Cross-Cultural Dynamics

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Assignment #2

### *Developmental Readings*

Review Assignment #3, the course essential elements, assigned readings, and recommended readings to identify selections of books and scholarly articles to identify and select developmental reading sources and entries.

* Refer to the “[Student Guide to Developmental Readings](https://drive.google.com/file/d/161V_FaYR2BnNGCSFUlWPjUSIQzcH04Hq/view?usp=share_link)” for updated information on sample comments, rubrics, and key definitions related to developmental readings.

**Source One:** Crivăţ, G. A. (2024). IMPORTANT VALUES FOR INTERCULTURAL

AWARENESS.*Euromentor Journal, 15*(1), 72-80. <https://www.proquest.com/scholarly->

journals/important-values-intercultural-awareness/docview/3032755647/se-2

**Comment 1:**

**Quote/Paraphrase:** “The concept of intercultural competence in teaching English is in order, to better understand what strategies and techniques can facilitate understanding, respect, and integration of cultural concepts in real life communication contexts, and produces intercultural awareness, for foreign English teaching,” (Crivăt, 2024).

**Essential Element:** Interdisciplinary Cross-cultural Communication

**Additive/Variant Analysis:** Additive to the topic of international English

teaching, this quote proclaims the importance of research and asking questions to

better understand the people groups and culture to which a foreign English teacher

will have opportunity to thrive in their calling and career abroad.

**Contextualization:** Knowing and experiencing that competence in teaching

English culturally and professionally builds bridges to students and teachers, will

keep barriers from forming in relationships. In my going to China to be an

English teacher to students and classical education trainer to teachers, there was

much more Chinese culture information I should have been prepared for.

Not having previous training in working abroad and learning culture, I had

to rely greatly on the national people of the churches and schools to train me.

Trying to appease them, so I would be listened to was exhausting, as the more

they asked of me, the more I said, “Yes.” This proved to physical overworking.

There were no other expats working in the school who could help me

communicate I needed to rest. Had I been trained properly before I accepted, I

believe it would have been different start for me. I was competent in English

teaching, but not in another culture.

**Comment 2:**

**Quote/Paraphrase:** “Intercultural competence is an (inter) active process is something that cannot be attained strictly by individually studying the linguistic structure of a language, but only through intentional interaction with others and an acceptance of cultural differences,” (Crivat, 2024).

**Essential Element:** Interdisciplinary Cross-cultural Communication

**Additive/Variant Analysis:** The quote above is additive to my study and an

important statement to understanding cultural differences in approaching cross-

cultural relationships. The international English teacher must be aware of

intercultural dynamics to be most effective in instructing others.

**Contextualization:** I should have asked more questions before leaving for China.

My husband and I are firm believers in Jesus Christ and live by His faith in us and

through us. But we were not aware of the cultural challenges that would affect us

as teachers and trainers in China, even the Chinese Christian churches’ schools.

We found the greatest comfort on Sundays in the international church we

attended. That is where we received most of our training in Chinese culture. The

church was completely expats. Passports were checked as we entered each

Sunday to this church of 500 men, women, children. No Chinese nationals could

attend. The pastor was from Texas and had been there in the church for over 10

years. Having lunch each Sunday with a group of 10-20 others from the USA

was inspirational and very helpful. Others with us had various careers there:

airlines, representatives of tech companies, administrators of various USA

businesses and various embassies from around the world.

The commonality was that we all were in China together. A bond

was formed and we keep in touch today with precious ones. Therefore,

knowing and studying the culture of China would have been a great help to us

before we went there. We did not know of others from China living in the USA

that we could have asked questions of. We did read a few books, but they were

not current and we asked many questions of the director and sponsor of the

Chinese Christian underground school and church, but many she could answer.

We felt the pressure of the need there as she seemed to want to do anything to

get us to come and help for 2 years.

S**ource Two:** Elmer, D. (2002). *Cross-cultural connections: Stepping out and fitting in around*

*the world.* IVP Academic.

