

**Utilizing SEL and Culturally Responsive Teaching to Remediate Culture Shock
Experienced by ELLs**

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Abstract

Culture shock is a common yet unavoidable phenomenon where a student may feel displaced when entering a new cultural environment that differs from their own. Culture shock can affect the social, emotional, and academic well-being of ELL students. Since each student is unique in their culture, experiences, and learning, they can experience culture shock differently. Educators must become knowledgeable about the signs and behaviors exhibited by ELL students at each stage of culture shock. This project examines the four stages of culture shock, the signs and behaviors of students experiencing culture shock, the effects of culture shock, and potential methodologies to incorporate to remediate the issue. Teachers and educators in Smithtown Central School District will learn about how to support ELL students who experience culture shock in professional development (PD). During the PD, participants will have the opportunity to reflect on their current practices, collaborate, gain the diverse perspectives and methodologies of their colleagues, and reflect on their newfound understanding of culture shock. Further research will be needed to fully understand how culture shock can affect students of all age groups and levels of English language proficiency.

Keywords: Culture shock, English Language Learner (ELL), social-emotional learning (SEL), culturally responsive teaching (CRT)

Chapter 1: Introduction

Jose, a former ELL student from my classroom, was excited about starting his new life in America with his father. He had always dreamed of living the American dream and seizing the opportunities in life that were not available to him back in El Salvador. However, on his first day of school, Jose struggled to keep up with his studies and peers in class. The lessons and discussions in class were all conducted in English, and it was very difficult for Jose to understand what was going on in class and to build relationships in the classroom. That is, his communication with his fellow peers and teachers was challenging. Jose also struggled with trying to fit into the local norms of the classroom and community. Jose would second guess his actions and express how he missed his mother and family back in El Salvador. Overall, Jose felt discouraged, disoriented, and isolated at the beginning of his school life in America.

Jose's academic, social, and emotional struggles suggest he experienced culture shock, defined as "a process that someone goes through as he or she is experiencing a new, unfamiliar situation or environment that requires developing new modes of symbolic representation and new perspectives on self, others, and the environment" (Cupsa, 2018, p.185). According to Akarowhe (2018), "One of the most common causes of culture shock involves individuals in a foreign environment" (p. 306). However, each student is unique and will experience the effects of culture shock differently. Culture shock can arise from a student's unfamiliarity with the local customs, languages, and societal expectations of their new environment, and the frustration and disorientation of being confronted with values and beliefs that are different or even completely opposite to their own culture. As a result, culture shock can affect students socially, emotionally, and academically. Just as Jose struggled to communicate with his peers:

Due to culture shock, students tend to experience a defective communication [where they are unable] to utilize the present culture communication model [to relate with others or assimilate to the current language or mode of communication]. The implication of this will lead to communication gap and conflicting communication problems. (Akarowhe, 2018, p. 307)

Due to culture shock, students will be affected academically because it may be difficult for them to meet up to the standards and expectations of their new environments. Students may experience both internal and external conflicts as they adjust to their new surroundings. Some students will experience emotional imbalance as they develop and manage their frustrations, stress, depression, and emotions of homesickness, loneliness, anxiety, and loss of self-confidence. Some students may even act out in defiance and exhibit deviant behavior due to the frustrations of culture shock, such as “stealing, disobedience to authority, smoking, fighting, cultism, vandalizing of school properties, [and isolating themselves from their peers and teachers] (Akarowhe, 2018, p. 307).

For ELL students, culture shock is the cycle of adjusting and re-adjusting to a new way of life after moving to a new environment. For some students, the transition to a new lifestyle can take a short period of months to adjust. However, for others, the shift could take longer if they are having difficulties integrating into new surroundings. According to Xia (2020), ELL students go through four stages of culture shock upon arrival to a new environment. The four stages of culture shock are the honeymoon/euphoria stage, the frustration/rejection stage, the adjustment stage, and the adaptation/acceptance stage. Educators must become knowledgeable about the stages of culture shock so they may better accommodate the diverse needs of their students.

The first stage of culture shock is the honeymoon/euphoria stage, where students are thrilled and optimistic about their new environment. Students are excited and eager to explore their new surroundings and make new friends. However, after several days or weeks, the students transfer to the second stage of culture shock. The second stage of culture shock is the frustration/rejection stage. During this stage, the students begin to resent their new environment and become more aware of the hardships and differences between their home culture and their new culture. Students start to become irritable by the obstacles they must overcome to adapt to their new surroundings. Students may isolate themselves from their peers and appear tired and depressed. Some may even act out in frustration towards their teachers and peers, rejecting to acquire the new culture entirely, and "mentally, students may [find] those daily frustrations can add up to build into disillusionment easily. [Making this phase] the most difficult phase that may last up to 2-6 months" (Xia, 2020, p. 337).

The third stage of culture shock is the adjustment stage, where students are gradually adapting and beginning to understand and accept their new culture. Students begin to merge elements of their home culture with elements from their new culture so they may better understand the world around them. Students start to participate and converse more with their peers and create a balance between the two cultures. "The most important thing is to be familiar with mutual culture, to be able to identify with two-side culture and integrate into one consequently" (Xia, 2020, p. 337). The adjustment stage can last about 6 -12 months. The final stage of culture shock is the adaptation/acceptance stage. This is where students have successfully integrated between both cultures and have become more confident and comfortable in their new surroundings.

Thus, the capstone project will emphasize how culture shock affects ELL students' social, emotional, and academic growth. In Chapter 2, I will review the literature on culture shock and possible methodologies to remediate the issue including social-emotional learning competencies and activities and Culturally Responsive Teaching. In Chapter 3, I will describe elements of the professional development on culture shock and remedies. Chapter 4 will conclude with research recommendations and implications for teaching and learning.

Chapter 2: Literature Review

Culture shock is a common yet inevitable phenomenon where a student may feel displaced when entering a new cultural environment that differs from their own. Each student experiences culture shock differently. For educators to support ELL students, they must become aware of the stages: the honeymoon/euphoria stage, the frustration/rejection stage, the adjustment stage, and the adaptation/acceptance stage (Xia, 2020). Below I will present each of these stages. Next, I will discuss the causes and effects of culture shock followed by the remedies for these effects. Then, I will explain how social and emotional learning and culturally relevant teaching approaches can combat culture shock.

