The Impact of Culture Shock on Sojourners

Xinyi Yang

Xi'an Eurasia University, Xi'an, Shaanxi, 710065, China
yangxinyi@eurasia.edu

Abstract: *Indeed, culture shock could inevitably impact sojourners with its negative aspects during sojourners' adjustment to the host culture. However, with many available approaches to manage such cross-cultural issue, it is more sensible to regard culture shock as a cultural learning experience rather than a simply negative barrier. Particularly, in terms of international students, it is feasible for them to increase communication and deal with culture shock by merging into the mainstream groups to learn host cultural practices and clues as to better equip themselves with social skills in managing culture shock issue.*

Keywords: *Culture shock; Sojourners; Cross-cultural issue; International student*

1. Introduction

With profound impact of globalization and frequent cross-cultural communication, more and more sojourners uproot themselves from home country to unfamiliar cultural environment for exploration. During sojourners' settling down in the new cultural setting, due to their little knowledge about relevant cultural practices and clues, it is inevitable for sojourners to encounter many difficulties such as the issue culture shock.

The issue culture shock was initially defined by Kalvero Oberg in 1960. According to Oberg (1960), culture shock represents a sense of emotional loss and distortion after one's depriving of originally familiar cultural practices and social clues during social connection in a new cultural context [13]. Although these familiar cultural clues practiced every day are regarded as the essential and significant guidance to guarantee people's effective adaptation to life, without particular awareness, the subtle knowledge is simply taken for granted by people.

Sojourners' encounter with culture shock could cause a range of worse consequences before their successful adjustment to the host culture. In particular, Ryan and Twibell (as cited in Samovar, Porter, & McDaniel, 2010) point out that "culture shock causes stressors" and "these stressors may include communication problems, mechanical and environmental differences, isolation, and the experiencing of different customs, attitudes, and beliefs" (Samovar, Porter, & McDaniel, 2010, p. 397) [17]. In view of that, it is necessary to explore the issue culture shock in details.

With increasing number of students studying abroad recently, international student has become the typical representation of sojourners nowadays. However, traced back to early studies, Ward, Bochner and Furnham (2001) argued that a number of well-established studies on student sojourners did not come out until the second half of the 20th century [20]. Ward et al. (2001) also noted, "the early theories applied to the study of international students were clinically oriented and strongly related to medical models of sojourner adjustment" (p. 36) [20]. Later, Zhou, Jindal-Snape, Topping and Todman (2008) stated, "by the 1980s, a different view had emerged that regarded sojourning as a learning experience rather than a medical nuisance" (p. 64) [23].

Based on these studies, the culture shock issue has been converted from its emphasized medical effect to social psychology and education aspect. After briefly analyzing a range of related theories, this essay will evaluate some effective strategies especially focusing on overseas students to not only increase their cross-cultural communication, but also help them effectively adjust to the host culture in coping with culture shock.

In this essay, the first section will discuss some general theories about culture shock issue. Particularly, in consideration of sojourners' encounter with many difficulties in host culture, it is necessary to explore its negative effects on sojourners. In addition, in view of its motivational effects, culture shock's relevant positive effects on sojourners should also be taken into account. The second section will further critically

analyze sojourners' adaptation pattern under host cultural context and their general reaction towards culture shock issue. The last part will regard international students as the typical sojourners to evaluate their adaptation difficulties in host culture when encountering with culture shock. Meanwhile, some identified strategies for overseas students to increase communication and effectively deal with culture shock will also be carried out.

2. The negative effects of culture shock to sojourners

According to Ting-Toomey and Chung (2012), "culture shock is an inevitably stressful and disorienting experience" (p. 93) [19]. Since people move from original cultural context to host cultural context, they could confront with culture shock, which demonstrates the emotional upheaval under conditions of "behavioral confusion and inability to think clearly" (Ting-Toomey & Chung, 2012, p. 93) [19].

After people come into an unfamiliar setting, their identity has been converted to either the "short-term sojourners" or the "long-term" immigrants (Ting-Toomey & Chung, 2012, p. 93). As a result, their distinguishing identity from the host residents could give rise to many difficulties and even much stress caused by culture shock [19].