**Comment 3:**

**Quote/Paraphrase:** “Preparation is important to understanding the challenges of

making cultural transitions, particularly for the person representing Jesus Christ,” (Elmer, 2002).

**Essential Element:** Interdisciplinary Cross-cultural Missions in a Global Society

**Additive/Variant Analysis:** It is necessary to know what to expect when living

cross-culturally. Although living in a different culture can providentially change

those who accept the call from Jesus and go where the need is great, dependence

on Him daily will more than likely be the outcome. Additive to my topic of study,

preparing for challenges in a new culture is key to a productive experience.

**Contextualization:** As we continue to think on our time spent in China, we are so

grateful for the experience to have been called there. The opportunity to go was

given to us as one that only He could have orchestrated. I know this could have

been a very negative experience for some. For us, it was life-changing as we

totally depended on and trusted in Jesus for every moment in what to say, and

how to walk, by faith.

As pastors’ kids, both my husband and I having grown up in Christian

families in the church, thought we were experienced and prepared for any

challenge that God brought us through, but living in China was very different

culturally for us, even with our Chinese believers. Had we known what we know

now, the adventure could have been less stressful muh of the time.

**Comment 4:**

**Quote/Paraphrase:** “Much of what we see and experience in this life does not belong to the right or wrong categories, and to force them into one or the other would be counterproductive, if not destructive. Some of us need to cultivate and enlarge this difference category to be more effective in human relationships,” (Elmer, 2002).

**Essential Element:** Interdisciplinary Cross-cultural Missions in a Global Society

**Additive/Variant Analysis:** Additive to the topic of my study, this quote speaks

to experiences of those who struggle with relationships differences. This also

could be a variant analysis to those who do not agree that it is a good choice to

move out of one’s comfort zone, into another culture. It is more probable in their

relationships, Christianly, to be a sender not a goer.

**Contextualization:** Before making the decision to go to China for 2 years, we

had many counselors and advisors with whom we talked and asked for their

opinions and advice, particularly pastors, mentors, family, and friends.

And as we talked and prayed together over a few months with these ones,

all agreed we should go. Only a few believed we should stay. Their reasoning was

that we were of retirement age now and should stay and watch our grandchildren

grow. However, even our children told us to go, and the miracles that God did

to our time of departure were incredible. Only He could do these things, and

eventually everyone acknowledged the fact that He was sending us!

**Source Three:** Huang, W., Xu, T., & Zhang, M. (2023). A mixed method study on Chinese

primary school EFL teachers’ preparation, affecting factors and support needed to

implement intercultural foreign language teaching.*PLoS One, 18(4)*

<https://doi.org/10.1371/journal.pone.0284146>

**Comment 5:**

**Quote/Paraphrase:** “Gaining and mastering intercultural knowledge and skill have been widely regarded as one of the educational goals in many countries, and so in China,” (Huang & Zhang, 2023).

**Essential Element:** Interdisciplinary Cross-cultural Understanding

**Additive/Variant Analysis:** It is important to note that the Chinese government

wants English teachers for their government schools and universities. However,

they only want these teachers to teach English grammar and writing. Variant to

my study, especially after living there and talking with others, even those within

the communist party, they may want to listen to gain knowledge about other’s

cultures, but they do not want to change their beliefs or behavior about what they

hear. They police everyone, especially foreigners and keep close eyes on them

and ensure all do what they say. They are quick to send back anyone who teaches

what they do not want taught and black list them from ever coming to China

again. And to fine the institution that asked them there, or arrest them.

**Contextualization:** To know, understand and professionally analyze cross

barriers within cultures are good things to aspire to. This would be the mark of a

life-long learner. However, it can only be done in a humble way in which

relationships are built over a period of time. Chinese Christians want to get their

children out of China to learn from a biblical worldview in their academics. These

Christians are listening and are hungry to know more knowledge of Jesus and

experience Him. They, themselves, do not believe they can move out of China

with their families, because of many restrictions and much money it will cost

them, but they want to get their children out. It is much easier for a student to

come to USA or United Kingdom, even Australia to study than it is to move the

family. How will we help them?

