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Academic Sojourners, Culture Shock and Intercultural Adaptation: a Trend Analysis

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Abstract. The dominant picture of cross-culture adaptation still, with some exceptions, features a reified process of recovering from culture shock or culture related stress. The purpose of this article is to put cross-cultural adaptation back into the perspective and connecting it with the trend of linearity in the developmental communication patterns of academic sojourners studying in Malaysia. This paper examines the trends in intercultural communication (number of casual acquaintances, casual friends, intimate friends, participation in host organizations and use of host mass media) and trends in psychological domain (perceptual complexity, attitude toward the host society and satisfaction level) of academic sojourners over the years in process of adaptation.

The data analysis was reported in terms of: i, general shape of developmental curve, ii. significance of change over time determined by analysis of variance across the five subgroups, and iii. significance of linearity in the developmental patterns i.e., whether the change patterns over the years is linear or non-linear. The results show the linearity of association with the members of the host society was increased with time spent in the host society. The study also holds recovery from culture shock to be the mechanism of accommodation to life in strange lands.

Key words: *Intercultural Communication, Culture Shock, Cross-cultural Adaptation, Sociological and Psychological Domains, and Trend Analysis.*

Introduction

Millions of international students have left their home country to find better educational opportunities in a new country, all over the world. International student population in International Islamic University Malaysia has grown fast during the last five years. University authority charters underline need to provide a conducive environment and resources to cater for student's academic and social needs. The dominant source of student inflow are within ASEAN, and followed by South Asia, Eastern Europe, Arab world and African nations out of the world (A & R 2004).

Investigations of foreign student adaptation have been reported in the literature for over 40 years. Still, this area encountered many unanswered questions due to the diversity in foreign student population and flawed methodologies. One significant question of interest is the adaptation process over time.

The meetings occur between two societies when individuals travel from their place of origin to another country for a specific purpose and a limited time, such people are called sojourners in the literature (Bochner 2003). In present study, the term academic sojourner is used for international students who visit strange places to seek knowledge and return back to their native place after achieving their academic goal (Ward, et al. 2001). Individuals who cross cultures to earn or learn as academic sojourners are perhaps the largest and the earliest

group of people who have been communicating with others in different cultures all over the world. (Ross, & Krider 1992; Nelson 1992; Wang 1993; and Ruben 1994).

Among the studies on intercultural adaptation, the experience of academic sojourners has provided a rather fertile ground for intercultural communication researchers. Earlier research on them tended to identify the various challenges, communication barriers and problems faced by academic sojourners (Jacobson 1963; Furnham & Bochner 1986; Khan 1992), and later studies focused on sojourners' understanding of their host cultures and their communication strategies for effectiveness of their intercultural communication (Martin 1987; Furnham 1988; Adelman 1988; Rohrlich & Martin 1991; Ward & Kennedy 1993; Chen 1994), and also on communication patterns of sojourners in the process of acculturation (Kim 1978; Khan 2001 and 2005).

In recent studies, many international students who sojourn to foreign country have been noted to experience culture shock and confusion about role expectations. Such phenomena, collectively known as acculturative stress can result in the development of a variety of physical, social, and psychological problems. Among international students, greater perceptions of social acceptance and longer stay in the foreign country have been associated with lower cultural adjustment concerns (Mori 2000; Wilton & Constantine 2003; Chapdelaine & Alexitch 2004; and Constantine et al. 2004).

According to Martin & Nakayama (2004) culture shock is relatively short-term feeling of disorientation, of discomfort due to the unfamiliarity of surroundings and lack of familiar cues in environment. Rohrlich and Martin (1991) maintain that research on sojourners has been conducted not only from a theoretical perspective such as *culture shock*, but also from a practical perspective like 'personnel selection or pre-departure training'.

In another study of developing a model of culture shock for international graduate students, Chapdelaine & Alexitch (2004) empirically tested the relationship between social interaction with hosts and culture shock, as the degree of social interaction with hosts decreases, the degree of culture shock increases. Most of the studies on culture shock have examined factors influencing intercultural adjustment of individual sojourners, and in the meantime, suggested that communicating with same culture members is minimally helpful for intercultural adjustment (Lin 2006).

Many theories and models have been empirically tested and developed in the cross-cultural literature over the last couple of decades. According to Martin & Nakayama (2004) such theories describe how people adapt to a new cultural environments. The pattern of adaptation varies depending on the circumstances and the migrant, but commonalities exist. The most dominant theory is the U-curve theory of adaptation based on research conducted by Lysgaard (1955) who sees the entry point for the sojourner as being a honeymoon high, followed by a bottoming out resulting from cultural maladjustment, and finally a climb up and out to cultural acceptance and adaptation. In its original presentation (Oberg 1960) culture shock was seen as a medical condition which afflicted all who crossed cultures.