Based on the study of Spencer-Oatey and Franklin (2009), once affected by culture shock, sojourners and immigrants could experience some emotional issues such as loneliness caused by separation from friends, and "feelings of deprivation" in terms of social position or personal finance (p. 152) [18]. Their being disregarded by host residents could also provoke "feelings of isolation" and even make them anxious, helpless and irritated towards the "foreign practices" of host culture (p. 152) [18].

2.1 Sojourners' stressful condition caused by culture shock

Faced with a new cultural setting, sojourners are not only distorted by those unfamiliar social and cultural rules but also being disconnected from their familiar home culture. In this situation, without any knowledge as guidance, sojourners would generate a sense of stress. According to Winkelmanc (1994), "cultural shock reactions may provoke psychological crises or social dysfunctions when reactions to cultural differences impede performance" (p. 121) [21]. To some extent, for sojourners, the excessive sense of stress affected by culture shock could give rise to barriers affecting their adaptation to the host culture. Furthermore, Winkelmanc (1994) also argues that "a normal consequence of living in and adjusting to a new culture is the experience of stress caused by both physiological and psychological factors" (p. 122) [21]. As a result, sojourners' internal stressful feelings could ruin their healthy condition. Conversely, sojourners' unhealthy condition could exert much more negative feelings to put them under even more stress.

Moreover, sojourners' stressful reaction towards culture shock could cause other negative effects. According to Brislin and Pedersen (as cited in Hofstede, 2001), there are some "symptoms of culture shock" such as focusing much attention on "the cleanliness of one's drinking water, food and surroundings" or being unwilling to learn the host culture language (Hofstede, 2001, p. 424) [11]. Indeed, such discomforting struggle could account for the fact that sojourners affected by culture shock are under overwhelming stress. In particular, Berry (2006) notes, "acculturative stress" could be the exact term to specify such emotional condition (p. 43) [3]. Hofstede (2001) also points out, despite the general assumption about those exaggerated statement, acculturative stress could induce "expatriate failure and early return" (p. 423) [11].

2.2 Sojourners' suffering cognitive fatigue and encounter with identity shock caused by culture shock

According to Guthrie (as cited in Winkelman, 1994), "cognitive fatigue" is regarded as another negative aspect caused by culture shock (Winkelman, 1994, p. 123) [21]. Winkelman (1994) points out, as to well adapt to the host culture, it is necessary for sojourners to strive to obtain host culture clues, such as being capable to translate and acquire the meaning of target language, as well as using appropriate expression relevant to local cultural context [21]. In view of sojourners' ignorance of these taken-for-granted information in home country, once they move to a new cultural context, they are suddenly confused and in need of time to notice these details, since "the new culture demands a conscious effort to understand things processed unconsciously in one's own culture" (Winkelman, 1994, p. 123) [21]. Before completely obtaining these cultural clues, sojourners could experience "a mental and emotional fatigue" affected by culture shock (Winkelman, 1994, p. 123) [21].

Moreover, after sojourners uproot themselves from home culture to unfamiliar culture, not only their living environment but also their social identities have been changed. According to Byrnes (1966), there are role conflicts generated by the gap between the ideal identity sojourners willing to own and the actual role they playing during their staying abroad [6]. For sojourners, the disparity in identity could give rise to negative reactions such as stress and depression, since sojourners' original social identities are greatly disturbed and redefined in new cultural context. Winkleman (1994) also noted, in consideration of sojourners' little and vague knowledge about their social identities even social belongingness, the gap between original identity and expected new social role could exert identity shock on sojourners [21].

2.3 Culture shock can still bring positive effects

As mentioned above, culture shock could lead to a series of negative consequences for the wellbeing of sojourners and also give rise to adaptation difficulties to sojourners. However, according to Samovar, Porter and McDaniel (2010), it is not sensible to only linger on its negative effects without referring to its positive value such as being regarded as a unique culture learning experience [17]. Meanwhile, it is argued by Ting-Toomey and Chung (2012) that dealing with culture shock effectively could bring benefits to the newcomers such as improved "self-esteem", "a sense of well-being" and open mind (p. 95) [19].

