

我
yes. how old were you at that time, did you in your high school? 12:17

alex
I was 15 for a good 8 months before turning 16 in August. In Australia I would have been doing year 10 which is equal to 1g in Denmark 12:18

我
ok. wish you to go back to DK some day? 12:20

alex
I'd love to go back one day 12:20

我
did you expect how? like a tourist, or go for further study? 12:21

alex
probably just as a tourist or to visit some of my friends/family there now
Unfortunately I can't study there because of the course i want to do 12:22

我
ok. I get it . could you please tell me why you choose DK for exchange? 12:23

alex
I only had a choice between Denmark and Thailand and I had always wanted to go to Europe. To be honest I didn't know anything about Denmark before going there 12:24

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我
so what was DK in your imagination before you went there, or Danes? 12:26

alex
I didn't have any thoughts about them beforehand really. I knew of Princess Mary who was Australian and from what I read Danes seemed very open minded and liked to party. I was scared of trying to speak Danish but overall the country seemed amazing 12:28

我
did you get any information about Danish society, culture, people from AFS before you started the exchange? 12:29

alex
I had gotten some information about my host family but I can't really remember given too much info about Denmark. 12:30
Possibly about warm clothes to bring etc

我
so did you contact with the host family? 12:31

alex
i had written some e-mails to my host mum just talking about how excited i was, what to bring over there and some trips we planned on taking during the year 12:32

我
how was the feedback from them? did you feel passionate, welcome from them, or it is quite normal? 12:34

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alex
the mum seemed excited to have me and they had had exchange students in the past so i felt comfortable. i was a bit nervous about getting along with the younger siblings though because of the language barrier 12:36

我
yes, so you actually did not get any information from AFS but get contact with host family beforehand. 12:38

alex
not that i can recall. it was very rushed it all happened within a week and before i knew it i was on the plane to denmark 12:40
i got info about the camp and arrival etc

我
do you mean you get contact with host family one week before you left home country? 12:42

alex
i mean we got contact about a month before I left but the decision for me to go happened within a week 12:44

我
ok. so you were hesitating whether you should go for exchange or not? 12:45


alex
no, it was because the close off times for countries were coming up and so I was in a rush to be put in a spot. 12:46


我


通过 Skype


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 我
ok. so what did you feel, under the rushed situation, and the country you were going to was far away and not so familiar. 12:49


 alex
i was extremely nervous but so excited. the idea of being away from home at 15 was crazy especially when i couldn't speak a word of Danish. It was hard imagining how I would change coming home from exchange and everything i'd experience. I also wondered how much we'd been told at the AFS camp would be true 12:50


 我
oh yes I toatlly understand. what did AFS camp tell you about DK? 12:52

 alex
the one in Australia didn't tell me anything about DK but about what to expect about being an exchange student. DK told me about culture and what Danish kids like to do, things we might find weird like Danes being quite shy at first 12:54

they tried to prep us about what to expect

 我
ok. so you got something more from DK AFS, after you arrived at DK? 12:55


 alex
definitely 12:55

 我
you said Danes were sky at first, was it different from what you know about Danes ? 12:57


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 alex
i think what they meant is that they can seem a bit like they don't want to speak to you but really it's just because they'd feel more comfortable if you'd speak to them first. 12:57


I didn't know anything about Danish people beside from that first camp so I believed what they said. The leaders at the camps were really nice anyway 12:58

 我
you mentioned that you thought Danes were open minded, like to party... how did you feel about Danes after living in DK and got to know them. 12:59

 alex
i think that's definitely true. Danish people are open minded about most things and I think it's a positive. They don't create fuss over little things that other countries do and Danes have a good sense of humour about things 13:00

they have a lot of trust in theirs kids (hence the partying) and know that sometimes you have to make mistakes not to do it again 13:01

 我
yes. now lets talk about your host family. as I know that you changed the family once, could you please tell me why you wanted to change ? 13:02


 alex
well it didn't take long to realise that the only person interested in having an exchange student was the mother and it became impossible for me to be part of a family that way. 13:04

so i had to move also because being there i was isolating myself and wouldn't have had a good exchange staying there

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我

that is sorry to hear. how long did you stay with the first host family?

13:06




alex

it was ok because I learnt a lot out of it. I'm not afraid to stand up to adults now if they aren't treating me with respect and i've become stronger

13:08

i was with them for about 4 months




我

what did you feeling from other family members? father and siblings, like indifferent, or unrespect?

13:10

what makes feel that it is difficult to be a part of the family?

13:11



alex

the youngest daughter was very shy and couldn't speak english and so it was hard for both of us to interact properly

13:11


the brother could speak very good english but i was too shy and he wasn't so interested

13:12

the dad was just rude and would make random comments that weren't necessary. he would also go into my room without permission which i didn't like.

13:12


you could just tell he didn't want me there and because the mum was busy working it became too hard for me to become closer with anyone



我

ok. I see. did AFS help to find another host family?


13:14




alex

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alex

yes afs was great and first they had a meeting to see if we could fix the problem and then we found another host family


13:14



我

how was the seconed family?


13:15



alex

they were lovely, they made me feel very special and like a part of the famil staright away


13:16



我

how was the relationship with family members?


13:17



alex

it was really good, i got along very well with everyone. my host sister was in my class at school and i felt like a part of the family


13:19



我

oh so you girls were classmates?


13:19



alex

yes she was in my class and heard that i needed a place to stay and then the family offered to take me


13:22



我

how much do you think that you involve with family life. if we have the grade from 1 to 10, 1 is totally cannot involve, 10 is perfect involve.

13:23




alex


probably about a 7

13:23

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alex

probably about a 7

13:23




我

good. till now your comments about second family are quite positive. but was there any conflicts, or problems happened? could be anything, like different living sytle, food, values....

13:25

something made you feel wired, different from your understanding ,or the life in your home country.

13:26




alex

umm well i started dating my host brother and so obviously the ideas between my parents and his about relationships was a bit different.

13:26

i think sometimes just explaining values and why i thought things they were they were (about any subject really) were different sometimes and it couldn't be explained


13:27



我

haha, that was interesting. I did not know that you dated with host brother. how was the attitude from your host parents about that?

13:29




alex

they were very supportive of it really

13:29

i was like their daughter and they knew me very well so there weren't any problems



我

wow, that is really cool!


13:30

what about your own parents?

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alex

yes but afs was a bit worried about it so i had to change families again


13:30



我

oh really, so you changed to the third family!

13:31




alex

they were just a bit worried because we were living in the sam house

13:31

haha yes i had 3 families

and the 3rd were amazing as well. they were originally my contact family and so i had known them all year. I lived with them for 6 months and it was like a ihad 2 families because the 2nd and 3rd lived so close together




我

ok. same question about the involvement grade, how about the 1st and 3rd family?

13:34

from grade 1 to grade 10?




alex

probably an 8

13:35

i did more activites with the 3rd family (because i lived there longer) and my host sister and i got on very well.

though i was always spending time with my 2nd family as well because of my boyfriend



我

what about the 1st family?


13:37

I mean how much grade you would give

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alex

probably a 1 because i did participate in some things but not much in the end


13:38



我

you said it is difficult to explain something, some value, for example?

13:40




alex

sorry i can't think of an example right now

13:42


nothing is coming at the moment



我

oh it is ok. what makes you feel that you are "accepted" by the host family and became the part of family?

13:43




alex

when they treat you like a family member and not a guest. involve you in every day things. have conversations with you, ask how school was, how your day was etc

13:44

get to know you

13:45



我


that sounds quite sweet!

13:45

did you feel any culture shock after getting to know Danes?

13:46

could be anything.



alex

haha 😊

13:48


通过Skype

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there was quite a bit of shock being with the first family but with danes not really

13:49


i was only shocked at my first school party! haha



我

how was the party? very crazy?


13:49



alex

i'd never been around alcohol before so i had no idea what it was like or how people would act and i was so surprised that teachers were at the parties as well


13:50



我

wow!! Danes are crazy about alcohol, haha


13:51



alex

hahaha i know!


13:52



我

that could be a part of culture shock 😊


13:52



alex

haha yeah i guess so 😊

13:53



我









well, sweetie, I am afraid I have to stop because I have to work later. I did not know that you had three families, and you provided quite good "storyies" for me to analysis in my thesis. so I might have few more questions to ask you. do you have time this weekend?