A modern extension of this culture shock as medical symptom sees it in term of a crisis of personality or identity (Adler 1975). Contact with an alien culture is said to tear away at all the familiar bases of one's self, depriving people of their familiar point of reference. As the sojourner moves through the points of passage various problems and crisis are met and resolved, working out new identities embracing both old and new selves.

The second phase, culture shock happens to almost everyone in intercultural transition as essentially a learning process. Sojourns are initially very ignorant of the behavioral and cultural norms of the new culture and to adapt they must learn the features of it and acquire the socio-cultural skills for participating in it (Taylor 1994).

The third approach seems to combine various elements of the above, where culture adaptation is a process of learning and recovery. In Lysgaard's model, it is a phase of adaptation in which migrants learn the rules and customs of the new cultural context. Typically an international student is on a step by step psychological journey from the periphery of a culture to the culture, from a state of ignorance and resentment to a position of understanding and empathy.

A final model presents a mechanism which sees cross-cultural adaptation as a dynamic and cyclical process of tension reduction until an equilibrium is reached (Chapdelaine & Alexitch 2004). In these terms an international student is in a situation where upheavals and disruptions are pushing them out of equilibrium, and the process of adapting aims to reduce the internal imbalance felt as tension and uncertainty. Many studies, have, therefore, examined variables related to intercultural communication competence and effectiveness across relationships and cultures.

Several limitations in the counseling literature about international students are addressed, including, the limitations of culture shock as a model of cross cultural transition, lack of methodological diversity in research involving international students, a focus on group characteristics, and the continued emphasis on the problems experienced by international students (Popadiuk and Arthur 2004).

The studies on sojourners in adaptation process with the host culture are viewed from two different areas: psychological and sociological perspectives. Researchers interested in intercultural adaptation have examined the psychological phases people go through when entering a foreign culture, the traits that contributes to adjustment in a new culture, and the process of becoming an intercultural or bi-cultural individual (Black & Gregersen 1991; Furnham 1988; Kim and Ruben 1988; Nwanko & Onwumechili 1991; Searle & Ward 1990; Khan 1997).

Therefore, sojourner adjustment period can be regarded as a psychological process by which the level of conceptual complexity of academic sojourner's cognitive structure in perceiving the host culture is measured. The psychological area associates with the feelings of well-being and self-satisfaction, meanwhile, the sociological domain concerns on social skills, that is the ability to negotiate interactions with host nationals (Hsio-Ying 1995).

The length of time spent in a different culture, is another variable of the present study which influences the adaptation process. A person who plans a short-term sojourn acquires less-specific cultural knowledge and practical interaction experience and in less motivated make drastic adaptive changes to fit into the dominant culture. Longer sojourners are characterized by less "social difficulty" and increasingly effective adaptations (Kim 1978; Ward & Kennedy 1993).

The focus of the present paper is to investigate how the length of stay affect the academic sojourners' intercultural adaptation in the host culture. The changes in sojourner's intercultural adaptation overtime will be analyzed through trend analysis.

Methods

In order to verify the theory of culture shock, we designed and administered questionnaire to sample of 190 academic sojourners studying in International Islamic University Malaysia. The theory was tested in terms of intercultural adaptation conceptualized at two levels: intercultural

communication domain, psychological domain (attitude towards host society). The independent variable Sojourner's intercultural communication was conceptualized at two levels, one interpersonal communication with the host society and second use of mass media.

The term of interpersonal relationship was further quantified at the formal (number of acquaintance and casual friends) and informal (number of intimate friends) relationship, and membership in organizations of a sojourner with his ethnic group and the host society as well. Mass media activities were assessed by the degree of exposure to Malay radio, television, newspaper, movies and magazines. Whereas psychological domain was operationalized as sojourner's perception complexity based on his cognitive structure of host society by measuring the degree of concreteness in response to the twelve adjective statements describing and evaluating Malays. In terms of the measuring scales, six alternative responses were provided (e.g., *strongly agree, somewhat agree, neutral or difficult to generalize, somewhat disagree, strongly disagree and don't know*). Trend was plotted by dividing the sample into five subgroups by the length of stay (from one year to more than five years) in Malaysia. Ideally, such trend patterns should be observed through time-series data that are collected repeatedly over the years. The trend analysis data were reported in terms of:

1. general shape of developmental curve.
2. significance of change overtime determined by analysis of variance across time frame, and
3. significance of linearity in developmental patterns i.e., whether the change pattern over years is linear or non-linear.

