

References and Quotations

Academic work depends on the research and ideas of others, so it is vital to show which sources you have used in your work, in an acceptable manner. This unit explains:

- the format of in-text citation
- the main reference systems
- the use of quotations
- the layout of lists of references

1 Why use references?

There are three principal reasons for providing references and citations:

- (a) To show that you have read some of the authorities on the subject, which will give added weight to your writing.
- (b) To allow readers to find the source, if they wish to examine the topic in more detail.
- (c) To avoid plagiarism.

► See Unit 1.4 Avoiding Plagiarism

■ Decide if you need to give a reference in the following cases.

Yes/No

(a) Data you found from your own primary research

(b) A graph from an Internet article

- (c) A quotation from a book _____
- (d) An item of common knowledge _____
- (e) A theory from a journal article _____
- (f) An idea of your own based on reading several sources _____

2 Citations and references

It is important to refer correctly to the work of other writers that you have used. You may present these sources as a summary/paraphrase, as a quotation, or use both. In each case, a citation is included to provide a link to the list of references at the end of your paper:

Smith (2009) argues that the popularity of the Sports Utility Vehicle (SUV) is irrational, as despite their high cost most are never driven off-road. In his view, 'they are bad for road safety, the environment and road congestion' (Smith, 2009: 37).

References

Smith, M. (2009) *Power and the State*. Basingstoke: Palgrave Macmillan.

- Underline the citations in the example above. Which is for a summary and which a quotation? What are the advantages of each?

Giving citations

A quotation Author's name, date of publication, page number (Smith, 2009: 37)

A summary Author's name, date of publication Smith (2009)

3 Reference verbs

Summaries and quotations are usually introduced by a reference verb:

Smith (2009) argues that ...

Janovic (1972) claimed that ...

These verbs can be either in the present or the past tense. Normally, the use of the present tense suggests that the source is recent and still valid, while the past indicates that the source is older and may be out of date, but there are no hard-and-fast rules. In some disciplines, an older source may still be useful.

- See Unit 3.4.2 Academic Vocabulary: Verbs and Adverbs: Verbs of Reference

4 Reference systems

There are several main systems of referencing employed in the academic world, each used by different subjects. Your teachers will normally give you guidelines, or you may find these on the library website. With any system, the most important point is to be consistent (i.e. to use the same font size, punctuation, etc. throughout). These are the principal systems:

- (a) **The Harvard system**, generally used for the social sciences and business, illustrated in (2) on p. 53.
- (b) **The Vancouver system**, widely used in medicine and science. Numbers in brackets are inserted after the citation and these link to a numbered list of references:

Jasanoff (5) makes the point that the risk of cross-infection is growing.

References

- (5) Jasanoff, M. *Tuberculosis: A Sub-Saharan Perspective*. New York: Schaffter (2001).

- (c) **The footnote/endnote system**, commonly used in the humanities, in which sources are listed at the bottom of the page or at the end of the paper. The numbers in superscript run consecutively throughout the paper:

The effects of the French Revolution were felt throughout Europe.³

- 3 Karl Wildavsky, *The End of an Era: Spain 1785–1815* (Dublin: Dublin University Press, 2006), p. 69.

Referencing is a complex subject, and students should use an online reference guide for detailed information. Your university library may provide one.

Sussex University provides a convenient guide to the different systems at:

www.sussex.ac.uk/library/infosuss/referencing/index.shtm

5 Using quotations

- Discuss with a partner the reasons for using quotations in your written work.

Using a quotation means bringing the original words of a writer into your work. Quotations are effective in some situations, but must not be overused (e.g. to pad out your work) They can be valuable:

- when the original words express an idea in a distinctive way
- when the original is more concise than your summary could be
- when the original version is well known

All quotations should be introduced by a phrase that shows the source, and also explains how this quotation fits into your argument:

Introductory phrase	Author	Reference verb	Quotation	Citation
This view is widely shared;	as Friedman	stated:	'Inflation is the one form of taxation that can be imposed without legislation'	(1974: 93).

- (a) Short quotations (2–3 lines) are shown by single quotation marks. Quotations inside quotations (nested quotations) use double quotation marks:

As James remarked: 'Martin's concept of "internal space" requires close analysis.'

- (b) Longer quotations are either indented (given a wider margin) and/or printed in smaller type. In this case, quotation marks are not needed.

- (c) Page numbers should be given after the date.

- (d) Care must be taken to ensure that quotations are the exact words of the original. If it is necessary to delete some words that are irrelevant, use points (...) to show where the missing section was:

'Few inventions . . . have been as significant as the mobile phone.'

- (e) It may be necessary to insert a word or phrase into the quotation to clarify a point. This can be done by using square brackets:

'modern ideas [of freedom] differ radically from those of the ancient world . . .'

6 Practice

- Study the following paragraph from an article titled 'The mobile revolution' in the journal *Development Quarterly* (Issue 34, pages 85–97, 2012) by K. Hoffman.

According to recent estimates there are at least 4 billion mobile phones in the world, and the majority of these are owned by people in the developing world. Ownership in the developed world reached saturation level by 2007, so countries such as China, India and Brazil now account for most of the growth. In the poorest countries, with weak transport networks and unreliable postal services, access to telecommunications is a vital tool for starting or developing a business, since it provides access to wider markets. Studies have shown that when household incomes rise, more money is spent on mobile phones than any other item.

- Compare the following:

(a) **Summary**

Hoffman (2012) points out that the main market for mobile phones is now the developing world, and stresses the critical importance of mobile phones for the growth of small businesses there.

(b) **Quotation**

According to Hoffman, mobile phone ownership compensates for the weaknesses of infrastructure in the developing world: 'In the poorest countries, with weak transport networks and unreliable postal services, access to telecommunications is a vital tool for starting or developing a business, since it provides access to wider markets' (2012: 87).

(c) **Summary and quotation**

Hoffman points out that most of the growth in mobile phone ownership now takes place in the developing world, where it has become crucial for establishing a business: '... access to telecommunications is a vital tool for starting or developing a business, since it provides access to wider markets' (2012: 87).

- Read the next paragraph of the same article, also on p. 87.

