

Communication Patterns and Adjustment to the new culture among Asian and African who living at Elverum Kommune in Norway

Chatchanok Singhasri Eriksen* Sasiphan Bilmanoch**, Suthep Dachacheep**

Received: January 9, 2024

Received in revised form: April 5, 2024

Accepted: April 18, 2024

บทคัดย่อ

การศึกษาค้นคว้านี้มีวัตถุประสงค์เพื่อศึกษาความแตกต่างของรูปแบบการสื่อสารในภาษาโนร์เวย์และการปรับตัวให้เข้ากับวัฒนธรรมใหม่ของชาวเอเชียและชาวแอฟริกันที่อาศัยอยู่ในชุมชน เอลวารุม ในประเทศโนร์เวย์ กลุ่มเป้าหมายของการศึกษาค้นคว้านี้คือชาวต่างชาติที่มาจากวัฒนธรรมที่แตกต่างกันจำนวน 400 คน เป็นชาวเอเชีย 200 คน และอีก 200 คนเป็นชาวแอฟริกัน โดยใช้แบบสอบถามเป็นเครื่องมือในการเก็บรวบรวมข้อมูล โดยแนวคิดทฤษฎีต่าง ๆ ที่นำมาประยุกต์ใช้ในการศึกษา ได้แก่ วิธีการเรียนภาษาโนร์เวย์ การสื่อสารข้ามวัฒนธรรม และภาวะการเข้าสู่วัฒนธรรมใหม่ ซึ่งแสดงให้เห็นถึงสถานการณ์ที่กลุ่มเป้าหมายได้เผชิญและการปรับตัวให้เข้ากับสภาพแวดล้อมใหม่ที่เป็นวัฒนธรรมของประเทศโนร์เวย์

ผลการศึกษาสรุปได้ว่า ส่วนใหญ่ของกลุ่มตัวอย่างทั้ง 2 กลุ่มเผชิญกับสถานการณ์ภาวะการเข้าสู่วัฒนธรรมใหม่ ส่วนด้านการสื่อสารภาษาอังกฤษและการสื่อสารระหว่างประเทศพบว่า ชาวแอฟริกันส่วนใหญ่มีความรู้ดีกว่าชาวเอเชีย สำหรับการปรับตัวเข้ากับวัฒนธรรมใหม่ พบว่า ชาวเอเชียส่วนใหญ่แต่งงานกับคนในท้องถิ่น ซึ่งส่งผลทำให้วิถีการดำเนินชีวิตของชาวเอเชียมีความใกล้ชิดและได้รับประโยชน์จากคนในท้องถิ่นมากกว่าชาวแอฟริกัน อย่างไรก็ตาม กลุ่มตัวอย่างทั้ง 2 กลุ่มจำเป็นต้อง เรียนรู้ภาษาโนร์เวย์มากขึ้นเพื่อให้สามารถสื่อสารกับผู้ที่อาศัยอยู่ในประเทศโนร์เวย์ได้ดียิ่งขึ้น

Corresponding Author Email: Chatchanok.Sin@kbu.ac.th,

* Graduated Student in the Master of Communication Arts Program, Faculty of Communication Arts, Kasem Bundit University.

** Faculty of Communication Arts, Kasem Bundit University.

คำสำคัญ : การสื่อสารข้ามผ่านวัฒนธรรม, การเข้าสู่วัฒนธรรมใหม่, วัฒนธรรมการสื่อสารของนอร์เวย์

Abstract

The aim of this study was to study the differences in communication patterns in Norwegian and the adaptation to a new culture among Asians and Africans who living in the Elvarum community in Norway. The target group for this study was 400 foreigners from different cultures, including 200 Asians and 200 Africans. Using a questionnaire as a tool to collect data. The various theoretical concepts which are applied in the study included : how to learn the Norwegian language, culture shock, cross-cultural communication and the state of entering a new culture that shows the situations the target group encountered and how they adapted to the new Norwegian cultural environment.

The results of the study concluded that most of the 2 sample groups faced the situation of entering to a new culture. But for English communication and international communication, it was found that Most Africans were more knowledgeable than Asians. About adapting to a new culture, it was found that most Asians married local people. Then as a result to the lifestyles of Asians, are closer to and more benefit from local people than Africans. However, both groups of the study need to learn more Norwegian, in order to be better in Norwegian language while communicate with people living in this country.