Stages of Culture Shock

Honeymoon/Euphoria Stage

When students move to a new cultural setting, the first stage of culture shock they experience is the honeymoon/euphoria stage. During this stage, students are excited and curious about the new adventures and possibilities they will experience. Students are enthusiastic about making new friends and exploring their new environment. Cupsa (2018) refers to this stage as "the rising stage [where people can] experience [a sense of] hope that something will become possible, such as moving from what might have been just a dream or wish for a better situation [or] a life that is better" (p. 186). However, the circumstances differ for someone who was forced to leave their home country due to violence, war, and other dangerous situations. During this stage, refugee students may experience a sense of loss, disorientation, and anxiety with a sudden change in their environment and lifestyle. According to the United Nations High Commissioners for Refugees (2022):

The total number of people worldwide who were forced to flee their homes due to conflicts, violence, fear of persecution and human rights violations was 89.3 million. This means 1 in every 78 people on earth has been forced to flee (p. 1).

Students that are compelled into this situation may feel limited in coping with their new circumstances and unprepared to adjust to a new culture. Students may feel overwhelmed because they are not "fully aware of how to behave (learn) in their new environments (particularly during the early periods)" (Kelly & Moogan, 2012, p. 37). Yet, they remain hopeful as they search for safety and strive to survive in their new surroundings.

Frustration/Rejection Stage

According to Xia (2020), the frustration/rejection stage is the most challenging for students because they begin to take notice of their daily frustrations and obstacles they must overcome to adjust to their new circumstances. During this stage, the students begin to sense the contrasts between their home culture and their new cultural environment. The students become disillusioned with the culture. Cupsa (2018) refers to this stage as "the fall [where students] experience more complex states of mind that are dominated by confusion and disorientation in relation to what is expected from others and what is expected of the individual, a sense of disconnection from one's surroundings" (p.187). Students begin to feel inferior to their peers and disconnected from the language and social cues of their locality. Bai & Wang (2022) described this disconnect of communication as "language shock, distress from disorientation which results from the inability to understand or communicate in the language of the host environment" (p. 2). This detachment leads to acts of defiance or withdrawal, isolating themselves from everyone and rejecting to accept the new culture entirely.

Adjustment Stage

The third stage of culture shock is the adjustment stage, where students are gradually acclimating and forming an understanding of their new culture. Cupsa (2018) labels this stage as "learning to walk again, [where students] are returning to his or her sense of identity while experiencing more direct contact with the host culture that forms the basis for developing new aspects of identity" (p. 188). During this stage, students have established a routine where they can quickly adjust and manage various tasks with ease and more confidence. Students start to feel "understanding and more tolerance of others and becomes more successful in communications with locals" (Xia, 2020, p. 337). Students begin to accept and blend aspects of their home culture with parts from their newly acquired culture so they may better comprehend their surroundings. Xia (2020) describes that students during this stage "begin to gradually change [their] behavior and thinking habits, further to understand the culture of the other side, and try to adapt to it, so as to effectively cooperate with people in that culture" (p. 337). Students start to partake more in conversations with their peers and create a balance between the two cultures.

Adaptation/Acceptance Stage

The fourth stage of culture shock is the adaptation/acceptance stage. During this stage, students have successfully blended between both cultures and have become more assured and acclimated to their new surroundings. Cupsa (2018) refers to this stage as "walking and juggling at the same time [because students have become] more skillful in learning how to balance more things in life: activities, family, work, and different aspects of the new culture [while forming a multicultural identity]" (pp.188-189). This is when students start to feel at home in their new cultural environments but still utilize elements of their home culture to make sense of everything around them. Students can "develop the ability to care empathetically in relationships with others

and to be warmer and more relaxed as a more balanced perspective about reality is constructed" (Cupsa, 2018, p.188). However, according to Xia (2020), students can experience a re-entry to culture shock when they return to their home cultures. For example, if an international student has adjusted to the expectations of their host culture, upon returning home they may have to re-adjust to the expectations of their home culture. Xia (2020) explains that "when [students] return home, they are surprised, even shocked by the enormous changes of [their]former environment, but still regard the experiences of studying abroad as very noble, [despite the challenges and difficulties they faced] (p. 338)". The re-entry of culture shock can last anywhere from a week to a few months. However, the circumstances and causes of culture shock are different for each student since each student is unique in their learning and adaptation.

Causes of Culture Shock

The causes of culture shock are vast and situational, depending on the student's unique encounters with elements of the new cultural environment that they deem challenging. For example, "one of the most common causes of culture shock involves individuals in a foreign environment" (Akarowhe, 2018, p. 306), where students are unfamiliar with the local customs, languages, and societal expectations of their new environment. According to Kelly & Moogan (2012), "Global mobility increases, the diversity of learners (cultural background, language, age, experience, country of domicile) present challenges to the learners" (p. 25). Academic adjustments for students can refer to language barriers, communication issues, or unfamiliarity with the education system of the new setting. "Socio-cultural adjustments" (Kelly & Moogan, 2012, p. 27) can refer to the experiences of intolerance and conflicting expectations and standards between the home and host cultures. Lastly, personal-psychological adjustments can refer to the mental health and emotions of students regarding isolation, homesickness, and loss of

self and confidence. Xia (2020) expresses that "language communication barriers, lifestyle differences, role switching, and ethnocentrism" are the causes of culture shock (p. 338).

An example of language communication barriers that can add to the frustration of ELL students could be double meanings of words or phrases and gestures that are different from one culture to another. This may cause some students to "fail to adapt to western culture" (Xia, 2020, p.338), which could cause more internal conflict with ELL students. Lifestyle differences can be another cause of culture shock since students are not accustomed to the lifestyles of their new setting or may even find their new cultural lifestyle to be contradicting their home cultures. Examples of this could be differences in law systems, transportation rules, and diet.

Role switching can be seen as another cause of culture shock because students can struggle with adjusting to their new roles in their new environment. An example of this could be not having opportunities available in their home cultures but being provided with more options in their new environment. Role switching can also refer to finding it difficult to cope with how their roles may have drastically changed, such as switching from being a strong student in one setting to a struggling student in a new setting. According to Xia (2020):

Ethnocentrism may be the fourth cause of culture shock which refers to [the comprehension]and measure [of] everything in other cultures according to the concepts and standards of their native culture, including people's behaviors, social customs, and conventions, management patterns and values. (p. 338)

Culture shock can also arise from the frustration and disorientation of being confronted with values and beliefs that are different or opposite to their own culture. The causes of culture shock are various and complex, yet each student experiences it differently, so educators must be knowledgeable about culture shock and its effects on students.

Effects of Culture Shock

When ELL students move into a new cultural environment that is unfamiliar or different from their own, it can lead to a plethora of detrimental effects on their academic, social, and emotional well-being. The effects of culture shock include students experiencing communication deficiencies, academic decline, conflicts, emotional balance, deviances, and withdrawal from peers. Since students are not adjusted to the expectations and behaviors of their new learning environment during the beginning of their transitional phase, “the conceptual demands of written work or the complexities across different assignments can preclude student transfer of skills and knowledge from one assignment to another” (Kelly & Moogan, 2012, p.37), preventing them from being able to hone their own skills and apply it to their new environments. Thus, leading to a decline in their academics. According to Akarowhe (2018), “Culture shock induces an adolescent lack of tolerance and patience in relation to peers and other fellow students” (p.307), which could later manifest into depression and behavioral disorders that will undoubtedly result in an emotional imbalance to their new surroundings.