In fact, according to Ting-Toomey and Chung (2012), it is justified to consider the positive value of culture shock, since it could provide sojourners a chance to develop their way of thinking and enrich their experience in trying out new thoughts [19]. According to Adler (1997), "severe culture shock is often a positive sign indicating that the expatriate is becoming deeply involved in the new culture instead of remaining isolated in an expatriate ghetto" (p. 238) [1]. For sojourners, in order to adjust successfully to a new culture, getting involved into the new culture is an important starting point. Despite those discomforting effects caused by culture shock, without this starting point, sojourners could not obtain skills to well adapt to the host culture.

3. Critical analysis of sojourners' common reaction towards culture shock

After sojourners' setting down in an unfamiliar culture context, they could undergo a series of unexpected psychological and physiological changes under the effect of culture shock. According to Samovar, Porter and McDaniel (2010), despite sojourners' various attitudes towards culture shock and their longer or shorter adaptation period to host culture, generally most sojourners would undergo the "U-shaped curve" adjustment pattern (p. 398) [17].

3.1 Sojourners' U-shaped curve adjustment pattern

Based on Lysgaard's study (1955), sojourners could undergo a U-curve adjustment process [12]. Initially, out of excitement towards the new culture, sojourners are going through a positive and cheerful adaptation phrase, and it is followed by the phase of being under stress or discomfort. In the end, by effective dealing with various issues, sojourners could finally overcome negative emotions and return back to the normal condition during their living abroad.

This common acculturative adjustment process also indicates sojourners' psychological transformation during their adjustment to the host culture. According to Oberg (1960), the U-curve pattern could also demonstrate sojourners' emotional conditions when confronting with cultural change [13]. At the very beginning, sojourners keep a positive mood and then convert to negative attitudes, finally followed by positive attitudes back to normal condition again.

However, according to Spencer-Oatey and Franklin (2009), little evidence could be found from related "longitudinal studies" to support this theory (p. 153) [18]. In particular, it is argued by Ward, Bochner and Furnham (2001) that through study of international students' reaction to culture shock, it is clear to find out that students actually feel more depressed in the first month and the twelfth month during their studies abroad [20]. By contrast, in the sixth month they appear to be less depressed. Based on Ward and other colleagues' report, the U-curve adjustment theory turns to be the other way around.

3.2 Sojourners' stress-adaptation-growth adjustment pattern

According to Kim (as cited in Spencer-Oatey & Franklin, 2009), "stress, adaptation and growth" are three essential elements forming sojourners' intercultural experiences under an unfamiliar cultural

context [18]. In particular, this "stress-adaptation-growth dynamic" adjustment pattern functions "in a cyclic and continual" way, rather than "a smooth, linear progression" (Spencer-Oatey & Franklin, 2009, p. 154) [18]. Meanwhile, Kim (as cited in Spencer-Oatey & Franklin, 2009) points out, since these three elements are interrelated, sojourners' temporary stressful emotion could further evoke "self-organization and self-renewal", which would later contribute to sojourners' adaptation and growth (Spencer-Oatey & Franklin, 2009, p. 154) [18].

In other words, the stress-adaptation-growth dynamic pattern functions in a constantly developed process. Sojourners' initial stressful condition affected by unfamiliar culture context could be converted to awareness of the social clues in host culture. The generated awareness would further facilitate adaptation process to benefit sojourners.

4. The typical sojourners—international students

Since increasing number of international students merge into host culture, they are undergoing a series of unexpected experiences in unfamiliar cultural settings. With little knowledge about host culture and being disconnected from originally familiar culture context, international students are faced with emotional upheaval and other adaptation difficulties during their studies abroad.

4.1 International students having adjustment difficulties in the host culture context

Zhou, Jindal-Snape, Topping and Todman (2008) point out, international students studying abroad should be willing to accept the rules of "novel social and educational organizations" (p. 63) [23]. Furthermore, international student sojourners would also be required to cope with these general adaptation issues common to overall students. Faced with all those challenges, international students are having a difficult time during their studies abroad.