Key word : cross-cultural communication, culture shock, Norwegian culture.

Background and Rational of the study

Norway is one of the growing countries in the World in terms of the immigration processing. Since 1970, and the first group of war refugees who arrived in Norway were Vietnamese and up until the present, the community in the country has growth, and the numbers of international people from many different countries has continued to increase. In some Norwegian communities the percentage of the foreigners can range up from 10 to 20 percent of foreigners body, up till now at Elverum Kommune from 2023, the past decade has seen significantly increases in the numbers of such foreigners at most Norwegian communities.

As found, Norway is about one quarter smaller than Thailand and has a population 5,425,240 people within the numbers are 819,400 immigrants or about 18.9 % in 2022. Meanwhile Thailand has a population up to 70,078,198 people in 2022.

Meaning that Norway is still in a good shape for organizing plans to run the game. For example, all foreigners who immigrated into Norway to live or to work those people needed to learn and understand Norwegian and the most importantly, to know the different cultures as we know Norway is an individual culture and both Africa and Asian are collectivism. Everyone must have a contact person to advise step by step and practices of each unit.

These processes have provided many advantages for Norwegian communities, such as experience benefits and in other words to learn about other cultures through the foreigners, as well as benefits to homeland of foreigners in terms of the cultural diversity that foreigners bring to learn environments in their new normal (Cortaizzi & Jin, 1997; Gao & Ting – Toomey, 1998; ÓDonoghue, 1996). Foreigners themselves have also reported about the problems to adapt with different cultures. Such as the difficulties of language communication and misunderstanding meant including lifestyle of the local, found that difficult to follow and communicate with, and which is most difficult they encounter in form of learning and how they meet up. For instance, the aspect of this studying willingness to find out about the foreigners in Norway at Elverum Kommune have communicated, behaviors and style among themselves toward Norwegian culture.

One of the major to manage and sought out goals of the foreigners to fit into their new lifestyle. Therefore the organization's processes need to prepare and function in an international and an intercultural context and within this study will emphasize on which take place to establish and understand how people from different cultures communicate with one another, and related to their perceptions of learning through conversations, interviews, and provide possibilities to interpretations for the outcome perception

An underlying concept, this study is about the belief of learning Norwegian and adapting to new lifestyle, interpersonal actions within cross – cultural in which he or she creates and maintain positive society's atmospheres. For example, speaking clearly easy to understand, including the personal level in international communications. It is vitally important to the quality of community progress for management. Cultural diversity in Norway at Elverum Kommune creates ideal social forums for inter-cultural learning, to investigate the lack aspects. For example, 'in which way of co-creation is easier to get foreigners good and fast following to understand the system of their new life system of organization in communication with culture difference', and in other words 'how foreigner behaving to adapt among themselves

and toward to the host culture as they are from many different countries, different languages background.

To study and understand languages other than one's own is not only serve to help us to understand what we as human beings have in common, but also assist us in understanding the diversity which underlines not only the language. As the overcome shows in the past decade, there has become an increasing pressure for globalization education to incorporate intercultural and international understanding and knowledge into the education of their organizations of each country. International literacy and cross-cultural understanding, become critical to a country's cultural, technological, economic, political and health have become essential for life.

This study will analyze with the most dominant on trial now for almost 40 years. It has been the 'culture shock' model which using the well-known U-shaped curve (Lysgaard, 1955), with these four models will be the entry point for foreigner and out to culture acceptance and adaptation.

The prior learning experiences and culture traditions of countries from which foreigners are drawn can significantly impact on learning experiences, and outcomes in new learning environments. The transitional experience and the effective of 'culture shock' (Adler, 1975) from moving from one culture to another on individual's health and emotional well-being have been well recognized (Furnham & Bochner, 1986; Harris, 1975). There is less research on the effects of moving to a foreign learning environment, with different culture traditions and experiences. When the 'distance' travelled between cultures (Hofstede, 1993) is considerable, foreigners can experience 'cognitive shock', or 'cognitive dissonance' (Festinger, 1957), when moving from one culture to another. These can significantly impaires the foreigner's ability to learn in the new environment), especially when the people had to adapt to different set of culture behaviors and expectations (Mcfall & Cobb – Roberts, 2001).

