

الجمهورية الجزائرية الديمقراطية الشعبية
DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA
وزارة التعليم العالي والبحث العلمي
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
جامعة عباس لغرور خنشلة
UNIVERSITY OF ABBES LAGHROUR - KHENCHELA



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Culture Shock among International Students

Case Study: International Students at the University of Abbes Laghrou -Khenchela

*Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirements for the Degree of Master in Language and Culture*

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May, 2018

Acknowledgements

We would like to express our thanks to our supervisor Kahoul Iman for her wise guidance, patience and encouragement. Without her, our work would not have been invaluable. We owe a debt gratitude to all the teachers and international students who played a significant role in conducting our study, thank you for your support and useful contribution.

Our thanks to the committee members, who accepted to read and examine this study.

Thank you for the time and the efforts you gave us.

We are also grateful to all those who supported us with valuable information and comments, especially Mr Beddiaf Abderrezzak, Mr Krazi, Mr Messai and Mr Boudjlel.

Dedication

In the name of God, most merciful, most compassionate.

I wish to thank, first and foremost, Allah the most grateful for leading and helping us to accomplish this work.

This research project is dedicated to my beloved parents whose love, support and prayers of day and night make me strong and able to achieve such success.

To my brothers: Ahmed and Idriss.

To my darling sisters: Dallel, Amel, Ibtissem, Nassima and Halima. May Allah protect them all.

To my nieces and my nephews: Mohammed, Achraf, Loay, Abd Arraouf, Omar, Islam, Hanadi and Salsabil.

To all my best friends and colleagues at the University of Khenchela, especially Bouchra, Djazia, Hiba, Sirine, Nawal, Achwak, Asma, Takia and Rima.

To the teachers of the English and French department, Thank you.

Boutarfi Fatin

Dedication

I dedicate this dissertation to:

The light of my life: my parents, I am eternally grateful to them for their love and support.

My brother Farid, I am deeply grateful to him for his encouragement.

My sisters

My nieces and my nephews: Maria, Nada, Louai, Iyad, , Aniss, Aissam, Raid, Amdjad and

Alaa.

All the members of my family "Boutaleb".

All my teachers from the primary school to the university.

My closest friends. Nadia, Nawal, Samia, Meriem, Ghania, Assia and Kenza.

All those who love me.

Boutaleb Nora.

Abstract

The present research deals with the phenomenon of "Culture Shock". It studies the experience of some international students from African and different Arabic countries at Khenchela University. Its aim is to identify the factors that contribute to this phenomenon and find some effective strategies that would help those students to cope with the new environment. In this research project, the researchers opted for both; qualitative and quantitative methods to analyze the data gathered via two questionnaires. The results of the data revealed that almost international students experienced culture shock because of the cultural differences, the unfamiliar academic system, in addition to language barrier. Those factors negatively affected their adjustment in Algeria. The teachers and international students themselves use specific strategies to cope with culture shock. In order to decrease the negative impacts of culture shock especially at the academic level, we made our efforts to propose some relevant suggestions and recommendations.

Key Terms: Culture shock, international students, adjustment, strategies

Résumé

La présente recherche porte sur le phénomène de "choc culturel". Elle étudie l'expérience de certains étudiants étrangers d'Afrique et de différents pays arabes à l'Université de Khenchela. Son but est d'identifier les facteurs qui contribuent à ce phénomène et de trouver des stratégies efficaces qui aideraient ces étudiants à faire face au nouvel environnement. Dans ce projet de recherche, nous avons opté pour deux méthodes qualitatives et quantitatives pour analyser les données recueillies via deux questionnaires. Les résultats des données ont révélé que les étudiants presque étrangers ont subi un choc culturel en raison des différences culturelles, du système universitaire non familier et de la barrière linguistique. Ces facteurs ont affecté négativement leur ajustement en Algérie. Les enseignants et ces étudiants étrangers utilisent des stratégies spécifiques pour faire face au choc culturel. Afin de réduire les impacts négatifs du choc culturel, en particulier au niveau académique. Nous avons fait des efforts pour proposer des suggestions et des recommandations pertinentes.

Termes clés : Choc culturel, étudiants étrangers, ajustement, stratégies

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ملخص

GENERAL INTRODUCTION

General Introduction

Under the influence of globalization, the creation of transportations and the development of technological devices, in addition to the emergence of global structure and the international flow of knowledge that require interaction between societies; borders between countries disappeared, and people have continued to migrate around the world on a large scale, this allows them to exchange ideas and cultures which differ from one country to another .The flow of travelers in a huge number all over the world creates a kind of an intercultural contact between nations. This contact can produce interesting experiences in life and new opportunities appear. One of these absorbing experiences is studying abroad.

Due to this, doors of various fields of study are opened and the educational horizons for students are broadened. Studying abroad is considered as a major decision and a beneficial experience that can change students' life because it shapes their future and ensures the academic domain. This phenomenon has expanded over the years; as a result, the number of international students became significant since the last decades. Those students who decide to leave their countries contemporary to obtain higher education, may face some difficulties. These troubles can result in a physical and psychological changes because of the unfamiliar circumstances surrounding them. These changes are clearly introducing a phenomenon called "Culture Shock".

However, international graduate students are supposed to realize successful achievements. Consequently, they should treat and enable themselves to get rid of these changes, encounter the new challenges and overcome culture shock, especially if they are totally unaware about the culture, the language and the academic system of the host country, thus is for being in a comfortable atmosphere to achieve the study goals and make a significant adjustment in the new environment.

1. Statement of the Problem:

Over the course of several decades, international students from different countries developed the sense of travelling overseas to obtain higher level of education. Algeria is a typical country that receives international students from different nations since it contains many universities that have a good reputation in offering a high quality of education. Khenchela university has been recognized as one of these universities, it receives international students from different countries mainly the African and Arabic ones.

The phenomenon of Culture shock occurs when people visit a foreign country with a different culture because cultures differ from one society to another. International students at Khenchela University are living in a different culture temporarily; they may go through a "culture shock" experience because of the changes in familiar circumstances they were accustomed to. However, there is a big need to understand the main factors contributing to culture shock at Khenchela University. Thus why, the researchers want to identify these factors.

International students at Khenchela University are required to realize their academic objectives, this objective may be affected by their ability to cope with the problems they face, as a result, they are obliged to apply some strategies to adjust the new culture. On the other hand, there is a demand for culture shock understanding by teachers and educational institutions to deal with international students' difficulties and follow specific strategies that would help them to achieve their academic mission.

Therefore, this study was designed to identify the factors contributing to culture shock at Khenchela University and exploring the strategies used by teachers and students themselves to adapt the new culture and achieve the academic goals.

2. Research Questions:

In order to achieve the objectives above, main research questions have been formulated:

- 1-Do international students experience culture shock at Khenchela University?
- 2- What are the factors contributing to this phenomenon?
- 3-What are the strategies used by teachers and international students to manage culture shock and adjust to the new culture to achieve their academic goals?

3. The Hypotheses:

By providing answers to these questions, it is hypothesized that:

- 1-International students at Khenchela University experience culture shock, many factors might contribute to this phenomenon such as: the cultural differences, language barrier, in addition to the different academic system applied in the new country.
- 2- International students try to learn the new culture, interact with its members and build new relationships in the new country. Teachers create a healthy environment by integrating international students in different activities and engaging them with the local students.

In order to check whether the hypotheses put forward are valid or not, the researchers have chosen the international students at the University of Khenchela as a case study.

4. Literature Review:

Culture shock is an important issue that has been discussed by many researchers and educators because it is crucial to understand and appreciate other countries and other cultures in order to develop the intercultural competence of individuals who are far away from their familiar environment.

The term culture shock is a concept that is attributed to the anthropologist Oberg in the early 1960s as an occupational disease of people who have suddenly abroad and describe their experience when they are encountered with a new cultural environment.

After the introduction of the term culture shock by Oberg, other researchers added new perspectives on the understanding of this concept; Guthrie (1975) tried to redefine the term culture shock and used the term "culture fatigue". Smalley (1963) focuses on the difficulties in communication, hence the term "language shock" has appeared, and Bock (1970) describes culture shock as an anxiety reaction due to not being able to understand, control or predict the behavior of other people. (Naeem & al, 2015)

Culture shock is the process of adjustment to an unfamiliar setting (Pedersen, 1995), stress due to adaptive coping mechanisms (Berry, 1997), lack of skills to operate in the new culture (Furnham and Bochner 1986) or the precipitating apprehension in communication due to loss of familiar environmental signs. However, Adler (1975) contributed that culture shock is a process which includes different stages that people experience in their acculturation into a new culture. Negative emotions are presented because of the unexpected cultural differences in their acculturation process such as desperation, fear and anxiety.

People who don't have enough information about the host country may experience culture shock. The international students are social members of certain groups which experience culture shock when they encounter different aspects which are different from their own culture and environment. It has been argued (Tarry, 2011) that the travelling overseas for higher education could have the effect of transforming cultures. There are various discussions that are related to what international students gain by studying abroad. Scholars argue that the purpose of studying abroad is to gain experience in the host country and adopt the culture in which international students live for a relatively short period. (Newsome & Cooper, 2016)

Other researchers have related the term culture shock with international students as complimentary terms; Pyvis and Chapman (2005) suggested that culture shock is also experienced by the growing number of students studying in foreign university.

There are many complex challenges facing International students travelling to other countries, especially if the host country is noticeably different from their home country culture. It is not surprising that the physical and psychological well-being of students, as well as their academic performance, can be affected by these adjustment challenges (Ward, Bochner & Furnham, 2001). The aim of understanding the culture shock concept is to reflect upon the international students in order to determine how, where and when experience culture shock to help them to adjust with the host culture of the new country.

5. Purpose of the Study:

The purpose of this research aims to investigate the phenomenon of culture shock among international students at Khenchela University and describe the common challenges they are facing. In this research we try to gain an insight into the main factors that contribute to culture shock among them and identify the results of experiencing such phenomenon. We are also seeking to find out how international students perceived their new learning environment in Algeria, and provide an explanation of the strategies that would help them to adjust to the novel culture.

6. Significance of the Study:

Khenchela University is one of the higher educational institutions in Algeria, it receives international students from many countries in order to accomplish their higher studies. The different circumstances where the international students are supposed to study and live in ; can cause a common phenomenon which is “culture shock”.

In this perspective, this study is considered as an important attempt to give a clear picture and full information about the phenomenon of culture shock that international

students at Khenchela university may experience. It is invaluable to examine culture shock among them, define the factors contributing to it and find out strategies to cope with the new culture in order to help them to achieve their academic objectives. With this study, we may also help future international students to take care when they are encountered with possible challenges and difficulties when studying abroad for not being in the same situation the previous ones experienced.

7. Definition of Terms:

Culture Shock: describes the state of being shocked as a result of confronting a foreign cultural system. It is characterized with different symptoms including: anxiety, frustration, isolation and the physical illness.

International Students: are a type of sojourners (tourists, refugees, businessmen...etc) who travel abroad for a period of time. What characterize international students from other travelers are the academic goals, school environment and the intention to go back home.

Acculturation: Is a term used to describe the process of learning a new culture.

Intercultural Contact: refers to the meeting of people from diverse cultures and languages across the political boundaries of nations or states.

Intercultural Competence: intercultural competence is the ability of a person to behave adequately in a flexible manner when confronted with actions, attitudes and expectations of representatives of foreign cultures. (cited in Berramdane, 2017, p. 18)

Intercultural Awareness: is the realization and acceptance of the idea that cultures are different, in this situation, the individual must be an open-minded on other cultures because they do not represent a threat on the native one.

Cultural Sensitivity: is being aware that cultural differences and similarities between people exist without assigning them a value- positive or negative, better or worse, right or wrong.

8. Limitation of the Study:

During the study, the researchers tried to deal with more international students, but they faced the time barrier, they did not have enough time to distribute more questionnaires because many international students were preparing themselves for the holidays. The researchers faced a problem of convincing other international students to participate in this research. Language was also another limitation since the majority of participants do not understand English, this why the researchers were obliged to translate the questionnaire into French (Appendix 2). Another limitation was the unclear answers of some students. Besides, some international students volunteering in this research had been in Khenchela University for four years, this might affect the results since they represent a better adjustment than those who attend this university for a shorter time. Concerning the teachers' questionnaire, some teachers did not respond on some questions.

9. Research Methodology and Design:

9.1. Choice of the Method:

In this study, a descriptive method will be used, as this method is the suitable for collecting the needed data, describing the experience of international students at Khenchela University and permitting us to find out the challenges faced by those students that may affect their academic career. The researchers have adopted both qualitative and quantitative approaches to analyze the data gathered via two questionnaires.

9.2. Population and Sampling:

International students and teachers at Khenchela University have great importance in our study. For this reason, we will consider both populations. The total number of international students at Khenchela University is nearly sixty (60) students. We selected

twenty (20) international students who represent 33% of the whole population to respond on written questions, they were chosen randomly in order to synthesize reliable data. This work will be conducted with the vital cooperation of many teachers from different departments, they were selected purposively, it means; we have selected only teachers who have experiences in teaching international students in order to get valuable information about the strategies they use to help those students to overcome the problems they face in classrooms.

9.3. Data Gathering Tools:

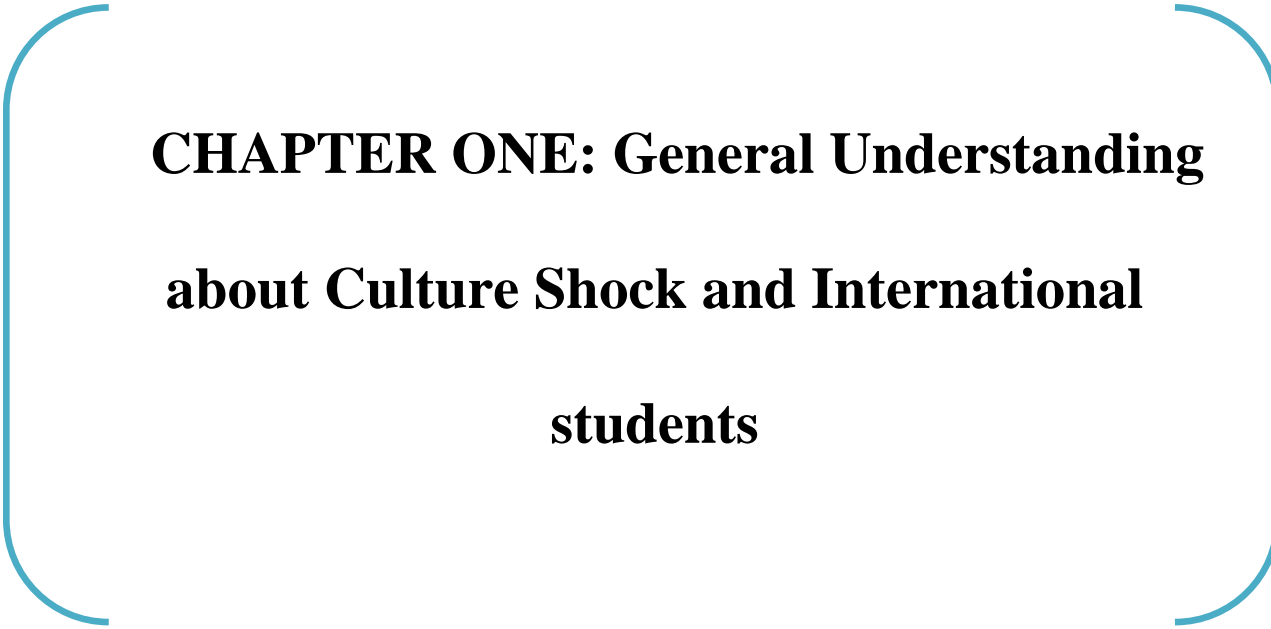
In order to obtain the needed data to answer our research question and to meet the aims beyond this study, we looked for employing a research tool which is a questionnaire as a commonly used method of collecting information from a population of interest.