13:55

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59


	well, can we start now? I have few more question would like to ask you	12:12
	alex sure!	12:13
	我 we talked about the culture shcok last time, you told me something about the school party. is there anything else made you confused, uncomfortable, or cannot get used to in the beginning, could be anything, the behaviour or value of the native, life styel of your host family?	12:16
	alex i had a lot of problems with the first family which is ultimately led me to change so i thought that they were very uninterested in what was going on with everyone but i honestly don't think that can be said about all danish people	12:17
	i thought seeing little kids ride home alone after soccer training was very trusting on the parents part. meant people thought denmark was a very safe place	12:18
	i noticed my class was very shy but i realised it was bcause some of them were scared about speaking english.	
	我 yes. when you felt uncomfortable with the 1st family, did you try to communicate with them first, or maybe with the host mum?	12:23
	alex the host mum wasnt home very often and i talked to another exchange student and then my contact family because they had invited me over a few times	12:25
通过Skype 		
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	but the person who suggested i change if i was feeling uncomfortable was someone from afs	12:26	
	我 ok, I got it. do you think some of your classmates are shy to speak english because it is your mother tongue?	12:29	
	what about your danish learning?	12:30	
	alex yes definitely. they were worried abaut making mistakes and at the same time i was too sacred to speak to the people i didn't know very well cause i didn't want to make mistakes either. i was more social at parties	12:30	
	because of the first family i hardly learnt any danish at all but once moving in with the second family i picked it up cause i heard it more. i listening to music and translated posters and listened to what was being said in class.	12:31	
	i understood it around 6 months and could speak in a conversation when meeting new family members		
	我 how important do you think the language is in building relationship with each other in a new country?	12:35	
	alex i think it's really important. you have to be willing to learn and show that you're trying to learn and people will appreciate it and put in the effort to speak to you	12:37	
	i regret not speaking to more people and relying on my english too much		
	i think after being there for 11 months people still thought i couldn't	12:38	
通过Skype 			
在此处输入信息			


understand anything when in reality i understood everything


 我
yes. so do you think learning the language is also ths process of learning the culture? 12:39


 alex
yes because then you understand phrases and jokes etc 12:40


 我
yes. and how long it takes you to adapt yourself to this new culture? 12:42


 alex
after moving families it felt better straight away 12:42
when you feel accepted into the family, immersing yourself in the culture becomes easy 12:43

 我
yes. how did you feel when AFS suggested you to move to the third one because you were dating with host brother? were you happy about that or not? 12:44


 alex
to be honest i didn't have a choice 12:45
i was upset but i was moving in with my contact family and i got along with them very well so it was the best outcome for a bad situation


 我
I see. do you still contact with your host family now? 12:46


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I mean , probably not the first family, but the other two.


 alex
yes i stay in contact with both. in the end it was like having 2 families. they lived within 2 minutes of each other and it was great 12:47


 我
sounds nice. well, did this exchange experience changed anything on you? like your attitudes, personality, view, habits....? 12:49


 alex
i think it changed everything but to some people i'm still the same 12:49
i'm not afraid to stand up for myself. i know what i want to do when i finish school now. i have different opinions on things i didn't really know about. 12:50


 我
yes. kind of positive side, right? 12:50


 alex
for me yes I think so but I still feel kind of confined at school. I'm very eager to graduate 12:51


 我
you mean school in Australia or Denmark? 12:53


 alex
in Australia 12:53


 我
how come, is it quite difficult? 12:53


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 alex
i just know what i want to do in uni and i want to travel and do things that i was able to do in denmark. just be a young person really. going back to school and actually having to work was very hard at first but it's ok now 12:54


 我
I see, so kind of "culture shock" when you back to home country 😊 12:55


 alex
yeah, reverse culture shock 😊 12:55

 我
so can I say that you became more independent and strong minded 12:57

 alex
definitely. sometimes i feel a bit stuck up about it and i feel like i have experienced more things than my friends. good and bad but i still remember just to enjoy being 16. 12:59

the whole thing just made me more mature

 我
yes. I totally understand. and you mentioned that you actually did not know a lot about Denmark and Danes before you came, but after living with Danes for one year, do you feel anything different with your imagination or expectation about DK or Danes? 13:02


 alex
i feel like i know Danish people very well. I think Denmark is a very advanced country and have a wonderful mind set and views about certain subjects. I think Danish are also very privileged with free school etc and health care but they aren't stuck up. 13:03


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Denmark is a lovely place and i kind of like that people don't know much about it cause it's like me secret second life 13:04

 我
yes. and about the "culture learning", how do you feel about that? 13:05


 alex
i think i know a lot but definitely not everything 13:05


i'd have to stay there longer


 我
what do you thinkd is the "key element" to get to know a new culture? for example, language, intercultural communication, or the motivation of yourself that you want to know more about the new environment? 13:07


 alex
motivation and the willing to learn about the culture 13:10

the language and everything will follow that 13:11

 我
yes. did you have the AFS camp in CPH in the first few days in Denmark? 13:18

 alex
yes as soon as i arrived i was taken to the camp 13:19


 我
how long it takes? 13:21


 alex


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 alex
it was for 3 days 13:24


 我
what did you get from that camp? 13:29


 alex
they just told me about what to expect about danish people and the lifestyle and culture 13:30


that it's ok to have ups and downs 13:31


just information about denmark really

 我
do you think it is helpful? 13:31

 alex
i can't remember it too well but at the time since i was so nervous i think it was pretty helpful 13:32

 我
did you talk to anyone who had the experience of living in Denmark before start your exchange year? 13:33


 alex
no i hadn't spoken to anyone 13:33


 我
if AFS organize the "warm up" event like that, someone who could share the experience with you, would you like to attend? 13:34


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 alex
in denmark or australia? 13:38


 我
in Australia 13:38


 alex
i did have a warm up camp but it was with other exchange students who came back as became leaders. 13:39

they hadn't been to denmark so they just spoke about exchange in general and i didn't find it very useful at all 13:40

 我
yes I see. but if then provided someone you could talk to and ask question, share the experience of living in Denmark with you, would you like to go? 13:41


 alex
yes i would have liked that because it would have calmed my nerves 13:45

 我
about AFS Denmark, how do you satisfied with their help and work? 13:47

 alex
i loved afs denmark and i loved going to the camps and talking to the leaders 13:47

also meeting up with the other exchange students


it was one of my favourite things

 我
so that means you are quite satisfied with them? 13:48

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alex

very satisfied


13:52



我

well, maybe the last question, what else would you like to know or what kind of information you want to get before leaving Australia, but you did not get actually?

13:53




alex

hmm to be honest i'm not sure. there's nothing really that they can tell you that can prepare you for exchange because everyone has such a different experience/

i think it's just to be open minded

and not to have too many high expectation otherwise you'll let yourself down


13:55



我

ok, I see. well thanks Alex, do you have email address that I can contact with you? cause I might need you to help me with a questionnaire.

13:57




alex

no problem, hope i helped!

yeah it's skelicat@live.com.au

13:58




我

thank you for your time Alex, the interview is very helpful!!!!

hope you have a nice evening!!!

13:59
14:00




alex

通过Skype

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Appendix 4

Interview with the Hungarian

**Brigita Cseriova**


yes, let's start

19:59

**我**


So what is your nationality and your age?

20:00

**Brigita Cseriova**


I am Hungarian living in Slovakia. I am 26 years old

20:00

**我**


In which year did you come to Denmark for exchange? and how long did you stay?

20:01

**Brigita Cseriova**


I spent 2004/2005 school year in Denmark. it was all together 11 months

20:02

**我**


Yes. Which organization provided all the information for you?

20:03

**Brigita Cseriova**

STS Student Agency

20:03

**我**

Could you please tell me why did you choice Denmark as host country?

20:04

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😊

**brigita cseriova**

Well, it was actually not completely my decision. I wanted to be exchange student and improve my English, but my Dad did not allow me to go to the U.S. England was double expensive to go there, so I was finding Scandinavia as an option. I ended up in Denmark as there was no more available host family in Sweden.

20:07

**Brigita Cseriova**

But I do not regret this at all!! Destiny decided for me and i now believe it was so much better than it would have been in the U.S.

20:08

**我**

yes. I got it. So you actually had never been in Denmark before 2004?

20:09

**Brigita Cseriova**

No

20:09

**我**

so what did you know about Denmark at that time. Could be anything, the country, Danes, culture...

20:10

**Brigita Cseriova**

Well, we have learned about the country on Geography classes and basically that was it

20:10

**Brigita Cseriova**

and my Dad was on business trips in Denmark, and he told me that Danes are very polite and friendly people

20:11

**我**

yes. So can I say you actually knew little about Denmark at that time?

20:12

**Brigita Cseriova**


Yes, you can - I was not paying attention to existence of this country before that

20:13

通过Skype

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😊



我

what about STS, did they provide any information to you before you start the exchange year?

20:13




Brigita Cseriova

Yes, of course

20:14

once it was decided and agreed that I will go to Scandinavia, they provided inofrmation in form of leaflets


20:15



我

the leaflets about Scandinavia? or only Denmark?

20:16




Brigita Cseriova

Sweden firstly

20:16

as that was my first choice, but then of course they provided materials for Denmark


20:17



我

so they provided something for you to read,right?

20:17




Brigita Cseriova

I also had a chance to contact students being on exchange in the country that time and ask about their experiences

20:17

yes

20:18




我


did you contact with the students?

20:18

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Brigita Cseriova

actually I did not, because my Dad's friends son was at the time in Denmark too, so I contacted him rather then a foreigner


20:19



我

ok. what did you get from your dad's friends son?