Fortunately, the Lord Jesus has used us to help get at least 15 Chinese high

school age students here to USA and in Christian boarding schools in Georgia,

Texas, and Michigan, in the last 5 years.

**Comment 6:**

**Quote/Paraphrase:** “The transformation from traditional skill-oriented language

teaching to the more challenging intercultural foreign language teaching requires

efforts from researchers, foreign language teachers and educational departments,”

(Huang & Zhang, 2023).

**Essential Element:** Interdisciplinary Cross-cultural Understanding

**Additive/Variant Analysis:** Intercultural foreign language teaching is important

and valuable for teachers who choose to have a career internationally. As an

additive analysis to my topic, this trend is growing and teacher universities and

colleges need to implement a course requirement for all teachers state

certifications. With more multinationals coming to USA, this skill is necessary for

all schools, especially for the private Christian school.

**Contextualization:** As an administrator in a Christian School, it is necessary for

teachers and staff to know how to relate to internationals from other countries. In

our school alone, our multinational population has grown to almost 20 %. We

love these families, yet our teachers have no training in relationships with other

cultures. They just love children and people. In public schools today,

multinational families’ growth is almost 45% in our area of Indiana. When will

state education departments meet the needs families and teachers within this

cultural dynamic? This is another area of importance of study and training in our

Christian school.

**Source Four:** Jurásek, M., & Wawrosz, P. (2023). What Makes People Abroad Satisfied? The

Role of Cultural Intelligence, Cultural Identity, and Culture Shock.*Social*

*Sciences, 12*(3), 126. <https://doi.org/10.3390/socsci12030126>

**Comment 7:**

**Quote/Paraphrase:** “An individual is captivated by new and unknown things

immediately after their arrival in a new culture and that almost everything seems

uncritically interesting and exciting. However, a different situation occurs once

this initial infatuation passes, and it is followed by a period of disillusion and

frustration (in other words, a period of culture shock) when the individual is

seriously confronted with everyday life in the new culture,” (Jurásek & Wawrosz,

2023).

**Essential Element:** Cultural Adjustment Map

**Additive/Variant Analysis:** This quote is truth and additive to my topic. For

those who have ever lived abroad, they understand this completely. Acceptance

and worldview identity is what all want to feel every day, but as work time in the

foreign countries continue, the newness wears off and major questions begin.

Why am I here? What was I thinking? It may have much to do with self-care, self-

efficacy and comfort. But those are important!

**Contextualization:** As the excitement of anything new becomes day to day

reality, most of us begin to question and many times, we analyze the cultural

differences in the places in which we live currently and just respond with various

coping strategies.

We receive love and encouragement from others, but we must

consider who we are and Whose we are. Many, many times, when difficulties of

cross-culturally life began to rear its ugly head, my husband and I

had to rehearse all the miraculous things the Lord had done getting us to

China, especially when we missed our family very much. We read books, listened

to podcasts, had much FaceTime with our friends and family, but going to the

international church and being with others who were feeling the same as us, was

the most helpful. Even knowing and talking about how each of us was feeling

were moments of extreme thankfulness to God that we were not alone.

**Comment 8:**

**Quote/Paraphrase: “**Individuals that know their roots, know where they come

from and the values they espouse, and accept the historical cultural legacy of

their ancestors positively, and are proud of their culture and what it has given the

world, will probably understand the similar feelings of individuals who come

from a different cultural environment,” (Jurásek & Wawrosz, 2023).

. **Essential Element:** Cultural Adjustment Map

**Additive/Variant Analysis:** As an additive analysis to this topic, all people

desire to be accepted by others and make choices from their own experiences.

Listening and asking questions of those in other cultures with rapport and

understanding leads to greater relationships. This takes much time.

**Contextualization:** Living in China could have been only a busy experience as

our school kept us working Monday through Friday, 7 AM to 7 PM. Then, on

Saturdays, we would be expected to go on outings with another family each week.

Although at first, this was wonderful, it was physically tiring.