The questionnaire was used because it fits perfectly the aim of our study since it is the most useful tool for a descriptive research to be conducted. Moreover, in such limited period; such tool takes less time and effort consuming. The types of questions used in the questionnaire are close-ended questions and open-ended questions. Two questionnaires were designed; one was administered to the international students at Khenchela University and the other for teachers in different departments. The first questionnaire is designed for the international students to get a feedback about the main challenges that might contribute to culture shock, in addition to the typical strategies which enable them to realize a successful adjustment process. The second questionnaire is conducted to teachers in order to know the strategies they use to help those students to adjust to the new culture for best academic achievements.

10. The Design of the Study:

In order to find out answers for these research questions, two chapters are undertaken. The first chapter deals foremost with the theoretical background which highlights the main elements related to the whole topic; starting by the definition of key concepts; culture, acculturation, then get a close insight about culture shock , its stages, symptoms in addition to the treatment of this phenomenon. It also highlights the term international students and its relation with culture shock.

The second Chapter is the core of the investigation which leads to considerable results, it will be devoted to data analysis and interpretation. In this part, there is a clear description of the research methodology and population, data collecting instruments, and finally data analysis and discussions of the main results. After that, we conclude with some suggestions and recommendations to cope with culture shock, and propose some strategies for teaching a classroom that includes international students.



**CHAPTER ONE: General Understanding
about Culture Shock and International
students**

Introduction:

Nowadays, the number of students studying abroad is increasing dramatically; they may leave their mother countries to achieve a higher level of education. This will make them encountering a new environment that is entirely different from their own. Those international students, who travelled overseas, may face a sense of dislocation because they cannot become the citizens of their countries; which may cause many psychological and physical changes including: anxiety, depression, stress, feeling of worthlessness, frustration, loneliness , unfamiliar social activities and life styles, as well as, differences of language use...etc. The environmental changes and cultural differences may seem as a big threat that leads to "culture shock." This phenomenon needs some strategies that could help those students to adjust to the new culture.

This multidimensional phenomenon "culture shock" has attracted the attention of many psychologists and anthropologists who tried to study it in details. This chapter introduces "culture shock" to achieve a general understanding about its definition, its different stages, symptoms as well as, its treatment.

I.1.Culture:

I.1.1. Definition of Culture:

Before defining the term "Culture shock", it is pertinent to shed light on the concept of culture as the center or source from which intercultural studies have emerged. The word "Culture" is one of the most difficult terms to define because of its intricate historical development; many sociologists and anthropologists discussed it...etc who attempted to give a specific definition which resulted in countless definitions of culture. The British anthropologist Edward Taylor (1871) was the first who came with the most clear and

comprehensive definition ,he defined culture as: " Complex whole which includes knowledge, beliefs, art, law, morals, customs and any other capabilities acquired by a man as a member of society."(p.01) in a simple way, culture is a complex system that is well organized; it helps people to comprehend the world, as well as, their lives to transmit it to the next generations. It is considered as an accumulated knowledge, beliefs, values and behaviors...etc acquired by the members of society and what they share in the same social environment. In the same respect, the professor of anthropology Barnouw (1973) suggested that: «**Culture** is a way of life of a group of people, the configuration of all of the more or less stereotyped patterns of learned behaviors, which are handed down from one generation to the next through means of language and imitation." (p. 06)

According to Barnouw's definition, it has been argued that culture has an intimate relation with language. The former is considered as the patterns of learned behavior; the latter is an essential tool for expressing one's thoughts, beliefs, and ideas and transmitting them to the next generations. People use language not only to communicate, but also to transmit their cultures; for that reason, it represents and expresses cultural reality. The professor Brown (1994) describes these elements as follows: "A language is a part of culture and culture is a part of language, the two are intricately inter woven so that one cannot separate the two without losing the significance of either language or culture."(p.165)

From another perspective, the Canadian psychologist Peterson (2004) suggested that culture is: "the relatively stable set of inner values and beliefs generally held by groups of people in countries or regions, and the noticeable impact those values and beliefs have on the people's outward behaviors and environments." (p.17) Culture is the collection of values and beliefs maintained by a specific group of people, those values and beliefs affect their

behaviors (eg. the personal space and the level of noise) and their environment (eg. the way of building)

I.1.2. Big "C" and small "c":

Culture has been divided by many researchers into two categories: small "c" that deals with the system of behaviors of society such as attitudes, habits and other daily activities; big "C" which is concerned with material production such as architecture, art, literature, music and folklore...etc.

Peterson (2004) states that big "C" culture is the culture that focuses on "classic or grand themes" like architecture, geography, classic literature, classical music and political issues. However, small "c" culture is related to the "minor or common themes" including opinions, viewpoints, food, taste, clothing style and hobbies. (p.74). It has been argued that the big "C" culture is "a set of facts and statistics relating to the arts, history, geography, business, education, festivals and customs of a target speech society". Meanwhile, the small "c" culture is "the invisible and deeper sense of a target culture such as values, norms and assumptions" (Lee, 2009, p. 87)

I.1.3 Characteristics of culture:

To understand the true nature of culture, we must give insight into its main characteristics:

- **Culture is learned:** It is not biologically inherited; we learn it unconsciously by growing up with it and through the interaction between the members of our community. This process of learning culture is known as enculturation. The anthropologist Guest (2016) contends that: "Humans do not genetically inherit

culture. We learn culture throughout our lives from the people and cultural institutions that surround us."(p.34)

- Culture has an individualistic and collectivist dimensions; it is **shared** by the members of society as a whole, and each individual is adding new things to this culture, i.e. culture makes people united and each individual contributes with his thoughts, values and behaviours in it and makes new things. We share it with other members of our group; as a result, we are able to act in socially appropriate ways, as well as predict how others will act. Hall (1976) confirms that “culture is not genetically inherited and cannot exist on its own but it is always shared by members of society.” (p.16)
- **Culture is transmitted:** It is passed from one generation to another using language which is considered as the main medium for transmitting culture .The process whereby culture is transmitted is called "enculturation".
- **Culture is dynamic:** This means that culture interacts and changes because the most cultures are in contact with each other. People exchange ideas and symbols. according to their needs, this will help culture to survive.
- **Culture is integrated:** All its aspects are interconnected.

Down (1971) defined culture as "a system of symbols shared by a group of humans and transmitted to incoming generations." (p.73) This definition includes the main characteristics of culture: it is a complex system based on symbols; it is considered as a social practice which is learned by the members of the community who share it through socialization and interaction between them through the use of communication means and transmit it to the next generations. This learning and transmission of culture helps it to survive.

I.2.Acculturation:

I.2.1. Definition of Acculturation:

Acculturation is considered as a culture contact when a person interacts with the host culture that is different from his own; consequently, he encounters new beliefs, values and behaviours which can modify his thoughts and ideas in order to be familiar and adopt with the new culture. According to Redfield, Linton, & Herskovits (1936, p. 149), "Acculturation comprehends those phenomena which result when groups of individuals having different cultures come into a continuous first hand contact with subsequent changes in the original cultural patterns of either or both groups." In other words, acculturation is the process which can be experienced by those who come into contact with a new culture, consequently, they face changes in their habitual references because of interaction with different groups of the host culture who in turn can be affected. Berry (2005) defines acculturation as:

The dual process of cultural and psychological change that takes place as a result of contact between two or more cultural groups and their individual members. At the group level, it involves changes in social structures and institutions and in cultural practices. At the individual level, it involves changes in a person's behavioral repertoire.(p. 698)

This means, that acculturation is the cultural modification that occurs among people because of the contact between different cultures, they try to adjust a new culture and obtain its different aspects. This modification can affect the behaviours of individuals when they are exposed to a new culture. During the adaptation process, they may face many challenges at the physical and psychological levels; this can impede the adjustment process. (Sam & Berry, 2010, p. 472) define acculturation as "the process of cultural and psychological change that results following meeting between cultures".

Students who leave their home countries for higher education have to participate in the new cultures and interact with the receiving people; consequently, they will experience

a cultural change that requires an acculturation process, because they shift from being native members in the origin culture to be non-citizens in the host one. They try to be as active participants in the new culture to acquire and understand it and acculturate themselves effectively. However, during the acculturation process, an acculturative stress or "culture shock" occurs because of the different circumstances facing those students.

I.2.2. Strategies of Acculturation:

The acculturation process can differ from one person to another. This differentiation may occur either in their behaviours that refer to opinions and beliefs, or in their attitudes which focus on their daily activities. These variations are known as acculturation strategies. Berry J. W. (2001) has determined four acculturation strategies:

- **Assimilation:** takes place when an individual rejects the importance of the one's origin culture, adopts the host culture, and interact with its members.
- **Integration:** when an individual maintains his culture of origin and becomes simultaneously an active member and adopts the new culture.
- **Separation:** occurs when an individual seeks to make a close connection with his origin culture, however, he refuses to take part in the host culture.
- **Marginalization:** arises when an individual rejects the involvement, either in his origin culture or in the culture of the host country.

The figure below shows the distribution of the acculturation strategies:

I.3.1. Definition of Culture Shock:

The term "culture shock" was firstly introduced by the American anthropologist Oberg (1960) who described culture shock as "the anxiety that results from losing all our familiar signs and symbols of social intercourse."(p.142) People who move from their familiar culture to unfamiliar one will experience what is called culture shock; they have to recognize the social symbols, signs, language, customs...etc they use in their daily life and routinely take for granted; are important and when they lose them by living in a new environment, they will be challenged by the feeling of anxiety and become confused because they cannot communicate or make connections with people of the host culture. This will create other serious problems. Oberg also defined culture shock as "a malady and occupational disease of many people who have been suddenly transported abroad"

The psychoanalysts Adler (1975) argues that culture shock is "primarily a set of emotional reactions to the loss of perceptual reinforcement from one's own culture, to the new cultural stimuli which have little or no meaning, and to the misunderstanding for new and diverse experiences". Therefore, Culture shock is a transitional experience which is faced by those who travel outside of their countries to an unfamiliar environment. They may encounter challenges; they cannot behave, think, and express their familiar cultural references appropriately in the host culture because of the loss of their habitual backgrounds. They feel the meaningless of the host culture or the inappropriateness of its behaviours and attitudes since they are biased to their own culture and familiarized with its patterns and concepts.

When people move into a new culture that is totally different from their own, they may experience a kind of disorientation. The American cross-cultural author Kohls defined culture shock as "the term used to describe the more pronounced reactions to the

psychological disorientation most people experience when they move for an extend period of time into a culture markedly different from their own ". (1984 cited in Pelling p.4). Once international students find themselves in a new cultural environment, this requires a strategic process in order to integrate them effectively into the new culture for reducing the problems faced by those students. Culture shock is considered as a common phenomenon that affects them during their transition. Oberg mentioned six negative aspects of culture shock:

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

I.3.2. Stages of Culture Shock:

Culture shock is a process which comprises different stages that individuals experience when acculturating themselves in the host country. In 1960 Oberg studied the adjustment of immigrants in the US; and introduced the four stages in which culture shock happens:

I.3.2.1. The Honeymoon Stage: Also known as the stage of excitement. It occurs during the first weeks where fascination takes place when the sojourners (are people who cross culture boundaries including international students, tourists, refugees, Immigrants and business executives) feel the excitement of everything in the host country; they have positive views about the new culture that seems ideal, fresh and enjoyable. "Newcomers generously evaluate every aspect of the new culture- very often to the extent that they regard it as being better than their own" (Koyama, 1992, p. 6). The new culture is interesting and exciting. The travelers are curious and in the mood of exploration. The focus at this stage is on discovering similarities and differences between the two cultures which creates a kind of enthusiasm and motivation. This stage may last from a few days to weeks to six months.

I.3.2.2. The Crisis Stage: as time passes, the honeymoon mood will change, a severe psychological and physiological impacts happen. At this stage, positive reactions turn into negative ones. The newcomers including international students begin to feel that the new country is not like their own and everything is different. As a result, the negative emotions and stereotypes are developed. Oberg asserts that this stage is characterized with disorientation, confusion and frustration that create difficulties to live in the host country; consequently, they construct hostile attitudes toward the new culture. It is the stage which is usually identified as "culture shock". "This second stage of culture shock is in a sense a crisis. If you overcome it ,you stay, if not, you leave ...". Oberg (1986) states:

It is then that the second stage begins, characterized by a hostile and aggressive attitude towards the host country. This hostility evidently grows out of the genuine difficulty which the visitor experiences in the process of adjustment. There is maid trouble, school trouble, language trouble, house trouble, transportation trouble, shopping trouble, and the fact that people in the host country are largely indifferent to all these troubles. (cited in Pelling, 2000, p. 10).

I.3.2.3. The Recovery Stage: The newcomers become more familiar with the host culture although they have difficulties, but they still don't show their negative attitudes and the adjustment process begins to take place; they start to accept the different things with the sense of humor. This stage is characterized with a deeper learning to deal with some obstacles and feel more comfortable and less isolated.

I.3.2.4. Adjustment Stage: At the end, the sojourners will accept and appreciate the aspects of the new culture and enjoy them; they develop their cultural awareness; become more objective and perceive similarities and differences as well. This help them to cope with new situations because of their familiarity and experience in the host country. At this stage, the sojourners become more acculturated to the host country. The medical anthropologist Winkelman (1994, p. 122) claims that "Although full assimilation is difficult if not impossible, one will acculturate and may undergo substantial personal change through

cultural adaptation and development of a bicultural identity” (cited in Belhadi & Ayad, 2017).When individuals acculturate themselves, many changes may occur ; they have to develop a cohesive identity that switches between two cultures.

Damen (1987) summarizes these stages in the following words: "sinking from a high point of enthusiasm at the beginning of the episode to a stage of despondency as culture shock is experienced, and then rising to higher levels of adjustment both in the host culture and in the home culture". (P.261) These stages are expressed in a graph form as a "U " pattern, known as the "U curve" that is suggested by Oberg, it explains the adjustment process experienced by people when entering a new culture; it depicts an initial high stage; that occurs at the cultural entry followed by a bottoming out which is a result of culture confrontation; than going to a gradual recovery; until the cultural acceptance and the full adjustment.