Cross-cultural management is increasingly seen also as a form of knowledge management. Cross-cultural communication gives opportunities to share ideas, experiences, and different perspectives and perceptions by interacting with local people. In a way of Hofstede's dimensions are also meet up through this process of cross-cultural communication, foreigners build mutual respect, cultural competence and understanding each other. Such as foreigners are coming from many different countries and different cultures. They are gaps between differences needed to adapted and to be along with their new lifestyle, in others way before understanding during the adjustment it will come through the communications processing in

Norwegian language of 'culture shock' aspect, the well known model of U-shaped curve (Lysgaard, 1955), as mentioned above at first the adjustment processing is foreigner needed to learn and understand their new lifestyle by communicate in Norwegian language and within shock situations, in between two groups of foreigners toward and easier adapting to the host culture, as follow up, almost every Kommune have, curriculum for learning Norwegian language courses for foreigners and can legally participants.

Learning Norwegian the progress had made by the administrations in addition can also find more info. at www.imdi.no and www.udi.no, and on the period of 300 up to 600 hours. For Norwegian language 550 hours, and Norwegian culture 50 hours, the student can choose or decide to take an examination in 4 steps, such as following : Listening, Speaking, Reading and Writing.

For foreigner who have permit to live or work in Norway. They will get free permit to learn Norwegian and culture in 3 years times and started to count from the day foreigner get permit to live or work in Norway or from the day the person had arrived in Norway with regally entry. In additions within 3 years if you have not been registering to learn Norwegian or the person had not made enough hours as mentions above you have to pay for learning by your own. Context of learning Norwegian and culture when the person had completed the next step to learn is the person might want to get permanent both to live or to get to be Norwegian citizen. With the same times if the person has the document show that they have studied or have knowledge of Norwegian and or the person has not possible or others reason that the person cannot learn Norwegian then the person will need a good reason for an excepted. By general the person needed to contact personally with organize sector or kommune where the person has registering to live in Norway.

Participant's countries of origin

The participants of this studying will be two groups of foreigners as 200 persons from African and 200 persons from Asian, with 400 questionnaires, and others will be observing and by interviews groups of Norwegian` course and social class, when they are having lunch time, by intercultural communications. In case study will absolutely create a difficult to meet up and of measuring on the levels of foreigner satisfaction with their new lifestyle and the most difficulties for them to adapt themselves among each other and towards the host culture by learning and communicate in Norwegian language in range of "culture shock"

Objective of Research

1. To study the differences of communication patterns in Norwegian language between Asian and African who living at Elverum commune in Norway.
2. To examine the differences of adjustment to the new culture among Asian and African who living at Elverum commune in Norway.

Scope of the Study

This study concentrates on the impact of the increasing numbers of the foreigners in Norway, located by Elverum kommune with inter-cultural identities different by language understandings and knowledge of the foreigner from academic and nonacademic backgrounds. In term of inter-cultural communication skills. The participants in this study will select foreigners from immigrant families or refugee (asylum seeker) from Elverum kommune as a group of African and Asian.

Benefits of the study

Willingness to participate in this study for the resulted in increasing our understanding of the areas of strength and weakness for the foreigner communication and to see the difficulties of different culture and background between African and Asian who live and needed to communicate in Norwegian language in Norway at Elverum. This study will reform some steps, it can be needed to improve the training and maximize the abilities of international section. Community, immigration, and pedagogy and the foreigner self, all those have responsibility for assisting the need of inter-cultural communications in the best way met. The results of the present study can provide suggestions on where to focus attention with the respect to both now and continuing training. Foreigners can benefit from group activity to adapt and express or how good the foreigners can develop their intercultural communication and integrate themselves towards the host.

Concepts and theories used in this study

- Cross-cultural communication

It is a field of study that looks at how people from different cultural backgrounds communicate, in similar and different ways among themselves, and how they endeavor to communicate across cultures.

The difference is always bringing a good topic for communicating in globalization. Each one is one self-culture and each one differs. Even sometimes life needs the

leader person. Who can represent and adapt communication for the group, and still insight the group leader needed to have a good organization of communication and developed to be excepted as a leader to represent a group of what they think, do and behaviors. The organization management is getting things done through a group. Cross-cultural communication endeavors to bring together such relatively unrelated areas as cultural anthropology and established areas of communication.

