

St. Cloud State University

The Repository at St. Cloud State

Culminating Projects in TESL

Department of English

8-2021

The Impact of Culture Shock on Motivation and Identity in L2 Learning

Thomas Edward Victor Abbey

Follow this and additional works at: https://repository.stcloudstate.edu/tesl_etds

Recommended Citation

Abbey, Thomas Edward Victor, "The Impact of Culture Shock on Motivation and Identity in L2 Learning" (2021). *Culminating Projects in TESL*. 36.

https://repository.stcloudstate.edu/tesl_etds/36

This Thesis is brought to you for free and open access by the Department of English at The Repository at St. Cloud State. It has been accepted for inclusion in Culminating Projects in TESL by an authorized administrator of The Repository at St. Cloud State. For more information, please contact tdsteman@stcloudstate.edu.

The Impact of Culture Shock on Motivation and Identity in L2 Learning

by

Thomas Abbey

A Thesis

Submitted to the Graduate Faculty of

St. Cloud State University

in Partial Fulfilment of the Requirements

for the Degree

Master of Arts in

English: Teaching English as a Second Language

August, 2021

Thesis Committee:

James Robinson, Chairperson

Michael Schwartz

Kelly Branam Macauley

Abstract

In recent years, the notion of Culture Shock has gained popularity and acknowledgment among the general population or laypersons. This study was designed to reinterpret and in essence recreate Mumford's (1998) survey design. These results will be useful for the present as well as future international students at universities. The results will also be helpful for the university's faculty in easing the transition that International Graduate Students experience when studying in America. In this study, I had 15 international graduate students complete a 13-question survey and 10-question interview in hopes of determining whether the participant experienced Culture Shock and if so, how it impacted their motivation and identity in their L2 learning environment. Based on my research, I found that regardless of the participants' gender, cultural background, and prior exposure to different cultures, everyone is susceptible to experiencing Culture Shock. The extent to which Culture Shock impacts motivation and identity varies, but regardless of it not only does impact individuals it has the potential to challenge and change people. Culture shock has numerous impacts on individuals; however, it is important to acknowledge that how it impacts individuals varies in both length and severity.

“A different language is a different vision of life.”

- Federico Fellini

Acknowledgments

Throughout the development associate data collection of this thesis, I received irreplaceable support and assistance. I want to express my sincere gratitude to everyone who helped make this thesis possible. Without the support of my committee members, participants, family, and department resources, I do not believe that this study would have yielded nearly as creditable results. I also want to note that my thesis was developed, and my data was collected during the COVID-19 Pandemic and was made possible due to the flexibility and understanding of not only those directly related to my thesis and data collection but also St Cloud State University as a whole.

Foremost I want to thank the participants who took the time to complete my survey and conduct an interview with me. They shared personal thoughts, feelings, and experiences, which allowed me to conduct this research. It is thanks to these participants that I was able to write this thesis.

I want to thank my Committee Chair Dr. James Robinson for their continuous support of my academic advancement. His knowledge and experience on the subject matter offered irreplaceable insight. I want to thank my committee member Dr. Michael Schwartz for support and insight regarding the topic of Motivation, the IRB application process and for helping me connect with St Cloud State University's English for Academic Purposes (EAP) and Intensive English Center. I want to thank my committee member Dr. Kelly Branam Macauley for their insight on ethnographic studies and for providing an additional perspective to my study.

I also want to thank my family for their emotional support throughout the development of this study. Their support and praise provided me with the additional motivation I needed to see this study through.

Finally, I want to thank my wife, Ashley, who provided unconditional emotional support. Thank you for traveling nearly 4,000 miles in 6 days across the country, during a pandemic so that I could complete this study. Her belief in me while I struggled with burnout, writer's block, exhaustion, and overall lack of motivation meant more than I could ever hope to express. In part, the completion of this study would not be possible without her.