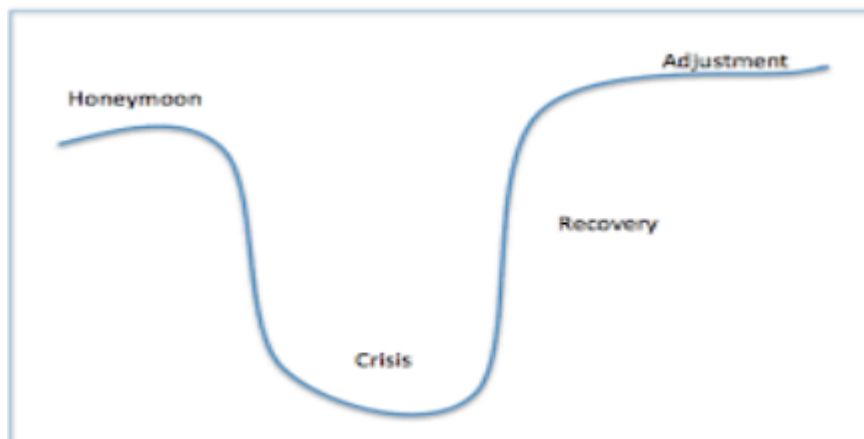


Figure I.2:Oberg U-curve hypothesis

Source: <http://iwasanexpatwife.com/2012/08/06/u-curve-maybe-not>

I.3.3. Symptoms of Culture Shock: Sojourners who travel to a new environment often experience "culture shock" because they lose the routine they were accustomed to; it is characterized by a number of symptoms which affect them differently in any period of time.

Oberg (1960, p. 142) noted the common symptoms that can be observed among sojourners:

Some of the symptoms of culture shock are: excessive washing of the hands; excessive concern over drinking water, food, dishes, and bedding; fear of physical contact with attendants or servants [...] a feeling of helplessness and a desire for dependence on long-term residents of one's own nationality; fits of anger over delays and other minor frustrations; delay and outright refusal to learn the language of the host country; excessive fear of being cheated, robbed, or injured; great concern over minor pains; and eruptions of the skin; and finally, that terrible longing to be back home...

Experiencing culture shock by passing through its stages, the sojourner shows common symptoms including mainly the psychological and the physical ones.

I.3.3.1. The Psychological Symptoms:

"Culture shock is a severe psychological reaction that results from adjusting to the realities of a society radically different from one's own." (Scupin, 2006, p. 130) The sojourners experience the feeling of helplessness; in addition to the inability to deal with the host nationals; because of the language variations and their different cultural aspects; which make them later obliged to learn more about the language of the natives, and get insight about the various cultural practices that are appropriate and accepted by host people. Adler states that "culture shock is a set of emotional reactions that may encompass feelings of helplessness; irritability; and fears of being cheated, contaminated, injured, or disregarded" (1975, p.13)

Another symptom is the feeling of frustration and tiredness because of the big effort made by the new comers when they try to communicate and understand the natives. This situation results in the need for more sleep. Furthermore, the feeling of anxiety, depression, and homesickness that resulted in the desire to seek friends from the home country; and keep in touch with them ;especially for those who did not spend a long time in the receiving country; or they will prefer to be alone. Sojourners also will encounter the emotions of

sadness and boredom because they miss everything in the mother country; they can find neither the shared beliefs and values, nor the society support. This will make them want to go back home and affect their learning negatively.

The differences between cultures bring the feeling of discomfort, disgust, and surprise. Scupin (p. 130) states: "The symptoms may range from mild irritation to surprise or disgust." This leads to develop stereotypes and negative views about the host people, or even hate them.

I.3.3.2.The Physical Symptoms:

Moving into a new climate can negatively affect the body; physical symptoms are clearly defined. Culture shock may cause fatigue, headaches, insomnia or excessive sleeping, lack of appetite, or excessive eating and drinking, also compulsory cleaning. (Kohls, 2001, p. 96).

I.3.4. ABCs Model of Culture Shock (Treatment of Culture Shock):

The individuals who try to adjust to a new culture need to follow a strategic process that is known as the "ABC" model. "It is the acronym for the "affective, behavioural, and cognitive" approach in culture shock studies". (Ward & al, 2001, p. 271)

This model presents a strategic approach to tackle the sojourner's transition process. It classifies the stress and coping as a kind of effective engagement; that describes how sojourner's feeling is moderated during transition. However, the sojourner's culture learning approach is considered as behavioural modifications; that sojourners adopt to diminish the effects of culture shock. The last element, the social identification theories, is related to the cognitive approach which deals with sojourner's way of thinking; in addition to the influence of the identities and self-esteem.

I.3.4.1. Stress and Coping Theory (Affective):

The first model highlights the emotional aspects of the sojourner adjustment, particularly the psychological well-being and satisfaction; it is also correspondent to what is called «the acculturative stress". Berry considers the acculturative experience as “characterized by stress, demands cognitive appraisal of the situation, and requires coping strategies” (Ward et al). Any person, who finds himself in a new environment, will face a stressful situation because of the loss of the familiar social norms, cues; and references, thus why "Foreign students, [...] often tend to be highly skilled in the customs of their own society and find their sudden inadequacy in the new culture to be particularly frustrating" (Ward & al, 2001, p. 52).

Samuel (2009, p. 27) based on the work of Folkman (1994) defined coping as “constantly changing cognitive and behavioural efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person.” Culture shock is an inevitable phenomenon for those who find themselves in a new culture; the difficulty of this experience requires the identification of coping strategies to help those sojourners, refugees, and immigrants to find a particular solution to avoid the negative consequences of this phenomenon.

The psychologist Bochner suggested a strategic and dynamic process for coping with culture shock based on the idea of social skills (e.g social support) and personal skills (e.g personality); this refers to the development of stress-management skills to adjust to the new culture and its salient characteristics (Furnham et Bochner, 1982, p.164). The sojourner must acquire and learn the cultural elements of the host culture by interacting with its members to understand them deeply and appreciate their culture.

Coping with culture shock; is a difficult process to be achieved; because the experience of this phenomena differs from one person to another; it is dependent on conditions that can be classified into three broad categories:

- **Cultural Differences:** The level of differences between origin culture and host culture may affect coping strategies. These two cultures; may be very similar in one issue (e,g sex, role, relationships), and very different on others (e,g nonverbal communication).
- **Individual Differences:** the ability of an individual to cope with a new culture depends on many factors such as: sex, age, cognitive ability, intelligence and personality. For example, the younger, more intelligent, and better-educated people should adjust faster to host cultural patterns than older, less intelligent, and less-educated individuals. However, learning culture depends on the personality of individuals that differ from one person to another including self-esteem and confidence...etc.
- **Sojourn Experience:** The Sojourners' experiences in the host culture affect the degree of conducting and introducing themselves in the new milieu; it is the key element to learn about it. International students who have more friends from the new country are likely to encounter few problems, than those who seek isolation. (Furnham et Bochner,1982, p. 171).

Mastering the language of the receiving culture may facilitate coping with culture shock because language is considered as the main instrument to understand and express cultures. It is the way of shortening the distances between the native culture and the new one. In order to achieve a successful intercultural communicative competence, the new

travelers have to recognize the linguistic proficiency to cope with the anxieties resulted with culture shock because of the language barrier.

I.3.4.2. Culture Learning:

The international students; who travel overseas for higher education may face some challenges which affect their integration in the host country. Their lack of social and interpersonal skills; create difficulties in communication with the domestic members of the receiving country. Those sojourners cannot communicate effectively; express their emotions, social cues, and attitudes. Therefore, they are encouraged to break down barriers which obstruct their communication with the natives, and seek to acquire the salient skills of this culture. This process is known as "culture learning ". Ward & al (2001, p. 51) define "culture learning "as "the process whereby sojourners acquire culturally relevant social knowledge and skills in order to survive and thrive in their new society". Paige & al (p. 4) confirm that: "Culture learning is the process of acquiring the culture-specific and culture-general knowledge, skills, and attitudes required for effective communication and interaction with individuals from other cultures..."

Culture learning focuses primarily on the behavioral aspects of intercultural contact that sojourners can adopt to reduce the effects of culture shock. It is influenced by the knowledge of the new culture, length of residence in the new environment and the language proficiency, quantity and quality of contact with host nationals (Bochner, 1982), friendship networks (Bochner, McLeod and Lin, 1977), previous experience abroad (Klineberg and Hull, 1979), cultural distance (Furnham, 1983; Furnham and Bochner, 1982; Ward and Kennedy, 1993), cultural identity (Ward and Searle, 1991), temporary versus permanent residence in a new country (Ward and Kennedy, 1993c), and cross-cultural training (Brislin,

Landis and Brandt, 1983; Deshpande and Viswesvaran, 1992). (cited in Ward & al, 2001, p. 37).

The adaptation of the new culture requires a deeper understanding of its different aspects; for realizing the social interaction between the host nationals with whom the international students enter into a significant contact. The psychologist Bochner asserts "Adaptation, therefore, comes in the form of learning the culture-specific skills that are required to negotiate the new cultural milieu" (cited in Ward & al, 2001, p. 37).

Language is the main component of culture; accordingly, it is considered as the substantial element for transmitting culture through communication which is the fundamental element of social interaction between the members of society. "Communication is an intricate matrix of interacting social acts that occur in a complex social environment [...]. This social environment is culture, and if we truly are to understand communication, we also must understand culture" (Porter and Samovar, 1982; in Damen,p.32). From this citation, we can extract that communication allows the visitors of the host country to learn culture because it enables them to express their thoughts and ideas; it is also important to consider the significance of the non-verbal communication which helps the sojourners to communicate attitudes and express emotions. Although the meaning of some non-verbal signals is universal, many vary across cultures; for this reason, the sojourners must learn and master the conventions and the rules of the alien culture. For instance, they have to learn how requests are made, denied or refused, comprehend the significance of gestures, bodily contact and mutual gaze rules in order to understand such implicit messages; this will help them to develop their intercultural competence to avoid stress, anxiety, and misunderstandings that can be stimulated by interacting with culturally different groups.

"Social contact between culturally disparate individuals is difficult and often stressful."
(Ward & al, 2001,p.09).

I.3.4.3. Social Identification:

The social identification approach; investigates the internal cognitive process which explores the cultural identity; and the relation between the group members as how they relate and affect each other. It highlights the significance of group membership for individual identity, and discusses the roles of social categorization and social comparison in relation to self-esteem. This approach has a close relation with the individual identity conflict. The new visitors during their culture contact, will experience some changes in expectations, attitudes, values and behaviours, this shapes and changes their cultural identity, they have to choose between identification with their heritage or contact culture. (Ward & al, 2001, p. pp)

This conceptual base is largely drawn from theories of social cognition which deal with the way in which people perceive and think about themselves and others and how the group membership affects self-esteem. The social identification theory includes two main approaches: acculturation and social identity theory. The first process can result in the loss of cultural identity. In other ways, it can provoke a personal growth for other people. The social identity theory considers how the group membership affect individual identity and explore the responses of the new travelers, this theory is mainly concerned with the strategies and individuals use to maintain self-esteem e.g. migrants minorities are subjected to stereotyping by the members of the majority. If this is perceived as a threatening, individuals may adopt variety of responses to change their social identities and restore self-esteem. (Ward & al, 2001, p. 104) . Associated research includes work on uncertainty avoidance that requires the ability to know and predict the behaviours of the others and the degree to which

individuals of a specific culture in a different setting are comfortable with uncertain and things that are unknown.

I.3.5. The Importance of culture Shock for the Adaptation Process:

Experiencing culture shock by international students with its different symptoms, and passing through its various stages is considered as a normal reaction in the new culture, it is a way to achieve the successful adaptation as Marx (1999) said:"It is a myth that experiencing culture shock is a weakness or a negative indication of future international success, culture shock in all its diverse forms is completely normal and is part of successful process of adaptation."(p.05)

Culture shock is an advantage for the international students, especially when they recognize that the previous events happened because they did not reach enough understanding about the host culture. In addition, of the language barrier which makes it more difficult to interact with the host nationals. Once they realize those difficulties, they will try to manage and overcome them. The international students, who achieve this understanding quickly, will adapt the new culture in a short period.

The international students during their transition are facing a difficult period with a variety of problems, but they should remember that they have personal goals to be achieved, they are in a new country for specific reasons that will help them in their career in the future, all these obstacles help those students to look for solutions to adjust to the new culture. "Culture shock is the best way and may be even the only means to experience and understand foreign culture" (Wagner, 1996,p.31). It serves international students to understand better the foreign culture, at the same time; the mother culture. "Culture shock serves as an indicator that there is something to explore about the foreign, as well as their own culture."

(Ibid) .Therefore, culture shock should not be considered only as a negative process, but also as "positive sign on the road to international adaptation" (Marx, 1999, p. 6)

I.3.6. Reverse Culture Shock:

The term "reverse culture shock" is frequently used to describe the experience of sojourners when returning home, this returning allows them to readjust to their own culture. Gaw (1999) defines reverse culture shock as "the process of re-adjusting, re-aculturating, and re-assimilating into one's own home after living in a different culture for a significant period of time."(p.83) After students achieve their educational goals and return home, they will face the re-entry shock, it shares the previous stages and symptoms of culture shock, but the focus is on the readjustment to the different aspects of home country.

Lysgaard (1955) first developed the U-curve hypothesis to describe the adjustment patterns of international students in a host culture (Pedersen, 1995, p. 2), then Oberg (1960) studied culture shock, by describing its different stages. After that, Gullahorn and Gullahorn (1963) applied the W-curve of reverse culture shock. Gullahorn and Gullahorn said that the main difference between reverse culture shock and culture shock was the expectation of the sojourners who supposed to return to an unchanged home as unchanged individuals, which was not the case (Gaw, 1999, p. 86) They pointed out how the adjustment process on returning home resembled to be consistently negative experience.(op.cit. Pedersen, 1995,p.02). They have suggested that the reverse culture shock pattern of readjustment was similar to U-curve pattern, consequently, they introduced the W-curve hypothesis of reverse culture shock.

The W-curve bellow is used to explain the process of culture shock and reverse culture shock; it helps students to understand what they will confront when they study abroad and when they return home.

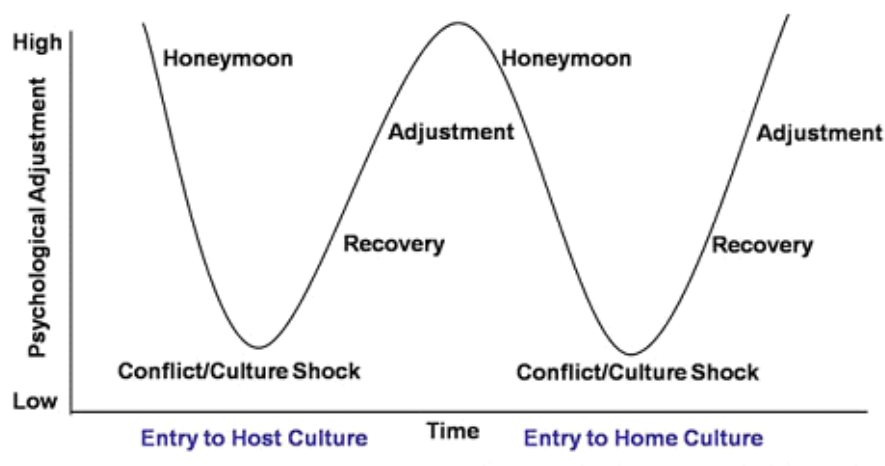


Figure I.3: Gulahorn & Gulahorn W-curve hypothesis

Source: <https://studyabroad.gwu.edu/cultural-adjustments>

I.4.Studying Abroad :

Nowadays, the transition of students across national boundaries is a common phenomenon because of the internationalization of higher education; this procedure is adopted by many nations as a response to the impact of globalization. There is an upward in the number of international students over the world, since almost countries are affected by the presence of this category in higher institutions because of incorporation between them, this educational exchange provides a good example of the intercultural contact and the cultural diversity between societies. The international students prefer to obtain higher education in a different country for many reasons mainly; achieving specific academic goals, develop their profiles, living a specific experience and exchanging knowledge, ideas and

culture as well. (Marcketti et al., 2006) affirm that those who study abroad are typically the best and brightest in their countries of origin and are often seen as experts in their fields with strong job prospects back home upon completion of their studies. Cited in (Evivie, 2009, p. 1). Those students are considered, on one hand; the models who represent their countries and cultures and in the other hand; the ones who will act as a reputation for the receiving country which acts to achieve the learning satisfaction for them.