20:19




Brigita Cseriova

we exchanged emails (no Skype that time) and he explained how is it feels to be an exchange and what his days usually look like

20:20

also I remember he gave me little tips - mostly oriented to cultural differences


20:21



我

So sharing the experience with you, was it helpful to you?

20:22




Brigita Cseriova

well.. i do not know. I would have gone abroad anyway, even if he would have shared bad experiences with me

20:23

but it was good to hear he was recommending it


20:24



我

what kind of "bad experiences" he shared with you? if you still remember your converstation 😊

20:24




Brigita Cseriova

no no, he had no bad experiences - I was just saying even if he would, it wouldnt prevent me from going


20:26

通过Skype

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wouldnt prevent me from going




我
ok, I misunderstood. 😊

20:26

so what did you feel before starting exchange year? emotional feeling?

20:27




Brigita Cseriova
I had a strong feeling about wanting to go, but of course a week or two before I was feeling doubts

20:28


i think a bit worried of leaving home, my parents and my friends for such a long time

20:29



我
yes. did STS organize any "warm up" events for you exchange students? or "welcome meeting" after you arrived at Denmark?

20:30



Brigita Cseriova
no, I dont remember such

20:30

they provided a contact person


20:31

who called me during the first days and then later as well

after I think a months she invited me and an other girl to her place (lived not at the same town as me)

20:32

and that was itt




我
ok. how did you get your host family? did you tell STS anything like "requirement" of the host family?

20:32


通过Skype

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Brigita Cseriova
no

20:33



我
so you just got one family from STS?

20:33



Brigita Cseriova
as i found out later from my host family, they chose me

20:33

yes

the family had the option to choose

of course I filled out document about myself


20:34

my hobbies, interests, etc.

pictures of me and my family


and those where contributed to the family

20:35



我
ok. did you contact with the family before you left home country?

20:35




Brigita Cseriova
of course I also recieved then information about the family, but it was I think already my host sister writing me an email

20:36

😊 yes

we exchanged emails




我
for how many times ?

20:36

通过Skype

在此处输入信息




Brigita Cseriova

hmm.. hard to answer this question after 9 years

20:39

but maybe 3 times


I remember receiving pictures as well



我

it is ok. pictures of the host family?

20:39




Brigita Cseriova

Yes, and the house

20:39

my host sister explained that the school will be in front of our house and
described the city


20:40



我

ok.how did you feel about the host family through exchanging emails?

20:41




Brigita Cseriova

positive

20:41


very positive



我

did it help to reduce doubts and worries?


20:42



Brigita Cseriova

yes

20:42



我


good. so do you think it is necessary to contact with host family beforehand?

20:43

通过Skype

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Brigita Cseriova

yes, it is very important i think

20:43

you need to bound with them a bit before starting to live with them


20:44



我

yes. how was the first meet with host family? did they pick you up?

20:44



Brigita Cseriova

Yes, my host father and host sister picked me up at the airport Billund

20:45


I was exhausted but it was a lovely car drive back to my new home

20:46

though my English was less perfect

20:46


so i felt sometimes emberassed not to understand them or express myself



我

yes. So during the exchange year, you lived with them, you never changed
host family, right?

20:48




Brigita Cseriova

no, never

20:49


never even wanted to



我

how is the situation in the host family? host partents, host sister, any more
siblings?

20:49



Brigita Cseriova

and a host brother and a dog

20:49


通过Skype


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my siblings were older than me 20:50


my host brother studies at Aalborg University that time, so was not so much time home

 我
yes. how will you evaluate the relationship with host family? 20:51


 Brigita Cseriova
we have still a great contact and I believe that tells a lot - many exchange students loose contact with the hosts, but luckily this is not in my case. My hosts visited me and my parents many times, and we also visited them since - as my host mother said once It feels like being all friends 20:53


we are very bounded

 我
that is very nice! so to what degree do you feel that you involve with the family life. if we measure that with the number 1 to 10. 1 means totally not involved. 10 is totally involved. 20:54

 Brigita Cseriova
10 😊 20:55


my host family took me with to many places - even for skiing holidays to Austria and supported me even during my university 20:56

 我
😊 well, did you go through any culture shock? I mean, though your home country is not so far away, but there must be lot of culture different 20:59

 Brigita Cseriova

通过Skype

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 Brigita Cseriova
I have a 'break down' on day 3 20:59

when I regretted my decision and missed home, but then I talked to my host mum and i see things differently 21:00

cultural shocks of course followed during whole year

😊


i mean people can always experience something diffent to their own culture 21:01


the way students in high school behaved, for example they were allowed to smoke

and much more freedom


but i didnt have trauma from these cultural shocks 21:02

just learned to see things from other perspectives

 我
when you felt homesick and talked to host mum, what feedback did you get from her? 21:03

 Brigita Cseriova
she said that she understood it is difficult, but i should not give up this quickly and she said every beginings are difficult - i should give it a time 21:04

and i will still not like it after a time, i have the decision to leave of course

 我
ok. but then you overcomed it 😊 21:06

通过Skype

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Brigita Cseriova
yes 21:06
got friends and started to feel 'home'

我
what made you feel that you were one part of the family? 21:07

Brigita Cseriova
that they included me in their activities, we cooked together, talked, went for walks 21:08

我
what did you think about the Danish food? any "food shock" 21:09

Brigita Cseriova
😊 yes 21:09
eating bread with cheese and jam was shocking 21:10
and the lakrids thing - still not eating this one
also at first i hated rugbrod

我
😊 so did you try to cook food from your country for them? 21:11

Brigita Cseriova
Yes 21:11

通过Skype

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我
but most of time you ate danish with them, right? 21:12

Brigita Cseriova
yes 21:12

我
anything else that shocked you? for example, behaviour or values of Danes, living style, language... 21:14

Brigita Cseriova
prices 21:14

我
😊 haha prices, yes. 21:14

Brigita Cseriova
and yes, it was different - we watched less TV 21:15

我
because of the language? 21:15


Brigita Cseriova
and people were more fit and sporty 21:15

我
oh, sorry , you meant Danes prefer watching TV? 21:15

Brigita Cseriova
no, usually it was not custom - news and tv was off 21:16

通过Skype

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Brigita Cseriova

well, my host family did watch less

21:17


i am not sure if it can be general to DK



我

ok. I see. any negative feelings that you experienced at that time, you mentioned homesick just now, anything else, like stress, loneliness ...?

21:19




Brigita Cseriova

no, not really

21:20


i made very nice friends



我

at school?


21:20



Brigita Cseriova

yes


21:20



我

so you actually did not have any conflicts with host family, right?


21:21



Brigita Cseriova

no


21:21



我

so how long it took you to adapt to living with the host family?

21:22



Brigita Cseriova


around 2-3 weeks

21:22

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我

about the language, did you try to speak Danish with host family?

21:24




Brigita Cseriova

Yes

21:25


from the beginning



我

how did you feel about the process of language learning?

21:26




Brigita Cseriova

it was easy to be surrounded by Danes - it was like kids learning their first language

21:27

it helped a lot to hear the pronanciation




我

do you think living with o

21:28


sorry, do you think living with local family is a good way to learn local culture?



Brigita Cseriova

definitely


21:29



我

what do you think might be the barriers against to adjust to new culture?

21:30



Brigita Cseriova

big homesick


21:30


通过Skype


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and searching for contacts/friends from one's own culture 21:31


 我
yes. how did you overcome homesickness? 21:32


 Brigita Cseriova
get involved in activities 21:32


 我
yes. it seems your exchange program was quite successful, do you agree? 21:33

 Brigita Cseriova
yes, i do 21:33

 我
so in your opinion, what is the "key element" of a successful exchange experience? 21:34

 Brigita Cseriova
willingness to learn about the culture and engage in activities 21:35
but most importantly a good match of family and exchange student


 我
yes. do you think speaking good local language could be one of the advantages? 21:36


 Brigita Cseriova
not necessary, but if one is likely to try to speak, opens ways to more friends 21:38
who afterwards will talk to you in English without a problem 😊


通过Skype


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



 我
yes. after the exchange year in Denmar, did it changed anything on you, for example, your attitudes, values, personality, or your educational directions? 21:40


 Brigita Cseriova
i would not say it changed, but opened my personality and values - when you are exchange you are 17, not yet an adult 21:41
so people change anyway
educational directions were influenced as I finished my Master degree in Denmark 21:42

 我
haha yes! after one year in Denmak, is there anything that is different with your imagination or expectation? or maybe samiliarity? 21:45

 Brigita Cseriova
honestly I did not have expectations, not so much imagination neither 21:45
i believe therefore it turned out to be great 21:46
and i enjoyed the possibily given

 我
yes. got it. did STS organizaed anything when you were in Denmark, any events for exchange students? 21:47


 Brigita Cseriova
i did not participated. 21:47

 我
why not? 21:47

通过Skype

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Brigita Cseriova

they had organised trips


21:47

but for charges

21:48

sorry Ke, but i will have to go soon

do you have many more questions?