Table of Contents

	List of Tables.....	9
	List of Figures	10
Chapter		Page
I.	Introduction	11
	Definitions.....	13
II.	Literature Review.....	14
	Defining Terminology “What is Culture Shock”.....	14
	Beliefs Related to Culture Shock.....	16
	Identity	17
	Relationship Between Culture Shock (C.S.) and Motivation	19
	Language Learning Factors Affected by Culture Shock.....	20
	The Components of Communication	21
	The Significance of Input.....	22
	The Significance of Output.....	22
	How Interaction is Connected to Learning	23
	Understanding Automaticity.....	24
	The Need for Feedback.....	25

Chapter	Page
Research Questions	26
III. Methodology	27
Participants.....	27
Participant Information.....	28
Materials	28
Demographic Form.....	28
Culture Shock Interview	29
Procedure	33
IV. Results	34
<i>Participant 1: GIS012</i>	34
<i>Participant 2: GIS022</i>	38
<i>Participant 3: GIS032</i>	41
<i>Participant 4: GIS042</i>	44
<i>Participant 5: GIS052</i>	47
<i>Participant 6: GIS062</i>	50
<i>Participant 7: GIS072</i>	53
<i>Participant 8: GIS082</i>	56
<i>Participant 9: GIS092</i>	59

Chapter	Page
<i>Participant 10: GIS102</i>	62
<i>Participant 11: GIS112</i>	66
<i>Participant 12: GIS122</i>	69
<i>Participant 13: GIS132</i>	73
<i>Participant 14: GIS142</i>	76
<i>Participant 15: GIS152</i>	81
<i>Analysis of Survey and Interviews</i>	86
V. Conclusion	92
<i>Discussion and Limitations</i>	94
References	96
Appendices	
A. Demographic Questions	101
B. Interview Prompts	103
C. Mumford 1998 Questionnaire	104
D. IRB Approval	105
E. Letter(s) of Consent	106

List of Tables

Table	Page
1. Participant Information	28

List of Figures

Figure	List of Figures	Page
1. Lysgaard's (1955) U-Curve of Cultural Adjustment		16

Chapter 1: Introduction

While growing up, a person learns many things: language, interactions with others, and how to become a full member of their society. It is during this time that individuals gain essential tools serving as a compass and map to navigate through their society and life in it. Knowing how to greet elders, offer suggestions, and show active participation in group activities are all skills that are developed over time in the context of the culture they are used in. This learning process is hard and can take years to fully master the delicate details and nuances associated with social interactions within a culture, so much so that the sudden loss of these familiarities can cause severe dissociation.

When individuals leave their native culture or country, they are introduced to a series of familiar situations that now have new components. Visitors to this new host culture are bombarded with entirely new social cues and nuances that quickly become overwhelming such as complexity of formal and informal interactions, level of subtlety in asking questions, and degree of vernacular language usage. Every aspect of life can become confusing and resulting in a near-constant feeling of *jamaïs vu*.

It is at this point that Culture Shock begins to emerge. Culture Shock is unique to everyone experiencing it; however, there are several common characteristics observed including frustration and changes in motivation levels. There have been numerous researchers who have spent years diving into the field of Culture Shock, each time finding something new or confirming a previous claim.

In this study, I adopted methods used by researchers who studied Culture Shock and aspects of Second Language Learning (SLL) such as Mumford (1998) to link the impact of Culture

Shock to Motivation and Identity in SLL. I collected data from 15 English Language Learners (ELLs) studying in the United States of America. The participants in the study come from different countries and cultures, to emphasize the universality of the impact of Culture Shock. I used 2 data collection methods, to gather information related to individual factors (Demographic Form) and establishing Culture Shock and its effect on motivation and self-identity (Culture Shock Questionnaire). I found common features regardless of individual demographic variables that established a correlation between foreign cultures with the degree of impact Culture Shock has on individuals.

Definitions

English as a Foreign Language (EFL) – The act of learning English as a Foreign language rather than a second language. Often this can be applied towards programs teaching English in non-English speaking countries.

English Language Learners (ELLs) – Anyone who is learning English as their non-native language.

English as a Second Language (ESL) - The act of learning English as a second language. This refers to programs directed towards individuals learning English in an English-speaking country.