The *linear trend test* allows one to find-out whether the change in each of variables shows linear or non-linear trends. In formal terms, it allows the testing of the hypothesis that the coefficients of the non-linear terms of the general statistical prediction model are all equal to zero. Thus, if the statistical significance level is close to .05 level or zero, the test results indicates that change trend is non-linear; the farther away from zero the coefficient is, the stronger the degree to which the trend follow linear.

Results

The data analysis was intended to determine the change in the academic sojourner's communication patterns over time. Each of the key variables related to communication were analyzed in term of change patterns. Trends were plotted by dividing the sample into five subgroups by the length of stay in Malaysia. Ideally, such trend patterns should be observed through time-series data that are collected repeatedly over the years. In the present study, however, the trends were traced only through the cross-sectional comparisons due to the limitation in time and resources. This analysis, however, provides a

reasonable alternative for examining the developmental patterns of the academic student's communication patterns.

Trends in intercultural communication

The trends in the academic sojourner's intercultural communication with the host society were analyzed at following five levels: number of casual acquaintances, number of casual friends, number of intimate friends, participation in Malay organizations and level of consumption of Malay mass media. For each of the five levels, the developmental pattern of inter-cultural communication was compared to those of intra-ethnic communication (i.e., communication with fellow country group).

First the number of Malay acquaintances (whom one knows well enough to discuss academic work with) slightly decreased during the first two years. After that a large increase in number was observed (fig.1). The average number of Malay acquaintances reported was 46.6 across all five groups. The number was 13 within the first year but increased to 58.53 for the sojourners who had lived in the host society for five or more years. Throughout the acculturation process, the number of foreign acquaintances, which was 20.7 (fig. 2) was considerably less than the number of Malay acquaintance. The group's average trend was from 13.27 to 27.80 during the stay in the host society. This indicates that academic sojourners generally associated with Malay than their own country fellow.

The linearity of association with foreign acquaintances was consistent and tended to be similar for Malay acquaintances.

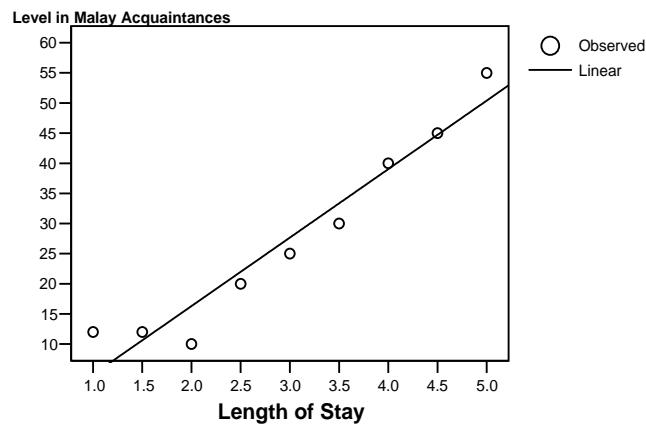


Figure 1. Trends in Malay acquaintances

Analysis of Variance; $F = 10.84$ ($p=.0001$)

Test of Linearity: $F = 37.18(0.000)$, $r = .42 (.000)$

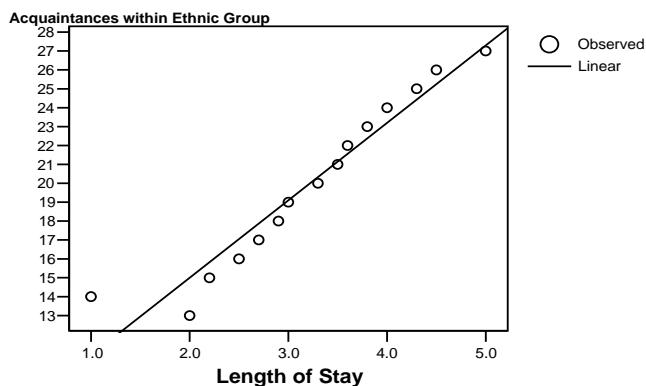


Figure 2. Trend in academic sojourn

Acquaintances (Ethnic Group)
 Analysis of Variance: $F = 1.61$ ($p = .172$)
 Test of Linearity = 5.53 ($p = .19$),
 $r = .053$ ($p = .464$)

The trend in the number of Malay friends reported (with whom one can talk about the things except personal problem) showed almost the same pattern of acquaintances. In each case, the number of Malay and sojourner acquaintances increased with time in the host society (fig. 3)