In such countries the effect of phone ownership on GDP growth is much stronger than in the developed world, because the ability to make calls is being offered for the first time, rather than as an alternative to existing landlines. As a result, mobile phone operators have emerged in Africa, India and other parts of Asia that are larger and more flexible than Western companies, and which have grown by catering for poorer customers, being

therefore well-placed to expand downmarket. In addition Chinese phone makers have successfully challenged the established Western companies in terms of quality as well as innovation. A further trend is the provision of services via the mobile network which offer access to information about topics such as healthcare or agriculture.

- Write a summary of the main point, including a citation.
- Introduce a quotation to show the key point, referring to the source.
- Combine the summary and the quotation, again acknowledging the source.

7 Abbreviations in citations

In-text citations use the following abbreviations, derived from Latin and printed in italics:

et al.: Usually used when three or more authors are given. The full list of names is given in the reference list:

Many Americans fail to vote (Hobolt et al., 2006: 137).

ibid.: taken from the same source (i.e. the same page) as the previous citation:

Older Americans are more likely to vote than the young (ibid.) . . .

op cit.: taken from the same source as previously, but a different page.

Note that journal articles increasingly tend to use full citations, but students should still use the above in their work.

8 Secondary references

It is quite common to find a reference to an original source in the text you are reading. For instance, if you are reading a text by Graham, you may find:

In relation to post-natal infections, Poledna (2008) points out that the rate of infection fell when midwives were literate.

You may wish to use this information from the original (i.e. Poledna) in your writing, even if you have not read the whole work. This is known as a secondary reference. If it is not possible to locate the original, you can refer to it thus:

Polenda (2008), cited in Graham (2011: 241) argued that the rate of infection fell . . .

You must include the work you have read in the list of references (i.e. Graham).

9 Organising the list of references

There are many software systems available (e.g. RefWorks or Endnote) that automate the making of a list of references. Using one of them not only saves time, but may also help to produce a more accurate result. Some are free and others require payment, but if you search your library website you may find one that you can access without charge.

At the end of an essay or report, there must be a list of all the sources cited in the writing. In the Harvard system, illustrated here, the list is organised alphabetically by the family name of the author. You should be clear about the difference between first names and family names. On title pages, the normal format of first name, then family name is used:

Sheila Burford, Juan Gonzalez

But in citations, only the family name is usually used:

Burford (2001), Gonzalez (1997)

In reference lists, use the family name and the initial(s):

Burford, S., Gonzalez, J.

If you are not sure which name is the family name, ask a classmate from that cultural background.

- Study the reference list below, from an essay on the effects of age on second language learning, and answer the following questions.

REFERENCES

- Bialystock, E. (1997) 'The structure of age: in search of barriers to second language acquisition', *Second Language Research* 13 (2): 116–137.
- Dörnyei, Z. (2009) *The Psychology of Second Language Acquisition*. Oxford: Oxford University Press.
- Flege, J. (1999) 'Age of learning and second language speech' in Birdsong, D. (ed.) *Second Language Acquisition and the Critical Period Hypothesis*. London: Lawrence Erlbaum Associates, 101–132.
- Gass, S. and Selinker, L. (2001) *Second Language Acquisition: An Introductory Course*. London: Lawrence Erlbaum Associates.
- Larson-Hall, J. (2008) 'Weighing the benefits of studying a foreign language at a

younger starting age in a minimal input situation'. *Second Language Research* 24 (1): 35–63.

Myles, F. (nd) 'Second language acquisition (SLA) research: its significance for learning and teaching issues'. Subject Centre for Languages, Linguistics and Area Studies. www.llas.ac.uk/resources/gpg/421. Accessed 1 May 2013.

The International Commission on Second Language Acquisition (nd) 'What is SLA?' www.hw.ac.uk/langWWW/icsla/icsla.htm#SLA. Accessed 6 May 2013.

(a) Find an example of:

(i) a book by one author

(ii) a journal article

(iii) a chapter in an edited book

(iv) an authored undated website article

(v) an anonymous webpage

(vi) a book by two authors

(b) What are the main differences in the way these sources are referenced?

(i) _____

(ii) _____

(iii) _____

(iv) _____

(v) _____

(vi) _____

(c) When are italics used?

(d) How are capital letters used in titles?

(e) How is a source with no given author listed?

(f) Write citations for summaries from each of the sources.

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____
- (v) _____
- (vi) _____
- (vii) _____

Migrant thoughts on Australia's education system & work life culture |

Culture Shock | ABC Australia

3'27"

https://www.youtube.com/watch?v=S8q_veOdSfQ

VOCABULARY: *dorm, rote learning, Work-Life balance, overtime, unpaid, off-the-clock*

Watch six students talking about their experiences of living and studying in Australia.

What are the most obvious differences between Australia and

America

Ghana

Hong Kong

Malaysia

Vanuatu

Vietnam

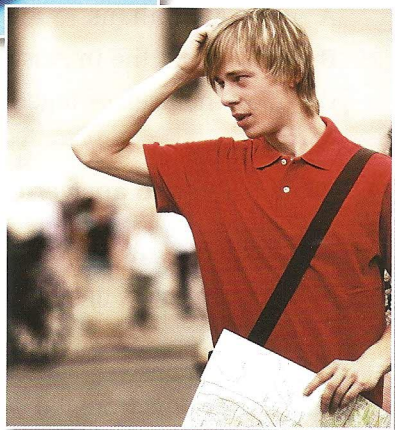
Reading Section 1

Exam information

- Reading Passage 1 is usually a factual text.
- You need to find specific information.
- It is usually easier than the other parts, so it's a good idea to do it first.

1 Work in small groups. Look at the list of things people do when they live or study in a different country. Which do you think are quite easy and which are more difficult? Why?

- eating different food
- understanding people
- getting to know local people
- using public transport
- missing family and friends
- obtaining the correct papers



2 You are going to read a passage about culture shock. Read the title of the passage and the subheading in *italics*. What do you think *culture shock* is?