I.4.1. Studying in Algeria:

Many countries in the world, have applied the partnership procedures in order to improve their provision and gain from each other the experiences and good practices, this partnership takes place in many domains mainly: business, economy, technology and education. In order to realize this process in the domain of education; many countries have suggested cooperative projects between their higher educational institutions.

Algeria, has supported this idea of cooperation in order to develop its educational system and enhance its reputation, it follows the strategy of open-door educational policy for making the Algerian higher education more compatible and comparable, more competitive and more attractive for Algerians and for students and scholars from other countries (Benouar, 2013, p. 362). A feature that attracts students from abroad mainly from some Arab and African countries to come and attend the Algerian university classes; is the quality of education which is proposed by the Algerian institutions and universities. In the same respect with modernization of the higher education, Algeria has opened doors for hundreds of students from different countries to improve its reputation in this domain, promote peoples' contacts, intercultural awareness and understanding, in addition to develop the students' level as well. The university system is opened for the international students, it provides free accommodations for all students both national and international ones.

Consequently, the Algerian universities receive every year a large number of international students to propose for them a high level of training.

Khenchela University has been recognized as one of the good universities that receives a large number of international students from many countries, especially the African ones. It is attempting to attract more international students by offering a free education. In the recent globalized world, this contact gives the students the opportunity to learn about the others and gain experience in the host culture as well. At Khenchela university international students are welcomed, it provides a high quality of educational programs that are characterized with diversity, they are strategic, innovative and well managed and its qualifications are valued for the study purposes.

The transition to a new university to gain educational experience is challenging for all students, particularly for the international student, The international students during their stay in Algeria, gain experience in the host country, they are considered as ambassadors between their home country and Algerian one, since they try to interact with members of the new society, and seek to acquire the main aspects of the new culture because the Algerian society is multicultural one. Since the number of International students in Algeria is increased, a need for culture shock understanding is necessary, they need a social and academic support in order to participate in the most activities, being active agents in the Algerian culture and accomplish their main objectives.

I.5.International Students Sojourners:

The intercultural contact can be classified into two categories; one of these categories concerns those who travel to another country with a particular objective in mind like study (Bochner, 1986). International students sojourners are included in this classification, they

cross boundaries in order to live a specific experience in a new environment to reach a higher level of learning. The term sojourner is used to describe between society culture travelers, their stay is temporary because they might return to the culture of origin once the purpose of the visit has been achieved (Ward & al, 2001, p. 6).

International students generally stay abroad in the host country for a limited period of time until they achieve their educational goals. The term international students has with much debate: some argue that foreign students is preferred because it is less conceptually ambiguous than international students, but others suggest that it has negative connotation. Paige (1990) defines international students as "the students who temporally reside in a country other than their home in order to participate in international educational exchange." (cited in Chung, 2007, p. 12). From this definition, it is obvious that international students differ in their status as temporary residents from the other immigrants who travel to seek for work and live in their new country. Another aspect that is extracted from this explanation is the intention of those students to achieve the academic goals, this main feature that characterizes those students. The professor of psychology Furnham affirms "Those individuals who voluntarily spend a medium length of time in a new and unfamiliar environment with the intention of returning at some point to their home country" cited in (Belhadi & Ayad, 2017, p. 16).

I.6. Academic Culture Shock Facing International Students:

During the transition to the new country, the international students are facing many challenges especially at the academic level, because of the variation in methods of teaching, as well as, the cultural differences and language problems.

Cultural differences may affect the relationship between the teacher and students, some teachers in certain cultures socialize with their students, they are considered as partners, the teachers allow their students to express their feelings, ideas and thoughts during the teaching learning process. On the other hand, other cultures shape the kind of the relationship between the two agents; as the teacher is the leader who has a strict status over his students. The students who are far-off their countries, find difficulties in making relations with the domestic students, they can't involve in the new academic environment because they feel afraid to participate in the educational practices, and cannot work with them the group-projects, since they have differences in culture and language. In the same respect, those students are influenced by their previous educational experiences, which create academic difficulties and lead to anxiety that may affect one's ability to achieve certain tasks, and diminish the individual engagement, motivation, in addition to the lack of self-esteem and self-confidence. All these differences may affect negatively the international students' performance.

When the international students fail to adjust with the new culture, other students and teachers viewing them negatively; in turn they see themselves as lacking competence, consequently, they fail to realize the academic success which is their main objective.

Conclusion:

The human cultures of the world are diverse and rich. This diversity may create negative emotions when it comes to cross cultural contact, for that reason, leaving the own country to study abroad is considered as the biggest challenge, especially for the International students, they will experience a particular phenomenon known as "Culture Shock" since, they find themselves in a new culture different from their own.

The term Culture shock has multiple definitions proposed by many anthropologists and psychologists. Some of those definitions are introduced in this chapter, besides its various stages and symptoms(psychological and physical), followed by the treatment of culture shock or the ABCs model which includes three main approaches: Stress and coping strategies, culture learning and the aspect of social identification theories.

Additionally, in this chapter, the researchers have provided an explanation about the term international students; besides the academic difficulties facing them in the new milieu which known as the academic culture shock.



**CHAPTER TWO: Data Collection, Analysis
and Results**

Introduction:

The second chapter is devoted to an explanation of the research methodology and design, focusing on data collection and analysis. It is used as a description of a case study concerning the experience of international students at Khenchela University .In the present chapter, the researchers introduce the sample population and present the research instruments used, followed by data analysis methods. Finally, this chapter denotes the analysis of the collected data through the use of tow questionnaires for international students and teachers to examine the phenomenon of culture shock and identify the factors contributing to it. Then, gives a discussion of the main results. Taking into consideration of the obtained results, this chapter aims at providing some strategies used on one hand; by international students themselves to cope with culture shock, and on the other hand; by teachers for teaching a classroom which includes international students. Also, the researchers will propose some suggestions and recommendations that would help this category to adjust to the new culture.

II.1. Research Methodology

II.1.1. Population:

This research takes place at the University of Abbes Laghrour in Khenchela , several international students from different regions studying in different departments like: English, French, and Biology...etc. were invited to participate in this study. The number of international students at Khenchela University is nearly sixty (60). Twenty (20) students were chosen randomly to answer the questionnaire; (12) of them are males and (08) are females. Additionally, another questionnaire was submitted for twenty (20) teachers from

different departments in order to provide a good understanding and valuable information about the strategies they use to help those students to adjust to the new culture.

II.1.2.The Questionnaire:

The questionnaire is a research tool or instrument for collecting data about a particular issue of interest. Our goal behind using the questionnaire is to gain secure answers. The idea was agreed upon by (Singh, 2006, p. 191) by defining the questionnaire as being. "a form which is prepared and distributed for the purpose of securing responses. Generally these questions are factual and designed for securing information about certain conditions or practices, of which recipient is presumed to have knowledge ". It is also considered to be the most flexible of tools and possesses a unique advantage over others in collecting both qualitative and quantitative information. The questionnaire is a useful instrument since it could be sent to a large number of individuals simultaneously, it is easy to administer, easy to code and analyze, it is a good tool to gain time for those who cannot be interviewed. The respondents may have greater confidence because of their anonymity, and thus feel more free to express views which they fear might be disapproved of or might land them into troubles when they are expressed face to face.(Gangrade, p. 355). It permits the researcher to obtain a large amount of varied information within a short period of time.

The questionnaire includes both open and closed questions for acquiring both qualitative and quantitative answers. It is necessary to shed light on the difference between close-ended questions and open-ended questions.

II.1.3.The procedures: Description of the Two questionnaires:

In order to conduct a considerable study and achieve the main objectives of the research, it is of great necessity to choose the appropriate research tools. In this case study,

one research tool was used by the researchers to investigate the research questions. Two questionnaires were submitted for both international students and teachers at Khenchela University. The aim of the students' questionnaire is to give an insight about the experience of international students in the new culture and to get direct answers from their own point of view. The respondents are asked to respond on written questions. The teachers' questionnaire was submitted to find some strategies that would help international students to adjust to the new culture and achieve their academic goals.

II.1.3.1. Students' Questionnaire:

The questionnaire was administered to twenty (20) students; its purpose is to find out international students' opinions about their experience at Khenchela University, and how they perceived their learning environment. It is composed of (22) questions divided into three sections (See Appendix 1). The first section seeks to collect a background information about the informants: Their gender, age, field of study, origins, their native language and the time they spent in Algeria. The second part aimed at examining culture shock and exploring the factors that contribute to this phenomenon. The last part is meant for discovering the strategies used by international students to cope with culture shock.

II.1.3.2. Teachers' Questionnaire:

This questionnaire was conducted with twenty (20) teachers from different departments, it includes (09) questions. All the participants had an experience in teaching international students. This questionnaire aims to know their attitudes towards the behaviors and motivation of this category. Besides, the main strategies used by those teachers to help international students to adjust to the new culture to achieve their academic objectives.

II.1.4. Data Analysis Method:

In the present chapter, we opt to choose the descriptive approach which fits the objectives of our study. The researchers have adopted both qualitative and quantitative approaches to analyze the data.

II.1.4.1. The Quantitative Analysis: Aliaga and Gunderson (2000) said that Quantitative research is “Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods such as statistics” (cited in Bhawna & Gobind, 2015, p. 49). It refers to the study of the data that is presented in terms of numerical values, this data can be measured using mathematical-based method. Furthermore, this analysis allows the researchers to generalize the results they gained to the whole population.

II.1.4.2. The Qualitative Analysis: In contrast with the quantitative approach, the qualitative method is devoted to know the respondents' attitudes, opinions, behaviours, emotions and experiences. Its aim is to explore and describe such phenomenon from the own point of view of the informants in the research.

In this study, the qualitative and quantitative methods are used to get a meaningful interpretations about the experiences of some international students while studying at Khenchela University, it is appropriate since the researchers aimed to understand the difficulties that encounter those students during their interaction with the new learning and the new cultural environment. It allows the researchers to know the main impressions of international students who study at Khenchela University. Thus, is to examine culture shock among them and find out the factors contributing to this phenomenon. Furthermore, both methods are applied for the teachers questionnaire to find out the main strategies adopted by teachers to help this category to adjust to the new culture.

II.2. Data Analysis:

II.2.1. Data analysis of Students' Questionnaire:

The data collected from the questionnaire are analyzed separately as follows:

Rubric 01: International Students' profile

Q01: What is your gender?

Gender	Number	Percentage
Male	12	60%
Female	08	40%
Total	20	100%

Table II.1: Gender Distribution

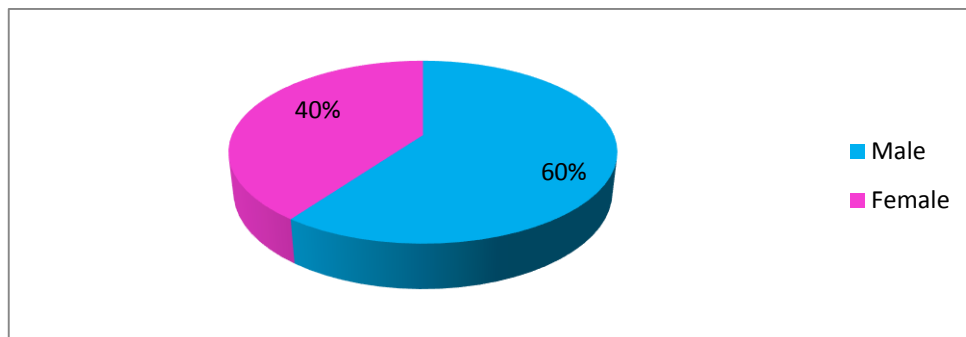


Figure II.1: Gender Distribution

It is very clear from the figure above that the number of male students exceeds the one of the females. (08) Participants are females making up (40%) of the whole sample which is (20) students, whereas (12) participants are males and represent (60%) from the whole sample.

Q02: How old are you?

According to the results obtained through the questionnaire, the age of international students who participate in this research vary from 20 and 27 years old. One may notice diversity in age.

Q 03-What is your field of study?

Field of Study	Number	Percentage
Electronics	04	20%
English	03	15%
French	04	20%
Civil Engineering	01	05%
Biology	02	10%
Mechanics	02	10%
Law and Administrative Sciences	01	05%
Electrics	03	15%
Total	20	100%

Table II.2: International Students' Fields of Study.

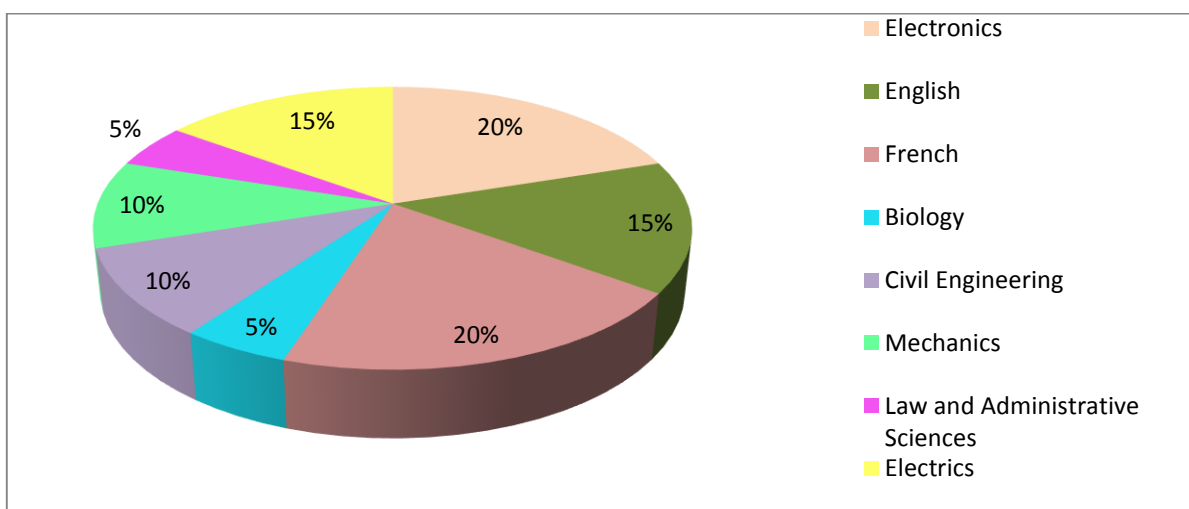


Figure II.2: International Students' Fields of Study.

According to the results acquired from the questionnaire, the informants attend different streams at Khenchela University including: English, French, Biology, Science and Technology, civil engineering...etc. This explains their interest to study in Algeria to achieve their educational needs.

Q 04: Where you come from?