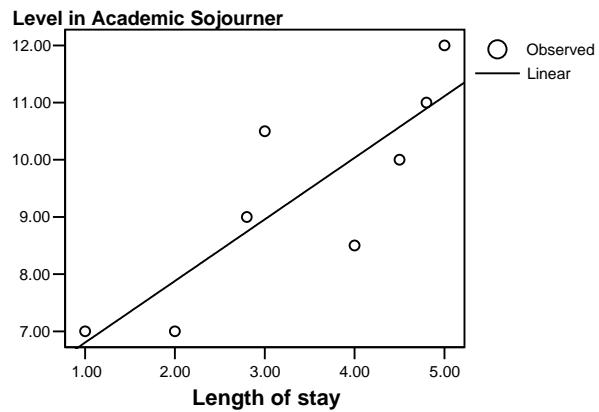


Figure 4. Trends in academic sojourners

Analysis of Variance: $F = 1.8$ ($p = .118$)
 Test of Linearity: $F = 5.21$ ($p = .023$)
 $r = .00$

Looking at the trend of Malay intimates (with whom one can discuss his private and personal problem) for the first year, the average student had 2.0 Malay intimate friends. The number increased (6.00) up to four years, with a slight decrease in the number of intimate friends (5.46) in the following year (fig.5).

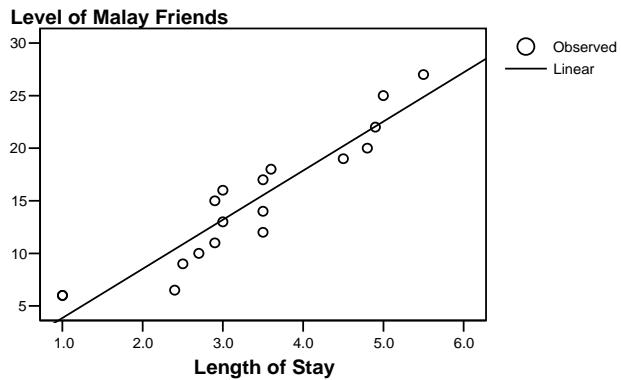


Figure 3. Trends in Malay friends

Analysis of Variance: $F = 9.89$ ($p = .000$)
 Test of Linearity: $F = 36.10$ ($p = .023$)
 $r = .27$ ($p = .000$)

On the other hand, the number of a sojourner's friends with their ethnic group remained constant only up to the first two years after that there was an abrupt increase during the next year which declined before another increase in number of friends (fig.4)

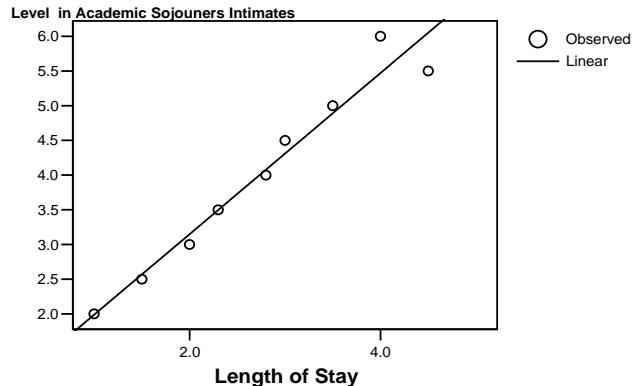


Figure 5. Trend in Malay intimates

Analysis of Variance: $F = 3.37$ ($p = .01$)
 Test of Linearity: $F = 12.64$ ($p = .00$),
 $r = .35$ ($p = .00$)

The trend in the number of intimate friends belonging to the ethnic group was different during the early period of sojourn as there was a drop from 2.8 to 2.0 in the number of intimate friends within the ethnic group. In the following years there was a fluctuation in the number of ethnic friends (fig.6).

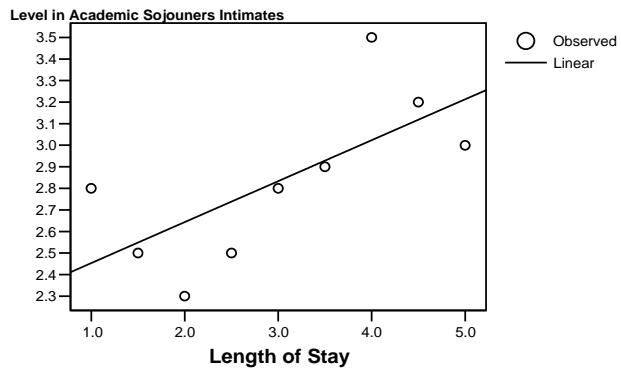


Figure 6. Trend in academic sojourners intimates

Analysis of Variance: $F = .80$ ($p = .520$)

Test of Linearity: $F = .98$ ($p = .00$),

$r = -.08$ (ns)