3 Read the whole passage quickly. Which stage of culture shock seems to be the most uncomfortable?

Australian culture and culture shock

by Anna Jones and Xuan Quach

Sometimes work, study or a sense of adventure take us out of our familiar surroundings to go and live in a different culture. The experience can be difficult, even shocking.

Almost everyone who studies, lives or works abroad has problems adjusting to a new culture. This response is commonly referred to as 'culture shock'. Culture shock can be defined as 'the physical and emotional discomfort a person experiences when entering a culture different from their own' (Weaver, 1993).

For people moving to Australia, Price (2001) has identified certain values which may give rise to culture shock. Firstly, he argues that Australians place a high value on independence and personal choice. This means that a teacher or course tutor will not tell students what to do, but will give them a number of options and suggest they work out which one is the best in their circumstances. It also means that they are expected to take action if something goes wrong and seek out resources and support for themselves.

Australians are also prepared to accept a range of opinions rather than believing there is one truth. This means that in an educational setting, students will be expected to form their own opinions and defend the reasons for that point of view and the evidence for it.

Price also comments that Australians are uncomfortable with differences in status and hence idealise the idea of treating everyone equally. An illustration of this is that most adult Australians call each other by their first names. This concern with equality means that Australians are uncomfortable taking anything too seriously and are even ready to joke about themselves.

Australians believe that life should have a balance between work and leisure time. As a consequence, some students may be critical of others who they perceive as doing nothing but study.

Australian notions of privacy mean that areas such as financial matters, appearance and relationships are only discussed with close friends. While people may volunteer such information, they may resent someone actually asking them unless the friendship is firmly established. Even then, it is considered very impolite to ask someone what they earn. With older people, it is also rude

to ask how old they are, why they are not married or why they do not have children. It is also impolite to ask people how much they have paid for something, unless there is a very good reason for asking.

Kohls (1996) describes culture shock as a process of change marked by four basic stages. During the first stage, the new arrival is excited to be in a new place, so this is often referred to as the "honeymoon" stage. Like a tourist, they are intrigued by all the new sights and sounds, new smells and tastes of their surroundings. They may have some problems, but usually they accept them as just part of the novelty. At this point, it is the similarities that stand out, and it seems to the newcomer that people everywhere and their way of life are very much alike. This period of euphoria may last from a couple of weeks to a month, but the letdown is inevitable.

During the second stage, known as the 'rejection' stage, the newcomer starts to experience difficulties due to the differences between the new culture and the way they were accustomed to living. The initial enthusiasm turns into irritation, frustration, anger and depression, and these feelings may have the effect of people rejecting the new culture so that they notice only the things that cause them trouble, which they then complain about. In addition, they may feel homesick, bored, withdrawn and irritable during this period as well.

Fortunately, most people gradually learn to adapt to the new culture and move on to the third stage, known as 'adjustment and reorientation'. During this stage a transition occurs to a new optimistic attitude. As the newcomer begins to understand more of the new culture, they are able to interpret some of the subtle cultural clues which passed by unnoticed earlier. Now things make more sense and the culture seems more familiar. As a result, they begin to develop problem-solving skills, and feelings of disorientation and anxiety no longer affect them.

In Kohls's model, in the fourth stage, newcomers undergo a process of adaptation. They have settled into the new culture, and this results in a feeling of direction and self-confidence. They have accepted the new food, drinks, habits and customs and may even find themselves enjoying some of the very customs that bothered them so much previously. In addition, they realise that the new culture has good and bad things to offer and that no way is really better than another, just different.

adapted from *Intercultural Communication for Students in the Faculty of Economics and Commerce*, University of Melbourne

4 Read the paragraph in blue in the passage and say which of these statements is TRUE, which is FALSE and which is NOT GIVEN.

- 1 Culture shock affects most people who spend time living in another country.
- 2 Culture shock affects certain types of people more quickly than others.
- 3 Culture shock only affects how people feel.

5 Use the underlined words in Questions 1–6 below to find the relevant part of the passage. Then read those parts of the passage carefully to answer the questions.

Questions 1–6

Do the following statements agree with the information given in the reading passage?

Write

TRUE *if the statement agrees with the information*

FALSE *if the statement contradicts the information*

NOT GIVEN *if there is no information on this*

- 1 Australian teachers will suggest alternatives to students rather than offer one solution.
- 2 In Australia, teachers will show interest in students' personal circumstances.
- 3 Australians use people's first names so that everyone feels their status is similar.
- 4 Students who study all the time may receive positive comments from their colleagues.
- 5 It is acceptable to discuss financial issues with people you do not know well.
- 6 Younger Australians tend to be friendlier than older Australians.

Exam advice True / False / Not Given

- If the passage expresses the same information, write TRUE.
- If the passage expresses the opposite information, write FALSE.
- If the passage does not include the information expressed in the question, write NOT GIVEN.

6 Work in pairs. Look at Questions 7–13 below.

- Will you need to read the whole passage again to answer the questions?
- What type of word(s) (noun, adjective, verb) do you need for each gap?
- What type of information do you need for each gap?

Questions 7–13

Complete the table below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

THE STAGES OF CULTURE SHOCK

	name	newcomers' reaction to problems
Stage 1	7	They notice the 8 between different nationalities and cultures. They may experience this stage for up to 9
Stage 2	Rejection	They reject the new culture and lose the 10 they had at the beginning.
Stage 3	Adjustment and reorientation	They can understand some 11 which they had not previously observed. They learn 12 for dealing with difficulties.
Stage 4	13	They enjoy some of the customs that annoyed them before.

7 Now read the relevant sections of the passage and answer Questions 7–13.

8 Work in small groups.

- Have you ever lived or travelled abroad? If so, how did you feel about the different culture? Did you suffer from culture shock to start with?
- How is your culture similar to or different from Australian culture as described in the passage?

Exam advice Table completion

- Check how many words you are allowed to use.
- Use words exactly as they are spelled in the passage.
- Check that your answers are grammatically correct.

Vocabulary

Problem or trouble? Affect or effect?

- 1** IELTS candidates often confuse *problem/trouble* and *affect/effect*. Read these extracts from the *Cambridge Advanced Learner's Dictionary (CALD)* and the *Cambridge Learner's Dictionary (CLD)*. Then circle the correct word in sentences 1–4.

trouble or problem?