In response to this question, international students' answers indicate that they came from different countries: (07) informants are from Mali, (05) from Mauritania, (03) From Western Sahara, (02) from Palestine, (02) from Yemen and (01) from Chad. This shows the collaboration of Algeria with different African and Arabic countries in the domain of higher education in order to exchange the academic and cultural knowledge. The open doors policy permits many students from different countries to achieve their higher education in Algeria.

Q 05: What is your native language?

The respondents stated the following languages: Tamashek(Targui), and Bambara for those who are from Mali and Arabic for the other countries (Palestine, Yemen, Mauritania and Western Sahara) and French for the participant who is from Chad. The researchers ask this question in order to know the native languages of the respondents because language is used to communicate and interact with the others, it is considered as the main tool for transmitting cultures and understanding the others.

Q06: How long have you been in Algeria?

The answers to this question revealed that international students spent one to four years studying at Khenchela University. From this question, the researchers aim to know the degree of the adjustment process since it has a close relation with time.

Rubric 02: Factors contributing to culture shock.

Q 07: Do you feel more comfortable in your culture than the Algerian one?

Option	Number	Percentage
Yes	19	95%
No	01	05%
Total	20	100%

Table II.3: International Students' Comfort towards Both Cultures.

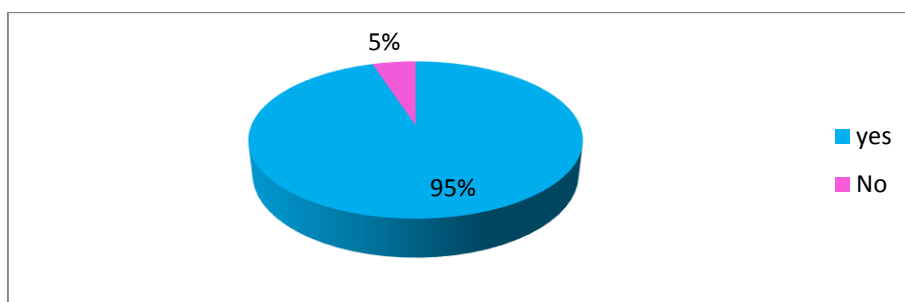


Figure II.3: International Students' Comfort towards Both Cultures.

The big amount of answers (95%) revealed that international students feel more comfortable in their own cultures than the Algerian one because the members of same culture share the same aspects and norms, this will facilitate interaction and

communication with each other. Whereas, (5%) answered with "No". The purpose behind this question is to explore if those students feel positive towards the new culture.

Q 08: Are there any differences between your culture and the Algerian one?

Option	Number	Percentage
Yes	20	100%
No	0	0%
Total	20	100%

Table II.4: International Students' Opinions on the Existence of the Differences between the Algerian Culture and their Own.

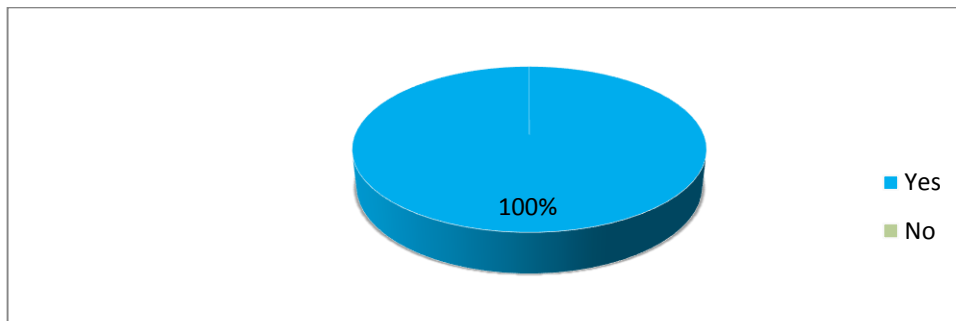


Figure II.4: International Students' Opinions on the Existence of the Differences between the Algerian Culture and their Own

The results of this question indicate that all informants' answers show that there are differences between the Algerian culture and their own ones since cultures differ from one society to another in terms of norms, language, behaviours...etc.

If Yes, these differences are in:

Language

Food and eating habits

Behaviours

Social interaction

Option	Number
Language	13
Food and lifestyle	16
Social interaction	16
Behaviours	18

Table II.5: The Differences between the Algerian Culture and the Other cultures.

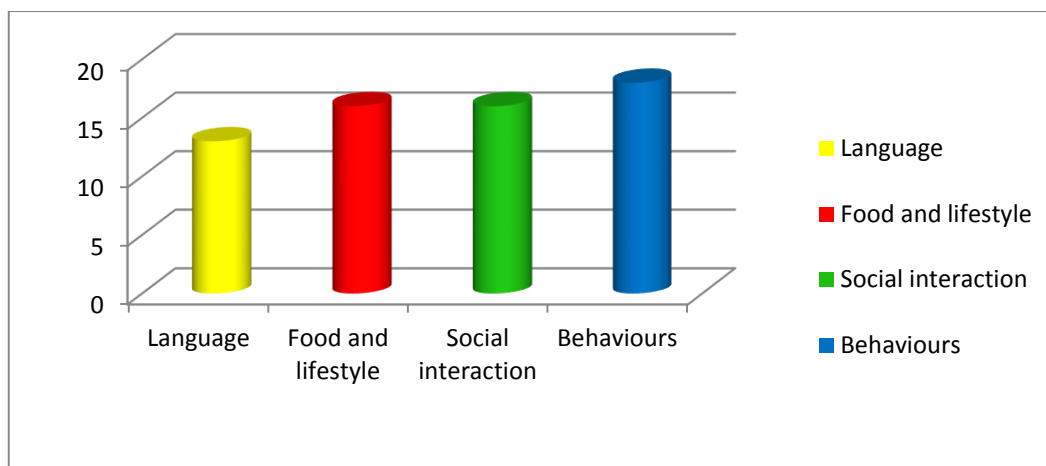


Figure II.5: The Differences between the Algerian Culture and the other Cultures.

The objective within this question is to identify the main differences that are stated by the participants in term of cultures. The results show that there are differences between their cultures and the Algerian one in lifestyle and food, this criteria is the same as the social interaction differences that are pointed out by 16 participants. Whereas, 18

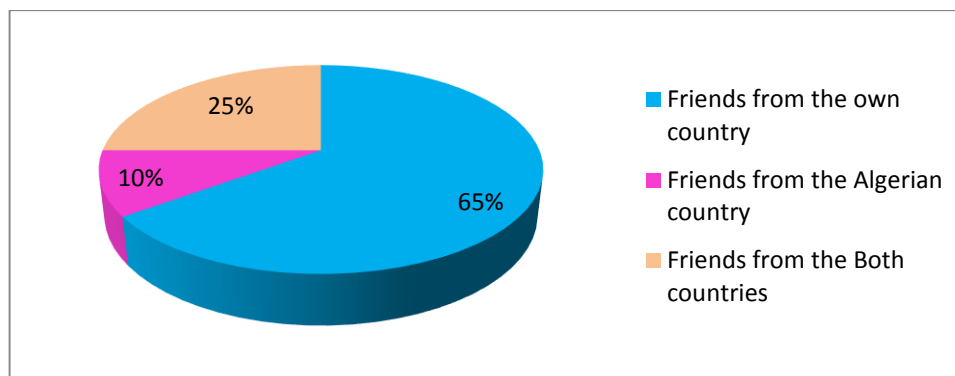


Figure II.6: International Students' Preferences in making Friendships

The researchers posed this question in order to know the level of international students' interaction with the local people because their contact with the natives is considered as a preliminary step for the adjustment process. The data obtained revealed that the majority of international students who are 13 participants (65%) prefer to be with friends from their own countries, this explains that they found difficulties in making relation with the natives, and this will negatively affect their adjustment process. Whereas 5 of the informants equal to (25%) choose to be with friends from both countries. This means that they are trying to integrate in the new culture and keep their contact with friends from their origins. Only 2 informants show their interest to deal with the Algerian friends.

***Why?**

The participants who prefer to be with friends from their own countries justified their answers that they live the same experience, share the same language, behaviours, attitudes and they have the same way of thinking, as a result, they do not find difficulties to express their own ideas and feelings. But this will make the adjustment more difficult. The others who prefer to be with the Algerian friends seek to learn, understand and acquire the new culture and its main aspects in order to integrate easily in the new environment; in

addition to the help the Algerian students can offer when finding academic difficulties since they are more accustomed with the Algerian educational system . The rest of the informants who seek to be with friends from the both countries, explained that it is so advantageous to be with the both categories in order to integrate in the new culture and do not lose their own one. Making relations with the natives and finding new friends may minimize the feeling of loneliness and isolation and help the newcomers to adjust to the new culture without difficulty.

Q 11: Before you travel to Algeria have you gain some background information about the Algerian culture?

Option	Number	Percentage
Yes	13	65%
No	07	35%
Total	20	100%

Table II.7: International Students' Background Information about the Algerian Culture

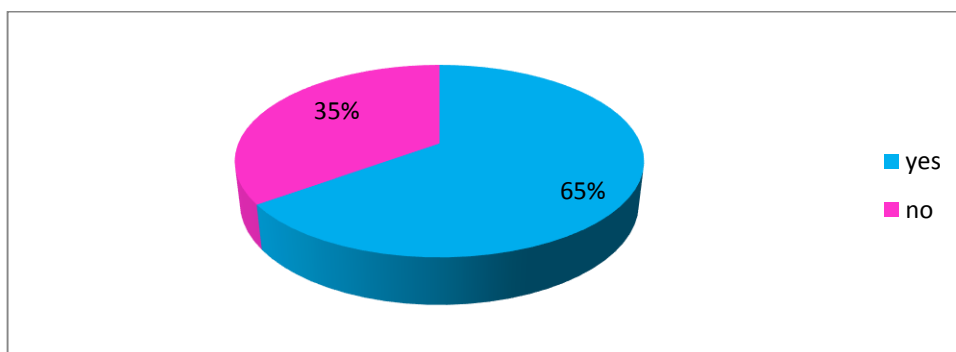


Figure II.7: International Students' Background Information about the Algerian Culture.

Pre-departure knowledge is an important element when travelling overseas, from the figure above only (07) informants making up (35%) indicate that they have not background knowledge about the receiving country, this will contribute in increasing the problems in the host culture which lead to culture shock. Whereas, (13) participants that represent (65%) from the whole sample said that they already had background knowledge about their destination. The previous knowledge they had about the target culture will help them to understand the behaviours of its natives.

Q 12: How was your feeling when you first arrived to Algeria?

Option	Number
Happy	08
Excited	11
Afraid	05
Anxious	04

Table II.8: International Students' Feelings when Arriving to Algeria for the First Time.

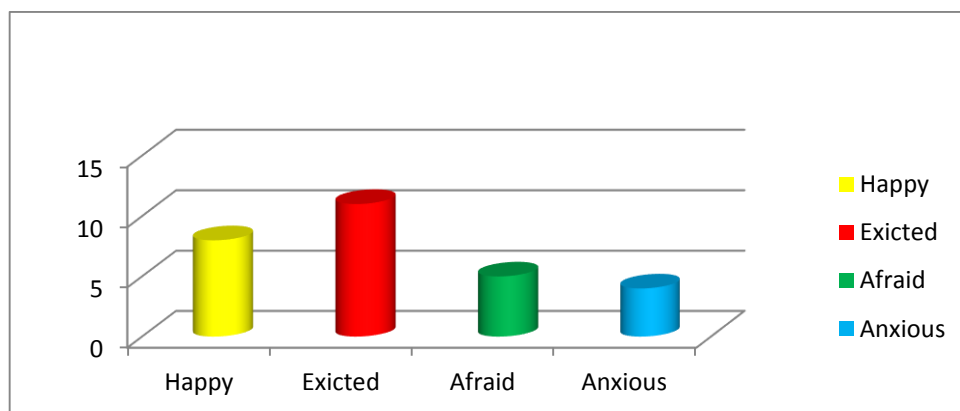


Figure II.8: International Students' Feelings when Arriving to Algeria for the First Time

By this question, the researchers aim to know how the participants remembered their feelings when they arrived to Algeria. The data indicated that the majority of the students polled were excited and happy because studying in a different country can be an exciting and challenging experience for international students, this means that their expectations were positive towards the host culture which reflects the honeymoon stage. The rest were afraid and anxious at the same time, this is a normal reaction when entering a new environment that is different from their origin country especially for females.

Q 13: Is it difficult to express your ideas and feelings with the Algerian students?

Option	Number	Percentage
Yes	12	60%
No	08	40%
Total	20	100%

Table II.9: International Students' Difficulty in Expressing Ideas and Feelings with the Algerian Students

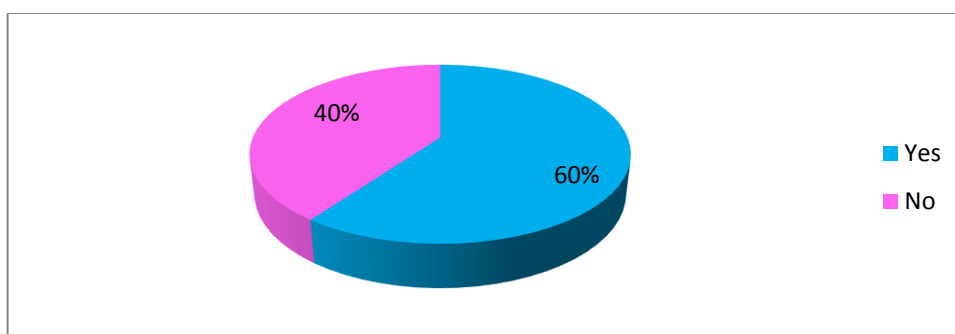


Figure II.9: International Students' Difficulty in Expressing Ideas and Feelings with the Algerian Students

The aim within this question is to know the degree of the difficulty international students face when expressing their ideas and feelings with the Algerian students. The figure above reveals that 12 informants who are making up (60%) find difficulties. However, 08 respondents who represent (40%) replied that they do not face difficulties when expressing their ideas with the Algerian students, as a result, those students will integrate easily in the new culture since they can interact with its members.

***If yes, Why?**

The informants who find difficulties in expressing their ideas with the Algerian students justified their answers that the main reason is the differences in the way of thinking and behaviours that differ from one society to another, these behaviors can only recognized by those who share the same culture. The international students sometimes are afraid to express their ideas because they try to avoid misinterpretations. The language barrier was also another aspect that creates difficulties in communication, because language is the main tool for transmitting ideas and expressing feelings. Students sometimes use their body language in order to transmit some of their ideas or opinions and this builds a kind of embarrassment and shyness.

Q 14: Did you find it difficult to adapt to the new culture?

Option	Number	Percentage
Yes	14	70%
No	06	30%
Total	20	100%

Table II.10: International Students Opinions on the Difficulty of the Adaptation Process

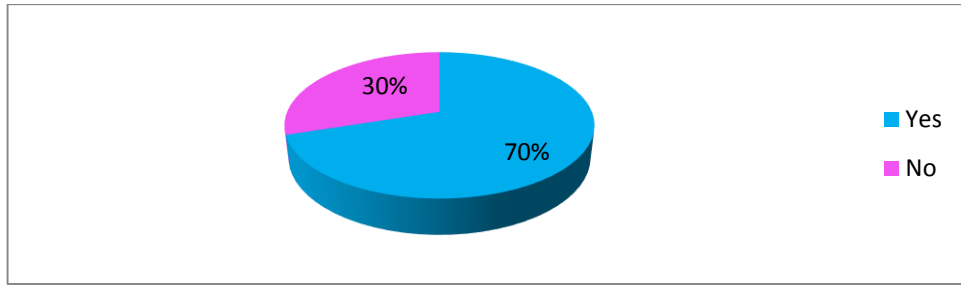


Figure II.10: International Students Opinions on the Difficulty of the Adaptation

Process.