- U-Curve Model of Adjustment

The main 4 models and most dominant over the last 40 years have been the culture shock model which, using the well-known U-shaped curve (Lysgaard, 1955), meet up at the entry point for the foreigner as being on a honeymoon high, followed by a bottoming out resulting from cultural maladjustment, and finally it climbs up and out to cultural acceptance and adaptation. As in original presentation of (Oberg, 1960) culture shock been seen as a medical condition, which afflicted all who crossed cultures. The study will explain more about u-curve as follows.

U-Curve model describe 4 stages of adjustment as Honeymoon stage, Cultural shock, Adjustment, Mastery. Honeymoon Stage is the earlier stage of expatriation, when expatriate is very excited about the new environment and culture. He/she just enters in the new environment with full of hope and enthusiasm. This stage is also known as Euphoria stage, which is start in the first week in the host country. After the 1st stage and 2nd Stage begin and known as Culture Shock it started when people get confusing in the new culture, environment and they try to cope up and adjust in the situations. This stage is full of frustration, sadness, loneliness, anxious and homesickness. The 3rd Stage is known as Adjustment stage it is a stage where people start understanding the culture, norms, and values start communicating with local people. The 4th is Mastery Stage, where people become master in the culture and stable in new environment.

- Hofstede's five culture dimension

In 1980, Geert Hofstede discovered 5 fundamental dimensions of national cultures that can be seen to illustrate different values in different national cultures. The dimensions found by Geert Hofstede can be used to illustrate which values lie deeply embedded in people from different cultures. These values may have consequences for how people in different cultures behave, and how they will potentially behave in a work-related context (Businessmate.org, 2009). However, this

study will apply the fourth dimension as individualism and collectivism for the study framework. The five values found by Geert Hofstede are :

1. Power Distance In cultures with how low power distance, people are likely to expect that power is distributed rather equally and are furthermore also likely to accept that power is distributed to less powerful individuals. As opposed to this people in high power distance cultures will likely both expect and accept inequality and steep hierarchies.

2. Uncertainty Avoidance Uncertainty avoidance is referring to a lack of tolerance of ambiguity and a need for formal rules and politics. This dimension measures the extent to which people feel threatened by ambiguous situations. These uncertainties and ambiguities may e.g., be handled by an introduction of formal rules or policies, or by a general acceptance of ambiguity in the organizational life. Most people living in cultures with a high degree of uncertainty avoidance are likely to feel uncomfortable in uncertain and ambiguous situations. People living in cultures with a low degree of uncertainty avoidance, are likely to thrive in more uncertain and ambiguous situations and environments.

3. Masculinity vs. Femininity These values concern the extent on emphasis on masculine work-related goals and assertiveness (earnings, advancement, title, respect etc.), as opposed to more personal and humanistic goals (friendly working climate, cooperation, nurturance etc.). the first set of goals is usually described as masculine, whereas the latter is described as feminine. These goals and values can, among others, describe how people are potentially motivated in cultures with e.g., a feminine or a masculine culture.

4. Individualism vs. Collectivism In individualistic cultures people are expected to portray themselves as individuals, who seek to accomplish individual goals and needs. In collectivistic cultures, people have greater emphasis on the welfare of the entire group to which the individual belongs, where individual wants, needs and dreams are often set aside for the common good.

5. Long vs. Short Term Orientation Long-Term Orientation is the fifth dimension, which was added after the original four dimensions. This dimension was identified by Michael Bond and was initially called Confucian dynamism. Geert Hofstede added this dimension to his framework and labeled this dimension Long vs. Short-Term Orientation. The consequences for work related values and behaviors springing from this dimension are rather hard to describe, but some characteristics are described below.

Long-Term Orientation is a reference to a country's traditions and values and how much they are adhered to or respected. A high LTO score means rather strict adherence while a lower score means more versatility. It does not necessarily mean a lower respect for traditions and values in general.

Understanding these dimensions and how countries and cultures fit into them can aid you as you move from expatriate to compatriot. It is a valuable tool in your adaptation. Knowing what a culture holds dear allows you to blend, respect and assimilate faster and in a way more acceptable to your new community members. Determining their cultural norms will make you feel more comfortable as you move along this journey.