Problem means 'a situation that causes difficulties and that needs to be dealt with'. You can talk about **a problem** or **problems**.

*Tell me what the **problem** is.*

*He's having a few **problems** at work.*

Trouble means 'problems, difficulties or worries' and is used to talk about problems in a more general way. **Trouble** is almost always uncountable, so do not use the determiner **a** before it.

*We had some **trouble** while we were on holiday.*

affect or effect?

Affect is a verb which means 'to cause a change'.

*Pollution seriously **affects** the environment.*

Use the noun **effect** to talk about the change, reaction or result caused by something.

*Global warming is one of the **effects** of pollution.*

- They may have some problems / troubles, but usually they accept them.
- They notice only the things that cause them a *problem* / *trouble*.
- Feelings of disorientation and anxiety no longer *affect* / *effect* them.
- These feelings may have the *affect* / *effect* of people rejecting the new culture.

2 Five of these sentences contain a mistake made by IELTS candidates. Find and correct the mistakes.

- Many students' studies are ~~effected~~ by difficulties with language. *affected*
- Overseas students have accommodation problems.
- Modern lifestyles have an affect on our health.
- Other countries effect our customs.
- Immigrants have an affect on the local economy.
- Most children can deal with their own troubles.

Speaking Part 1

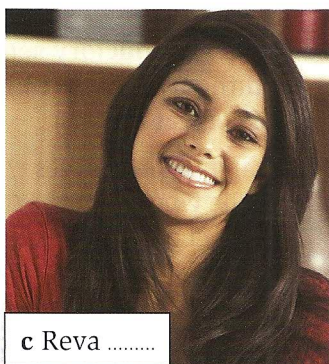
Exam information

- The examiner asks you about yourself, your home, work, studies and other topics.
- This part lasts between four and five minutes.

- 1** **03** Listen to four IELTS candidates – Svetlana, Huan, Reva and Mateusz – each answering one of the questions below. Which question does each candidate answer?



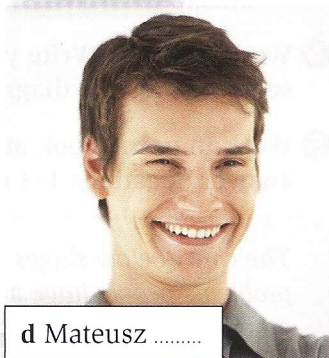
a Svetlana ...3...



c Reva



b Huan



d Mateusz

- Can you tell me a little bit about your home town / where you are from?
- How long have you been living here/there?
- What do you like about living here/there?
- Is there anything you find difficult about living here/there?
- How do you get to school/college/work?
- Tell me a little bit about what you study.
- What do you like about your studies? Is there anything you dislike?
- Have you travelled to another country? (Which one?)
- Do you enjoy travelling? Why? / Why not?
- What's your favourite form of travel? Why?

- 2** Work in pairs. Which of these statements are good things to do in Speaking Part 1? Tick (✓) the boxes.

- Answer each question as briefly as possible in two or three words. ☐
- Give reasons for your answers. ☐
- Offer extra details. ☐
- Sound interested in what you are saying. ☐
- Repeat the exact words of the question. ☐
- Speak clearly so that the examiner can hear you easily. ☐

- 3** **03** Listen to the four candidates again. Which of the things in Exercise 2 do they all do?

▶ Pronunciation: *Sentence stress 1*

- 4** Think about how you would answer questions 1–10 in Exercise 1 and write notes.

Example: Moscow, large city, western Russia

- 5** Work in pairs. Take turns to interview each other using the questions in Exercise 1.

Exam advice Speaking Part 1

- Give reasons for your answers.
- Offer extra details.
- Use your own words when possible.

Pronunciation

Sentence stress 1

You should put the stress on the words you think give the most important information. When you answer a question, you normally stress the words which give the answer.

- 1** **04** Read and listen to these extracts from the four candidates' answers in Speaking Part 1. Underline the stressed words in each extract.

- Well, I think the people here are very friendly and I've made a lot of new friends.
- Well, I'm not too keen on flying because you spend too long at airports.
- I find it hard being away from my family and not seeing my friends.
- I've been here since I came to university, so for about two years.

- 2** Work in pairs. Take turns to read the candidates' answers in Exercise 1.

Reflective Writing

Academic learning is not simply acquiring new knowledge; it also involves developing skills and new ways of thinking. Reflective writing asks students to think critically about the course and themselves as learners.

You may be asked to reflect on an experience, such as a field trip, on specific aspects of a task, such as how you chose a topic, or on your course as a whole. The writing may

be a task on its own or a final section to an assignment such as a research report. You will need to show evidence that you are developing relevant skills and attitudes, that you can question your initial assumptions, and that you can connect theory and practice. You do this by reflecting on how a particular theory relates to your personal experience of an event or a situation.

Connecting theory to practice

Give a reference to a key academic related to your course. This demonstrates an awareness of the important writers/researchers in your field. (L3–6) Connect what you have read to what you have personally experienced. (L6–12)

The three abstract nouns listed preview the structure of the text. (L7–9)

Internal changes

The writer admits a previous mistaken belief—if you feel you have changed your thinking about a topic, include this. (L13–17)

Give concrete examples—if you generalize, have some examples for clarification.

The writer summarizes the lesson learnt by making a generalization. (L21–23)

External evidence

Give specific examples to back up your claims. Even if this event is negative, it is effective to show how you have learnt from the problem. (L29–36)

Learning from failure

This paragraph shows self-awareness. You do not need to have completely gained a skill—it is usually enough to reflect on how you are changing, and admit to weaknesses that you are working on.

The Impact of the Introduction to Stage Two Counselling Skills on my Personal Development

Carl Rogers argued that becoming a counsellor is **not just** the acquiring of a set of skills, **but** is a way of being; ⁵ utilizing the three core conditions is a key aspect of this (Sanders, 2002: 67). Since embarking on the Introduction to Counselling Skills course, I have been made aware of Rogers' core conditions of genuineness, empathy and acceptance. **I believe** I possessed elements of these ¹⁰ unknowingly; however, becoming conscious of them **has enabled me** to incorporate them into my being and to develop personally.