Communication Deficiencies

Communication deficiencies are when students experience a communication gap or communicative problem due to the inability to use language or the modes of communication present in their local cultural environment. This is when students are incapable of communicating with their teachers and peers because they are unaware of the social and cultural cues to do so. Cupsa (2018) defines cues as "words, gestures, facial expressions, customs, or norms [that are] acquired by all of us in the course of growing up and are as much a part of our culture as the language we speak or the beliefs we accept" (p. 185). Communication is essential for building relationships and gaining a mutual understanding of the world through collaboration.

According to the interview conducted by Bai & Wang (2022); out of 22 students, 19 did not have the ability “to understand their Australian instructors and their fellow students” (p. 6). The students that struggled with communication deficiencies "neither ask questions nor participate in class discussions due to their lack of confidence in expressing themselves in English" (p. 6). If students are unable to grasp these social and cultural cues, they can become isolated from building necessary relationships to help develop their academic growth.

Academic Decline

Students’ culture shock contributes to their academic decline. Indeed, it will be challenging for students to reach the expectations and standards of their new learning environment without any prior preparation or guidelines. The finding by Akarowhe (2018) states that culture shock "dampens [students] academically given the scenario that as students move to a new environment (school) [they] are expected to learn new tips, make new friends, know about procedures of examinations" (p. 307). These scenarios will hinder the students’ academics and cause them to be ill-prepared and give up on their studies. Akarowhe (2018) states that the “government, parents, and school authorities should work together and conduct surveys and experiments to find the best method to cope with culture shock” (p.308). For example, Bai & Wang (2022) exemplified students with academic culture shock “was felt when students found themselves not having the knowledge and academic skills that are taken for granted [by students of the host culture], such as note-taking, use of software programs (Excel), finding course materials and resource materials, little knowledge of referencing norms, heavy workloads, strict assignment deadlines, email use for study-related communication, and different types of assignments" (p.6). Another example of an academic disadvantage for ELL students is provided by Kelly & Moogan (2012) expressing how "assessment practices may not allow students to

draw upon their own backgrounds and cultural experiences so that there is an imbalance between the home and educational environment (p. 37). This expresses that students who are expected to assimilate to their new cultural environment are limited in their opportunities to utilize their funds of knowledge. As a result of these aspects, students struggle to meet their academic goals and experience an academic decline since they are unable to grasp the expectations and standards of their new learning environment.

Conflict

Cupsa (2018) states, "culture shock has a profound impact on the individual level because it affects who [students] are as a person, but it also has a huge effect at the societal level" (p. 185). Students will encounter internal and external conflicts as they adapt to their new surroundings. According to Akarowhe (2018), "Internal conflict is a conflict that [arises] within an individual, for example, depression and frustration, while external conflict includes aggression towards others and isolation from friends" (p. 307). This is when students become homesick or frustrated with their circumstances to a point where they feel inadequate among their peers. In response to this internal dilemma, students begin to disengage from their activities and isolate themselves from everyone. Akarowhe (2018) describes the external conflict as a way for students to "adjust to [their] self-determined/proposed ethics despite the besetting conflict they are facing" (p. 307). The research claims that there must be emotional balance and awareness to combat Ells' struggle to become better adjusted to their situation.

Emotional Imbalance

As a result of culture shock, some students may experience emotional imbalance as they develop and manage their frustrations, stress, depression, and emotions of homesickness, loneliness, anxiety, and loss of self-confidence. When students experience an emotional

imbalance due to culture shock, they become impatient and intolerant to trying to understand their peers and adjust to the new cultural environment. Students become emotionally shut off from their surroundings and sometimes from themselves. According to Akarowhe (2018), if this effect is left unaddressed, it could "generate to persistence depression, personality disorder, and behavioral disorder in the life of the student" (p. 307). It is further supported by the findings of Cupsa (2018) that the emotional imbalance students face can lead to feelings of shame, withdrawal, and "feelings of getting sick without an obvious cause" (p. 187). As a result of these aspects, it can also lead to hollowed relationships with their peers due to misunderstandings.

Deviant Behavior

Due to the frustrations of culture shock, some students may act out and exhibit deviant behavior to cope with the struggles of adjusting to a new cultural environment. According to Akarowhe (2018), "Deviance is often caused by one's inability to acclimatize to the culture of a particular place" (p.307). According to Xia (2020), "students may [find] the daily frustrations can add up to build into disillusionment" (p. 337). As a result of this disillusionment, the pent-up emotions and frustrations ignite a reaction within the students. Some of the actions students may adopt due to the negative effects of culture shock are "stealing, disobedience to authority, smoking, fighting, cultism, vandalizing of school properties, [and isolating themselves from their peers and teachers] (Akarowhe, 2018, p.307). Students that are struggling with the frustrations of adjusting to a new cultural setting may resort to negative acts of defiant behaviors because they are unfamiliar with positive coping mechanisms and positive outlets to release their emotions and frustrations.

Emotional Detachment and Withdrawal

Another effect of culture shock students may experience is an emotional detachment and withdrawal from building relationships with peers and the community. According to Akarowhe (2018), "aloofness and withdrawal are self-defensive mechanisms that every human adopts and apply to avoid some undesirable outcome in their daily pursuit in life" (p.307). According to Cupsa (2018), "the increased awareness of differences can bring shame and lead to [anxiety], withdrawal, and isolation" (p. 187). As a result of this increased emotion of shame, students may internalize the feeling and feel inadequate compared to their peers, to a point where they become apathetic to everyone around them. Some examples of this aspect are when students exhibit an ill-tempered mindset, lack of responsibility regarding collaborations, and the action of excommunicating themselves from others. Akarowhe (2018) stresses that these emotions must be properly addressed and managed because if left unresolved they could lead to psychological trauma. Hence, why educators must become more knowledgeable about culture shock so we may better accommodate and remediate the negative effects culture shock has on our students.