The trend in sojourner's participation in Malay organizations demonstrated a linear increase over the years. A sojourner became more active in organizational activities of the host society than his own ethnic group when a decline in membership of such organization after a lapse of three years in the host society was noted. (figs. 7,8)

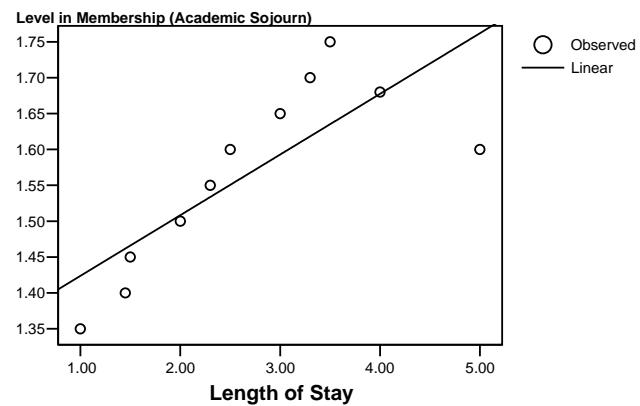


Figure 8. Trend in membership

Analysis of Variance: $F = 2.05$ ($p = .08$)

Test of Linearity: $F = 5.38$ ($p = .021$),

$r = .001$ (ns)

Lastly, trends in sojourner's use of mass media were analyzed. As shown in figure 9 and 10, the sojourner's consumption of host media increased to a certain point over the years, while the use of foreign mass media showed a slight constant decline over the years. This finding reports a change in the sojourners' cultural framework from the original culture of the host society.

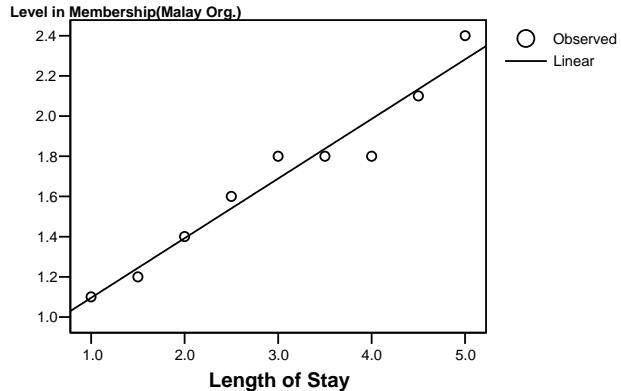


Figure 7. Trend in Membership (Malay) Organization)

Analysis of Variance: $F = 20.45$ ($p = .000$)

Test of Linearity: $F = 80.05$, ($p = .000$),

$r = .35$ ($p = .00$)

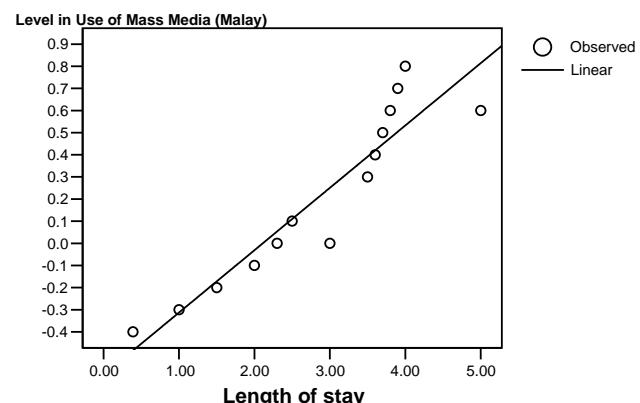


Figure 9. Trend in use of Mass media (Host Country)

Analysis of Variance: $F = 8.70$ ($p = .000$)

Test of Linearity: $F = 30.04$ ($p = .000$),

$r = .11$ ($p = .08$)

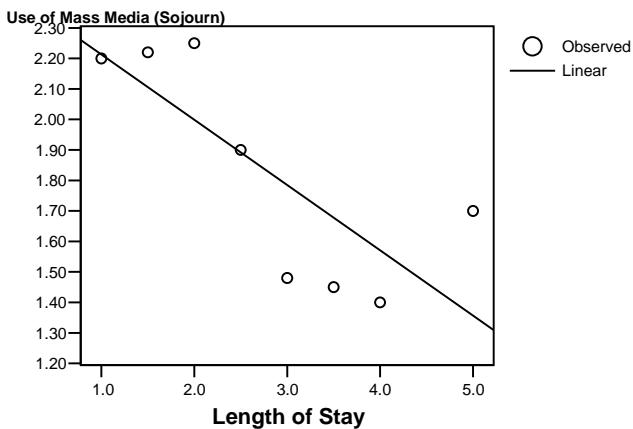


Figure 10. Trend in use of mass media (sojourn)

Analysis of Variance: $F = 1.54$ ($p = .191$)

Test of Linearity: $F = 3.32$ ($p = .06$),
 $r = .09$, (ns)

Trends in psychological domain

Finally, the trends in the academic sojourner's perception complexity, affective orientation toward the host, and the level of satisfaction in living in the host society were analyzed.