The Counselling Skills course **has taught me** the importance of listening to others attentively. **I thought** ¹⁵ that this was a skill I always held. However, on reflection, **I noticed** that I would often be preoccupied with other endeavours, such as watching television or sending a text. Recently, **I have made a conscious effort** to give my full attention to conversations and **I have begun** to notice ²⁰ when others do not offer me **the same courtesy**. This is sometimes hurtful. Listening to people and showing my interest and genuineness is a valuable skill to have and one that makes other people feel appreciated.

This course **has also taught me** **the difference between** ²⁵ 'knowing' how people feel and understanding how people may feel from their perspective. I have learnt that it is impossible to know exactly how someone else feels and to say that one does may distract attention away from their problem. For example, my course friends and I **have found** ³⁰ the first term back at university stressful and we frequently share our feelings about this. **I am often tempted** to tell them 'I know exactly how you feel'. However, **I am now more considered** in my response and rephrase this to something like 'I understand how you must be feeling'. ³⁵ This validates what the others have said whilst letting them know I appreciate their views.

I have also learnt **the difference between** empathizing and sympathizing; this **is extremely beneficial to me**. **I am a person that** can get caught up in other people's difficulties; ⁴⁰ this is neither helpful nor supportive. **Much better** is to empathize and remain objective as this is both helpful and supportive and may enable the other person to progress.

Comparing past with present

Compare present feelings/skills with earlier ones.

Show awareness of relevant literature. Reflective writing that is assessed should have a balance of academic rigour and personal reflection. (L45–47)

Make reference to the words of your assignment task in your conclusion. (L60–63)

Look to the future too—what changes in yourself or the situation do you expect to see?

During the course, I have learnt that before you can understand others you must first understand yourself.

45 Sutton and Stewart (2002: 20) argue that by gaining self-awareness our chances of becoming genuine and empathic increase. This course has provided me with an opportunity to reflect on my own thoughts and my belief system. As a result of this, I am becoming more

50 aware of my prejudices and values and have learnt that, in order to develop an empathic understanding, I need to try to suspend these so I can give a non-judgemental and respectful response. I am much more aware of how this challenges me personally. I would

55 find it difficult to deal with racist, sexist or prejudiced people as this opposes how I have been brought up to think. However, I now understand that other people may have been brought up with a different belief system. As a result of the course, I feel more capable

60 of being less judgemental. Looking inward is the biggest and perhaps most difficult element of the Counselling Skills module, but the one which has been most beneficial to my personal development.

Use the personal pronouns 'I' and 'me' to make personal claims.

The present perfect tense and the present continuous tense express an unfinished, ongoing process.

Words and phrases to compare and contrast.

Preparing to write

- Read the assignment brief carefully. What exactly do you need to reflect on?
- Make notes on academic sources that might be useful—choose a good quotation or write a summarizing statement.
- List events, key incidents, or examples that will support your case.
- Compose a draft, writing freely. Start by describing events, problems and outcomes, but aim at giving reasons and interpreting, eventually putting these events, problems and outcomes into a broader perspective. Can you identify where learning has taken place? Can you see these issues from another perspective?
- Look for themes in your draft and rearrange your writing around topics. Can you link these topics back to literature in the field? How would you do things differently in future?
- Give your writing an introduction that previews your themes and shows awareness of the academic context. You may find it easiest to write your introduction last.
- You can use the following outline to structure your reflective writing. Use this sequence or vary it as necessary.

Connecting theory to practice

1. Set out the general framework, using a quotation if relevant.
2. Connect the theory to your experience.

External evidence

1. Describe the specific event or aspect you wish to focus on.
2. Connect specific events or aspects to your course or a given theory.

Internal changes

1. Explore the reasons for your feelings and behaviour, or for those of others.
2. Describe any changes that have taken place in your thinking.

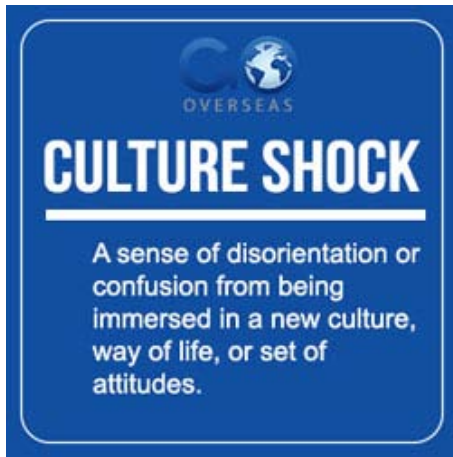
Learning from failure

1. Admit to problems, if appropriate.
2. Interpret the situation in the light of your given framework.

Comparing past with present and future

1. Compare your past thinking with your present thinking.
 2. Consider the implications for the future.
 3. Conclude your reflection with reference to the task brief and your future plans.
- ➡ For useful language for reflective writing, see the Language Bank at **reflective**.

THE CULTURE SHOCK CURVE



Culture shock is a real thing. People experience it in different ways with varying degrees of severity. The time it takes to adjust is also different for everyone. I hardly noticed the culture shock when I first arrived in Italy to study because I was surrounded by so much familiarity in the midst of all of the differences. However, when I decided to stay in Italy with only one friend and my boyfriend, everything changed and I experienced an array of feelings that spanned enthusiasm to suicidal depression and isolation.

When I'm in Italy, 90% of the year I miss parts of the United States. I miss my friends, my family, efficiency, and things like day-care for dogs. The other 10% of the time that I'm in the United States I miss Italy. I miss the food, the long walks through winding streets, I miss being able to take my dog with us to hang out socially, cheap wine, and grocery stores that carry fresh food.

There is no real solution. Being an expat is accepting that something is always missing, nothing ever feels complete. You'd think that you could just pop back and forth to have everything but reverse culture shock is a very real thing too that can be even more of a shock than normal culture shock that one experiences when moving to a foreign land.