Remedies for Combating Culture Shock

Some strategies recommended by the literature to combat the negative effects of culture shock on the social, emotional, and academic well-being of students are to implement elements of counseling, awareness, acculturation, and cooperation

Counseling

According to Akarowhe (2018), "counseling is a helping endeavor, in which a counselor helps a [student] to make a positive adjustment to a given issue faced by the [student]" (p. 308). That is, students struggling with culture shock are advised and pre-taught positive actions and coping mechanisms to help foster an easier transition into their new cultural environment as opposed to tackling this situation on their own with no guidance. By offering students an

opportunity to receive counseling, they can learn positive actions, voice their frustrations through a healthy outlet, and cultivate a strong cultural empathy. According to Xia (2020), to achieve cultural empathy students must "learn to think and express their feelings from the exotic people's standpoint, to empathize with each other through verbal and non-verbal behaviors, and to show that they have fully understood their thoughts and feelings" (p. 339). Thus, Xia theorized that the findings found in the research can give students the opportunity to perceive their actions and emotions through both cultural communications and viewpoints.

Awareness

According to Akarowhe (2018), "in this platform, a guidance counselor, psychiatrists, experts, and teachers through organized workshops or orientation can brief or enlighten students on several ways they could adjust positively to a new culture" (p. 308). This suggestion allows students to ask questions and get positive feedback and suggestions from professionals. Allowing students this opportunity gives them a chance to voice their concerns, gain confidence in asking questions, become mentally prepared, and build awareness of the possible obstacles and challenges they may face ahead. Xia (2020) also suggests that students should broaden their awareness by "paying special attention to the knowledge accumulation of target language culture and learn about a foreign culture through various media, such as movies, television, and the internet, which is partly an effective way to overcome culture shock" (p. 339). The remedial suggestion of implementing awareness is not only beneficial for students but also applicable to educators as well. According to Kelly & Moogan (2012), "One way of [building awareness to better support our ELL students] is via regular staff development workshops for tutors and the inclusion of student personal portfolios assessable to [accommodate to the social, emotional, and academic needs of the students]" (p.38). The research of "7459 assessment analyzed" (Kelly &

Moogan, 2012, p. 36) displayed that ELL students are adjusting to a student-centric environment, which is a monumental way that educators can better support the diverse needs of their students.

Acculturation

According to the findings performed in a workshop by Cupsa (2018), "acculturation is a two-way process of change (social, psychological, and cultural) that occurs at the group and individual levels when two different cultural groups interact with one another" (p. 183).

Although acculturation can be viewed as assimilation, the focus is mostly on how students can utilize their home culture to better understand elements of their new culture. According to Akarowhe (2018), in the acculturation process [students] learn the mode of greeting, the norms of the new culture, language, dressing, belief system, mode of interaction within the new culture, institutions, skills, and art of the new culture" (p.308). This is where students learn new characteristics and customs through the interactions with another culture. Xia (2020) recommends the incorporation of "cultural adaptation, a dynamic and continuous transmission process divided into short-term acculturation (mainly individual-oriented) and long-term acculturation (mainly immigrants & ethnic groups-oriented)" (p. 339). Thus, allowing students to reflect independently and gain the diverse perspectives of their peers in a group setting. The only way students can have a clear understanding is by practicing their communication skills, giving them faster problem-solving skills, and making talking with others easier.

Cooperation

The final remedy recommended by the literature is cooperation. According to Akarowhe (2018), "cooperation fosters a mutual relationship between different individuals within a given social setting in order to achieve a particular outcome" (p. 308). Students should be cooperative in developing relationships with their peers as they work in collaborative groups or even

formulate friendships. Cooperation includes participating in classroom activities or being a model member of the community or student in the school. According to Kelly & Moogan (2012), "group work is a valuable process of allowing diverse students to challenge the learning opportunities for all members of the group and develop accordingly since it encourages more deep learning" (p. 38-39). Some suggestions in building cooperation suggested by Kelly & Moogan (2012) are to incorporate more opportunities for buddy mentoring systems, communication activities with teachers and peers, and team bonding exercises. According to Akarowhe (2018), "there should be a keen collaboration between the government, parents, school authorities and non-government agencies, which will help in mapping out strategies that will assist the [students] to cope with culture shock and make meaningful contributions to carry out such [resources] to overcome culture shock" (p. 308-309). Allowing students to collaborate and build cooperation skills will undoubtedly remediate the negative effects of culture shock in due time.

Using SEL and CRT to Combat Culture Shock

After reviewing the potential remedies from the literature, some potential remedies and practices to incorporate that can combat the overall effects of culture shock are social-emotional learning and culturally responsive teaching.

Social-Emotional Learning

Social-Emotional Learning (SEL) can be interpreted in many meanings, but the focus has always been a method to educate the students emotionally and socially in their education. According to Donahue-Keegan et al. (2019), SEL serves as the "framework that has guided the advocacy and practical work of teacher educators" (p. 151). The research and programs to integrate SEL are founded by "all teacher programs in Massachusetts" (Donahue-Keegan et al,

2019, p.151). It has assisted educators in guiding students in learning and reducing the cultural shock that students face when entering a new school environment. The finding can further support Bennouna et al. 's (2021) that SEL brings an "opportunity to support acculturation among students and providers, while also promoting newcomer wellbeing" (p. 3). This gives the students the chance to be greeted and welcomed without being pressured by an outsider. It can also allow the students to "learn to understand and manage their emotions, maintain positive relationships, and make responsible decisions" (Hood, 2018, p. 2). The growth of the students depends on the educator's method and how schools provide any special treatment for their students. Each article has a different message about SEL; however, it always focuses on developing the student's social and emotional connection with one another. The educator's goal is to ensure that students can develop these skills and benefit from engaging with their peers.

Five Competencies of SEL

The SEL and the Collaborative for Academic, Social, and Emotional Learning (CASEL) each focus on specific competencies to assist the teachers and students in the educational fields. The SEL five core competencies include self-awareness; self-management; responsible decision-making; social awareness; and relationship skill" (Vawter & McMurtrie, 2022, p. 5). These competencies tend to be the focus of the student's success in and out of school. It can factor in the students' understanding of "broadening SEL competencies to emphasize inclusion and equity; these students wanted more emphasize on culturally responsive teaching and on promoting a welcoming school climate" (Bennouna et al., 2021, p.3). This displays that ELL students are self-aware as they want a more welcoming atmosphere in the classroom to ensure they gain a proper education like non-ELL students. It can be said in the finding from Donahue-Keegan et al. (2021) that support new teachers "to develop foundational competencies" (p.151), allowing the

educator to create their balance or share lesson with one another on how to academically guide the student without exhausting themselves, while students gain valuable knowledge in the classroom.