Perceptual complexity, the academic sojourner's cognitive structure in perceiving the host society became complex during the first two years. After which the academic sojourner's perception of the host society indicated a more complex cognition of that society (fig.11)

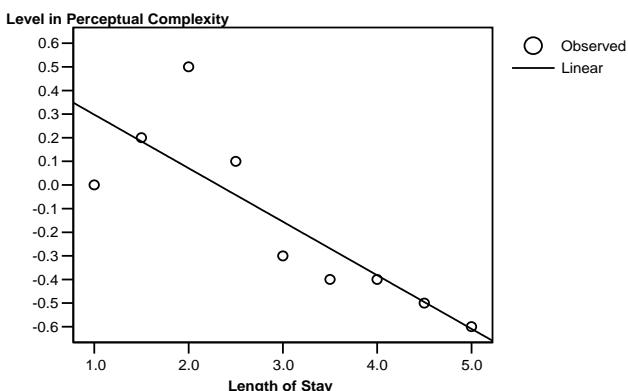


Figure 11. Trend in perceptual complexity

Analysis of Variance: $F = 4.86$ ($p = .001$)

Test of Linearity: $F = 8.32$ ($p = .004$),
 $r = .133$ ($p = .034$)

Attitude toward the host society

The present study generally confirm the *U-shaped curve* of the change in attitudes with a slightest variation. A little bit of disillusion was seen in the first two years of academic

sojourner's stay, after that the *U-shaped curve* showed favorable attitude toward the host society as shown in the test of the twelve-item attitude scale. It has to be pointed out that in measuring the perceptual complexity, the distance of responses from neutrality and or expression of difficulty to generalization about Malay was considered as indication of higher complexity in cognitive structure. For measures of affective attitude, *strongly agree*, was considered to be favorable while *strongly disagree* was unfavorable.

Academic sojourners across all five subgroups in term of length of stay in Malaysia showed generally a positive attitude toward the Malays (Table 1). A higher degree toward Malays can be deduced with such description as *like to be on time, noisy and loud* or *like to discuss political issues*.

Table 1. Academic sojourners attitude towards the host society

Attitude Scale			
Item #	Adjectives	M (190)	S.D.
1.	Affectionate	2.15	.98
2.	Sense of Humor	2.38	.87
3.	Give high value to peace	2.36	1.41
4.	Frankness	2.64	1.27
5.	Hardworking	2.26	1.00
6.	Friendly	2.12	.80
7.	Conformity to others	2.44	1.15
8.	Feel helpless in controlling		
9.	Their environment	2.29	1.43
10.	Like to be on time	2.94	1.10
11.	Noisy and loud	2.88	1.20
12.	Respect toward status	2.21	.93
13.	Interest in politics	2.67	1.14

When the trend in change attitude was plotted an unfavorable attitude was indicated during the early years. Then after two years, there was a rapid increase in favorable attitude which remained constant. Beyond five years, the academic sojourner's positive attitude increased again (fig. 12)

Satisfaction level

Another psychological domain i.e., the academic sojourner's satisfaction in living in the host society, was explored. As shown in figure 13, the psychological satisfaction level showed a constant decline. The academic sojourners started out with somewhat high expectations and enthusiastic initial reactions after a year, those positive attitude gave away to feelings of dissatisfaction and disillusion.

The trend in perceptual complexity showed a complex cognition of the host society over time just after the initial period of two years. The trend in affective-evaluative orientation level showed a progression over time while

supporting a *U-shaped curve*, whereas the satisfaction level showed a constant decline in satisfaction level.

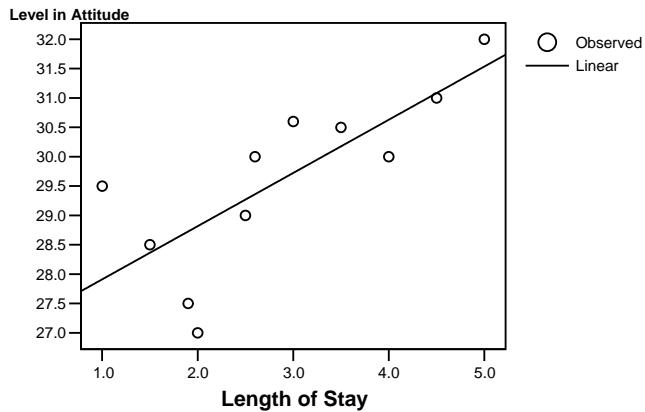


Figure 12. Trend in Attitude

Analysis of Variance : $F=2.83$ ($p=.025$)
 Test of Linearity : $F = 4.18$ ($p=.042$),
 $r=.133$ $9p=.034$)