When you leave the homeland for years you never quite feel "at home" ever again because home is more than one place now. In the US, I miss the places that I met my husband and our memories together. I miss the calm lifestyle, wine outside on the patio with Oliver, the dog, tangled under our feet. I miss the smell of Florence and the irritating sound of loud Italian women talking about how stupid their husbands are in the street. In Italy I miss sounding intelligent. I miss talking about Life with the command of language available to me only in my native tongue. I miss sarcasm and irony, which are uncommon in Italian culture.

When I come back to the United States, time has passed, my friends' children are older, I've changed, they've changed, and while I have the most amazing friends in the world, it still takes a minute for us to get over how weird it is that I'm sitting in front of them in person and not on Skype. In the US, I forget that I can pick up a phone and call people, so I never do it. I feel panicked in massive grocery stores, I try to bag my own groceries, and when people speak to me with an accent of any kind for reasons I can't understand my brain tells me to switch to Italian. "Can I help you ma'am?" "Si, aspetta...vorrei..." (a new brain !). What the hell is wrong with me!?

I've yet to find a solution to this problem. Maybe it's easier if you do a 6 month split between countries? Maybe I just don't Skype home enough? Maybe my friends don't visit me in Italy enough. It's hard to say. What I do know is that when you move abroad you're getting so many amazing, new experiences. You're growing, and changing, and seeing incredible things. Yet, every day for at least a little while you'll miss your childhood friends, the ones who understand you and don't think it's weird that you hate cooking, swear like a truck driver, and treat your dog like a human toddler ("Back off ! I like my dog, okay!"). You might miss the humour that is native to your tongue (and humour is completely cultural, it differs hugely from place to place). You might miss pop culture references, like when I tell my husband that he dances like the 80's cartoon version of Optimus Prime and he stares blankly at me and says, "What's the hell is that?" Is it worth it, then, to be always missing something? I'm not sure. It's just my reality now.



Culture shock

When you leave home to travel to your new country, you naturally take your own personality and cultural ways with you. When you arrive in a new country with a different culture you can experience a wide variety of feelings and reactions. For example, you may feel confused, nervous, irritable, uncertain and dependent on others. If you experience these things, then you probably have **culture shock**.

Culture shock is a normal reaction and most people experience it in one way or another upon their arrival in Australia. Remember, many Australians were born overseas. These Australians come from approximately 200 countries around the world. You are not the first newcomer and you are not alone.

Coping with culture shock requires a special effort, but it is important to remember that you are not alone in your feeling of distress. Most people in their first weeks and months in a new country experience similar reactions – it is a normal response to a drastic change in your physical, social and cultural environment.

Usually there are four phases of culture shock. By understanding them, you will be able to better manage your feelings and experiences.

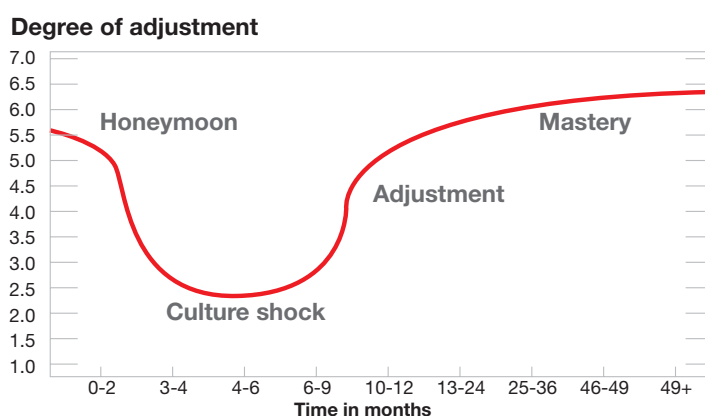
Phase 1: Honeymoon (euphoria): Upon arrival in Australia you may have high hopes and great expectations. Everything is fascinating and exciting to you.

Phase 2: Culture shock/crisis (frustration): You are absorbed in many practical problems, such as finding housing and employment or enrolling in language classes. Feelings may include disappointment, frustration, embarrassment, fear, anger, guilt, nostalgia, irritability or depression. You may also suffer from sleeplessness, fatigue, loss of appetite and apathy.

Phase 3: Adjustment (recovery): You start feeling more in control as your English improves and you have more experience in Australia. You may still have some uncertainty and self-doubt. Your expectations are not easily met.

Phase 4: Mastery (biculturalism): A routine has been established. You have become more accustomed to the language, habits, customs, food and people of your new country. You feel more comfortable and accept Australia as your home. It may take five years or more to get to this stage. Be patient and remember you are not alone.

U-Curve Model of Adjusting to a Foreign Culture



Everyone can be proud of and comfortable with their own cultural background. With an open mind and awareness you can learn to respect and appreciate Australian society as well as share your culture with Australians. Below is a list of suggestions for ways of coping with your new situation.

Listen, observe and keep an open mind

You may be unfamiliar with the social rules in Australia. Try to listen carefully to what people say and observe their body language. You will learn how to communicate both verbally and non-verbally in appropriate ways.

Ask questions

Ask yourself if the behaviour you are seeing makes sense in the Australian culture, even if it seems strange or wrong to you. If you see or experience something you do not understand, remember, it may be because you did not have enough information. Ask questions of someone you trust. Your caseworker will often be able to help, or they can refer you to someone who can.

Keep your sense of humour

It is likely that you will make mistakes as you explore your new culture. If you are able to laugh at some of these mistakes it will help you learn, adapt and enjoy the overall experience.

Anxiety and frustration

Learning to function effectively in a new culture is not easy. Meanings in cross-cultural situations may sometimes be unclear. In these situations, it is natural to feel anxious and frustrated. If you recognise that these feelings are a normal part of the resettlement experience, you might be able to deal with them better.

Become involved in your community

There is great value in experiencing and understanding a new way of life in a different culture. Try to make an effort to meet people and get involved in your community. This will help you learn about Australia and share your culture with Australians. Get out, volunteer and keep busy with community activities.

Participate in activities that build your hopes for a better future

Try to look at the initial period as just one phase of your life – the beginning of your hopes for a better future. Attend language classes. These classes provide more than just language; they provide access to your community and improve self-esteem.