我


em, not really, but I might need your help to finish a questionnaire, could you please give me your email address?

21:51

thanks for your time Brigi!!

it is really helpful for my thesis


21:52



Brigita Cseriova

its brigituska@yahoo.com


21:52



我

thanks! good night Brigita!!!


21:52



Brigita Cseriova

well, not a problem... sorry for having to leave


21:52



我

no, I am happy that you would like to help me.

21:53



Brigita Cseriova

i can be online tmr as well, if it helps, but u can also send the questionnaire

21:53


通过Skype

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😊


Appendix 5

Interview with the Chilean (Camila)




我
if you donot have more questions, then we will start.

14:22




Camila Andrea Poblete Caballero
ok, i don't have.

14:24




我
ok. now I would like to know some of your background. what is your nationality?

14:24




Camila Andrea Poblete Caballero
Chilean

14:24



我
and your age?

14:24




Camila Andrea Poblete Caballero
I'm 22, but the 28th i0m turning 23

i'm*

14:25


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😊




我
which year did you in Denmark as an exchange student?

14:26




Camila Andrea Poblete Caballero
2008 - 2009

14:26




我
From which organization did you get the support and information to go to Denmark?

14:27




Camila Andrea Poblete Caballero
AFS (American Fields Service)

14:27




我
ok. so you stayed in Denmark for 1 year?

14:27




Camila Andrea Poblete Caballero
yes

14:28




我
how do you evaluate the whole exchange program: very successful, good, jost so so ,not bad, or bad?

14:28




Camila Andrea Poblete Caballero
Very successful !

14:29



我
yes. did you back to Denmark after the exchange year?

14:29




Camila Andrea Poblete Caballero
yes july 2012, and i'm comming back in August 2014


14:31


通过Skype


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😊


 我
as a tourist? 14:31


 Camila Andrea Poblete Caballero
yes, 1 and a half week the first time 14:32


 我
ok. that is nice. why did you decide to go to Denmark for exchange? 14:33


 Camila Andrea Poblete Caballero
I actually never choose Denmark, like conscious. I want it to be Exchange student in Europe 1 year and there were just a few countries that could accept me because i was 18 years old. Then I need to wrote 3 opciones and DK was my second opción. And i traveled there so, but i didn't knew anything about it. 14:41

I start to search and look for information when AFS told me that i was travelling to DK.

 我
ok, so you actually came to DK before the exchange year? 14:42

 Camila Andrea Poblete Caballero
No, no sorry. With "I travelled there" means like I accept the decision of AFS and assume it. They told me 1 month before where i was going, no chance to travel before. 14:45


 我
ok, I got it. so AFS made the decision for you actually? 14:46


 Camila Andrea Poblete Caballero
Kind of. I choose 3 countries and i was accepted in my second option. 14:47


通过Skype

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 我
what are the other two options, do you still remember? 14:48


 Camila Andrea Poblete Caballero
yes, 1. Switzerland 2. DK 3. Austria 14:49


 我
what did you know about DK at that time? 14:49


could be anything, society, Danes, culture, food, language....

 Camila Andrea Poblete Caballero
Well, when AFS told me I started to look at the internet, about some cities, the food, then i knew that danish was difficult to learn (that was what internet said at least) but not very deeply just Wikipedia and some other few webcites. 14:53

 我
can I say you know little about DK actually? 14:54

 Camila Andrea Poblete Caballero
yes, Little. 14:55


 我
ok. did you get any information from AFS about DK before you start your exchange program? 14:56


 Camila Andrea Poblete Caballero
Yes, a Little book with information and other Little book with a CD for learn some danish. 14:57


通过Skype


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 我
did they organize any "warm-up" events, or introduce someone who had been to DK to share some experience with you? 14:58


 Camila Andrea Poblete Caballero
yes, we had a mini-camp., 3 days before leave Chile. And in those days they talk about the experience, how to be prepared, what it will happen in our mind. how to confront it and give us advice. And yes we had a volunteer of the country we were travelling, in the case of my group was actually Francis Mason. 15:03


 我
yes. how do you think it help you? 15:05

 Camila Andrea Poblete Caballero
A lot, cause i wasn't very aware what the Exchange involved. And also was really good that the Camp was 3 days before the fly, cause it works as a bridge between, in this case, Chile and DK. 15:09

 我
were all the participants in the mini-camp going to DK ? 15:10

 Camila Andrea Poblete Caballero
No, we were to groups 1 going to DK and the other to Norway
Norway* 15:10


 我
ok. got it. so what did you feel before you really start living in DK? 15:11


 Camila Andrea Poblete Caballero


通过Skype


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 Camila Andrea Poblete Caballero
Mm difficult. I was nervous, but no so much. And I just wanted to travel and see how DK was, no keep listening people talking about DK. 15:16


 我
ok, I understand. did you contact with your host family before left Chile? 15:17


 Camila Andrea Poblete Caballero
Yes, through e-mail. 15:18


 我
how many times? 15:19

 Camila Andrea Poblete Caballero
I'm not entirely sure, 5 max. 15:20

 我
what kind of information did you get from them through Email? 15:21

 Camila Andrea Poblete Caballero
How many they were, what they did (like school, work, free time) how was the weather, which kind of clothes was properly to carry, 15:23

 我
yes. how do you think it is necessary to contact with host family beforehand? 15:24

 Camila Andrea Poblete Caballero
I think it's not strictly necessary, but you feel more relax and calm, like the beforehand contact show interest in both parts (the family and the student). But sometime the information can be misunderstood and make the student more nervous instead. 15:30

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









	我 could you give me some examples about the information which made your feel more nervous?	15:33
	Camila Andrea Poblete Caballero First contact, few e-mails and then my family when on holidays (I didn't know it) and I answer the e-mail they sendt me and I reiceived a spam (at that time I didn't knew that it was a spam, cause it was in danish). I translate it and it said like: "good holidays and something else". So I was I Little bit confused. Some of my friends had Host-parents who didn't speak English very well and then e-mails were complicated.	15:40
	我 ok, I see. how was the first impression on your host family when you met each other?	15:42
	Camila Andrea Poblete Caballero Surprisingly "warm"	15:44
	我 did they pick you up?	15:44
	Camila Andrea Poblete Caballero yes, in the Train station. Cause we had another Camp when we get in KBH, another 3 days and from there they send us by train to ours "host-towns"	15:46
	我 ok. what did you do in the camp in CPH?	15:47

通过Skype

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	Camila Andrea Poblete Caballero Eat danish food, be and share with all the new AFS exchange-students from all the countries, learn some danish and learn about the culture and people (how danish people it is, what it's a good topic for start a conversation, what it's important to them, cultural limits, friendship.	15:51
	我 ok. did you stay with your host family the whole year? or changed to another family?	15:53
	Camila Andrea Poblete Caballero no, I stayed the whole year with the same family	15:54
	我 how is the situation in the family? do you have any host siblings?	15:55
	Camila Andrea Poblete Caballero Yes. To sisters (19 and 14) and one brother (13). At the time they had that age.	15:56
	我 did you feel welcome by the family?	15:57
	Camila Andrea Poblete Caballero yes, very. they were very worried about everything. and all the time trying to make me feel like in home.	15:58 15:59
	我 yes. so how do you think is the relationship with them?	16:00


通过Skype


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 **Camila Andrea Poblete Caballero**
right now? or when i lived there? 16:00


 我
when you lived with them. 16:00


 **Camila Andrea Poblete Caballero**
Good, they help me a lot (learning the language, understanding the culture, etc.) and I explained them how my country it is, i made food to the family, helped in everything i could, we talk a lot about the differences between countries, but we did found a lot similars things about our cultures. We went on "bike-holidays" together, really good experiance. 16:09

 我
sounds nice. now I would like to talk more about "culture" stuff. what similarity did you find between DK and Chile? 16:11

em...the coversation is quite slow, internet is unstable? 16:15

 **Camila Andrea Poblete Caballero**
No, I think I just taking more time to answer this question 16:16


 我
ok. 😊 16:17


 **Camila Andrea Poblete Caballero**
I think the most similar thing we found it is the meaning of family. My chilean family with my host family Works and care about the same things. We found rare to be so similar families couse we have been living in to completly differents contexts. We share some "cultural objects", like typical from each country 16:20


通过Skype


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 我
yes. do you mean that both of them put a high value on family? 16:28


 **Camila Andrea Poblete Caballero**
yes. 16:29

 我
ok, I got it. how much do you think that you involve with the family? lets measure that with numbers, if 1 is totally not involved, 10 is totally involve, which grade is yours? 16:30

 **Camila Andrea Poblete Caballero**
8 16:32

 我
yes. well,we know that when you start living in another country, there must be a feeling of "culture shock", how do you feel that? 16:33

 **Camila Andrea Poblete Caballero**
Yes, it was difficult to knid of forget how the things are in your country, in order to accept the new things that you are experimenting. It is very deep cause you want to learn how this culture works and everything but you find all the time things that "Shock" you and makes you think in your home country. It's difficult in that period to no compare, almost imposible. But afterwards it makes sence just to understand them separtly, with differents backgrounds who justify how the people's behavior and culture. 16:42


 我
so for you, what is kind of behaviour, or value is different with what you understand in the beginning? 16:44


or maybe takes your a little bit more time wo "accept" that.