The ELL students are self-aware, causing teachers to focus on the next competency step, self-management. Educators can “foster SEL by explicitly teaching and modeling these skills as well as by creating classrooms in which students feel safe and are willing to risk challenging tasks while participating in class discussion and learning activities” (Donahue-Keegan, 2021, p.153). By demonstrating a strong and secure teaching environment, the students will strive to do better and engage more with their peers and the classroom. One of the readings supports the previous article by claiming that teachers who utilize technology to create a "shared learning experience, build community, facilitate student engagement, deliver content, and assess students' growth" (Vawter & McMurtrie, 2022, p. 6). It allows educators to communicate with other educators to increase their knowledge of the five competencies while also creating a connection with the students to ensure they don't feel left out in the classroom. Other articles provide more evidence that claims that more "resources to support the teachers of the ELL children is critical because quality instruction and positive interaction with students are shown to promote the children's positive social interactions and lower their behavior problems" (Meng, 2020, p.4). The findings each demonstrate the importance of educator management and engagement with the students.

The competencies of social awareness rely on ELL and non-ELL students having an understanding of their perspectives. "Socializing with ELL children may help the non-ELL children understand the individual differences of the children from different cultures" (Meng, 2020, p. 4). This setup can ease the students, especially the ELL students, from their culture

shock and begin adapting and understanding the non-ELL student's background and vice versa. ELL students can gain more assistance from school staff by providing "bilingual orientation guides with the task of mastery" (Hood, 2018, p. 4). The methods allow ELL and new students to gain valuable information such as online resources in English language learning and managing culture shock. Tanase (2020) argues that "teachers should push their students to critique teaching resources and strategies, and conduct their analyses of textbooks, mass media, Internet, literary sources, and personal narratives" (p. 189). It allows students to become more aware in and out of school and handle cultural shock easier. It also allows students to become more curious in their learning. Tanase's findings support the students' focus at home and in school, providing a more comfortable place to learn. It demonstrates the students' determination in their studies.

ELL students' relationship with non-ELL and teachers is essential as it can assist the ELL's social and educational skills. Personalize learning can aid ELLs as educators "must recognize and address those pressing needs by building strong connections and community" (Vawter & McMurtrie, 2022, p. 6) Sample shows saying hello to others every day or honoring the student's identities can significantly increase the ELL student's motivation to learn and engage with others without any issues. It can be further supported by the finding of Meng (2020), as it claims the theory that "the minority group might model and internalize the classroom behavior and characteristics of the majority group through peer interaction" (p.3). It allows ELL students to handle their culture shock more quickly as they can communicate with non-ELL with minor to no issue. Another method to increase the relationship between ELL and non-ELL students is "provide services to support newcomers. Regarding shorter-term strategies, faculty in several schools offered walkthroughs to orient newcomers to their new school environment" (Bennouna, 2021, p.8). It allows ELL students, new or old, to feel more welcome in school and

become more adept in the school setting. It also eases the tension of the cultural shock of the school and practices welcoming behavior.

Culturally Responsive Teaching

ELLs students learn from teachers and other ELLs students and non-ELLs, providing them the insight into what is essential to move forward with their education. "Several providers who had benefited from culturally responsive adult SEL programming reportedly questioned their frames of reference and biases, actively learned from resettled students" (Bennouna, 2021, p. 13). The finding demonstrated how older ELL could achieve their goals by following the SEL programs and gaining knowledge and understanding of themselves and the world. The teachers' decision-making can also be said as they "need to use strategies that facilitate learning for all students" (Tanase, 2020, p.191). Educators can make a decisive choice in a student's education and must plan positive activities to ensure that the students will always be eager to learn. A major decision is of great importance as it is always valuable to "know the daily realities of our students and how we can best address their needs, to support what they most desire—a safe and better life for themselves and their families" (Hood, 2018, p. 5). It will also allow ELLs students not to be too absorbed in the cultural shock and grow in the guideline provided by their school. However, the challenge that ELL students face is that some teachers or educators can view "refugee students' SEL development" (Cho, 2018, p.15), as inferior causing the ELLs to feel less motivated to work on their education. That should not be the case as educators should for the student's strengths and incorporate them into their respective lessons. This allows the refugee to have a safe zone where they can learn and grow without any pressure. It will ensure the students more growth and eagerness to learn to better themselves for the future.

After reviewing the possibilities that SEL and CRT have to offer educators in combating the effects of culture shock, educators must become more knowledgeable about culture shock, the effects it has on students' social, emotional, and academic growth, and what necessary methodologies and practices educators must take to combat these effects. Chapter 3 will discuss the PD on culture shock, the different stages, and effects, and what support we can provide students.

Chapter 3: Description of the Product and Tools

In this Chapter, I will present a professional development session on the stages and effects of culture shock with the corresponding recommendations and potential methodologies to help educators with assisting students with transitioning to a new environment more manageable. During the session, educators will participate in examining the effects of culture shock on an ELL student's social, emotional, and academic well-being by closely analyzing the four stages of “culture shock” (Xia, 2020, p. 337). As discussed in Chapter 2, culture shock is inevitably common and is unique for each learner, as it is described as an “anxious state of mind (Bai & Wang, 2022, p. 2). Educators should develop their “ability to cultivate a prosocial class” (Donahue-Keegan et al, 2019, p. 153), for all age groups and content areas must be knowledgeable of common signs and behaviors of each stage Thus, I will invite educators of all age groups and content areas from Smithtown Central School District to participate in collaborative groups, where they will reflect on and explore potential practices and methodologies to remediate the effects of culture shock.

The professional development will take place during Smithtown Central School District's Superintendents Conference Day on September 1st, 2022. The participants of this professional development will have the option to register for this session through frontline education for Session one, which will take place from 9 am to 10:30 am. The total time of the session will be an hour and thirty minutes. During this time frame, educators will have the opportunity to reflect on their current knowledge and practices, collaborate with their colleagues, and develop new methodologies and understandings of culture shock's effects on students' social, emotional, and academic well-being.

Agenda of Events

At the start of the professional development session, educators will be provided with an agenda of what to expect from this session (see Appendix A) and a Multiple Entry Point Sheet (M.E.P) as an ice breaker activity (see Appendix B). The agenda of events will provide a timestamp of what the participants will be doing throughout the professional development session. Educators will participate in an ice breaker activity where they will reflect on their prior knowledge and understanding of culture shock. The participants will have 15 minutes to complete the icebreaker activity.

Next, I will present the stages, causes, and effects of culture shock for 15 minutes (see Appendix C). After the PowerPoint presentation, the participants will be allowed to walk in the shoes of an ELL student in a Scenario Jigsaw Activity (see Appendix D). During this activity, the participants will read a scenario of a former ELL student, and analyze the stages, common signs and behaviors, and effects of culture shock on the individual student in multiple groups. After collaborating with their colleagues, I will debrief the activity and present the potential practices and methodologies to remediate the effects of culture shock in a 10-minute Google slide PowerPoint presentation. During the last five minutes of the professional development, the participants will complete a Google form exit ticket (see Appendix E) to ask questions or provide feedback about the professional development. I will later use the exit ticket to guide future administrations of the professional development and answer any concerns or questions a participant may have directly through the Google form. The participants will have access to all tools and resources digitally and through printed physical copies.