Do something special for yourself regularly

Get some exercise. Get out and go for a walk, run or ride a bike. Meet with friends. Take up an old hobby or start doing something you have always wanted to try but haven't had the opportunity to do, for example, planting a vegetable garden, learn to play a musical instrument, paint or learn to play a sport.



WRITING TASK

Now write a reflective essay on your own experience of culture shock. You can refer to the extract taken from Jones & Quach (2017) and any other sources you consider relevant. Don't forget to provide a full list of references and put citations in the text.

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AN ACADEMIC ARTICLE WITH APPROPRIATE REFERENCES AND CITATIONS

‘Culture Shock: Challenges for International Students’

- **May 2024**
- **International Journal of Health Engineering and Technology 3 (1)**

Authors: Eko Mulyadi, Dian Permatasari & Domingos Soares.

ABSTRACT

In the globalized landscape of higher education, the number of students seeking academic opportunities abroad has surged. This literature review investigates the cultural shock experienced by international students, examining its scale and impact globally and within Asia. The method used the PRISMA checklist and flowchart for selection and review of journals, consisting of three stages: identification from databases (n = 3,874,770), screening (n = 157), and inclusion (n = 10). Additionally, information was sought from books, dissertations, unpublished materials, and personal experiences as a teacher of international students. The review identified three themes regarding cultural shock. The first theme, Cultural Shock Syndromes, reveals that students generally experience homesickness, a desire to escape their new environment, and distress. The second theme, Aspects of Culture Shock Experienced by Students, includes language barriers, daily schedules, non-verbal communication, homesickness, loneliness, seasons and weather, and food. The third theme, Effects of Culture Shock on Students' Lives during their Studies, focuses on academic performance, social integration, and overall well-being. The conclusion is that cultural shock significantly affects international students as they navigate new academic and social environments, encompassing challenges such as homesickness, social exclusion, identity confusion, and cultural dissonance. These factors collectively contribute to heightened stress and anxiety, negatively impacting students' academic performance and overall well-being. Understanding the specific complaints and challenges associated with cultural shock highlights the critical need for comprehensive support systems.

Keywords: Cultural, Academic, Shock, Student, International

INTRODUCTION

In the increasingly globalized landscape of higher education, the number of students seeking academic opportunities abroad has surged dramatically (Anjalin et al., 2017). This trend has brought to light the significant issue of cultural shock, a common experience among international students who must adjust to new cultural and academic environments. Cultural shock encompasses the feelings of disorientation, anxiety, and stress that arise when students encounter unfamiliar cultural norms, languages, and social behaviors in their host countries.

The prevalence of cultural shock is a global phenomenon, affecting international students across continents. Studies indicate that this issue is particularly pronounced in Asia, where cultural differences can be stark for students coming from Western countries or other distinct cultural backgrounds. The scale of cultural shock experienced by students varies, but its impact on their psychological well-being and academic performance is universally acknowledged (Elliot, 2023).

Cultural shock typically unfolds in several stages, beginning with the initial honeymoon phase where the new environment seems exciting and fascinating. This is followed by the crisis phase, characterized by frustration and confusion as students confront the realities of their new cultural setting. Subsequent stages include adjustment, where coping mechanisms develop, and finally, adaptation, where students begin to feel more comfortable and integrated into their new surroundings. Key causes of cultural shock include language barriers, differences in educational systems, social customs, and daily living conditions (Ernofalina, 2017).

Addressing cultural shock requires a multifaceted approach. Solutions range from pre-departure orientation and language training to ongoing support services such as counseling, peer mentoring, and cultural exchange programs.

Higher education institutions play a crucial role in facilitating these interventions, helping students to navigate their new environments and ultimately achieve academic success.

This literature review focuses on cultural shock experienced by international students, examining the scale and impact of this phenomenon globally and within Asia.

RESEARCH METHODS

This article conducted a review of English-language articles to find full-text journal, using keywords "cultural shock," "academic shock," and "student." This review spans the period from 2003 to 2023 and examines the databases Google Scholar, PubMed and ScienceDirect, using the PRISMA checklist and PRISMA flowchart for the selection and review of journals.

The literature review process consists of three stages. The first stage is identification from databases (n = 3,874,770), comprising several online databases including Google Scholar, ScienceDirect, and PubMed. The second stage is screening, where journals are screened, excluded, and retrieved, resulting in 157 eligible reports. The third stage is inclusion, where from the 157 eligible reports, further exclusions are made by removing reports that are non-full-text, non-open access, and lack substantive studies, resulting in 10 journals being reviewed.

Additionally, we sought information from books, dissertations, unpublished materials, and the personal experiences of teachers of international students.

RESULTS AND DISCUSSION

Cultural Shock Syndromes

Cultural shock is a widely recognized phenomenon that international students often experience as they transition to new academic and social environments. This process involves significant psychological and emotional adjustments as students encounter and adapt to unfamiliar cultural norms, languages, and social behaviours.

The Complaints Associated with Cultural Shock:

Students frequently report intense feelings of homesickness, expressing a profound longing for family and friends back home. This sense of isolation can exacerbate feelings of loneliness and alienation in the new environment. Many students feel that they are not fully accepted by the local population. This perceived social exclusion can hinder their ability to integrate and feel a sense of belonging in the host culture, leading to further emotional distress. Some students express a strong desire to escape from their new environment. This indicates a high level of distress and discomfort, often stemming from the cumulative stress of cultural differences and adaptation challenges.

The process of adapting to a new culture can lead to confusion about one's role and identity. Students may struggle to reconcile their own cultural identity with the expectations and norms of the host culture, causing significant internal conflict and confusion. Students often encounter practices or behaviors in the new culture that they find shocking or offensive. These reactions can be rooted in deep-seated cultural differences and can lead to feelings of repulsion or cultural dissonance. The challenges of navigating a new cultural landscape can leave students feeling helpless or powerless.

The inability to effectively cope with and adapt to these new conditions can result in significant stress and anxiety, impacting their overall well-being and academic performance. Understanding these specific complaints provides valuable insight into the multifaceted nature of cultural shock. It highlights the importance of providing comprehensive support systems, including counseling, peer mentoring, and cultural orientation programs, to help international students manage and overcome these challenges effectively (Saylag, 2014).