In particular, due to the disparity between high context culture and low context culture, without relevant knowledge, international students could encounter many difficulties during their studies in host culture context. According to Cortazzi and Jin (1997), due to disparity between Chinese culture and British culture, the relationship between teachers and students could be regarded differently by students from different cultural settings [8]. For Chinese students, a teacher is regarded as both an academic instructor and a role model. In particular, Chinese students have become accustomed to listening to the teacher instead of bombarding teachers with questions. In this way, Chinese students often show great respect and obedience to a teacher. On the contrary, British students would regard a teacher as an effective assistance, who gives students guidance to be creative and independent in students' studies. British students are prone to be more actively involved in conversation with a teacher and hold critical attitudes towards teachers' instructions.

In view of cultural gap between high context culture and low context culture, without such acculturative knowledge, international students could not effectively adjust themselves to the studying patterns of the host culture and as a result, students might not achieve any satisfying goals in their academic studies. It is noted by Furnham and Bochner (1982) that for sojourners, the amount of hardship they confront with during their sojourn in the host culture could depend on the extension of culture difference between sojourners' home culture and the host culture [9]. In other words, it could be regarded as the fact that "the greater the disparity the more severe the difficulties encountered" (Furnham & Bochner, 1982, p. 175) [9].

Moreover, due to cultural disparity, international students could encounter other adjustment difficulties such as unable to effectively maintain friendship when having contact with host national students. According to Chapdelaine and Alexitch (2004), an international student from Iran just confronts with difficulties during his maintaining friendship with a local Canadian male student [7]. For the Iran student, in his home culture context, it is common for male friends to strengthen friendship by making frequent phone calls to each other. However, without relevant knowledge about such culture customs in Iran, the Canadian male student utterly misunderstands the Iran student and regards his action as annoying and almost cuts off their contact. In this situation, based on different cultural context, the connotation of certain behavior or expression can be interpreted in a distinguishing way. In particular, Anderson (1994) points out, as to manage culture shock, sojourners should not only familiarize themselves with common behaviors observed in host society, but also recognize "the system of rewards and punishments specifically associated with the new behaviors" (p. 295) [2].

According to the Furnham and Bochner's (1982) Social Skills and Culture Learning model, in

consideration of international students' vague awareness of those underlying cultural clues structured in host culture as well as their lack of relevant social interaction skills to guarantee effective communication in the host culture, international students could confront with difficulties in adjustment to host culture [9]. Chapdelaine and Alexitch (2004) point out that in this situation, "culture shock is defined as degree of social difficulty encountered in cross-cultural interaction" (p. 168) [7].

4.2 International students' multiple strategies in dealing with culture shock

Faced with all these difficulties international students could encounter during their adjustment to a new culture context, at the very beginning, it is important to establish international students' awareness of the culture gap between their home country culture and the host culture context. After obtaining relevant acculturative knowledge, international students could have a detailed understanding of customs and practices of host culture, which would facilitate their adjustment to the new culture.

Furthermore, based on the awareness of acculturative clues and practices, as to increase communication with host nationals and manage culture shock, it is then necessary to equip overseas students with specific cultural and social contact skills to better help them well integrate into the host culture and avoid confronting with unpleasant conflicts with host nationals.

Lastly, in order to alleviate acculturative stress condition caused by culture shock, it is essential for international students to actively merge into the mainstream of the host nationals. In particular, establishing a friendship with local nationals would benefit overseas students' adaptation to the host culture by increasing their cross-cultural communication as well as comforting their emotional upheaval caused by culture shock.

4.2.1 The significance of international students' awareness of cultural disparity

After coming into a new cultural context, international students are overwhelmed with unfamiliar cultural customs and practices. Furnham and Bochner (1986) point out, for a sojourner, the most significant thing is to learn and understand the notable features of the host culture, instead of simply adjustment to the new culture [10]. Moreover, according to Furnham and Bochner (1986), it would be beneficial for sojourners to learn customs or practices of the host culture, and further put them into practice, even if sojourners find these actions inappropriate and disapproved in their home culture [10].

In particular, with these two examples given by Furnham and Bochner (1986), even though a foreigner in Britain might regard British people's waiting in line for everything as a ridiculous behavior, as to avoid any conflicts, the foreigner often learns to behave in the same way to comply with the customs of British culture [10]. Furthermore, for English visitors waiting in line to take subway in Tokyo, it seems unlikely for them to get on the subway if they remain queuing in line instead of acting like other Japanese pushing and squeezing themselves through the platform.