Multiple Entry Point Sheet

The first activity the participants will be expected to complete is the ice breaker activity, which is a Multiple Entry Point Sheet on Culture Shock. Educators will be able to access this

sheet both digitally and physically. I will have the M.E.P. projected on a smartboard on a Google slide. The participants will have the option to choose how they would like to enter into the professional development. There will be three options the participants will have the opportunity to choose from. The participants will be instructed to answer only one option from the three choices. However, if the participants would like to challenge themselves, they may answer more than one option. The first option asks participants to define culture shock in their own words and recall an incident where either they or a former student had experienced culture shock. The second option asks participants to analyze a quote from Henri Cartier-Bresson, a French photographer. The third option asks participants to make an inference about a supplied image. All three options are relevant to the theme of culture shock and each question is at a differing level of rigor. As the presenter, I will first go over each option choice and model option one for the participants. Next, the participants will reflect and answer their option choice independently. After five minutes, I will instruct the participants to pair up with a neighbor and share their answer choices. Once five minutes have passed, I will take a poll of the answer choices and have some participants share their experiences. Once we have debriefed each option choice, I will move on to the presentation portion of this professional development.

Scenario Jigsaw Activity (see Appendix D)

After completing the M.E.P. Activity, the participants will listen and take notes on the presentation portion of the professional development (see Appendix C). Each participant will have a digital and physical copy of the presentation where they can take diligent notes. The presentation portion of the professional development will be divided into two segments. The first segment will be 15 minutes in length, while the second segment will be 10 minutes in length. The total presentation time will be 30 minutes.

The first segment of the presentation will provide background information on culture shock, reviewing the stages, causes, and effects of culture shock on students' social, emotional, and academic well-being. The research founded by Kelly & Moogan (2012), and Akarowhe (2018) each provide information on stages of culture shock. The goal of the first segment is to help educators with understanding what culture shock is, why students are experiencing it, and how to spot signs and behaviors in the classroom. The second segment of the presentation will be conducted after the Scenario Jigsaw Activity.

After the first segment of the presentation and the completion of the M.E.P. Activity, educators will be given the opportunity to collaborate with their peers in a Scenario Jigsaw Activity. Educators will receive a scenario depicting Jose's struggles with culture shock in the United States. The participants and I will first read the whole scenario together. After the reading, I will inform the participants to look at the top right corner of their scenario packet for their assigned group number. Participants will be divided into four groups: stage one, stage two, stage three, and stage four. Each group will collaborate and analyze their corresponding group number's stage of culture shock while paying close attention to any signs or behaviors of their assigned stage. In this activity, groups will collaborate and come up with strategies that they feel will help Jose transition into his new environment. Participants will be given space to write down notes and the perspectives of their peers for future implementations. After the groups have discussed their findings, they will be instructed to look at the top left corner to find the symbol for their next group. There will be a new formation of groups: a star, smiley face, heart, and check group. In each group, there will be a member from each stage. In these newly formed groups, each participant will share their findings and strategies with their new group members. The purpose of the first group is to closely analyze the assigned stage's signs, behaviors, and

effects of Jose's experiences with culture shock. The purpose of the second group is to allow each participant to collaborate and share their previous group's findings while also gaining the diverse perspectives of their colleagues on the other stages. The total time for this activity will be forty-five minutes. The read-through of the whole scenario will take six minutes. The collaboration of the first group will be twelve minutes with a two-minute transition to the next group. The collaboration of the second group will be fifteen minutes. The last ten minutes will be an open discussion where each group will share their findings. After this activity, I will continue with the second segment of the PowerPoint slide presentation.

The second segment will focus on the recommendations of the research, such as implementing counseling, awareness practices, acculturation and cooperation opportunities founded by Cupsa (2018) and Xia (2020). The second segment will also highlight potential practices and methodologies to implement in the classroom to remediate the effects of culture shock, such as social-emotional learning and culturally responsive teaching practices. The goal of the second segment is to help provide educators with some strategies to guide and assist students that are struggling with culture shock.

After the first segment of the presentation, educators will be given the opportunity to collaborate with their peers in a Scenario Jigsaw Activity. Educators will receive a scenario depicting Jose's struggles with culture shock in the United States. The participants and I will first read the whole scenario together. After the reading, I will inform the participants to look at the top right corner of their scenario packet for their assigned group number. Participants will be divided into four groups: stage one, stage two, stage three, and stage four. Each group will collaborate and analyze their corresponding group number's stage of culture shock while paying close attention to any signs or behaviors of their assigned stage. In this activity, groups will

collaborate and come up with strategies that they feel will help Jose transition into his new environment. Participants will be given space to write down notes and the perspectives of their peers for future implementations. After the groups have discussed their findings, they will be instructed to look at the top left corner to find the symbol for their next group. There will be a new formation of groups: a star, smiley face, heart, and check group. In each group, there will be a member from each stage. In these newly formed groups, each participant will share their findings and strategies with their new group members. The purpose of the first group is to closely analyze the assigned stage's signs, behaviors, and effects of Jose's experiences with culture shock. The purpose of the second group is to allow each participant to collaborate and share their previous group's findings while also gaining the diverse perspectives of their colleagues on the other stages. The total time for this activity will be forty-five minutes. The read-through of the whole scenario will take six minutes. The collaboration of the first group will be twelve minutes with a two-minute transition to the next group. The collaboration of the second group will be fifteen minutes. The last ten minutes will be an open discussion where each group will share their findings. After this activity, I will continue with the second segment of the PowerPoint slide presentation.

Google Form Exit Ticket (see Appendix E)

After the second segment of the presentation, participants will be instructed to complete a Google form as an exit ticket. The Google Form will be shared with the participants through their school emails. However, physical copies will be provided for participants as well. On the exit ticket, I will provide the participants with four questions to respond to. The first question will be a multiple-choice question asking participants to recall the stages of culture shock in the correct order. The second question will be a written response about what strategies they found

very helpful to combat the effects of culture shock that they will most likely implement in their classrooms. The third question will allow educators to ask any questions or concerns they may have or would like more information on. The final question will be constructive criticism or feedback they would like to share with me for future professional development sessions.

Through the exit ticket, I will be able to check for understanding, see what information the participants found valuable, and respond directly to any questions or concerns they may have. I will also be able to reflect on and modify my administration of the professional development through their constructive feedback. The purpose of the exit ticket is to have educators reflect on their new understandings of culture shock and to actively plan how they may implement the new strategies into their classrooms.