This question is designed to identify the degree of the difficulty in the adaptation process, 14 of the respondents making up (70 %) stated that it was so difficult to adjust to the new culture. Whereas, 7 respondents who represent (30%) said that they did not find difficulties to adapt to the new culture. When data are taken together, the researchers find that the difficulty in the adaptation process differs from one person to another in terms of age, gender, country of origin, language...etc.

If yes, Why?

Some international students find difficulties during their adjustment process because of the unfamiliar situations, they have no friends, and this will create a feeling of isolation and loneliness which is the main reason of culture shock. Other students declared that their expectations about the new culture are changed, accordingly, they do not feel comfortable. The difficulty in communication with the local members also interrupt their integration in the new culture, they consider themselves as strangers because they cannot participate in the different activities especially in the classroom and become active participants in the new society. They claimed that host cultural attitudes exerted strong influence on them. Intolerance, discrimination and racism create a kind of pressure and reflect the bad view towards the society of Khenchela.

Q 15: Do you find differences between the Algerian educational system and the one of your country?

Option	Number	Percentage
Yes	20	100%
No	0	0%
Total	20	10%

Table II.11: International Students' opinions on the Differences between the Algerian Educational System and the One of their Countries.

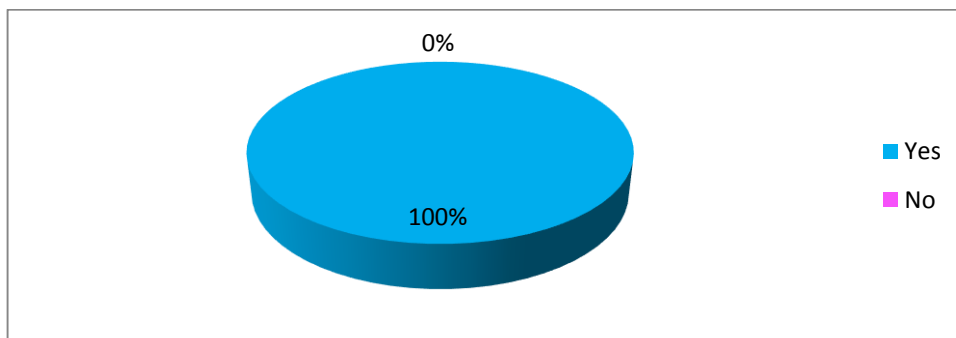


Figure II.11: International Students' opinions on the Differences between the Algerian Educational System and the One of their Countries.

This question directly examines the academic culture shock, All the informants said that there are differences between the Algerian educational system and their own ones, these differences will affect their academic achievements negatively especially during the first exam they pass, as a result, they feel failure in achieving their academic objectives.

-If yes, these differences are in:

- Language
- Teaching Methods
- Ways of evaluation
- More responsibility by doing more projects
- The relationship between the teacher and students

Option	Number
Language	10
Teaching Methods	14
Ways of evaluation	04
More responsibility by doing more projects	07
The relationship between the teacher and students	09

Table II.12: International Students' Answers about the Main Differences between the Algerian Educational System and the One of their Countries.

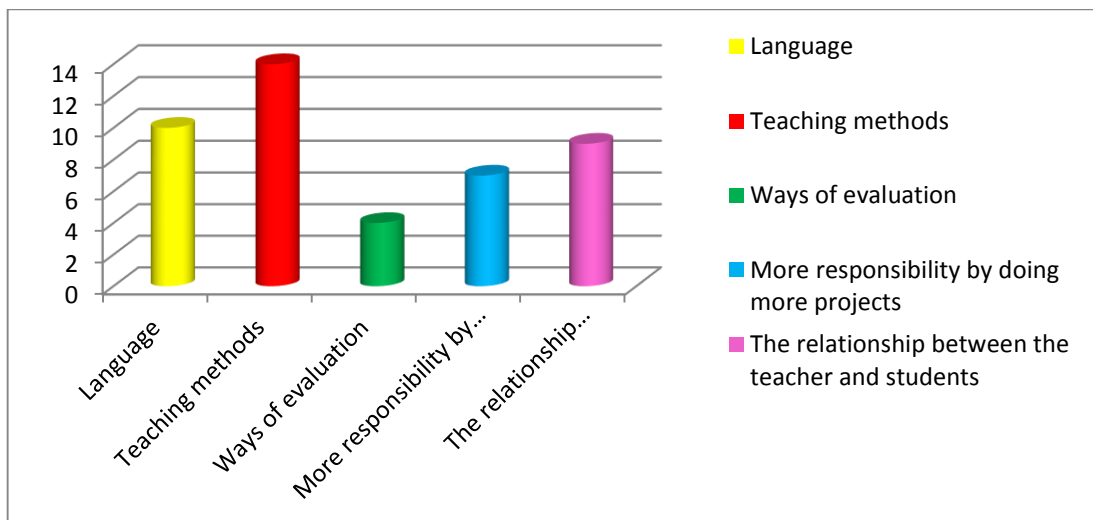


Figure II.12: International Students' Answers about the Main Differences between the Algerian Educational System and the One of their Countries.

The researchers want to know the main differences in term of educational system from the international students' point of view. The figure above shows that the majority of international students equivalent to (14) participants indicated that there are differences in teaching methods. While (09) participants found differences in the relationship between teachers and students. Language barrier was also another difference that is mentioned by (10) participants. Whereas seven (07) participants responded that there is more responsibility by doing more projects, four (04) informants answered with difference in ways of evaluation. Those differences require an extra guidance from teachers and the institution in order to increase the students' ability to achieve an effective self-manage in the face of the academic challenges.

16: How these differences affected you?

The majority of the informants said that it was so difficult to deal with these differences, some of them they could not express their ideas in the right way because of the language they are studying with, especially those who learn a foreign language in a new culture, this concerns the ones from Palestine and Yemen who study in French language for the first time. Other times, they could not understand the lessons, this was a hard time for them. Some students said that they felt anxiety, helplessness and frustration because they cannot understand the lectures, as a result some of them decided to return home.

Q 17: Do teachers help you to overcome problems you are facing in the classroom?

Option	Number	Percentage
Yes	11	55%
No	09	45%
Total	20	100%

Table II.13: International Students' Answers about the Teachers' Help in Classrooms.

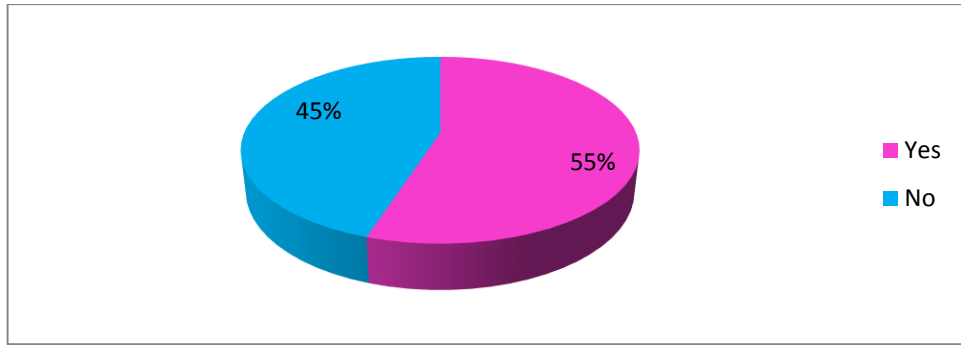


Figure II.13 : International Students' Answers about the Teachers' Help in Classrooms.

The aim of this question is to know the students' satisfaction about the help the teachers' offer for them to overcome the difficulties they are facing in the host culture, 55% of the respondents said "Yes", this indicates their satisfaction about the efforts their teachers are making to help them to achieve their academic goals, this in turn will make the adjustment process more easy. Whereas 45 % of the informants responded that the teachers do not offer any kind of support for them to overcome the difficulties in the classroom. Consequently, this will affect them negatively; bad emotions will be raised since they feel that they have not an adequate learning support to achieve their goals, and this affects students' outcomes and motivation..

Rubric 03: Strategies for Coping with Culture Shock.

Q18: When you encounter problems and do not understand things, in the new culture and the classroom, how can you deal with these situations?

The aim within this question is to explore whether the international students are using some strategies to adjust to the new environment. When data are taken together, we deduce that participants are trying to deal with the difficult situations they encounter; they

try to understand and accept the different ways of thinking and appreciate the various aspects of the new culture.

Q 19: Is it beneficial for you to deal more with the Algerian people?

Option	Number	Percentage
Yes	17	85%
No	03	15%
Total	20	100%

Table II.14: International Students' Interest in Dealing with the Algerian People.

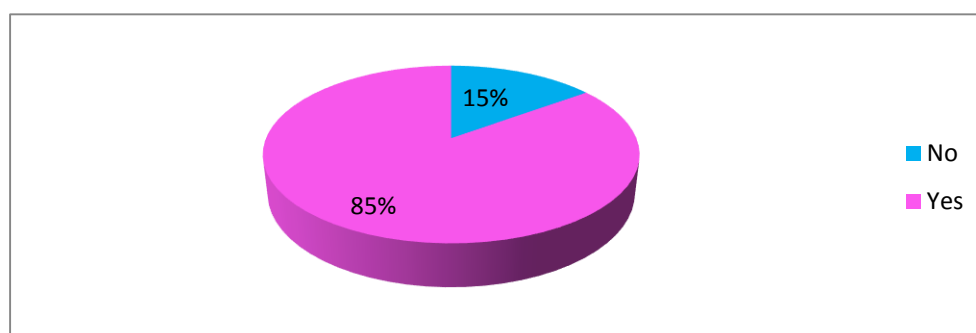


Figure II.14: International Students' Interest in Dealing with the Algerian People.

The researchers posed this question in order to examine international students' predisposition to adjust to the new culture by interacting with its members. The results revealed that the majority of the participants (17) the equivalent of (85%) are interested to interact with the domestic people. This is a good sign that international students are trying to build good relationships with the host nationals to share their cultural aspects and learn more about the new culture. Whereas, (03) participants who represent (15%) replied that they have no interest to deal with the Algerian people, this denotes their seeking for isolation which is considered as one symptom of culture shock.

Q 20: Are you patient when you learn new things in the new culture?

Option	Number	Percentage
Yes	20	100%
No	00	0%
Total	20	100%

Table II.15: International Students' Patience when Learning New Things in the New Culture.

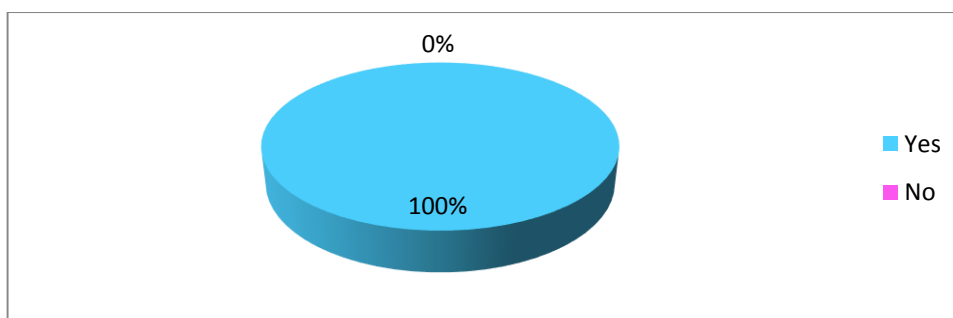


Figure II.15: International Students' Patience when Learning New Things in the New Culture.

The aim within this question is to examine the international students' ability to accept the differences between their own cultures and the Algerian one. All the respondents answered that they are patient when they learn new things in the new culture, this means that they knew that patience is the most important key to find solutions for a successful and effective adjustment.

Q 21: In your opinion, what are the best ways used to overcome the difficulties you have faced in the new country?

The aim within this question is to find out the main strategies used by international students for coping with culture shock. In order to adjust to the new culture and overcome the difficulties faced in the new country, the international students try to appreciate and accept the differences, learn as much as possible about the host country, they try to avoid things that disturb them and keep open-mindedness, making friends from the host country in order to learn more about the new culture through interacting with its members and keep in touch with their family and friends who encourage them. Besides, sharing their own culture with their new friends. The international students confirm that communication process is the key element to deal with culture shock.

Q 22: How would you describe your reactions to the cultural differences between your own culture and the Algerian one?.

Option	Number	Percentage
a-I reject my origin culture and adopt the new culture by interacting with its members.	0	0%
b-I maintain my culture of origin, become an active participant and adopt the new culture.	20	100%
c-I seek to make a close connection with my origin culture, and refuse to take part in the new culture.	0	0%
Total	20	100%

Table II.16: International Students' Reactions towards the Cultural Differences.

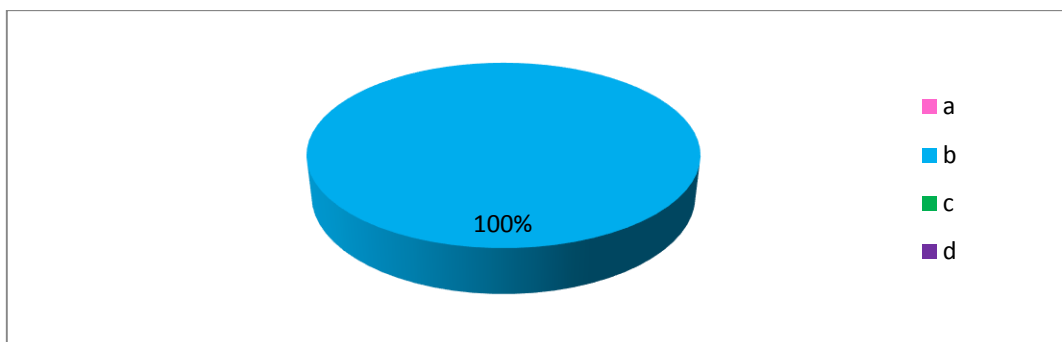


Figure II.16: International Students' Reactions towards the Cultural Differences.

All the informants during their adjustment process try to understand the aspects of the new culture, making relations with the natives and become active participants in the new environment. Besides, they maintain their domestic culture in order to preserve their identity.

II.2.1.1. Interpretation of Students' Questionnaire:

The results revealed that there are international students who attend different streams at Khenchela University, they are from different Arabic and African countries such as: Yemen, Palestine, Mauritania, Western Sahara, Chad and Mali. Those international students left their home countries to achieve a higher quality of education at Khenchela University and this shows its reputation at least at the national level. When international students arrived to Algeria, almost of them were excited and happy; because this transition is considered as the key to gain the future career, but their expectations were changed because they found themselves in a new environment that is different from their own in terms of language, behaviours, social interaction, food and lifestyle. They cannot interact and express their ideas and feelings with the local citizens because of the cultural differences, the unfamiliar academic situation and the language barrier. These aspects are considered as the main factors contributing to culture shock, they made their adjustment in the new culture more difficult since they cannot deal with such circumstances and do not

have friends; therefore, they feel isolation, loneliness, anxiety and helplessness...etc. These are the main symptoms of culture shock.