In view of those examples, Furnham and Bochner (1986) point out that it is not sensible to judge certain cultural practice and its carried skill whether decent or indecent without putting these behaviors under the targeted cultural context [10]. Based on that, after being aware of cultural differences and learning specific host cultural practices, international students should learn to flexibly put these relevant cultural theories into practice. Simply criticizing or judging certain cultural practice in an unfamiliar cultural context could cause trouble or even conflict.

4.2.2 The necessity to equip international students with appropriate social interaction skills

According to Furnham and Bochner's (1982) Social Skills and Culture Learning model, due to overseas students' being unsociable and depriving of certain social interaction skills relevant to specific cultural context, it would bring barriers to student sojourners' cross-cultural communication and integration into the host culture [9]. Chapdelaine and Alexitch (2004) point out, since international students are deprived of relevant sociable skills in the host culture, each time when analyzing, demonstrating and contacting under the host culture context, international students just retreat to their home cultural practices and behave under the guidance of home cultural clues and customs, instead of adapting to the way of thinking accordance with that in host culture [7]. In view of that, it is necessary to equip international student sojourners with specific cross-cultural interaction skills to promote their way of dealing with adjustment difficulties caused by culture shock, as well as other communication problems when contacting with host nationals.

Moreover, it is noted by Bochner and Furnham (1982), international students' failure in obtaining appropriate social interaction skills used specifically in certain cultural context could be the situation that

"they are being denied the services of informal culture guides and trainers due to the paucity of their links with host members" (p. 193) [9]. Based on Furnham and Bochner's (1982) "analysis of the social networks of the students", it is obvious to find that simply minority of international students establish friendship with host peers (p. 192) [9].

In particular, according to Furnham and Bochner (1982), there are basically two reasons to account for international students' limited contact with host peers and their depriving of guidance on adopting appropriate social skills when interaction under the host culture context [9]. For one thing, host peers simply regard international students as foreigners, without paying much attention or showing great interest in getting contact with those foreigners. For the other, it is more common for overseas students to simply keep up a "utilitarian" relationship with host peers, since they are more willing to maintain intimate friendship with their co-national peers (p. 193) [9]. Based on that, international student sojourners are faced with many challenging barriers impeding them to adopt social interaction skills to effectively increase cross-cultural communication and cope with adjustment difficulties caused by culture shock.

Therefore, Furnham and Bochner (1982) point out, "the most important practical implication of the social skills approach to 'culture shock' is in providing a sound theoretical base for culture training, together with a proven technology" (p. 193) [9]. The cultural training procedure including three stages could be used to cope with students' lack of specific social skills in host culture. According to Furnham and Bochner (1982), the three-staged training procedure is initially focused on finding out failures in applying specific social skill into practice [9]. After that, some targeted trainings would be given to cope with those failures. In the end, a judgement based on the extension of students' development in obtaining social skill would be put forward.

In particular, Brislin (as cited in Furnham & Bochner, 1982) points out five different intercultural skills training programs, which contain "self-awareness training", "cognitive training", "attribution training", "behavior modification, as well as "experimental learning exercises" (Furnham & Bochner, 1982, p. 194) [9]. According to Furnham and Bochner (1982), "the social skills approach touches on aspects of all of these orientations", and emphasizes culture skills training targeting at daily and routine social contact in the cultural context (p. 194) [9]. Moreover, Furnham and Bochner (1982) also note that although international student sojourners are faced with unfamiliar culture context, it is still very effective to make them realize that the cultural training process of equipping themselves with social skills to engage in host culture is the same process as communicating and contacting under their original cultural context, despite the different ways of engagement [9]. Exactly, Boas (1911) emphasizes the principle that people around the world are connected by the shared similarities instead of the difference that could separate each other [4].

4.2.3 The importance for international students to maintain social connection with host nationals

Chapdelaine and Alexitch's study (2004) investigates and further improves Furnham and Bochner's Social Skills and Culture Learning Model of Culture shock [7]. According to Chapdelaine and Alexitch (2004), after analyzing Furnham and Bochner's theory, they point out that "social interaction with hosts plays an important role in international students' adjustment" when dealing with culture shock (p. 167) [7].