Research Methodology

According to the sample group, the most appropriate research methodology is quantitative approach by using survey technique, and questionnaire as a specific method to collect the data information to see the differences from these two diverse groups of foreigners adapting themselves towards Norwegian culture.

Populations and Sampling

The population in this study consists of two main groups of samples. The most significant target groups are foreigners, which is originally from Asia and Africa. These two groups of people are chosen to be the sample of this study because these people are from different culture backgrounds and many of them currently living in Norway. Thus, it is a good opportunity to study the pattern of their cultures by communications aspect of both Asian and African cultures adapting towards Norwegian culture. Rational of selecting these two groups as the study samples, there is because they are totally different in terms of culturally diverse and lifestyles in Norway. This study is expecting to find out the ways of adaptations in different points of views from their backgrounds.

Research Instrument

The questionnaires was designed in two parts :

Part 1 : General information of the respondents.

Part 2 : the differences of communication patterns in Norwegian language between Asian and African towards the host culture, and their adjustment towards Norwegian culture.

Data Collecting

The 400 sets of questionnaires were distributed to respondents. 200 sets were distributed to Asian and another 200 to African people. The data collection processes were conducted from a part of an organization of immigration administration. It began to conduct the survey in May 2023.

Data Interpretation

Summarized the descriptive data of the demographic factors. The sum of each variable was measured by Likert scale and Ranging scale. The data is divided according to the level of measurement style.

Study Results

1. General information of the respondents; The results showed that respondents from 31-35 years old are the biggest groups and answering the survey of both, most of respondents are female for Asians 84% and African 60%, and married Asian 74%, Africans 66%. The most significant numbers of education in Norwegian language of all respondents is in the beginning.

2. the differences of communication patterns in Norwegian language between Asian and African towards the host culture, their adjustment towards the host culture.

The respondents' perception's, feeling expressions and behaviors of Asians and Africans who are from different backgrounds and absolutely have different cultures. About the Norwegian language use both showed high percentage on beginner level, Asians are for 42%, Africans 56%. Africans can speak good English. It shows that they both seemed not use much Norwegian language or might be some reasons of their lifestyle to get a chance to communicate in Norwegian language. About using Norwegian language and skills of these two groups respondents, which most indicated the abilities of using Norwegian language, and what is the most difficult for them to deal with, such as listening for Asians is on poor level 44%, while Africans on average level 34%, mean in listening level African are better than Asians, and Africans are less intention of reading level, still on average level. Asians are on poor level of reading, also on reading level, even Africans not very intentions to learn Norwegian language, but still, they are better on reading level than Asians. Meanwhile in writing level they about the same percentage, its only 2 % different. Anyhow, Asian showed higher in speaking, for more than 50%, while Africans are on average level for 48%.

The frequencies of interacting with local people in a week of Asians and Africans showed the result that Asians (n=124, 62%) interacted with Norwegian more than Africans (n=96, 48%). Well, the difficulty for them to communicate in Norwegian language. in this table reveal that Norwegian language are more difficult for them both and not much opportunity to use the language as showed for Asians (n=68, 34%) while Africans (n=84, 42%).

For the perceptions on cultural classification for human rights about the respect in other cultures of Norwegian, shows that Africans on agree level only (n=72, 36%), and highly believe that they safe in Norway, while the level of belief in culture respect of Asians is high on Neutral (n=108, 54%). About how respondents have good relationship with Norwegian groups activities. Shows that Asian people strongly disagree quite low (n=56, 28%), and the same number on Neutral (n=56, 28%), and the perception of being part of Norwegian group in terms of participating in activities. It seems quite passive for both samples groups, Asian group as shown 13, while African people agree (n=84, 42%).

For the thought of respondents about having relationships with Norwegian. Revealed that both showed high percentage both like to be friends or having relationships with Norwegians, but still on low and quite passive level, Asian were high on Neutral levels (n=76, 38%) to positive strongly agree, while Africans were from strongly agree levels (n=64, 32%). Then for the question of having relationships with Norwegian. Both Asians and Africans shown high scores on Neutral levels Asians (n=116, 58%) Africans (n=64, 32%). About the question how are Norwegians interested to have relationships with foreigners, shown the perceptions levels of both groups of respondents about Norwegians interested in making friends or having relationships with other people from different cultures is in strongly-disagree Asians (n=116, 58%), Africans (n=80, 40%).