Rationale of PD

The desired result of the professional development will be for educators to gain a better understanding of culture shock and what strategies they can implement in the classroom to better assist their students with adjusting to their new learning environments. Each activity in the professional development will allow educators to reflect on their prior knowledge and practices while also gaining the opportunity to collaborate and gain the diverse perspectives of their colleagues. The ice breaker activity, scenario jigsaw activity, and exit ticket are excellent examples of what educators can implement in their classrooms to help promote elements of social-emotional learning and culturally responsive teaching practices to combat culture shock. Educators will have ample opportunities to reflect independently using their funds of knowledge to boost their self-awareness, management, and decision-making skills. Educators will also be given multiple opportunities to collaborate with their peers while learning to acculturate into diverse groups, building cooperation, and relationship skills. In the next chapter, I will share my

final thoughts on culture shock and recommend some strategies to incorporate into the classroom to combat the effects of culture shock further.

Chapter 4: Conclusion

This capstone project aids in determining the issue of how culture shock affects ELL students and how utilizing Social-Emotional Learning (SEL), and culturally responsive teaching (CRT) can remediate the situation. Indeed, culture shock can affect the social, emotional, and academic well-being of students. As discussed in Chapter 2, students struggling with culture shock may react in a myriad of ways depending on their situation. Some students may feel disoriented, isolated, frustrated, and even withdrawn from everyone and everything around them. According to Akarowhe (2018), some examples of these “cases of aloofness and withdrawal [include] imbibing an unfriendly attitude, lack of commitment to group work, irritation by other people, and excommunicating peers among others” (p308). As expressed through Cupsa's (2018) finding, where one of his client's disconnections from “one’s sense of identity [was] threatened by culture shock as [they developed] feelings of shame, withdrawal, and feelings of getting sick without an obvious cause” (p. 187). As educators, it is salient that we gain a better understanding of culture shock and implement strategies such as SEL and CRT practices to remediate the effects of culture shock for our students to make their transition to their new environments manageable for them. In this Chapter, I will first summarize the findings of and takeaways from this project. Next, I will discuss the implications and conclude with recommendations and final thoughts.

Summary

Since each student is unique and comes from myriad backgrounds and experiences, educators must become more knowledgeable of the diverse needs of their students and take note of any signs or behaviors that relate to culture shock. When students move from one environment to the next, everything they have ever known is likely challenged and compared to their current

environment. This project allowed me become more aware about the diverse aspects of culture shock and its effects on students. I learned about how culture shock affects students socially, emotionally, and academically through researching the topic and observing ELL students at differing levels of English language proficiency in a summer program in the Half Hollow School District. One of the major takeaways from this research was learning about the signs and behaviors students exhibit as they face the diverse challenges of each stage of culture shock. Educators must become acquainted with the effects of culture shock and be able to identify the stages of culture shock, so they may accommodate appropriately to fit the unique needs of their students.

Another major takeaway from this research is how critical collaboration and opportunities for building relationships are for students and educators. According to Akarowhe (2018), it is recommended that "there should be a keen collaboration between the government, parents, school authorities, and students, which will help in mapping out strategies that will assist [students] to cope with culture shock and make meaningful contributions" (p. 308). By collaborating with students and parents, teachers can gain valuable information to better assist their students in meeting their academic goals. By allowing opportunities for group work and student interactions, students can gain a better understanding of the world around them and build meaningful relationships with their teachers, peers, and community. Lastly, the significance of reflection is another takeaway from this research as it helps students to keep their cultural identities as they reflect, adapt, and adjust to their new environment. Although ELLs need to adjust to the expectations of their new learning environments, it is equally essential they maintain their cultural identity and feel validated in voicing their perspectives.

Implications for Learning and Teaching

Students can benefit from the concepts and ideas of the research and product because it allows them to self-reflect on what they are going through, learn coping strategies to manage the frustrations of adjusting, and build relationships with their peers, teachers, and community. The professional development in Chapter 3 expresses that learning about the stages of culture shock and the signs and behaviors students exhibit at each stage will greatly help educators to better understand what the students are going through when the students themselves are struggling to communicate their frustrations.

By having educators that are knowledgeable about culture shock, students can be provided with the necessary support that they need to successfully adapt and reach their academic goals. If educators implement SEL and CRT practices to remediate the effects of culture shock, students will be given the opportunity to utilize their funds of knowledge and culture and collaborate with their peers in group work activities which will “develop critical thinking skills” (Kelly & Moogan, 2012, p. 39). and build trusting relationships with educators where they feel validated to voice their opinions as “teachers can make content more interactive and exciting” (Vawter & McMurtie, 2022, p. 9) allowing the teacher and student to communicate with one another easier. Educators can benefit from the concepts and ideas of the research and product because it helps them to better understand their students' struggles in adjusting to a new learning environment. As educators gain a better understanding of what students are experiencing during culture shock, they can accommodate and differentiate their instruction accordingly to fit the diverse needs of their students. According to Cupsa (2018), "Through understanding culture shock, [educators] can build the capacity for compassion toward [themselves] and others and become more sensitive to what individuals need when they are dealing with radical life changes (p. 183).

Educators of all grade levels and content areas can benefit from the professional development in chapter 3 because it will give them strategies and practice from SEL and CRT to help accommodate and adequately support the unique needs of their students. The PD described in Chapter 3 will aid educators in supplying students with options in entering a lesson, utilizing their funds of knowledge, gaining opportunities to voice their opinions, gaining the differing perspectives of their peers, and incorporating opportunities for reflection.

Recommendations and Final thoughts

Further research is needed to gain a better understanding of how culture shock can affect various groups of ELL students. Much research has examined the experiences of adolescent students at the entering and emerging levels of English language proficiency. Further research should be conducted on culture shock to explore the “multiple ethnic descriptions of events and replace the existing presentation of issues with their own cultural knowledge and insights” (Tanase, 2020, p. 189), culture shock affects younger students at differing levels of language proficiency and if the “school environment is not trained enough to unpack and help [the child]” (Bennouna et al, 2021, p. 6); it would be highly recommended that a further investigation is issued to see how culture shock affects ELL students as they transition from elementary to middle or even high school environments. It would be interesting to see if ELL students can adjust quickly to their new learning environment after experiencing culture shock in their previous learning environment.

This capstone project is a gateway for educators to perceive the daily struggles ELL students experience as they adjust to their new environments. It is quite a testament to how capable ELL students are as they juggle multiple aspects socially, emotionally, and academically to adjust and adapt to their new surroundings. Our ELL students must know that we are there for

them and that their experiences, culture, and voice are validated. As educators, we must take the necessary steps in providing adequate support for our ELL students by staying current with recent studies and research. Educators must take advantage of the professional development opportunities that are available to them so they may better advocate for their students while guiding them as they adjust to their new life.