According to Bochner, McLeod and Lin's (1977) functional model of friendship networks, in accordance with their psychological inclination, international students could be categorized into three different "interpersonal networks" (p. 291) [5]. In particular, Bochner et al. (1977) point out, for the first group of international student sojourners who are inclined to connect with their co-national peers in the host country, it is more likely for them to remain the same way of thinking and behaving as in their original culture [5]. It is the so-called "primary network" which represents "mono-cultural" (Bochner et al., 1977, p. 291) [5]. For the second group of overseas students, they are connected with host peers and obtain relevant cross-cultural communication skills to guarantee their academic pursuit. According to Bochner et al. (1977), "the secondary network of foreign students is bi-cultural" (p. 291)[5].

Compared with those two networks, the third group student sojourners are likely to establish friendship with host peers simply for entertaining purposes. Bochner, McLeod and Lin (1977) note that this "multi-cultural" friendship pattern focuses on "companionship for recreational, non-culture and non-task oriented activities" (p. 292) [5]. Based on international students' belonging to different categories, their social and behavioral adaptation to new cultural context can be effective or ineffective.

On the one hand, according to Zhou, Jindal-Snape, Topping, and Todman (2008), it is obviously beneficial for international students to effectively adjust to host culture, since they are greatly exposed to the foreign culture in social, psychological and academic context [23]. Pruitt (1978) notes that the more

time international students spend with host peers, the more effectively they could deal with their studies [14]. Furthermore, it is also argued by Zimmerman (1995) that international students' frequent connection with host nationals could promote their cross-cultural communication capacities, which is beneficial to develop their overseas adaptation to the host culture [22].

On the other hand, according to Zhou et al. (2008), compared with sojourners who are frequently involved in interaction with host peers, sojourners spend little time involved in communication with host peers are likely to encounter more difficulties during their social adjustment in the host culture[23]. Specifically, it is argued by Redmond and Bunyi (1993), establishing friendship or connection with local peers could be regarded as a means to alleviate stressful levels [15]. Furthermore, based on the results gathered from "a Pearson product-moment correlation", it was obvious to recognize that "the more frequently the students interacted with host-country people, the more satisfied they were likely to be with their sojourn abroad" (Rohrlich and Martin, 1991, p. 174) [16].

5. Conclusions

Since sojourners uproot themselves from one cultural context to another cultural context, it is inevitable for them to encounter many unexpected difficulties such as the culture shock issue. Although culture shock could bring some benefits to motivate sojourners actively integrate into host culture, its negative impact actually plays a more influential role in impeding sojourners' effective adaptation to the host culture. To some extent, culture shock issue could even burden sojourners with stressful distortion, cognitive fatigue and identity shock during sojourners' adaptation to the host culture.

Faced with those potential issues, large scale of relevant studies focusing on sojourners' reaction and certain adaptation pattern towards culture shock just clarify sojourners' achievements and struggles in their dealing with culture shock and adjustment to the unfamiliar context.

However, based on many research studies, there are many effective approaches to cope with culture shock issue. In this situation, it is more sensible to regard culture shock issue as a cultural experience instead of a simply severe barrier. In particular, with increasing number of overseas students coming into a new cultural environment for studies, it is significant to evaluate this typical sojourners' intercultural experience when their encountering with adjustment difficulties and bring out many effective strategies to deal with such cross-cultural interaction issue.

In particular, this essay mainly focuses on three approaches for international student sojourners to deal with culture shock and promote cross-cultural interaction in host culture context. At the very beginning, overseas students should be aware of the cultural disparity between their home culture and the host culture. With basic understanding, student sojourners could regard the practices and clues of the host culture as guidance to promote their communication with host nationals and effectively avoid any cross-cultural interaction conflicts. After overseas students' learning relevant cultural knowledge about host culture, it is essential for them to be equipped with appropriate and effective social interaction skills to well integrate into the host mainstream culture. Lastly, after equipped with appropriate approaches to social skills, overseas student could effectively maintain deeper relationship with host nationals. As a result, student sojourners' merging into host peers could not only alleviate their adjustment difficulties but also build up their confidence and sense of satisfaction.