When asking about how are your perceptions about Norwegians interactive towards foreigners. It shown that Asians are high on disagree level (n=104, 52%), while Africans shows high score on agree level (n=52, 26%). For the question of do you have good opportunity to communicate in Norwegians language. The answers shown the difficult of connecting or communicating in Norwegians language of both groups are ambiguous. Asians 'way of thinking about using Norwegian language were high score on Neutral level (n=60, 30%), while Africans showed high on strongly disagree, strongly agree with the same numbers (n=48, 24%).

About how many of close friend do you have, while living in Norway. The

answer is divided into 3 parts of the question, and showed the results, that the number of close friends during living in Norway for both groups as Norwegian friends showed high scores for both are on none's levels Asians (n=84, 42%), Africans (n=124, 62%), mean that individualism and collectivism will never be the same in some points. But in home country friends' levels are high on many levels of both, Asians (n=108, 54%), Africans (n=92, 46%), mean there are still strongly barrier of connecting even after they both groups been living in Norway for quite a while, and within good contact with their own home friends 'it is also keep them unpracticed in Norwegian language and not understand good enough' of the host cultures. In international friends shows that high scores on a few levels for both of sample groups. Asians (n=76, 38%), Africans (n=68, 34%)

For the question of how often do you spend social times with others. The first place on highest level number of social times spent of both are very often with their own home country friends, Asians (n=76, 38%), while Africans are in the same levels (n=68, 34%), that also could be predicted that why European call Asians as "a party people". The second place on international friends, Asians shows high number on seldom for (n= 96, 48%), Africans shows high number on never levels (n=60, 30%), from the number it could be predicted in the way of living quite ethno-relativism, also showed quite low with locals. According to the results both showed high number on never levels Asians (n=76, 38%), Africans (N=84, 42%). About the question how satisfy for you to live in Norway. The data showed high score for both sample groups on satisfaction levels of living in Norway. Asians (n=80, 40%), Africans (n=84, 42%). And the answer of what is the most difficult for you to live in Norway. It showed that the most difficult for those two groups of foreigners which live in Elverum Kommune, Norway. The highest score shows on lifestyle levels as Asians (n=164, 82%), Africans (n=120, 60%).

Discussion

The finding reveals the differences of both respondents showed that as they are from different backgrounds and cultures towards their life's adaptation with Norwegians. It will interpret in range of 'culture shock' theory, and In the field of adjustment to fit in new environment or in new culture expatriate go through the various phases of adjustment and this phase is in the form of mentally, physically stress and family adjustment. Expatriate adjustment package contain- culture-shock, acculturation, and adjustment level. U-Curve model consist of all these stages.

u-curve model of adjustment was earlier given by Lysgaard, 1955 and studying 198 Norwegian Fulbright Student and after that been modified by other's as U-Curve model describe 4 stages as following: Honeymoon stage is the earlier stage of expatriation when they are very excited about the new environment and culture. He / She just enters in the new environment with full of hope and enthusiasm. This stage is also known as Euphoria stage, which is start in the first week in the host country. After the first stage end second stage begin and known as 'Culture-Shock' it starts when people get confused in the new culture, environment and they try to cope up and adjust in the situations. This stage is full of frustration, sadness, loneliness, anxious and homesickness. Third stage is known as Adjustment stage, it is a stage where people start understanding the culture, environment and tried to adopt host country culture, norms, and values start communicating with local people. Fourth and the last stage is Mastery stage, where people become master in the culture and stable in new environment.

The first stage starts with positive environment where people are just entering to the host country and very much excited about the new culture, this stage named honeymoon stage, because in the honeymoon people are with full of expectation, they do not know anything about the opposite and they dreamed in their self-made environment. This stage with positive and end in the negative environment where culture shock starts. As mentioned, when people looking forward or imagine to the new place where they going to live or work with full of hope, excited, fresh feeling from the first to see new culture, but after a while, especially those two foreigners' groups are from the warm continent and are collectivistic as Africa and Asia, it is contrary with Norway is individualistic and cold land, not happy and so on with many thing are unfamiliar towards host culture including difficult or not understand Norwegian language when they must communicate with local. As they said if you want to work or live in Norway you need to speak Norwegian language. This stage call 'culture shock or crisis' is start in the negative feeling where people start feeling stress, illness and get depressed. Then next stage they will try to break the unhealthy environment with their effort to deal with the situation and understand the culture, learning the norms-rules, try to communicate with the local people. Expatriate or foreigners start adjusting (third stage) in the new culture and at the end they become mastery (forth stage). They have been through the various problems personal or professional to adjust.