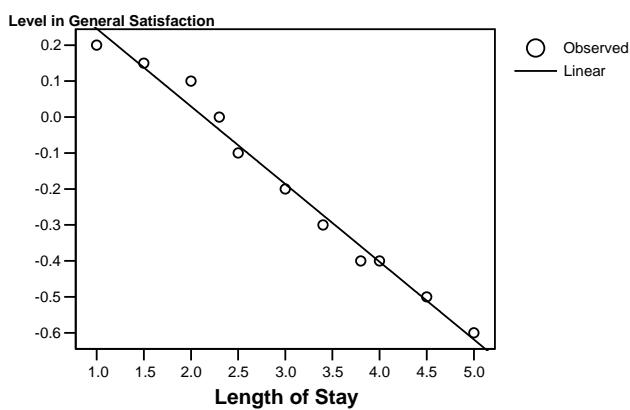


Figure 13. General Satisfaction

Analysis of Variance: $F = 3.94$ ($p=.004$)
 Test of Linearity: $F = 15.31$ ($p=.000$),
 $r=.152$ ($p=.02$)

Conclusion

The analysis of communication-related variables through out time provided the following findings:

The number of foreign academic sojourners' Malay casual acquaintances increased steadily after two years. On the other hand, the number of ethnic acquaintances decreased slightly in initial years. Throughout the years, however, the average of the foreign student's casual interaction with the members of the host society was greater than those within the ethnic group. These findings indicated that the foreign

sojourners generally associated more with members of the host society than their own ethnic group.

The number of sojourner's Malay friends and intimate friends increased somewhat steadily over the years. On the other hand, the trend in the number of the sojourner's ethnic friends and intimates was less consistent. However, from the findings, it showed that friendship composition was relatively ethnic and homogenous through time.

The volume of the sojourner's participation in both Malay and ethnic organization almost increased over time. It showed that participation in the host organizations and in ethnic organizations increased together over time. It concluded that the foreign sojourners possessed the potential of socialization and took active part in formal communication interaction irrespective of their own ethnic group.

The academic sojourner's consumption of host mass media seemed to be slightly consistent over the years as it increased after 2-3 years time frame while ethnic mass media use decreased over the years. It indicated that the foreign sojourners became more interested in the host mass media than their own ethnic mass media after two to three years of time frame.

The foreign sojourner's cognitive structure in perceiving the host became, in general, more complex over years. During the first two years in the host society, the sojourner's perception of the host society showed a complex tendency. After that the progressive became more stereotype rather developed a negative perception as the sojourner lived and experienced the new environment.

It was obvious that two persons from different cultures interacting with each other could develop misunderstanding and misinterpretation of each other's behaviors as differences in their perceptions of socio-cultural behavior. This conclusion was supported by other studies conducted in the field of acculturation research (Khan, 2005; Khan, & Khan, 2006).

The trend in the sojourner's attitude toward the host society demonstrated a positive attitude and tended to remain stable with a slightest variation during their stay in the host society. Initially, after two years they again restored favorable attitude but in the following year there was again a slightly unfavorable attitude toward the host society. Beyond five years in the host society, the sojourner's positive attitude increased again. It suggested that such fluctuation in their attitude toward host society could be due to cultural variation and therefore, *U-Curve* was further extended into *W-curve*. In qualitative research, Alazzi, & Chiodo, (2006) also support the findings of the present study as Jordanian graduate students experienced more stress anxiety and stress at the beginning of their programs and the stress becomes less intense as the student develops confidence in solving problem.

The trend in the sojourner's psychological satisfaction level was somehow high during his first year in the host society and gradually dropped during the following years. The finding indicated that the sojourner entered into new society with enthusiasm and great expectations which could not be

achieved at the later stage, which appeared as a disappointment about the new environment. This finding is consistent with Greenland, & Brown, (2005) that stress and psychosomatic illness would increase sharply and then drop over time.

On the psychological level, the paper demonstrated the “U-shaped curve” of attitude level toward the host. Typically, the sojourner’s perception of the host society was complex during the first two years. During this period, he was somewhat satisfied with his life in the new environment and held a positive attitude toward the host society. Over the years, the perceptual complexity level dropped negatively. While attitude level toward the host increased in a general linear progression, the satisfaction level showed a constant decrease from the early stage in the host society. Neuliep, & Rayan, (1998) also found that fear or anxiety associated with interacting with someone from different culture has an impact on uncertainty reduction during initial stage of intercultural communication.