First Language (L1) / Native Language – The language that an individual grew up speaking, the language(s) they primarily use in daily life.

Host Culture – The culture of the area/country an individual is living in that is not their Native Culture.

Host Environment – The local area that an individual is living in within their Host Culture.

Interlanguage – The between stage of language development towards proficiency in another language.

International Graduate Student – A non-American student studying at an American university at the graduate (Masters or Doctoral) level.

Native Culture – The culture that an individual grew up in or is primarily accustomed to.

Second Language (L2) – The language an individual is learning that is not their Native Language.

Second Language Learners (SLLs) – Anyone who is learning a second language, regardless of language.

Chapter 2: Literature Review

Defining Terminology “What is Culture Shock”

Culture Shock is a term that attempts to convey an experience that is unique to individuals who travel to new cultural environments. While this term is on the surface straightforward, it encompasses a depth that is difficult to summarize in a single description or phrase. Oberg’s (1960) abstract broadly defines Culture Shock as “...an occupational disease of people who have been suddenly transplanted abroad (p. 177). Chapdelaine and Alexitch (2004) cites several articles in developing a holistic understanding of Culture Shock:

For example, Culture Shock has been referred to as cross-cultural adjustment (Befus, 1988; Searle and Ward, 1990), culture learning (Paige, 1990), and cultural adjustment stress (Anderson, 1994). Despite its multiple definitions, researchers seem to agree that Culture Shock refers to the multiple demands for an adjustment that individuals experience at the cognitive, behavioral, emotional, social, and physiological levels when they relocate to another culture (Befus, 1988; Brislin et al., 1986; Searle & Ward). (p.168)

Dorozhkin and Mazitova (2008) state that Culture Shock consists not so much of any social or psychological disorder, but rather the inevitable class between home and new cultural norms and values.” (p.28). Taft’s (1977) article describes six aspects of Culture Shock: 1) Strain due to the effort required to make necessary psychological adaptations. 2) A sense of loss and feelings of deprivation in regard to friends, status, profession, and possessions. 3) Being rejected by and/or rejecting members of the new culture. 4) Confusion in the role, role expectations, values, feelings, and self-identity. 5) Surprise, anxiety, and even disgust in indignation after becoming aware of

cultural differences. 6) Feelings of impotence due to not being able to cope with the new environment.

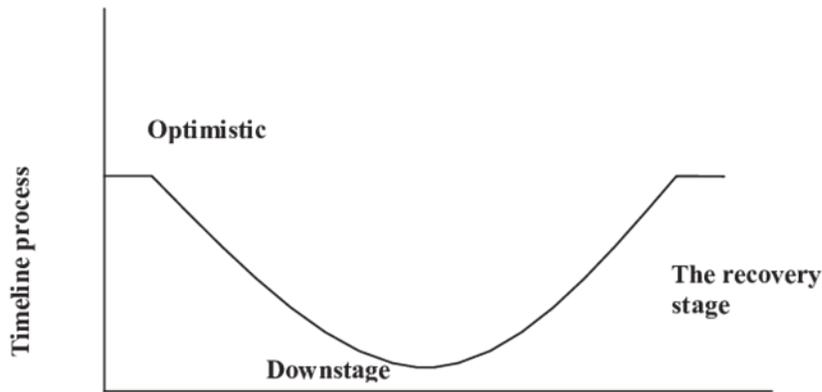
Building upon definitions and discourse offered by Taft's (1977) Dorozhkin and Mazitova (2008) and Chapdelaine and Alexitch (2004), this paper will use the term Culture Shock to refer to any of the symptoms and related psychological effects derived from the experience of an individual learning another language in a country not their own. I chose this definition to maintain the broad interpretations noted in Chapdelaine and Alexitch (2004) and the 6 aspects noted by Taft (1977), while also emphasizing the separation of country and culture due to nonhomogeneous cultures cohabitating within a single country.