通过Skype

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 **Camila Andrea Poblete Caballero**
Ahhh.. That young danish people need to be drunk to have fun, dance and be funny. 16:46

 我
aha 😊 yes. anything else? 16:48

 **Camila Andrea Poblete Caballero**
In the beginning of course afterwards was one of them haha. Also the resposabily with education and what that it means, not everybody study and if they do it, they do it because they want to. 16:50


The sence of común well. 16:51


 我
comun? 16:51

 **Camila Andrea Poblete Caballero**
sorry! common welfare. 16:52

also that they take the food from the "pot" (where they cook it) so they don't lose food and keep it for the next and the next day. 16:53

i know that comes from the wars. 16:54


 我
oh yes. what do you mean take the food from the pot...em...well, I did not get it. 16:54


 **Camila Andrea Poblete Caballero**
i dont know the english name, it is the thing where you cook the food. 16:55


通过Skype


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 我
do you mean how much they take depends on how much they want to eat? instead of put all the food on the plate? 16:55


 **Camila Andrea Poblete Caballero**
yes, there is no someone how decides how much you will it, there is no someone serving all the plates. Here usually the mother o father serves the plates for everybody in the board. 16:58


 我
ok, I think I get it. so that is the "eating habit" that different with your home country 16:59


 **Camila Andrea Poblete Caballero**
yes, because here a lot of people throw away what the didn't eat. 17:00

 我
yes, was there any "conflicts" between you and your host family? 17:01

 **Camila Andrea Poblete Caballero**
Not really 17:02

 我
so how long it takes you to adapt living with host family? 17:03


 **Camila Andrea Poblete Caballero**
i don't know how much messurable it is that. Maybe i would say 4 months, cause i could speak better danish 17:05


 我
do you think language is one of the barrier for adapting to a new culture? 17:08


通过Skype


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 **Camila Andrea Poblete Caballero**
yes, totally 17:09


 我
and in your opinion, what else could be the barriers? 17:10


 **Camila Andrea Poblete Caballero**
mmm, I don't know actually. I think afterwards depends on you. 17:13


 我
well, did you spend a lot of time with host family? 17:14

 **Camila Andrea Poblete Caballero**
in the beginning yes, but afterwards the normal time for a Young student with friends and life 17:17

 我
ok, few questions left. 17:17

 **Camila Andrea Poblete Caballero**
ok 17:17


 我
what made you feel that you are the really part of the family, I mean, any specific issue? 17:18


 **Camila Andrea Poblete Caballero**
That they trust in me, cause some times I had to take care of my "little" siblings, they were proud of me when I learn Danish and they took care of me, a lot, from the beginning until now. 17:22


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
 我
nice. well, so after living in DK for one year, is there anything that is different with your previous expectation or imagination, or what you got from mini-camp, camp in CPH? 17:25

 **Camila Andrea Poblete Caballero**
I got everything that it would happen to me in the Exchange, obviously you didn't know it in that time and while the exchange is going you use the elements AFS gave you and after the Exchange it's finish you will still be using the things AFS taught you 17:32


 我
so how do you think it is important to have that kind of events before start exchange? like you mentioned, camp, share experience with volunteers.... 17:33

 **Camila Andrea Poblete Caballero**
Very important, because they work as a BRIDGE between your home country and the host country, you start to be in touch with people from other states of your own country and then with people from all over the world, that makes you have a big perspective what people are in the world and that we are all citizens of the same country 17:37

 我
for the "warm up" events, do you have any suggestion? like anything you want to know but you did not get at that time. 17:39

 **Camila Andrea Poblete Caballero**
how much it is? it is really late and have to go 17:40


I think the warm-up events are ok.

 我

通过Skype

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我

well, almost finished, I am sorry, typing is quite time consuming

about the CD you got to learn danish, was that helpful?

17:40

17:41



Camila Andrea Poblete Caballero


yes, it contained numbers, helpfull sentences, days of the week

basic things

but very helpfull things

17:44


17:46



我

ok, the last question. did the exchange experience changes anything on you, for example, personality, view of intercultural exchange, or your educational direction and professional career....?


17:48



Camila Andrea Poblete Caballero

change my way of seen the world, made everything much simple, make me think that you can do everything if you really want and believe in that. Make me more independent, self-confident, interest in everything and everyone, responsible with people, gives you contact with the world because after the Exchange you have friends everywhere and makes you want to travel everywhere.

17:55



我

ok. thanks so much Camila, I am sorry that your time is occupied tonight because of me.


Here are all the quesions I want to ask now. but if I figure out few more quesionts, may I contact with you again?

17:56

17:57

通过Skype

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Appendix 6

Interview with the Thai (Thai)

我
working on the thesis. ok, before we start, just let you know that I am wrting the thesis alone, so now it is only me sitting before laptop and doing the interview with you. we could just type, so all the information will be clear to see. if you do not get my question, please feel free to ask. 10:00

Kann =_=
Okay 10:01
I'll try my best to help you 😊

我
and I well use screenshot to get all of our dialogue, as the affix for the thsis. but all of your personal information, like name, will be covered. My supervisor and censor will read the thesis when I finish. 10:02

Kann =_=
Okay! 10:03

我
Some of your information I have already know, like nationality, but I would like to ask again, do you have any questions? 10:03

Kann =_=
No. You can ask me anything 😊 10:04

我
Hi, what is your nationality? 10:04

Kann =_=
I'm Thai. 10:05

通过Skype 🗣️

| 😊

我
when did you come to Denmark for youth exchange? And how lond did you stay there? 10:05

Kann =_=
I went to Denmark in 2012 and stayed there for 1 year. From January to December. 10:07

我
Did you attend the exchange program through AFS? 10:07

Kann =_=
Yes, I attended through AFS. 10:08

我
why do you want to go to Denmark for exchange instead of other countries? 10:08

Kann =_=
I decided to go to Denmark because I knew it was so quiet and romantic, but actually I used to watch a film about Denmark. Also I found it is a beautiful country, people are so happy and kind. And I wanted to know Danish culture, and why people live so happily. 10:15

我
So in your mind, the country is quiet, romantic, beautiful, people are happy and kind. what else did you know about Denmark before you went there? 10:17

Kann =_=
I knew about the little mermaid, it was written by a Danish writer. And actually it was the only thing I knew before I went there. 10:20

通过Skype 🗣️

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我
yes. so actually you did not know a lot about Denmark at that time. did AFS provide any information about the country to you? 10:22

Kann =_=
Yes, but it just a little bit. They showed me some food and pictures. They mostly talked about the difference culture. 10:24

我
Do you think it was helpful for you to know more about Denmark? 10:26

Kann =_=
Yes it was. It was better than you go to some countries and know nothing. Knowing more about Denmark did helped me a lot. 10:28

我
did you know any Danes when you were in Thailand? 10:28

Kann =_=
When I was at the primary school, one of my teachers was Danish. But I studied with him only few months. 10:33

我
what kind of impression that he gave you about Danes? 10:36

Kann =_=
He always understand people and kind, also he never said to his students that they were bad at English or something. It was so different from some other teachers. 10:38

我
通过Skype
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我
yes. so he gave you quite positive impression, right? 10:40

Kann =_=
Yes, kind of. But as you know, I had known about it long time ago, someone said the Danes are the most happiest people in the world, and he showed that to me. 10:45

我
I see. Now let us talk something about your host family. Did you stay with the family all the time during the time you were in Denmark? Or you changed? 10:46

Kann =_=
Yes, I never changed host family, But there was a program called "Mini-stay" or "Mini-ophold" in Danish, I had to stay with another host family for one week. 10:50










我
was it the first week that you were in Denmark? 10:50

Kann =_=
No, it wasn't. It was after 7 or 8 months I had been in Denmark. 10:52

我
why you need to stay with the "mini-syat"? 10:53

Kann =_=
I don't know that clearly, I only knew that it was a part of the exchange program of AFS, maybe they wanted me to know the different things/ways of life of each family, I think. 10:58








通过Skype
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	我 ok. did you get contact with your host family before you left Thailand?	10:59
	Kann =_= Yes, they were contact me at first. My host mom was the one who sent me an e-mail said welcome me to the family, I think she sent an e-mail to me before AFS did, and that made me feels so happy.	11:00
	我 how many times did you contact through Email?	11:01
	Kann =_= I can't clearly remember, but I think we used Facebook to contact each other after sent e-mails about 5 or 6 times.	11:03
	我 so did you know about each other a little bit before you left,right?	11:04
	Kann =_= Yes, mostly about the weather, food and how they live there.	11:05
	我 what is your mood before you left Thailand to go to Denmark?	11:06
	Kann =_= Exciting, worry and nervous I think. Because it would be one year away from Thailand, and That time I didn't know what would it be..	11:07
	我 so Exciting, worry, nervous, could you please make a rank of these three. which one is the main mood of you?	11:09