The results also revealed that the academic culture shock was also another difficult issue for international students because they find differences between the Algerian educational system and their own ones. The language barrier, the different teaching methods, the relationship with the teachers in addition to the differences in ways of evaluation; also led to culture shock. They found it more difficult to interact and concentrate during the sessions, and achieve high grade in the exams, as a result, there will be a presence of frustration, stress, unhappiness and anxiety in addition to the feeling of failure in achieving their academic objectives.

In order to make a successful intercultural contact as quickly as possible and overcome the negative feelings. The international students follow some typical strategies. They consider patience as the most effective tool because it helps them to accept the cultural difference that is the key element during the adaptation process. They seek for new friends to learn from them the new cultural aspects and acquire some academic support that the local students may offer and keep a permanent contact with the family members and friends. Perseverance and self-motivation in learning the new culture are also important elements that are taken into consideration by international students for realizing a successful adjustment.

Although almost international students suffered culture shock, and experienced bad feelings, but at the end, these difficulties gradually disappear, they became aware that they have to accept and understand the cultural diversity, involve in both cultures in order to overcome the difficulties and achieve a successful adjustment process, in other words, they try to synthesize a bicultural personality.

II.2.2. Data Analysis of Teachers' Questionnaire:

The teachers' questionnaire is designed only for those who have taught international students since they have an experience in teaching and dealing with this category, as a result, the researchers may get information that realize the objectives of the study.

Q01: Have you ever taught international students?

Option	Number	Percentage
Yes	20	100%
No	0	0%
Total	20	100%

Table II.17: Teachers' Experiences in Teaching International Students.

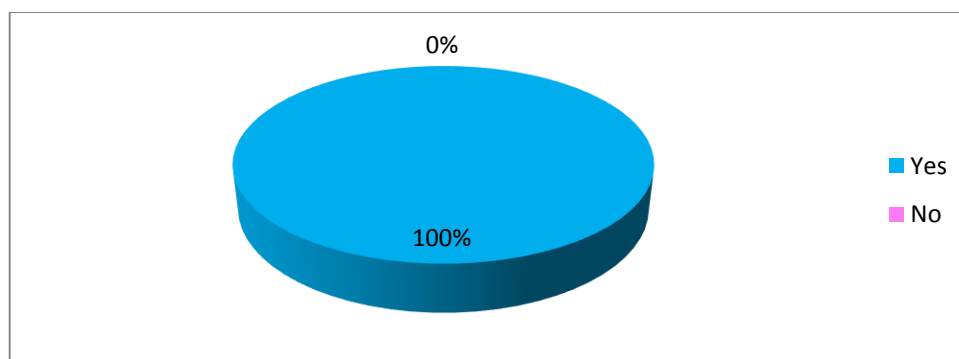


Figure II.17: Teachers' Experiences in Teaching International Students.

Since the researchers follow a selective method, all the informants (100%) have taught international students, so they can provide us with valid and convincing answers, this question is considered as an introductory step for the other questions.

Q02: Have you ever witnessed a case of culture shock involving international students?

Option	Number	Percentage
Yes	11	55%
No	09	45%
Total	15	100%

Table II.18: Teachers' Witnessing of Culture shock Culture Shock Instances Involving International Students

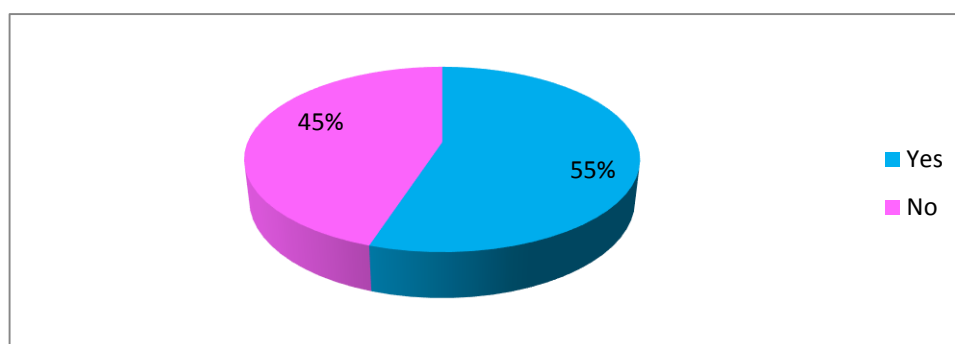


Figure II.18: Teachers' Witnessing of culture shock Culture Shock Instances Involving International Students.

Within this question, the researchers wanted to know if the teachers are paying attention to the international students' behaviours. It is obvious from the findings above, (55%) of the informants said that they have witnessed a case of culture shock. Whereas, (45%) answered with "No".

If yes, please elaborate:

Teachers who answered with witnessing the case of culture shock involving this category; asserted that their international students; especially at the beginning of their studies at Khenchela University; seem stressed and anxious, they do not know how to deal

with the new situations, as if they are lost, sometimes they cannot concentrate; they are absent minded, sad as if the sessions are boring, they seem lost and prefer isolation.

Q 03: How do international students behave in your classroom comparing to the national ones?

Many teachers said that international students are behaving differently comparing to the national ones, they are shy when they are asked and hardly talk, and they rarely share their ideas and only participate when they are asked by the teacher. Teachers also have noticed that international students like to group themselves together, they are sometimes isolated and silent. Whereas, other teachers responded that this category behaves like the local students, they are showing a regular contact with them, they are attentive during the sessions, and have a permanent contact with the local students. Those behaviours are indicators that international students are situated in the last stage of culture shock which is the adjustment stage.

Q04: Do international students show a high level of motivation in your classroom?

Option	Number	Percentage
Yes	08	40%
No	12	60%
Total	20	100%

Table II.19: Teachers' Attitudes towards International Students' Motivation.

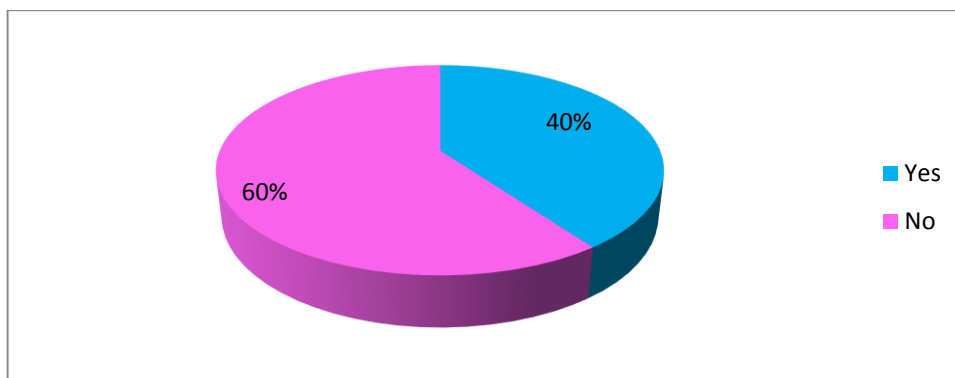


Figure II.19: Teachers' Attitudes towards International Students' Motivation.

Twelve (12) informants making up (60%) said that their students do not show a high level of motivation, whereas (08) teachers who represent(40%) said that their international students are motivated.

***If No, in your opinion, what are the reasons?**

Teachers who responded that their international students do not show a high level of motivation in the classroom, argue that the main reasons are because of the language differences that make it difficult for them to express their ideas and the prior learning experiences that make it difficult for them to engage easily in the new educational environment. Besides the new atmosphere surrounding them. Students who are far-off their countries find difficulties to engage in the new academic environment because they do not have background knowledge about the academic norms or because of the differences between their educational system and the Algerian one.

Q 05: Did you notice that international students in your classroom like to express their own cultural aspects?

Option	Number	Percentage
Yes	06	33%
No	14	67%
Total	20	100%

Table II.20: Teachers' Notice about International Students' Preferences in Expressing their Own Cultural Aspects

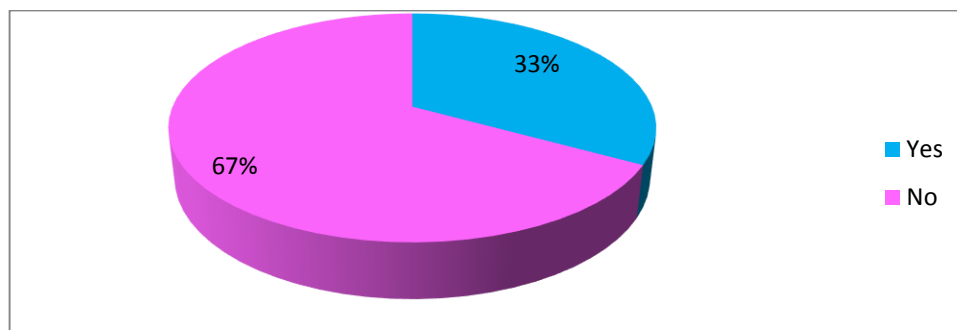


Figure II.20: Teachers' Notice about International Students' Preferences in Expressing their Own Cultural Aspects

The aim within this question is to know whether the international students like to share their cultural aspects in the classroom or not. The findings above show that nearly (67%) of the participants said that their international students do not express their own cultural aspects, this means that they still feel shyness and uncomfortableness, they may feel afraid because of the cultural differences which lead to misunderstandings. The rest of the informants representing (33%) observed that this category like to express its cultural aspects, this may concern those who are already familiar with the new culture.

Q06: With whom do you integrate international students when you design the group works?

Option	Number	Percentage
With Local students	12	60%
With other international students	08	40%
Giving them the chance to choose their own group	20%	100%

Table II.21: Teachers' Strategies when Designing a Group Work.

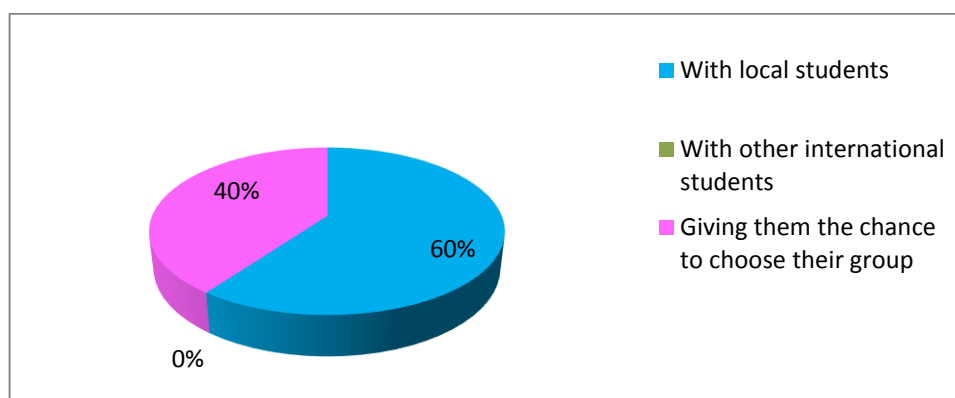


Figure II.21: Teachers' Strategies when Designing a Group Work.

The aim of this question is to know the strategies used by teachers when designing a group work in a classroom that contains international students. (60 %) of teachers prefer to integrate them with the local students. Whereas 40% give them the chance to choose their own group. No teacher designs a group work that contains only international students.

***Why?**

The teachers who prefer to integrate the international students with the local ones asserted that this strategy allow them to create heterogeneous groups from different cultures in order to exchange ideas ,this will help those students to understand and become aware about the new culture. The local students may offer a help for those students because they are more familiar with the academic system. On the other hand, some teachers are

giving them the chance to choose their own groups in order to feel free, comfortable and avoid the feeling of being strangers which needs a special treatment.

Q07: How can you create a positive environment in your classroom to make international students strongly motivated?

When data are taken together, we deduce that the teachers try to create a positive environment in which international students may achieve their academic objectives by encouraging them to get involved in different activities. However, other teachers follow another strategy of motivation which is based on the idea of considering them as ordinary students, they have no preferences of people's origins and races in order to avoid any kind of discrimination. This means that international students have an equal treatment with the national ones without considering the difficulties they encounter in the target culture.

Q08: What kind of help do you offer to your international students when they encounter academic problems?

The researchers asked this question in order to recognize the teachers' awareness that international students need a special treatment because of the academic differences that may affect them negatively; so they need a social support; especially inside the classroom. Some respondents show their interest to help this category through the pedagogical accompaniment and orientation, they try to create an enthusiastic atmosphere by encouraging them to participate and to get involved in different activities. The teachers helped international students by opening the doors of discussions to build strong relationships with the local students in order to exchange ideas and to feel that they are not ignored.

Q09: In your opinion, how would international students avoid or manage culture shock?

This question; was an open space for the informants to provide the researchers with some suggestions of the different strategies and tips that might help international students to a better adaptation in the new culture. In this context, the respondents offered us with valuable suggestions, they said that teachers should bear in mind; that they are teaching a classroom that contains international students. So, it will be useful to deal with the local cultural aspects to enrich their cultural backgrounds in order to avoid cultural misunderstandings. Encourage them to attend different conferences and symposiums which deal with the cultural subjects; especially the Algerian one in order to learn more about the target culture. Since international students are considered as the ambassadors of their own culture, it is of a big necessity to let them speak about its various aspects by opening discussions in the classroom to feel more comfortable. The teachers also believed that making good relationships with the local students is advantageous for international students in order to integrate easily in the local community.

II.2.2.1. Interpretation of Teachers' Questionnaire:

The questionnaire that is submitted for the teachers in many departments at Khenchela University could revealed many valuable results about the phenomenon of culture shock among international students especially at the academic level.

The results showed that almost of the teachers at Khenchela University have taught international students from different origins. Some teachers declared that those students during their learning process feel stressed, anxious, isolated, absent minded and do not share their ideas because of intercultural communication barriers, this is due to the unfamiliar patterns of the classroom interaction or the language barrier which prevent them

to effectively communicate with the lecturers . All these obstacles may affect their motivation.

Almost of teachers are aware about the international students' situation; as a result, they follow specific strategies that help them to integrate in the educational environment by engaging them with the local students when designing a group work, since they are more accustomed with the Algerian educational system. They may exchange ideas and offer help when necessary. The teachers help international students through pedagogical accompaniment and orientation. The lecturers encourage them to participate in different activities and open doors of discussion in order to strengthen their relationships with the local students.

The teachers also provide the researchers with some valuable strategies that may help international students to manage or avoid culture shock that may affect their educational achievements. International students must learn the target culture by attending conferences and symposiums that deal with the new cultural aspects and allow them to transmit their own cultures. It is of big necessity that those students seek for new friends in the receiving country, this helps them to acquire, learn and understand the norms of the local culture and facilitates their adjustment.

Conclusion

This chapter was developed to provide an overview of the research design and data analysis, it aims at analyzing the data collection and presenting the main results. The analysis of the students' questionnaire revealed that this category face many difficulties in the new culture that affect their academic achievements. The chapter also provided some strategies that are proposed by teachers for teaching a classroom that contains international students in order to help them to achieve their academic objectives in addition to some suggestions which may help those students to manage or avoid culture shock.

General Conclusion

Culture shock refers to the general process sojourners confront during their transition. It is the feeling of anxiety, stress, disorientation and fatigue resulted from travelling across cultures. International students, a type of sojourners, came at Khenchela University to seek academic goals; what challenges them is to make a successful intercultural contact with the focus on their academic mission.