Akin to experiencing an extended event, Culture Shock does not immediately occur; rather it progresses in stages. The stages of which vary in length depending on the individual. (Oberg, 1960) As shown in Diagram 1, Lysgaard's (1955) diagram proposes that there is an initial decrease in personal cross-cultural adjustment followed by a mirrored increase. In Oberg's (1960) model, there are 4 distinct stages of Culture Shock, which correlates to the diagram proposed by Lysgaard (1955). According to Oberg (1960), the 4 segments of Culture Shock are the Honeymoon stage, Crisis stage, Acceptance stage, and Adjustment stage. The initial high point within Culture Shock takes place during the Honeymoon stage during which individuals are holistically enjoying the new culture they are in. As the Honeymoon phase ends, the lowest point of Culture Shock occurs, referred to as the Crisis stage during which a rejection of the host culture is displayed. Building up from the lowest point is the Acceptance Stage in which individuals are starting to accept their situations and move towards the final highpoint of their cultural journey. The final stage is the

Adjustment stage, during which individuals have now adapted to their host culture and are now able to freely navigate within it.

Figure 1

Lysgaard's (1955) U-Curve of Cultural Adjustment



Beliefs Related to Culture Shock

While this paper targets specifically the impact of Culture Shock on English Language Learners (ELLs), it is worth noting that symptoms of Culture Shock can be experienced by anyone. It is possible for individuals moving to a new region of their own country to experience signs of Culture Shock without the need to travel internationally. It is not limited to any discernable group beyond individuals who have entered another culture different than their own. It is also important to state that Culture Shock is not the result of narrowmindedness or xenophobia; however, it is caused by the sudden removal of cultural context and knowledge (and potential linguistic knowledge), which is often debilitating (Oberg, 1960; Winkelman, 1994).

The sensations of disorientation related to Culture Shock are not to be confused with homesickness, despite sharing several characteristics, specifically a newfound longing for

familiarity. According to the Merriam-Webster online dictionary, homesickness can be defined as “longing for home and family while absent from them”, which although it can be a symptom of Culture Shock, is not synonymous. Van Tilburg and Vingerhoets (2007) note that:

The key psychological features of homesickness appear to be a strong preoccupation with thoughts of home, a perceived need to go home, a sense of grief for the home (people, place, and things), and a concurrent feeling of unhappiness, disease, and disorientation in the new place, which is conspicuously, not home. (p. 20)

While homesickness can affect anyone studying in a foreign country it can also be experienced by those who travel away from home for a relatively short time such as during an overnight trip to a new city. A key distinction between homesickness and Culture Shock is that Culture Shock possesses discernable external factors that cause the onset of related symptoms. Van Tilburg and Vingerhoets (2007) state, "Homesickness is clearly less debilitating than culture shock.... culture shock is pervasive whereas homesickness is less so; there are fewer long-term benefits from experiencing homesickness as culture shock..." (p. 21)

On an individual level, Cultural Shock can have an unexpected impact on an individual's concept of identity (Lombard, 2014). Often people do not consciously address their cultural identity until it is challenged through interaction with another culture. This can be particularly noticed in individuals from culturally homogenous areas such as Japan and South Korea.

Identity

The concept of identity is complex and uniquely different for everyone. Norton and Kramsch (2013) define identity in language learning as, “how a person understands his or her relationship to the world, how that relationship is structured across time and space, and how the

person understands possibilities for the future” (p. 45). The notion of identity being connected to the world or rather the society that an individual lives in is the beginning for understanding the connection between identity and Culture Shock. When a person’s world or society is drastically changed, so is their identity. Severe abrupt changes can cause an internal crisis stemming from the newfound lack of an individual’s place in their new society (Zhou et al, 2008).