In addition, by Oberg, 1960, Culture-Shock was the period of anxiety before an

individual feels comfortable in a new culture. Its confusing and nervous feeling, a person may feel after leaving a familiar culture to live in a new and different culture. In this stage found a person feel sadness, loneliness, anxious, frustrated and homesickness. Every person has their values, norms, cultures and when he/she move to another place. It may be differed, and this difference of values and norms lead to culture shock. A person enters in a new country or place with so many hopes, excitement. Culture-shock affects people as per their mindset regarding the situation they already made. For example, a person has a confidence that he/she can understand the culture and easily adjust in the new environment and at the end thing goes opposite and makes a person get feeling of failure themed to stage where a person loses their confidence. All those feel after the lost or mismatch, it is known as 'culture -shock'. From first coming are two different positions of respondents in a view of adaptation processing, with interpersonal communication. After a while both have been learning or studying Norwegian language and what they have experiences their new environment, while they must practice communicating in Norwegian language, culture constitutes a way fully characteristic of organization life, thinking, conceiving and get things done by other in a way of what they are familiar. The view of culture proposes that a community of people tend to construct a common model or the road map way of life to adjust to the next.

This study has demonstrated the usefulness and cross-cultural adjustment levels of two groups foreigners and interpret in range of culture-shock (u-shape curve model), to easily understand in cross-cultural adjustment and communication in their daily life by using Norwegian language of expatriate for a better life, better job, and better earning, especially to reach and understand their new lifestyle towards the host culture and live together in harmony.

Recommendation and Future Research Directions

The study found that the administration organization should provide full and proper training or learn more about both the host of destination and the expats self before departure from their home country. For example, persons or officials responsible for working with foreigners of different culture and language should have knowledge, ability, and true understanding of different cultures. There should not be racial or ethnic discrimination.

Therefore, future research may study more in different area and difference aspect of the culture-shock or the culture adjustment.

References

ภาษาอังกฤษ

- Adler, P. S. (1975) The transitional experience : an alternative view of culture shock
Journal of Humanistic Psychology 15, 13-23.
- Cortazzi, M. & Jin, L. (1997) *Learning across cultures* In D. McNamara & R. Harris (Eds.),
Overseas students in higher education (pp. 76-90). London: Routledge.
- Festinger, L. (1957) *A theory of cognitive dissonance* Stanford, CA : Stanford University.
- Furnham, A. & Bochner, S. (1986) *Culture shock: Psychological reactions to unfamiliar
environments* London and NewYork: Methuen.
- Gao, G & Ting-Toomey, S. (1998) *Communicating effectively with the Chinese* Thousand
Oaks, California: Sage Publications.
- Harris, J. G., Jr. (1975) *Identification of cross-cultural talent : The empirical approach
of the Peace Corps* Topics in Cultural Learning, 3, 66-78.
- Hofstede, G. (1993) *Cultural constraints in management theories* Academy of
Management Executive, 7(1), 81-93.
- Lysgaard, S. (1955) *Adjustment in a foreign society: Norwegian Fulbright Grantees
Visiting The United State* International Social Science Bulletin, 7, 45-51.
- McFalls, E. L., & Cobb-Roberts, D. (2001) *Reducing resistance to diversity through
cognitive dissonance instruction implications for teacher education* Journal
of Teacher Education, 52(2), 164-172.
- Oberg, K. (1960) Culture shock adjustment to new cultural environments *Practical
Anthropology*, 7, 177-182.
- O'Donoghue, T. (1996) Malaysian Chinese Students' Perceptions of What Is Necessary
for Their Academic Success in Australia : A Case Study at One University.
Journal of Furthur and Higher Education, 20 (2), 67-80.

ระบบออนไลน์

Businessmate.org. (2009) *What are Geert Hofstede's 5 cultural dimensions?* .Retrieved
from <http://www.businessmate.org/Article.php?ArtikelId=4>