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Appendix A:**Professional Development Agenda**

Utilizing SEL and Culturally Responsive Teaching to Remediate Culture Shock

September 1st, 2022

Agenda

Thursday, 9/1

9:00 am – 9:15 am:Welcome & Ice Breaker Activity: M.E.P on Culture Shock

- Complete an M.E.P. option choice (5 mins)
- Collaborate with a neighbor (3 mins)
- Debrief M.E.P. (7 mins)

9:15 am – 9:30 am:First Segment of Presentation: (15 mins)

- What is culture shock?
- The four stages of culture shock
- Some causes of culture shock
- Some effects of culture shock

9:30 am – 10:15 am:Scenario Jigsaw Activity: (45 mins)

- Scenario read through (6mins)
- Stage group collaboration (12 mins)
- Change groups (2mins)
- Symbol group collaboration (15 mins)

- Open discussion on findings (10 mins)

10:15 am – 10:25 am:Second Segment of Presentation: (10 mins)

- Some remedies for culture shock
- Social Emotional Learning Practices
- Culturally Responsive Teaching Practices
- Conclusion & Resources

10:25 am – 10:30 am:Google Form Exit Ticket (5mins)

- 4 questions
- Link:https://docs.google.com/forms/d/e/1FAIpQLSckBTqhU2Oymfii_FDulVTCaL93bcJj3i5hlMjky_Ws3qKHEA/viewform?usp=sf_link

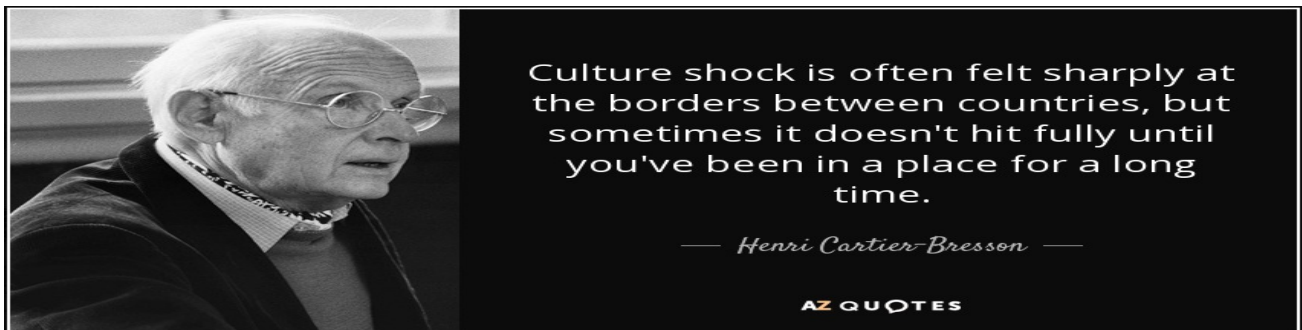
Appendix B:**M.E.P. Culture Shock**

Directions: Answer one of the following three options provided below. If you have finished early, please feel free to challenge yourself by answering a different option choice.

Option 1: In your own words, define **Culture Shock**.

Recall a time when either you or a student experienced culture shock. How did you/they feel?

Option 2: Analyze the quote:



What do you think it means? Explain your answer.

Option 3: Make an inference about the image below. What do you think it means? Explain your answer.



M.E.P. Sheet: Peer Discussion

Directions: Pair up with a neighbor and discuss your answer choices. Answer the questions provided below.

Partners' name: _____

1. What is something you learned from your partner(s)'s perspective?

2. Did you both concur with your findings or disagree? Explain.

Appendix C:

Google PowerPoint Slides on Culture Shock

- **Presentation Slides (Appendix C):**
https://docs.google.com/presentation/d/1K_gwe2kdQQJ0gj0onInZZBTHLs710Q017fRsiDJ6vr0/edit#slide=id.g14381b9f330_0_1141
- **VoiceThread Presentation:** <https://brockport.voicethread.com/share/20461578/>

Appendix D:**Symbol Group:** 😊**Stage Group: 1****Scenario Jigsaw Activity**

Directions: Read the scenario with your stage group number and take note of any signs and behaviors exhibited in the scenario that relates to your assigned stage number.

Culture Shock Stages:

Stage 1: Honeymoon/Euphoria Stage

Stage 2: Frustration/ Rejection Stage

Stage 3: Adjustment Stage

Stage 4: Adaptation/ Acceptance Stage

Jose's Scenario

Jose came to the United States from El Salvador filled with curiosity. He is reluctant to engage with others as the language barrier proves challenging. Jose enjoyed coming to America initially as it was a new world for him to experience. He enjoyed the scenery and the different food. The outside community made him feel welcome until entering school. He could not understand the lesson or the assignment given to him, and it didn't prove easy to communicate with other peers. Jose also struggles to seek assistance with his homework as he does not understand the language. Jose's enjoyment had transitioned to confusion and anger. These factors have caused Jose to isolate himself from his classmates and become disruptive in the classroom. It also caused Jose to lose interest in work and studies. The teacher noticed Jose's struggles and misbehaving and attempted to communicate with him, provide important information about his education, and take notes of his situation.

With the information the teacher gathered from his struggles, they supply resources such as online links and reading to help him adjust and adapt in and out of the classroom. The teachers also provide extra help to have one-on-one time to assist Jose's transition in his education. This progress allowed Jose to become accustomed to American culture without losing his cultural

identity and background. Jose is making friends and communicating with other teachers to understand the assignment better, giving him more clarity in his studies. Jose still has some minor issues with understanding his peers and the work. However, he is using all the resources available to him to aid with his education. Jose continues to make positive progress allowing him to keep pace with his classmates. He always seeks assistance from friends, family, and other teachers to ensure he is aware of the problem and solves it to the best of his capabilities.

Notes:

Stage Group: 1

Scenario Jigsaw Activity

Link:

Directions: Answer the questions below independently. Once you have finished, share your findings with your stage group members.

1. In your own words, define your assigned stage. What are some of the signs and behaviors displayed in the scenario that exhibits your assigned stage number?
2. If you were in Jose's situation, how would you feel? Explain your reasoning.
3. If you were Jose's teacher, what strategies would you implement to assist Jose? Explain your reasoning.
4. What is something you learned from a member of your stage group?

Symbol Group: 😊

Scenario Jigsaw Activity

Directions: Read the scenario with your symbol group members and take turns sharing your findings. Once each member of the symbol group has shared, complete the chart below.

Definition of each stage of Culture Shock	Signs & Behaviors	Strategies to Implement
<i>Honeymoon/Euphoria Stage</i>		
<i>Frustration/Rejection Stage</i>		
<i>Adjustment Stage</i>		
<i>Adaptation/ Acceptance Stage</i>		

5. What is something you learned from a member of your symbol group?