When entering a new culture, a person needs to reevaluate their place in that culture. Pavlenko and Blackledge (2004) note that “...in multilingual settings, language choice and attitudes are inseparable from political arrangements, relations of power, language ideologies, and interlocutors' views of their own and others' identities.” (P. 1) When entering a new culture numerous things need to be learned to ultimately find a societal place for that person within that new culture. Knowledge of the language(s) and learning how to navigate new social norms are only one aspect of living in a new culture. Additionally, those entering the culture will need to learn the subtle societal nuances and even develop an understanding of how different groups are perceived within that culture. Despite an outsider’s perspective of uniformity within a culture, an insider’s perspective could reveal in-group/out-group differences (Baldwin, 1997). Wegner and Nückles (2013) discuss the action of gaining knowledge through two methods referred to as the acquisition metaphor and the participation metaphor which difference in the relationship of knowledge being an entity or a series of actions. This offers the standpoint that culture and in-group/out-group dichotomies, in terms of perspective, differ based on whether an aspect is being learned definitively or is learned through action.

While developing language proficiency language learners use their interlanguage. This transitional language is the stage to develop from using one language and becoming proficient in

another. Block (2007) uses the example of “Carlsprache”, in which a Second Language Learner (SLL) named Carl uses different parts of the languages they know to express themselves (p.122). This period of transitional language can help make sense of a new language and new culture by comparing it to what the individual already knows. This process will allow the SLL to better develop this identity in the context of the new culture while referencing this Native Culture.

When a person is faced with a new language and cultural identity it can be emotionally and mentally taxing; however, it can lead to a new perspective. Dörnyei (2016) suggests that acquiring a second language involves more than learning another term for an object or notion but creates a new component to their identity, their second language speaking self (Dörnyei & Ushioda, 2009; Dörnyei, 2016). Kim and Kim (2013) noted that several elderly immigrants displayed stress-related personal growth an example of which is resilience. Individuals who have experienced Culture Shock have displayed changes in personal strength, pursued new life/living possibilities, gained an appreciation of life, improved meaningful relationships (Tedeschi & Calhoun, 1996; 2004). Park et al. (1996) determined four areas in which people experiencing stressful life events have grown and thrived: 1) broadened life perspectives, 2) developed new coping skills, 3) refined personal resources, and 4) deepened meaningful relationships.

Relationship Between Culture Shock (C.S.) and Motivation

Motivation is considered one of the primary factors in Language Acquisition and is often thought of as a key component as to whether a language learner will succeed in learning another language. Motivation is the combination of attempts plus desire to obtain the aim of learning the language plus favorable attitudes toward learning the language (Alizadeh, 2016; Gardner, 1985). Building upon this working definition of Motivation, the initial implications of Culture Shock

become apparent. Culture Shock is known to cause a sense of crisis in those experiencing it and involves a level of cultural rejection as well as possibly language rejection. Based on this relationship it can be determined that Culture Shock will inhibit Motivation in language learning.

Brown (2000) and Gardner (1985) note that there are two forms of motivation relevant to language learning. Gardner and Lambert (1972) note that Integrative motivation refers to the desire to learn a language for reasons originating from a personal interest. They go on to state that Instrumental motivation refers to a “need” based desire originating from outside factors such as completing a requirement or potential monetary rewards for the learner. Within the context of Culture Shock, Motivation can be severely impacted. Regarding Integrative Motivation, the learner could experience a loss of interest or desire to learn the language or live in the culture due to several factors such as distance from family, frustration, or economic factors. Regarding Instrumental Motivation, the perceived rewards could lose their appeal; the frustration and challenges could overshadow the benefit.

Language Learning Factors Affected by Culture Shock.

Language learning is a lengthy process that inherently contains endless bouts of frustration, enjoyment, and stress. This volatile endeavor is additionally agitated by the emergence of outside factors such as daily life factors derived from living in a new culture (Saylag, 2014). These factors can emerge from cultural misunderstandings or a lack of required knowledge for daily activities such as paying bills and shopping for essentials.

In addition to the cultural disorientation that is derived from Culture Shock, language abilities can offer an additional layer of distress. Individuals that are suddenly required to use a nonnative language or language variation for which they are not accustomed, can become

hyperaware of their language abilities. This hyperawareness can build upon problems associated with cultural adaption. Gao (2013) notes that language is inseparable from culture and that cultures differ in how language is used (p. 1430-1431). With this correlation in mind, a sense of distress stemming from cultural factors can lead to linguistic hindrance as well as vice versa.