通过Skype

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	Kann =_= Exciting is the main mood, because it was the first time for me to live away from Thailand. And nervous was the second, I nervous about my host family, friends there, school.. And worry, I was worry about my own mood when I was at Denmark, will I feel homesick or something like that.	11:11
	我 ok. I totally understand. so what is the first impression about you host family when you were arrived at Denmark.	11:13
	Kann =_= They hugged me the first time we met, they hugged me like I'm their daughter.	11:17
	我 what did you feel with the hug?	11:18
	hey are you still here?	11:26
	Kann =_= I'm still hereee	11:26
	Sorry 😞	
	我 it is ok. I want to ask what did feel about the hug?	11:26
	sometimes the internet is not so stable.	11:27
	Kann =_= All the worry and nervous feeling was gone when they hugged me.	11:27
	Also with me here in Thailand -.-;	

通过Skype

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我 were you comfortable with that? Because in Asian cultural, hug in the first time is not common. 11:28

Kann =_=
But I understand some of the European cultures, and I think it helped me a lot with that hug. Even if I'm Asian, but for me, hugging is the most helpful thing. 11:30

我 ok. that is great. so you did not feel uncomfortable or wired about that, right? 11:30

Kann =_=
Umm, no, i think. But yeah, as I'm an Asian, I only hug with some people I closed to, so sometimes it was a little bit weird.. 11:33

我 ok. in general, how is the relationship with you host family? 11:34

Kann =_=
We were very closed, I really can talk with them about anything. They were like my family 😊 11:37

我 that is very nice! if we make it from number 1 to 10, 1 means you did not involve with family at all, 10 means you totally involve with them, what is your number? 11:39

Kann =_=
I think 8. I think I was really closed with everyone, but with one of my host brother, he always played games in his room, so somedays we just see each other when we had dinner. 11:41

通过Skype

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我 how many kids are there in the host family ? 11:42

Kann =_=
Ah, there were many, but the children who live in the house were 2 11:44

我 do you feel you are closer to host parents than brothers? 11:45

Kann =_=
Yes, because when I had problem, or feel bad, I always talked to them. And we had done a lot activities together. 11:46

我 nice! but did you ever met any problem with host family, anything makes you feel wired, uncomfortable, or donot understand why they did like that, any conflict? 11:48


Kann =_=
As I remember we never had any problem. Someone said it weird, also me, I think it was weird that we didn't have any conflict, but we really DON'T HAVE.. 11:50

我 so how long it takes you to get used to living with them? 11:51

Kann =_=
About one month I think, The first month I still don't know what to do, should I help them with something or how should I spend time with them and how long. 11:52


通过Skype

|



was there anything happened that make you feel that you really involve with them, or "accept" them as family?


11:54



Kann =_=

When I feel a little bit bad at school, I went to them and talked about this, then they told me like; "you don't have to go to school tomorrow, if the teacher said something, we will talk to him". And also when I was sick, they came up often and look after me like my real parents always did.

11:56




我

that is very sweet.

how was the communication between you and host family? was language a problem?

11:57


12:00



Kann =_=

Yes, I think it was, because they weren't used to talking in English and the first time I know nothing about Danish, I was able to count from 1-20 that's all..


12:02



我

how did you overcome the language problem?


12:03



Kann =_=

I learned about Danish a lot, by helping of my host family and by myself, actually there was a problem, my language teacher didn't show up many times. I learned with him only few times and I have to learn Danish by myself, and it was very hard.


12:05



我

did you try to speak with your host family after you started to learn Danish?










12:06



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





😊

	did the family only cook danish food,or they tried to prepare something different for y ou?	12:21
	Kann =_= They cook danish food and the others too, they also prepared Thai food, Chinese food for me too.	12:22
	我 yes. did you happy about the Thai food?	12:23
	Kann =_= Yes, because I really miss Thai food when I was there.	12:24
	我 nice. anything else about culture shcok? anything negative?	12:25
	Kann =_= There were many culture shocks actually, but I don't think they were so bad. But okay, something like drink so much beer is shock to me. I never thought that the Danes would drink that much..	12:27
	我 well, about the drinking culture, who made you feel like that? you host family, or friends at school?	12:28
	Kann =_= My friends at school. Well, my host family told me about that, but I didn't think that it would be that.. much..	12:30
	我 so it is the teenage alcoholomania make you shocked.	12:31

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	Kann =_= Yes, and some of them wanted me to try, well, I tried, but they were like; noooo moreeee..	12:32
	我 😊 what about family life, anything you feel is so different with that in your home country?	12:32
	for example, any family "rules" you need to obey but you do not need in Thailand?	12:33
	or oppsite, you need to obey in Thailand, but now in Denmark	12:34
	Kann =_= There's no rule, both in Thailand and Denmark, but the difference is, in Thailand, I have to see my relatives many times in a year. Even if I don't know some of them --;	12:35
	But in Denmark, my host family we no need to see the relatives that much.	12:37
	我 so do you think Danes are not as close to relatives as Thai?	12:38
	Kann =_= Umm, I think that, the Danes have their own lives. Even if Grandparents have their own houses, but for Thais, we should lives with them.	12:40
	我 yes. did you feel any psychological inadaptation like homesick, loneliness, stress....when you were in Denmark?	12:42

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Kann =_=

Stress. About my Danish and school, it was a little bit hard for me.

12:43

我

yes, that is true. is it because you did not understand Danish so well?

12:46

Kann =_=

Yes, the third months were very difficult, my Danish was little bit bad and I really wanted to start to talk in Danish

12:48

But I can't

我

that is why you felt stress

12:50

what about homesick? miss your family in Thailand?

Kann =_=

Because I live with my dad, so I miss him very much. But mostly I miss my friends, my school and my life in Thailand which is easier.

12:52

我

do you keep cotanct with your host family after you left Denmark?

12:53

Kann =_=

Yes, but I have been so busy, so we just Skype for several times and mostly we talked on Facebook.

12:55

我

how often?

12:55

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Kann =_=

Ummmm, about once or twice a week.

12:56

我

do you wishh to go back to Denmark some day?

12:57

Kann =_=

Yes, I really want to go back to Denmark!

12:57

我

that is nice. you mentioned that before you went to Denmak, you thought the country is quiet, romantic, beautiful, Danes are happy and kind. did andything changed or be confirmed after living here for 1 year.

12:59

Kann =_=

Not at all 😊

13:01

I really love Denmark, and Denmark didn't disappointed me at all..

13:02

我

so you thought your previous view about Denmark was right

13:03

Kann =_=

I think so 😊

13:04

Denmark is wonderful country for me

我


😊 so in general, how do you like the exchange program?


13:05


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 Kann =_=
I feel great that I decided to go for exchange, it wasn't one year in my life but it was a life in one year. And it was the best time of my life I'd never forget 😊 13:08


 我
did AFS organize some events to help you to get know more about danish culture? 13:09


 Kann =_=
Yes, both in Thailand and Denmark. But in Thailand, they teach us how to solve problems when we have problems, in Denmark, they will talk with us about Thai culture and Danish culture, what are same or different. 13:12

 我
so what do you think is the most different between Danish and Thai culture? 13:12

 Kann =_=
I think it's how they live and how they express their emotions. 13:15


 我
more details? 13:15


 Kann =_=
For thai people, when we say something, sometimes they will say it indirect way, for example, you think this shirt doesn't suitable with your friends, you won't say it but instead, you'll say like, why don't you try the others. 13:24


 我
so you think in Denmark people express more directly. 13:24


通过Skype


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 Kann =_=
Yes, that was i had learned from going to Denmark. 13:26


 我
what did you feel in the beginning, with the "direct style" 13:26


 Kann =_=
Umm, a little bit shock 😊 because it was so direct and there weren't that many people who say something directly to me. 13:28

 我
can you give me an example, what it the most impressive of "direct style" 13:30

 Kann =_=
Umm, as I know from myself and the other exchange students, the way we talk to host family.