Aspects of Culture Shock Experienced by Students

Cultural shock encompasses various dimensions that affect international students' adaptation to their new environment. These aspects include language barriers, daily schedules, non-verbal communication, homesickness and loneliness, seasons and weather, and food. Each of these factors can significantly impact the students' psychological well-being and academic performance.

Language proficiency is a critical factor in the cultural adjustment process. Many international students encounter difficulties understanding and using the local language, which can impede their academic progress and social interactions. These challenges often manifest in classroom settings where students struggle to follow lectures, participate in discussions, and comprehend academic materials. Outside the classroom, language barriers can lead to miscommunication and social isolation, exacerbating feelings of anxiety and frustration.

Adjusting to a new daily schedule can be a significant source of stress for international students. Academic timetables, study routines, and daily activities may differ markedly from what they are accustomed to in their home countries. For instance, variations in class timings, the structure of the academic year, and expectations for independent study can disrupt students' accustomed routines and require considerable adaptation. This disruption can lead to difficulties in time management and increased stress levels.

Non-verbal communication varies significantly across cultures, and international students often find it challenging to interpret and respond to these cues correctly. Gestures, facial expressions, eye contact, and body language that are common in one culture may have different meanings in another. Misinterpretations can lead to misunderstandings and social awkwardness, making it harder for students to form connections and integrate into the local community (Elliot, 2023).

Homesickness is a common experience among international students, characterized by a deep sense of longing for home, family, and familiar surroundings. This emotional state can be intensified by loneliness, especially if students find it difficult to make friends or build a support network in the new environment. Persistent homesickness and loneliness can lead to depression, anxiety, and a decreased ability to cope with academic and social challenges (Sirin et al., 2019).

The climate of the host country can significantly affect international students' comfort and well-being. Students coming from tropical or temperate climates may struggle to adapt to extreme cold or heat, seasonal changes, and different weather patterns. These environmental factors can influence their mood, energy levels, and overall health. Seasonal affective disorder (SAD), for example, can occur in students unaccustomed to long winters with limited daylight (Lefsdahl-Davis & Perrone-McGovern, 2015).

Food is a crucial aspect of cultural adjustment, and changes in diet can be particularly challenging for international students. Differences in cuisine, eating habits, and meal schedules can affect students' nutritional intake and health. Students may find it difficult to find familiar foods or adapt to new dietary practices, leading to issues such as digestive problems or nutritional deficiencies. Moreover, the emotional comfort associated with familiar foods can be lost, contributing to feelings of homesickness (Ernofalina, 2017).

Effects of Culture Shock on Students' Lives during their Studies

Cultural shock can have profound and multifaceted effects on international students' academic and social lives. These effects can hinder their academic performance, social integration, and overall well-being. Below are detailed explanations of how culture shock impacts various aspects of students' lives.

Cultural shock often leads to a lack of confidence in class participation. Students may feel intimidated by unfamiliar teaching styles, language barriers, and different classroom dynamics. This can result in reduced engagement, reluctance to ask questions, and a passive learning attitude. Over time, this lack of participation can hinder their understanding of the material and negatively impact on their academic performance (Schein, 2015).

Interacting with lecturers can be daunting for international students experiencing culture shock. Differences in educational culture, such as the level of formality and expectations in student-lecturer relationships, can create uncertainty and anxiety. Students might avoid seeking help or clarification, leading to misunderstandings and missed opportunities for academic support. Culture shock can cause significant confusion in understanding and completing academic assignments. Differences in academic expectations, citation styles, and writing conventions can bewilder students. They may struggle to grasp the nuances of assignment guidelines and the standards for academic integrity, which can lead to unintentional plagiarism or poor-quality work (Furnham, 2010).

Adjusting to a new academic schedule and the stress of culture shock can impair students' ability to manage their time effectively. This can result in missed deadlines and the submission of incomplete or substandard work. The pressure of adapting to a new academic system can also exacerbate procrastination and time management issues.

The cumulative effect of the challenges associated with culture shock often leads to unsatisfying academic results. Difficulty in understanding course material, reluctance to seek help, and time management problems can all contribute to lower grades. Poor academic performance can further diminish students' confidence and motivation, creating a cycle of academic struggle (Pacheco, 2020).

Social interactions with host nationals can be particularly challenging for students experiencing culture shock. Language barriers, fear of making cultural faux pas, and unfamiliarity with social norms can reduce students' confidence in engaging with locals. This can lead to social isolation and missed opportunities for cultural exchange and support (Belford, 2017).

Frustration with the challenges of adapting to a new culture can sometimes manifest as criticism of the host people and their customs (Mehra, 2023). This critical attitude can further isolate students from their peers and hinder their ability to integrate into the local community. It can also perpetuate negative stereotypes and cultural misunderstandings (Jackson, 2015).

To cope with the stress of cultural adjustment, international students often gravitate towards fellow nationals. While this can provide a sense of comfort and support, it may also limit their exposure to the host culture and language, slowing their overall adaptation process. This tendency can create insular social circles, reducing opportunities for broader cultural engagement (Behl et al., 2017). The stress associated with culture shock can manifest in various physical disorders.

Symptoms such as headaches, gastrointestinal issues, sleep disturbance, and changes in appetite are common. The physical toll of stress can further impact students' ability to perform academically and socially (Qun et al., 2018).

Culture shock can lead to pervasive feelings of insecurity, suspicion, worries, and frustration. Students may constantly worry about their academic performance, social interactions, and future prospects. This heightened anxiety can create a sense of insecurity and suspicion towards others, including peers and educators, undermining their mental health and overall well-being (Shieh, 2014).

CONCLUSION

Cultural shock is a multifaceted phenomenon that significantly affects international students as they navigate new academic and social environments. The psychological and emotional adjustments required during this transition are substantial, encompassing challenges such as homesickness, social exclusion, identity confusion, and cultural dissonance. These factors collectively contribute to heightened stress and anxiety, which can negatively impact students' academic performance and overall well-being. Understanding the specific complaints and challenges associated with cultural shock highlights the critical need for comprehensive support systems.

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