We were invited to China to work, but because of the circumstances of the

churches and Chinese government, we had to have Tourist Visa. This meant that

every 60 days we had to leave the country. This was a great opportunity at

first, because the schools sent us to visit other nearby countries for the weekend,

yet another cultural experience. But they never asked us about it. They should

have.

**Source Five:** Stan, I. M., & Jongboom, I. (2023). The influence of cross-cultural adjustment on

job performance.*Research in Hospitality Management, 13*(2), 105-112.

doi:https://doi.org/10.1080/22243534.2023.2277509

**Comment 9:**

**Quote/Paraphrase:** “Poor cross-cultural adjustment is influenced by a lack of

inclusiveness and cultural balance in some multinational teams, leading to

communication challenges and a difficult working atmosphere which can interfere

with the employees’ job performance and engagements,” (Stan & Jongboom,

2023).

**Essential Element:** Cultural Adjustment Map

**Additive/Variant Analysis:** This is an additive analysis to my topic of study. It is

true that job performance can be a challenge cross-culturally. Meeting the

demands of communication through vocabulary differences is difficult and

interferes with understanding. It is stressful unless a relationship is formed and

communication is of upmost importance.

**Contextualization:** When approaching the facts of living abroad, the inevitables

and challenges of life there are not known yet. I found myself listening very

intently to others to understand what they are saying to be necessary. Even if there

was a Chinese translator with us, she would sometimes look quizzically at me

because she did not understand what I was saying. How then could she interpret

well enough to tell others. This happened many times when we were speaking to

parents of the school. At those times, we had to stop and think of other words we

could use that the interpreter could translate.

Even in our Christian school today, some of the multinational students have

to come to the parent conferences to translate for their parent to the teacher and

teacher to parent. Good relationships must be formed for communication.

**Source Six:** Van Fleet, X. (2023). *Mao’s America: A survivor’s warning*. Center Street.

Hachette books.

**Comment 10:**

**Quote/Paraphrase:** “The realization that most Americans do not know much, if

anything at all, about the Chinese Cultural Revolution, Communist China,

Communism, or cultural Marxism in general. That explains why so few have

recognized that the root of today’s ‘woke revolution,’ not to mention its ultimate

goal, is Marxism followed by Communism, (Xi, 2023).

**Essential Element:** Interdisciplinary Cross-cultural Understanding

**Additive/Variant Analysis:** Additive to the topic, knowing and understanding

culture of a country in which to choose to live is a priority. History, government,

education, family life, are just a few items that should be known. Knowing this is

helpful in relating to people and understanding their choices.

**Contextualization:** Three Cultural Model of missionary communication: mine,

theirs, and Jesus, was interesting to study. Had I known this before, I

may have had a better listening heart and mind to the Chinese people. I only

remember studying China’s revolution, communism and Marxism in high school

and never analyzed the people and control of the people during these times. Being

there and with the Chinese believers, they would share about it and how it

affected their families, including parents, grandparents, and others, explaining it

to me with tears. How would I help them understand the love of Jesus in such

horrible circumstances to them? Some of them could not understand how we

would want to come to China, also? Did we understand about Chinese culture and

still want to come? America is so wonderful in their eyes, why would we sacrifice

2 years to be with them? Great dialog ensued.

As I meet new multinational families in our school, I have learned to listen

more and ask questions to understand so that I may gain their acceptance to help

their child be a successful academic one who loves Jesus. This means that I must

the right to ask them questions. Trust is another communication key.

**Comment 11:**

**Quote/Paraphrase:** “Living under Communism is REAL oppression,” (Xi,

2023).

**Essential Element:** Interdisciplinary Cross-cultural Understanding

**Additive/Variant Analysis:** Additive to my topic, knowing what oppression in

China was like to families and continues to be to them is important to relationship

with them. This is just practical wisdom enabling us to work cross-culturally.