Just like, if we were unhappy about something, we never said it directly, but we would say like, oh, but I think.... In the other hands, host family would say like, oh, I don't like this and that, and for some students, they could have a problem with their host family because of this. 13:33


 我
but you do not feel that is a problem with host family. 13:34


 Kann =_=
For me, not at all


But for the others, this is a problem. 13:35


通过Skype


在此处输入信息


 我
yes. and about the living style you mentioned, what is the different between Thai and Danes do you think? 13:36


 Kann =_=
The first thing that came into my mind was, in Denmark, when teenagers grow up, most of them find jobs, fine their own place to live, which is different in Thailand. We live with our parents and no jobs until we finish university. 13:39


 我
yes, well, we will finish soon. 13:39
so, if AFS will provide more information before you left, what would like to know about Denmark 13:40


 Kann =_=
I would like to know more about Denmark, I mean, they mostly say about how to solve the problem, but we know almost nothing about Denmark. 13:42


 我
do you mean danish culture? 13:43


 Kann =_=
Yeah, kind of. Just would like to know more about what should or shouldn't we do in Denmark, or what do Denmark popular about, just to tell the others that we know something -.- 13:45


 我
thourhg what form would you like to attend? lecture, or ask question from students who have been to Denmark before, or send you some nesletters to read. 13:46


通过Skype 


在此处输入信息 


 Kann =_=
Ask question from students who were in Denmark before, I think they'll understand what we feel. 13:47


 我
would you like to learn some danish before that if you have chance 13:48


 Kann =_=
Yes i would like to, I would like to know, just easy words are okay 13:49


 我
ok thanks Kann, it takes a lot of your time. Thanks for your help. 13:53
if I forget something to ask, can I contact with you again? which one do you use most, facebook, skype, or eamil? 13:54


 Kann =_=
I use Facebook most 😊 13:54
And you're welcome 😊

 我
ok, I got that. if you remeber some details, you coule leave message to me as well. thanks again! it was vey nice to talk to you. it is very helpful for my thesis. 13:55

 Kann =_=
You're welcome! I'm happy if that can help you 😊 13:56










 我
ok, I think I am going to take a nap. see ya! have a nice evening! 13:56

通过Skype 










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Appendix 7










Interview with the Japanese (Chummiboy)







	我 hey! are you here?	22:52
	chummiboy yes	22:52
	我 well, before we start, just let you know that, I write the thesis alone, so now it is only me before the laptop and talk to you. 😊	22:53
	chummiboy ok 😊	22:53
	我 please feel free to say sth, and ask if you do not get my question.	22:55
	chummiboy ok~~~^^ call u?	22:55 22:57
	我 oh no, I think it is ok wity typing.	22:57
	chummiboy ok~	22:57
	我 and I will use screenshot to get all of our dialogue, as the affix of my thesis, but your personal information, like name won't show on it. I will cover it. so do not worry.	22:58

通过Skype

	chummiboy ok~	22:59
	我 if you do not have any questions, we will start, ok?	22:59
	chummiboy sure I did interview research before 😊	22:59 23:00
	我 some of your information I actually have already known, but I would like to ask again. what is your nationality ?	23:00
	chummiboy Japan!	23:00
	我 your host country for youth exchange is Denmark, right?	23:01
	chummiboy yes!	23:01
	我 when did you came to Denmark for exchange and how long did you stay there?	23:01
	chummiboy 2005 July-2006 July	23:01


通过Skype

	chummiboy 2005 July-2006 July	23:01
	我 did you come to Denmark through AFS?	23:02
	chummiboy yes!	23:02
	我 how old were you at that time?	23:03
	chummiboy 17-18	23:03
	我 so actually you were high school student!	23:03
	chummiboy yes	23:04
	我 could you please tell me your overall evaluation of the exchange experience?	23:05
	for example, was it positive or negative? very successful, kind of good, just so so, or not bad?	23:06
	chummiboy I will take it as very positive.	23:06
	... chummiboy...	
通过Skype		
<div style="border: 1px solid #ccc; padding: 5px; display: flex; align-items: center;"> 😊</div>		


	so, or not bad?	
	chummiboy I will take it as very positive.	23:06
	It gave me a chance to know foreign country, culture and people that I could not experience	23:07
	Just it was a bit hard for me because I did not speak English that time	
	And it was my first time being foreign country by myself, and could not communicate much. It was hard.	23:08
	我 yes. I understand	23:09
	chummiboy But because I went to Denmark, I start learning English and I could study in different countries	23:09
	I think If i did not go the exchage, I did not come out Japan	
	我 thanks! so generally speaking, do you think your exchange experience is quite successful ?	23:10
	chummiboy yes, I think so. If "successful" means effect my life, or give me positive things after the experience.	23:12
	我 do you wish to go back to Denmark some day after you left?	23:13
通过Skype		
<div style="border: 1px solid #ccc; padding: 5px; display: flex; align-items: center;"> 😊</div>		


do you wish to go back to Denmark some day after you left? 23:13

I mean after you finished the exchange program. 23:14

 **chummiboy**
Yes, well, I did went back to DK last year 23:14

I did not feel to go back soon after, but after some years, 23:15


 **我**
so last year you went back to Denmark by university study, or as a tourist? 23:15


 **chummiboy**
I went to Aarhus University as master student 23:16

It is why I took my master course


I wanted take danish education

because I was impressed by education in DK when I was AFS student 23:17


 **我**
very nice. and I remember that you went back to Denmark last year during Christmas, right? 23:18

 **chummiboy**
ah, yeah to see my host family 23:19


they always invite me for christmas


 **我**
so actually you went back to Denmark again for both education and visiting host family. 23:19


通过Skype


 **chummiboy**
um, main purpose was to go University, but I felt eaier to live there because I have my host family 23:20

I knew the country

 **我**
do you mean easier? 23:20

 **chummiboy**
yes! 23:21

 **我**
well, you mentioned that you were impressed by Danish education. could you tell more details? how do you like it, and what is the different with the education in your homr country. 23:23

 **chummiboy**
I like thier open class 23:24

Students are always say something

and teachers are also open to discussion

In Japan, only teachers talk and we just jast have to take notes 23:25

Japanese way is so boring and makes me sleepy.. 23:26

it is just for examination, not for your life learning

but danish one is more how to think, how to present your opinion 23:27

... chummiboy...


通过Skype

Japanese way is so boring and makes me sleepy.. 23:26

it is just for examination, not for your life learning


but danish one is more how to think, how to present your opinion 23:27

how to develop your idea

 我
yes. 23:27

well, let's back to the period of time when you were in Denmark as exchange. 23:28


why did you choice Denmark ? 23:29

 chummiboy
um, it was because I was interested in environment problem and welfare system 23:30

But also because I applied half year later, so I could choose from left overs.. 23:31


haha

*could choose only from

 我
ok. that is interesting. 23:33


but why your interests in environment problem and welfare system 23:34


connected your mind with Denmark?

 chummiboy
Denmark was famous for renewable energy and high welfare society 23:34


so that's why


通过Skype

 我
what else did you know about denmark before you came ? 23:35

 chummiboy
um actually not much 23:36

I knew something written in Danish language book 23:37


 我
did you know anything about Danish culture, or Danish people? 23:37

 chummiboy
but not much 23:37


umm I never met any danish in Japan.

My friend had been to exchange in Sweden one two years before me, but did not know about DK 23:38

for me it was like "Europe" 23:39

 我
I see. 23:39

so did you get any information from AFS about the country you were be hosted? 23:40

 chummiboy
no I dont think so 23:41

we had one big orientation to meet all students going to be exchange, and met some studetns going to DK 23:42


通过Skype


we had one big orientation to meet all students going to be exchange, and met some studentns going to DK 23:42


but we did not really learn about SK


DK

We had one moment to ask some questions to students who came back from exchange.. 23:43


 我
any students came back from Denmark? 23:44


 chummiboy
I think there were non 23:44

 我
so my understand is, you did not know much about Dk before you go, especially Danish culture and people. and you did not have the chance to get any experience of living in DK from AFS. is it right? 23:46

 chummiboy
not really 23:47

I research something and read books but that's it 23:48

 我
so you learnt something by yourself. 23:48


 chummiboy
yeah, some teachers gave me lesson about DK in classes 23:50


and bymyself

通过Skype


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


 我
so you learnt something by yourself. 23:48

 chummiboy
yeah, some teachers gave me lesson about DK in classes 23:50


and bymyself


 我
were the classes held by your own high school? 23:51

 chummiboy
in my Japanese high school 23:51


they just kindly put some information about DK in the classed 23:52


classes

 我
ok. did you get contact with you host family before you came? 23:52

 chummiboy
ummmm, I think I wrote letter before I go 23:54

It has been long time ago...


 我
by Email? 23:54

 chummiboy
no letter may post 23:55

... chummiboy...

通过Skype






chummiboy

no letter may post

23:55


I was living in school dormitory, so I had no internet



我

did you get any reply from them?

23:56




chummiboy

first I recieved thier family pictures and information from AFS

23:56


them I wrote letter to them



我

so AFS gave your the pictures, or you received them from host family directly?


23:57



chummiboy

from AFS


23:58



我

ok. after you wrote the letter, did you get any reply from host family or AFS?

23:59




chummiboy

ummm, maybe I did but dont remember

23:59

今天





我

so what was your mood before you left? happy, excited, nervous, worried, afraid, or something elas?

0:00

通过Skype






chummiboy

excited was the biggest

0:00

a little bit nervous


0:01



我

do you think you felt a little bit nervous because you did not know the host family, and Denmark a lot ?

0:01



chummiboy


um? I knew my host family...