According to the purpose of the study, two questionnaires for International students and teachers were conducted to identify the factors contributing to culture shock and find strategies that would help international students to achieve successful adjustments.

In term of the analysis, it became clear that there is no doubt that culture shock exists during the sojourners' transition. The differences that occur, such as the different cultural aspects, the academic system and the language ...etc will affect their adjustment. On the first hand, sojourners start to feel happy and excited at the initial stage. After a period of time, they will create a kind of hostility; their psychology changes: the sense of isolation, suffering homesickness, stress, anxiety and uncomfortableness. All these provide them to culture shock.

However, the help of teachers and international students themselves and other people such as local students is so advantageous to overcome the negative symptoms of culture shock. International students are able to control this situation and adopt in the new country to reach the last stage of the adaptation process. They start to accept the different aspects of the host country and learn the new culture to overcome the challenges they are facing. The sense of well-being will increase; they will become open-minded and tolerate the ambiguities. This will enhance their social interaction by bridging new relationships with the classmates in the host country.

It has been confirmed that at Khenchela University, international students are suffering culture shock because of the differences in culture, academy, and language. Many strategies are used by international students mainly patience, having permanent contact with the Algerian students, and learning the new culture. Also, many teachers apply different strategies to overcome the academic problems international students are facing; they try to integrate them in group activities with the local students, motivate them to get involved in the cultural activities, and avoid any kind of discrimination in the classroom because of origins.

Suggestions and Recommendations

According to the results of our research, it is obvious that culture shock is a real phenomenon that affects the sojourners to some degree. For that, international students are required to follow some strategies to avoid or manage culture shock while studying abroad. They have to recognize that the psychological preparation is considered as an important and primordial step before travelling to a new country. They have to prepare themselves by seeking proper information about their destination of study, thus, to grasp and become aware of the cultural and academic differences that may affect them negatively.

Building social relations and the language proficiency are the best solutions to get rid of many problems that may face international students. The former, is concerned with establishing relationships with people from the host culture to learn more about the new environment and keeping in touch with friends from the own country because they are living the same experience, at the same time ,international students are obliged to be in permanent contact with their family members and friends who support them. The latter, is concerned with learning the local language, since it is the most important mean of communication, it helps international students to interact with the local citizens, this may enhance their self-confidence.

What characterize internationals students from other sojourners is their academic objectives. So, to recognize successful educational achievements and prevent the academic culture shock, international students should learn about their academic destination, they have to gather information about the academic system, curriculum and teaching methods of the host country, this strategy help them to avoid the false expectations that may surprise them and affect their achievements and performance. Adjusting to the new academic environment requires the development of relationships with teachers and classmates who

in turn may offer help for them when they encounter academic problems. Participating in different cultural activities is an important issue for international students to develop their intercultural knowledge to get feedback about the host country and its cultural ambiguities. When international students travel to a new country, they should tolerate the new things, they have to be patient, open-minded and flexible in the face of challenges. They have also to ask for help when it is needed.

The teachers play a significant role to diminish the effects of the academic culture shock; knowing about the psychology of international students will help them to feel more comfortable during the sessions and reinforces the feeling of acceptance. This in turn, will encourage them to build good relationships with teachers who support them. Learning about international students' culture will make them satisfied and enhance their confidence about their teachers who are considered as the mirror of the new institution. Furthermore, creating a healthy and friendly atmosphere by giving international students the opportunity to participate and engaging them in the group works will raise their awareness of the new academic life. Moreover, teachers should be patient when treating a classroom that includes international students because they have different cultural norms, they speak various languages and they come from different educational systems with different standards. Making the language, when speaking, more easy and meaningful, will improve their achievements. It will be of great importance if teachers use different methods while teaching, this will make the lessons more interesting and encourage international students to learn more.

As long as international students continue to choose Khenchela University as a destination in which to study, lecturers and institution are required to equip them with adequate knowledge and services in order to fit their needs and enhance their satisfaction about their learning environment. On the other hand, it is very important to offer activities

outside the classroom, this help them to feel at home and share their habits actively. For instance, organizing parties, trips and special events like camping with other students in order to develop the intercultural exchange.

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Appendices

Appendix 1

International Students' Questionnaire

Dear respondents , in this questionnaire we attempt to gather data to examine the experience of the international students at Khenchela University, it will be helpful to achieve our dissertation purposes. For this, it is essential that you answer all questions as spontaneously and sincerely as possible. Your answers will remain strictly **anonymous and confidential**.

You are kindly requested to answer the following questions by putting a cross (x) and add your comment when necessary.

Rubric 01: International Students' Profile

1-Specify your gender: Male Female

2-How old are you?.....

3-What is your field of study:.....

4-Where you come from?.....

5-What is your native language?

.....

6-How long have you been in Algeria?

.....

Rubric 02: Factors Contributing to Culture Shock

7-Do you feel more comfortable in your culture than the Algerian one?

Yes

No

8-Are there any differences between your culture and the Algerian one?

Yes

No

If Yes, these differences are in:

Language

Food and eating habits

Behaviours

Social interaction

Q 09:What were your feelings towards these differences?

.....

.....

.....

10-Do you prefer to be with friends

From your own country

From the Algerian country

From both countries

Why?

.....

.....

.....

11-Before you travel to Algeria, have you gain some background information about the Algerian culture?

Yes

No

12-How was your feeling when you first arrived to Algeria?

Happy

Afraid

Excited

Anxious

13-Is it difficult to express your ideas and opinions with the Algerian students?

Yes

No

If Yes, why?

.....

.....

.....

Q 14: Did you find it difficult to adapt to the new culture?

Yes

No

Why?

.....

.....

.....

15-Do you find differences between the Algerian educational system and the one of your country?

Yes

No

If yes, please tick the main differences:

Language

Teaching Methods

Ways of evaluation

More responsibility by doing more projects

The relationship between the teacher and students

Q16-How these differences affected you?

.....
.....
.....

17-Do teachers help you to overcome problems you face in the classroom?

Yes

No

Rubric 03: Strategies for Coping with Culture Shock

18-When you encounter problems and do not understand things in both, the new culture and the classroom. how to deal with these situations?

.....
.....
.....

19-Is it beneficial for you to deal more with the Algerian people?

Yes

No

Why?

.....

.....

.....

20-Are you patient when you learn new thing in the new culture?

Yes

No

21-In your opinion, what are the best ways used to overcome the difficulties you have faced in the new country?

.....

.....

.....

22- How would you describe your reactions to the cultural differences between your own culture and the Algerian one?

a-I reject my origin culture and adopt the new culture and interaction with its members.

b-I maintain my culture of origin and become an active participant and adopt the new culture.

c-I seek to make a close connection with my origin culture, and refuse to take part in the new culture.

d-I reject the involvement either in my origin culture or in the new culture.

Appendix 2

Questionnaire des étudiants étrangers

Permettez-nous avant toute chose de vous remercier pour votre participation à cette enquête, qui s'inscrit dans le cadre de l'élaboration de notre mémoire de fin d'étude, qui a pour objectif de décrire l'expérience des étudiants étrangers au niveau l'université de Khenchela.

Le questionnaire suivant pourrait nous être d'une grande aide dans la poursuite de notre recherche. Pour cela, il est indispensable que vous **répondiez à toutes les questions le plus spontanément et sincèrement possible**. Vos réponses resteront **strictement anonymes et confidentielles**. Votre contribution nous serait précieuse pour mener à bien notre recherche. **Nous vous remercions par avance du temps que vous voudrez bien nous consacrer.**

Rubrique 01: Les renseignements personnels:

1-Vous êtes:

Un homme

Une femme

2-Quel est votre âge?:.....

3-Quel est votre domaine d'étude.....

4-Quel est votre pays d'origine?

5-Quelle est votre langue maternelle?

6- Depuis combien du temps êtes-vous en Algérie?

.....

Rubrique 02: les facteurs contribuant au choc culturel

7- Sentez-vous plus à l'aise dans votre culture que celle de l'Algérie?

Oui

Non

8- Ya t-il des différences entre votre culture et celle de l'Algérie?

Oui

Non

Si oui, ces différences sont en:

Langue

Habitudes alimentaires

Comportements

Interaction sociale

09- Quels est votre réaction envers ces différence?

.....

.....

.....

10- Préférez-vous être avec des amis de votre pays ou des amis algériens?

.....

Pourquoi?

.....

.....

.....

11- Avant de venir en l'Algérie, avez-vous des renseignements sur la culture de l'Algérie?

Oui

Non

12-Quels étaient vos sentiments en arrivant la première fois en Algérie?

Heureux

Excité

Inquiet

Peur

13-Est-il difficile d'exprimer vos idées et vos opinions avec les étudiants algériens?

Oui

Non

Si oui, pourquoi?

.....

.....

.....

14-Est-il difficile de s'adapter à la nouvelle culture?

Oui

Non

Si oui, veuillez développer votre réponse

.....

.....

.....

15-Trouvez-vous des différences entre le système éducatif algérien et celui de votre pays d'origine?

Oui

Non

Si oui, veuillez cocher ces principales différences:

Méthodes d'enseignement

Modalités d'apprentissage

Manière d'évaluation (examens)

Plus de responsabilité en préparant plus

de projets

La relation entre les professeurs et les étudiant

16-Avez vous trouvé de l'aide de vos professeurs quand vous rencontrez des problèmes au niveau de la classe?

Oui

Non

Rubrique 03: Stratégies pour faire face au choc culturel

15-Lorsque vous rencontrez des problèmes et ne comprenez pas les choses dans les deux situations, nouvelle culture et au niveau de la classe. Quelle est votre réaction?

.....

.....

.....

16-Est-il avantageux pour vous d'être en contact permanent avec le peuple Algérien?

Oui

Non

Pourquoi?

.....

.....

.....

17-Êtes-vous patient lorsque vous apprenez un nouvel élément de la nouvelle culture?

Oui

Non

18-A votre avis, quelles sont les meilleures façons de surmonter les difficultés que vous avez rencontrés dans le nouveau pays?

.....

.....

.....

19-Quelles sont vos attitudes envers la culture algérienne?

1-Je rejette ma culture d'origine et adopte la nouvelle culture et interagir avec ses membres.

2-Je maintiens ma culture d'origine et deviens simultanément un membre actif et adopte la nouvelle culture.

3-Je cherche à établir un lien étroit avec ma culture d'origine et refuse de prendre part à la culture d'accueil.

4-Je rejette l'implication soit dans ma culture d'origine, soit dans la nouvelle culture.

Appendix 3

Teachers' Questionnaire

Dear teachers, this questionnaire is considered as a source to achieve the objectives of our dissertation that is entitled "**Culture Shock among International Students**". Our aim is to identify the factors contributing to this phenomenon and its consequences. Also, to find out how the international students perceived their new learning environment in Algeria and recognize the strategies used by teachers to help those students to achieve their academic objectives and adjust with new culture.

We greatly appreciate your assistance by giving us the time and energy to answer the questions bellow:

1- Have you ever taught international students ?

Yes

No

2- Have you ever witnessed a case of culture shock involving international students?

Yes

No

If yes, please elaborate:

.....

.....

.....

3- How do international students behave in your classroom comparing to the national ones?

.....

.....

4- Do international students show a high level of motivation in your classroom?

Yes

No

If No, in your opinion, what are the reasons ?

.....
.....
.....

5-Did you notice that international students in your classroom like to express their own cultural aspects?

Yes

No

6- With whom do you integrate international students when you design group works?

With local students

With other international students

Giving them the chance to choose their group

Why?.....
.....
.....
.....

7- How can you create a positive environment in your classroom to make international students strongly motivated?

.....
.....
.....

8- What kind of help do you offer to your international students when they encounter academic problems?

.....

.....

.....

.....

9-In your opinion, how would international students avoid or manage culture shock?

.....

.....

.....

.....

Appendix 4

Questionnaire des professeurs

Permettez-nous, avant toute chose, de vous remercier pour votre participation à cette enquête, qui s'inscrit dans le cadre de l'élaboration de notre mémoire de fin d'étude, intitulé: **"Le Choc Culturel entre des étudiants étrangers"**. Cette étude a pour objectif de décrire l'expérience des étudiants étrangers au niveau de l'université de Khenchela, identifier les causes de ce phénomène, comprendre ses conséquences au niveau sociétal et académique. Ainsi, connaître les stratégies utilisées par les professeurs pour aider cette catégorie pour réaliser ses objectifs académiques et de s'adapter à la nouvelle dimension interculturelle.

Le questionnaire suivant pourrait nous être d'une grande aide dans la poursuite de notre recherche. Pour cela, votre contribution nous serait précieuse pour mener à bien notre recherche. **Nous vous remercions par avance du temps que vous voudrez bien nous consacrer.**

1- Avez vous enseigné des étudiants étrangers?

Oui

Non

2- Avez vous remarqué un cas d'un choc culturel entre étudiants étrangers au niveau de votre classe?

Oui

Non

3-Comment les étudiants étrangers se comportent dans votre classe par rapport aux étudiants locaux?

.....
.....
.....

4- Pensez vous que les étudiants étrangers manifestent un certain intérêt de motivation intellectuelle dans votre classe?

Oui

Non

Si Non, à votre avis quelles sont les raisons?

.....
.....
.....

5- Avez-vous remarqué que les étudiants étrangers aiment exprimer leurs aspects culturels?

Oui

Non

6- Avec qui vous intégrez les étudiants étrangers lorsque vous composez un groupe pour réaliser un projet?

Avec les étudiants locaux

Avec d'autres étudiants étrangers

Vous leur laissez le libre choix d'intégrer les groupes qu'ils veulent

Pourquoi?

.....
.....

7- Comment créez-vous un environnement positif pour motiver les étudiants étrangers ?

.....

.....

.....

8- Quel type d'aide proposez-vous aux étudiants étrangers quand ils rencontrent des problèmes sur le niveau académique?

.....

.....

.....

9- A votre avis, comment les étudiants étrangers peuvent éviter ou ménager les conflits culturels?

.....

.....

.....

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ملخص

يركز هذا البحث على ظاهرة "الصدمة الثقافية" التي تدرس تجربة بعض الطلاب الأجانب من أفريقيا ومن مختلف الدول العربية الذين يدرسون بجامعة خنشلة. الغرض من هذا البحث هو تحديد العوامل التي تسهم في هذه الظاهرة وإيجاد استراتيجيات فعالة من شأنها أن تساعد هؤلاء الطلاب على التعامل مع البيئة الجديدة. في هذا المشروع البحثي، اخترنا طريقتين نوعية وكمية من أجل تحليل البيانات التي تم جمعها عن طريق استبيانين. كشفت نتائج البيانات أن الطلاب الأجانب تقريبا تعرضوا لصدمة بسبب الاختلافات الثقافية، ونظام الجامعة غير مألوف بالإضافة الى حاجز اللغة. هذه العوامل أثرت سلبا على تكيفهم في الجزائر. يستخدم المعلمون وهؤلاء الطلاب الأجانب استراتيجيات محددة للتعامل مع الصدمة الثقافية. من أجل الحد من الآثار السلبية للصدمة الثقافية، لا سيما الأكاديمية بذلنا الجهود للتوصل إلى اقتراحات مناسبة.

المصطلحات الأساسية: الصدمة الثقافية، الطلاب الأجانب، التكيف، الاستراتيجيات.