In conclusion, it should be emphasized that there are potential positive aspects to the culture shock model of cross-cultural transitions as presented in this paper. Culture shock is only the frustrating or negative stage of a broader transition process that has the potential for tremendous personal growth through psychological adjustment and the recovery of new world views.

Limitations of the present study

One of the limitations of this research is the lack of generalization of the results to a particular country since the sample of the study was based on entire foreign student population without distinction of individual country as the experience of culture shock among different countries occur within a very specific cross cultural context. In addition the design of this study is not longitudinal and does not account for the fact that adjustment to a different culture is a process of different stages (Ward et al., 2001). Further more, the study does not account for premorbid psychological functioning. Sojourners’ psychological and socio-cultural functioning prior to going abroad may very likely impact their culture shock.

Another limitation is that the study does not take into the account the person-environment interaction, that is, the idea that people can influence environment and vice versa (Pick, 1997). The attitude of the host culture and the perception of the attitudes of the host culture have been found to impact adjustment (Horenczyk, 1997). Including a comparison group of people from different cultural groups reducing culture shock in Malaysia would shed light on person-environment interaction effects.

Our quantitative research findings should be considered in the light of several potential limitations. First, although our sample size is representative of foreign academic sojourners but not specifically representing a particular country due to limited size of each population. However our results provide enough evidence to reflect the tendency of culture shock over time. Second, methodological limitation, in measuring the culture shock ideally we have to apply longitudinal approach but due to time constraint it was not possible to conduct our study on the

same population over time. However our results do support the theory of culture shock with certain insignificant variations.

Directions for future research

Future research is needed that further examines the qualitative domain and categories identified in our study. And to make it more meaningful, future research should also focus on time series and also to examine a particular culture or at least to provide a comparative analysis of multiple cultures’ adaptation process. In particular, additional information from different countries foreign sojourners’ pre- and post-sojourn experiences, prejudicial or discriminatory experiences would illuminate critical information about how communication could better intervene to address cultural adjustment difficulties in these population. Research focusing on foreign academic sojourners strength, resiliency, coping and contribution would further increase our knowledge about this particular student population group in our educational institutions. Finally, research on meaningful interdepartmental integration and joint project between offices would promote a more holistic orientation to working with the international student population.

With the numbers of international students growing, student council with the knowledge of contributing countries and themselves cross-culturally competent will be in a good position to help the foreign sojourner grow through the learning curve or bend of sustaining the culture shock in different environment. Research focusing on academic sojourners strength, resiliency and understanding of host culture would further enhance our knowledge about this particular student population group in our universities. Finally, research on meaningful interdepartmental integration and joint venture between international student office would promote a more conducive working environment for academic sojourners.

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Akademiniai ekspatriantai, kultūrinis šokas ir tarpkultūrinis prisitaikymas: tendencijų analizė

Santrauka

Tarpkultūrinis prisitaikymas su nedažnomis išimtimis lemia kultūrinį šoką ir dėl susidūrimo su svetima kultūra patiriamą stresą. Šio straipsnio tikslas – analizuoti tarpkultūrinio prisitaikymo aktualijas ir susieti jas su Malaizijoje studijuojančiu akademinių ekspatriantų tiesinėmis bendravimo vystymosi tendencijomis. Straipsnyje nagrinėjamos akademinių ekspatriantų prisitaikymo proceso tarpkultūrinio bendravimo tendencijos (atsitiktinių pažinčių skaičius, atsitiktiniai ir artimi draugai, dalyvavimas priimančių organizacijų veikloje ir domėjimasis žiniasklaida) ir šio proceso psychologinis aspektas (suvokimo sudėtingumas, požiūris į priimančią visuomenę ir pasitenkinimo laipsnis).

Pateikiami tokie tyrimo duomenys: a) bendravimo vystymosi kreivės bendra forma, b) pokyčių reikšmingumas bėgant laikui, įvertintas išanalizavus penkių pogrupių skirtumus, c) bendravimo vystymosi tendencijų tiesiškumas, t. y., ar pokyčiai bėgant laikui yra tiesiniai ar netiesiniai. Rezultatai rodo, kad susitapatinimo su vietine bendruomene tiesiškumas didėjo kartu su laiku, praleistu svetimoje šalyje. Tyrimas taip pat rodo, kad atsigavimas nuo kultūrinio šoko yra prisitaikymo gyventi svetimose šalyse procesas.

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