0:02

I think it is just because you are going to experience new things

0:03


so you cannot really expect what is going to happen



我

yes I know that feeling. well, now let's talk something more about your host family. hope you are still fresh 😊


0:05



chummiboy

how many questions do u have?

0:06




我

I think we need 30 more minutes. is it ok?

0:06

how often do you keep in touch with them after your exchange program?




chummiboy









I think chatting really take time... I think faster if we talk. Anywat

0:07

Anyway

通过Skype








	Anyway	
	I did not take contact with them long time	
	I just got email few times from my host sister	0:08
	我 so during the 1 year stay in DK, you stayed with the same host family?	0:08
	chummiboy no I changed onece	0:09
	我 why?	0:09
	chummiboy because my first host family was harvey smoker, even I aked non smoker family..	0:10
	我 so how long did you stay with the first host family?	0:11
	chummiboy 1 mmonth	0:11
	我 how did you change the host family? by talking to AFS?	0:12
	chummiboy yes, I asked them to change	0:12

通过Skype

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










	yes, I asked them to change	0:12
	我 well, then let's talk about the second one, how was the relationship with them?	0:12
	if we use the grade like 1 to 10. 10 is totally involved, 1 is opposite, which grade will you use to describe your involvement with them?	0:13
	chummiboy involvement?	0:14
	so what is 1 and what is 10 going to be?	
	我 that is the degree that you feel to be a part of the family, be close to them. 10 is very close to them, really feel that they treated you as their own kid. 1 is the opposite.	0:15
	chummiboy ummm I will put 7	0:16
	They did not treat me as family member, but still they take care me quite well	
	My host mother was always treat me nice	0:17
	father was giving me lots black jokes, but he was still nice	
	我 sounds nice. did you met any problem with second family? any conflicts ?	0:18
	maybe not as serious as the first family. but there must be some value, idead and culture different.	0:19


通过Skype








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	chummiboy umm it was difficult because I could not communicate well in English and Danish	0:19
	我 idea, sorry	0:19
	chummiboy so well I think there were many difficulties for the family and me	0:20
	我 so do you think language is the biggest obstacle?	0:20
	chummiboy yes, sometimes I misunderstand what they say	0:20
	我 how long it took you to feel better, comfort or relax to live with them?	0:21
	chummiboy um maybe half year I mean it was ok from beggining but just sometimes had difficulties	0:22
	我 did you get any culture shock when you lived with them.	0:23
	chummiboy everday	0:23










通过Skype

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	我 could you please give some examples? like some behaviours that are not normal in Japan but normal in DK. or normal in Japan but not normal in DK.	0:24
	chummiboy ummmm, for example couples kiss at the entrance of the school and girls and boys are easily mixed girls go to toilet together	0:25
	我 what do you mean by easily mixed? in relationship?	0:25
	chummiboy in Japan boys and girls sit one side to the other but here they sit mixed	0:26
	我 ok. I get it. what about the daily life with family. any behaviours different with your home country?	0:26 0:27
	chummiboy they also kiss, not only hug. It made me surprise	0:27
	我 you mean mum and dad?	0:27









通过Skype

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	chummiboy dad and daughter	0:28	
	我 did host dad also hug and kiss you?	0:28	1
	chummiboy no haha, they do mouth to mouth... not thank u	0:28	
	我 what about hugs ? did host mum or sister hug you sometimes?	0:29	
	chummiboy yes, sure	0:29	
	我 so dad did not hug you, is it because you told him that you do not like it, or he know some Asian culture?	0:30	
	chummiboy no we do hug, but no kiss, I mean	0:30	
	我 ok. I see. so dad won't kiss daughter in Japan.	0:31	
	chummiboy haha, do u do that in China?	0:31	

通过Skype




	I think it never happen in Asian culture		
	我 not really. haha. maybe when the daughter were little baby. you got shocked by the "dad and daughter kiss", but did you understand afterwards?	0:32 0:33	1
	chummiboy a shock a bit, but I am not in Japan, and these culture shock is everyday...	0:34	
	我 anything else? I mean culture shock with family.	0:34	
	chummiboy food? not much veges	0:34 0:35	
	我 were you shocked by the food?	0:36	
	chummiboy um a bit	0:36	
	我 how do you like the Danish food?	0:37	
	chummiboy there were so many, difficult to day which was the most shocking thing I liked	0:37	

通过Skype




I host parents had a party restaurant




我
ok. so you kind of enjoy the danish food?

0:38




chummiboy
yes

0:38




我
that is good to know.
so you the "food shock " is kind of positive, right? cause you like the food.

0:38
0:39




chummiboy
ummm not always

0:39




我
for example?

0:39



chummiboy
not always yummy
and I could not really cooked Japanese food
fish was not nice
veges are always boiling


0:39
0:40



我
haha! I understand! so you just overcome and get used to the Danish food,
right?


0:40

通过Skype




chummiboy
no choice

0:41




我
do you feel any psychological inadaptation when you were in DK, like
homesick, loneliness, stressful?

0:41




chummiboy
yeah homesick, I mean language, food and culture
not must be my family but friends
it was lonely cas I had no one who could speak Japanese with me
it was stressful that I could not communicate will in English

0:42
0:43




我
so how did you over with the language part?

0:43




chummiboy
in the end I was taking english and danish mixed
and my english and danish improved a lot

0:44



我
do you feel happy about that? your language skills got improved.


0:45





chummiboy
yes
I had good friends


0:45


通过Skype


 我
that is good. well, few questions left. 0:46
did the host family do something spcifically make you feel at home? 0:47


 chummiboy
umm, they brought me family trip in Austria 0:47
and they brought me some other places 0:48
we sit together after dinner in front of tv


 我
very sweet! 0:48
so in general, you get along with the family quite well? can I say like that? 0:49


 chummiboy
yes, I think so 0:49
Otherwise i do not see them now


 我
so after the exchange program, any views about DK changed in your mind? 0:50
anything is different with your imagination or expectation before you came? 0:50


 chummiboy
yes, very different 0:50
I had a little knowledge with just nice side, but i could know bad side also 0:51


 我
what kind of bad side is that? 0:51


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
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 chummiboy
they are totally dranker from high school 0:52
and smoker


 我
yes. anything else? 0:52


 chummiboy
there are homeless people even in the high welfare society 0:53


 我
what about the good side? 0:53


 chummiboy
I like the education 0:54
good support for young people from government 0:55


 我
what about the family model in DK? 0:55










 chummiboy
most of my friend's families were divorced 0:56


 我
yes, that is quite normal in DK 0:56


 chummiboy
yeah but not that common in JP 0:56









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	我 if AFS will provide more information about host country and host family, do you think it will be helpful for exchange students?	0:57	^
	chummiboy ummm not necessaty I think	0:58	
	我 like you do not know the first family is smoking, would you like to know that before you go?	0:58	
	chummiboy well, I prefer not to get smoker family than know they are smoker	1:00	
	我 oh yes. of course. if AFS have the "preparation lectures", teaching languages, basic knowldege of the host country, would like to attend?	1:01	
	chummiboy I was living in high school, so I could not attend the lesson	1:01	
	我 well, I mean if you can. just an assumption.	1:02	
	chummiboy And I think it is difficult to provide for all of us living all of Japan	1:02	
	我 Ok.	1:04	v

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	我 Ok.	1:04	^
	what if they send something to you tha you could read, about host country's culture, people, society, would you like to read?		
	chummiboy umm, yes if they send me. I am sure I will read them	1:05	
	我 do you think learn the local language a little bit before you go is helpful to be less stressful?	1:06	
	chummiboy yes, but most of us learn danish before we go I did leanr bymyself	1:07	
	我 what about others? did they learn by themselves as well?	1:07	
	chummiboy most of them	1:07	
	我 so AFS did not provide any "language lectures"?	1:08	
	chummiboy but it is not easy to improve danish without danish teacher no	1:08	v


通过Skype 





no


I mean meeting one orientation is already a lot for AFS stuff 1:09


 我
what about asking question to the previous exchange students? if there were a one back from DK, would you like to ask sth? 1:09


 chummiboy
yeah, I think so 1:10
but we have orientation in DK, and we met one Japanese guy who were exchange there

 我
what kind of orientation? I did not get it. 1:11

 chummiboy
all exchange students meet in Copenhagen when we arrived 1:12
it is for three days

 我
were they all exchange student from other countries to DK? 1:12


 chummiboy
yes 1:13
we have several orientation in the year


 我
what did you do in CPH? 1:14


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



 chummiboy
we kinda learn danish culture 1:14
meet other exchange stuents
eat danish food


 我
ok. do you think that is good and helpful? 1:15


 chummiboy
yes 1:15
it is really interesting

 我
ok. I think we could stop . thanks very much for your time! 1:15

 chummiboy
ok~ 1:15

 我
if I have further a few questions want to ask, how can I contact with you? 1:16

 chummiboy
um, u can write me email then I can answer them 1:16

 我
what is your eamil address? 1:17

● ● ● chummiboy...

通过Skype

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