All in all, despite its positive approaches to motivate sojourners' integration into host culture, culture shock could still bring many potential negative impacts on sojourners. However, in consideration of a series of manageable approaches to deal with such cross-cultural interaction issue, it is more sensible to regard culture shock as an intercultural experience rather than simply a severe barrier to impede sojourners' well adaptation to the host culture.

References

[1] Adler, N. J. (1997). International dimensions of organization behavior (3rd ed.). Cincinnati: South-Western College.
[2] Anderson, L. E. (1994). A new look at an old construct: Cross-cultural adaptation. International Journal of Intercultural Relations, 18(3), pp 293-328.
[3] Berry, J. W. (2006). Stress perspectives on acculturation. In D. L. Sam & J. W. Berry (Eds.), The Cambridge handbook of acculturation psychology (pp. 43-57). Cambridge: Cambridge University Press.
[4] Boas, F. (1911). The mind of primitive man. New York: The Macmillan Company.

[5] Bochner, S., McLeod, B. M., & Lin, A. (1977). Friendship patterns of overseas students: A functional model. International Journal of Psychology, 12(4), pp277-294.

[6] Byrnes, F. C. (1966). Role shock: An occupational hazard of American technical assistants abroad. The Annals of the American Academy of Political and Social Science, 368(1), pp95-108.

[7] Chapdelaine, R. F., & Alexitch, L. R. (2004). Social skills difficulty: Model of culture shock for international graduate students. Journal of College Student Development, 45(2), pp167-184.

[8] Cortazzi, M., & Jin, L. (1997). Communication for learning across cultures. In D. McNamara, & R. Harris (Eds.), Overseas students in higher education: Issues in teaching and learning (pp. 76-90). London: Routledge.

[9] Furnham, A., & Bochner, S. (1982). Social difficulty in a foreign culture: An empirical analysis of culture shock. In S. Bochner (Ed.), Cultures in contact: Studies in cross-cultural interaction (pp. 161-198). New York: Pergamon Press.

[10] Furnham, A., & Bochner, S. (1986). Culture shock: Psychological reactions to unfamiliar environment. London: Methuen.

[11] Hofstede, G. (2001). Culture's consequences: Comparing values, behaviors, institutions and organizations across nations (2nd ed.). Thousand Oaks: Sage.

[12] Lysgaard, S. (1955). Adjustment in a foreign society. International Social Science Bulletin, 7, pp45-51.

[13] Oberg, K. (1960). Culture shock: Adjustment to new cultural environments. Practical Anthropology, 7, pp170-179.

[14] Pruitt, F. J. (1978). The adaptation of African students to American society. International Journal of Intercultural Relations, 2(1), pp90-118.

[15] Redmond, M. V., & Bunyi, J. M. (1993). The relationship of intercultural communication competence with stress and the handling of stress as reported by international students. International Journal of Intercultural Relations, 17(2), pp235-254.

[16] Rohrlich, B. F., & Martin, J. N. (1991). Host country and re-entry adjustment of student sojourners. International Journal of Intercultural Relations, 15(2), pp163-182.

[17] Samovar, L. A., Porter, R. E., & McDaniel, E. R. (2010). Communication between cultures (7th ed.). London: Cengage Learning.

[18] Spencer-Oatey, H., & Franklin, P. (2009). Intercultural interaction: A multidisciplinary approach to intercultural communication. Basingstoke: Palgrave Macmillan.

[19] Ting-Toomey, S., & Chung, L. C. (2012). Understanding intercultural communication (2nd ed.). Oxford: Oxford University Press.

[20] Ward, C., Bochner, S., & Furnham, A. (2001). The psychology of culture shock. Philadelphia: Routledge.

[21] Winkelman, M. (1994). Culture shock and adaptation. Journal of Counseling & Development, 73, pp121-127.

[22] Zimmerman, S. (1995). Perceptions of intercultural communication competence and international student adaptation to an American campus. Communication Education, 44(4), pp321-335.

[23] Zhou, Y. F., Jindal-Snape, D., Topping, K., & Todman, J. (2008). Theoretical models of culture shock and adaptation in international students in higher education. Studies in Higher Education, 33(1), pp63-75.