**Contextualization:** In the schools in China, there were a few students whose dads

were underground church pastors. These students would talk about how they felt

sometimes. They knew the possibilities everyday of leaving home to come to

school, after hugging their dads, that they may come home that day and their dad

arrested and taken to jail. For the Chinese pastor who took this as an honor to be

jailed for the gospel, their children did not have the same view. How to help these

families and students, especially when a child is considering losing their dad.

Academics may have to take a back seat.

**Source Seven:** Zhang, L., Ji, L., & Chai, Z. (2024). Data Mining-driven Multiple Regression

Analysis of Cultural Identity in International Students' Perceptions of Chinese

Culture.*Journal of Electrical Systems, 20*(2), 1790-1799.

<https://www.proquest.com/scholarly-journals/data->

mining-driven-multiple-regression-analysis/docview/3074172976/se-2

**Comment 12:**

**Quote/Paraphrase:** “Chinese universities are intensifying their focus on

educating international students about China’s national context to bridge cultural

gaps. However, barriers like religious beliefs and inherent cultural variances

continue to challenge the seamless integration of these students into Chinese

society today,” (Zhang, et al, 2024).

**Essential Element:** Interdisciplinary Cross-cultural Understanding

**Additive/Variant Analysis:** To build bridges culturally, countries have to be

transparent and share truths about themselves. The additive quote above explains

that China does admit their barriers of religious beliefs and it is a challenge to

them. However, what will they do about their challenges to get the best educators

abroad to come help them? They are proud they are a “Saving Face” nation.

**Contextualization:** In cultural bridge-building today, knowing, listening, and

understanding is necessary to have relationships. Many will not care what you

know until they know how much you care. This is especially true with older

students and adults. But how do we reach them as those who care? It takes a great

deal of time, and today’s culture does not want to take the time.

Even in America, the fear of older adults from younger adults, is that older

adults are not to be trusted. Respect is gone. How do we break this barrier?

**Source Eight:** *The ESV Bible*. (2001). Crossway publishers.

**Comment 13:**

**Quote/Paraphrase: “**He also told this parable to some people who trusted in

themselves *and* were confident that they were righteous [posing outwardly as

upright and in right standing with God], and who viewed others with contempt:

“Two men went up into the temple [enclosure] to pray, one a Pharisee and the

other a tax collector. The Pharisee stood [ostentatiously] and began praying to

himself [in a self-righteous way, saying]: ‘God, I thank You that I am not like the

rest of men--swindlers, unjust (dishonest), adulterers--or even like this tax

collector. I fast twice a week; I pay tithes of all that I get.’ But the tax collector,

standing at a distance, would not even raise his eyes toward heaven, but was

striking his chest [in humility and repentance], saying, ‘God, be

merciful *and* gracious to me, the [especially wicked] sinner [that I am]!’ I tell you,

this man went to his home justified [forgiven of the guilt of sin and placed in

right standing with God] rather than the other man; for everyone who exalts

himself will be humbled, but he who humbles himself [forsaking self-righteous

pride] will be exalted,” (Luke 18: 9-14).

**Essential Element:** Interdisciplinary Cross-cultural Missions in a Global Society

**Additive/Variant Analysis:** Christ taught of cultural humility. This additive

quote is a good one for cross-cultural mission living as it speaks and models to us

righteousness is right standing with God and comes from within. Living from

Christ’s identity beats prideful performance.

**Contextualization:** Accepting the call to go teach in another country is an awe

inspiring and humble adventure. Being prepared is necessary and enhances the

living abroad experience. Knowing that we are never alone in challenging

circumstances and with Christ we have His strength to meet every cross-cultural

challenge is a fact! But will we accept what He has for us each day as we grow in

the faith upon faith process with Jesus? What a privilege it is to say, yes! It is not

always comfortable, but is His Shalom peace from within!

As I anticipate a new concept at our school with better resources to help

Reach the 20% multinationals we serve, I’m excited to see what God’s next

steps for school growth, student success and staff understanding will ensue,

not only personally but throughout every stakeholder.

Looking back, I believe the China adventure that we experienced was

foundational learning to our school’s new challenge with multinational families.

I look forward to all that God has for all of us.

**Works Cited**

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