As noted above in the subsection, *Relationship between Culture Shock (C.S.) and Motivation*, Culture Shock can inhibit motivation, in this instance the motivation to learn another language (Carrasquillo & Rodriguez, 2001). The combined frustration stemming from Culture Shock and underdeveloped language skills can further perpetuate a cycle of feelings of isolation and unhappiness. Furthering the correlation of Motivation affecting language learning, it is important to review second language acquisition theories involving communication between people.

The Components of Communication

Fundamentally, communication can be defined as *the sharing of ideas between individuals*. However, this definition implies several other factors when applied to an individual using a non-native language. Knowledge of a language requires understanding and proficiency in several linguistic fields include phonology, morphology, syntax, and semantics. Language Acquisition is a laborious process that consists of countless variables and factors. Beyond the linguistic knowledge required for a person to effectively communicate, there is also a need for content knowledge, which could be culturally bound.

This paper is primarily concerned with establishing a correlation between Culture Shock, Motivation, and Identity for ESL students. Therefore, it is necessary to examine the process of language learning concerning Culture Shock derived effects on Motivation. Within the scope of

this paper, the concepts of Input, Output, Interaction, Automaticity, and Feedback will be reviewed.

The Significance of Input

The concept of Input is linked with Stephen Krashen's (1985) article, in which he discusses his Monitor Model of language acquisition, which in turn consists of five theories, one of which being the Input-Hypothesis. While Krashen's Monitor Model has been reviewed by numerous scholars the notion of the Input nevertheless remains worthwhile to further study (Loschky, 1994; Liu, 2015).

Input is understood as one of the first stages of language learning. Gass and Mackey define Input as, "...the language that a learner is exposed to in a communicative context (i.e., from reading or listening, or, in the case of sign language from visual language)" (VanPatten & Williams, 2015, p.181-182). Building upon this definition, *Input* comprises numerous factors associated with language that a learner perceives such as tone, volume, context, and reception of language usage. The quality of language input as well as the origins of input (natural/synthetic) is important and assists in transition into the Output stage.

The Significance of Output

The term *Output* can be generally understood as the implementation of a language that a learner uses. Concerning the progression of language using the initial stage would consist of exposure to the language (*Input*) followed by the implantation of the language (*Output*). It is at this stage that a language learner is vocalizing what they have been exposed to and attempting to use the language. This notion is derived from the Output Hypothesis introduced by Merrill Swain (Swain, 1988; Swain, 1995). Swain (1995) states that,

“output may stimulate learners to move from the semantic, open-ended nondeterministic, strategic processing prevalent in comprehensive to the complete grammatical processing needed for accurate production. Output, thus, would seem to have a potentially significant role in the development of syntax and morphology” (p.128).

The significance of Output is its relation to developing the second language learner’s proficiency in syntactic and morphological understanding (Swain,1995). Meaning that allowing a language learner to vocalize or create their language usage is linked with improving language abilities. Concerning the implications of Culture Shock on *Output*, it is apparent that added anxiety or nervousness would impact a learner’s ability to produce quality *Output*.

How Interaction is Connected to Learning

The concept of *Interaction* is broad, however for its usage in this study it constitutes the act of communicating between individuals. Gass and Mackey state that *Interaction* is “the conversations that learners participate in. Interactions are important because it is in this context that learners receive information about correctness and, more important, about the incorrectness of their utterances” (VanPatten & Williams, 2015, p. 183). This definition asserts that student involvement is critical in developing language skills.

Language exists as a form of communication, an act that is grounded in social interaction. The development of communication skills is inseparable from the development of individuals finding their place in society. Building upon this it can be inferred that Interaction serves as a building block to further advance language development.

Understanding Automaticity

Automaticity is the ability to perform a task at a high level of proficiency with minimal effort or errors (Feldon, 2007; VanPatten & Williams, 2015). Gass and Mackey state that *Automaticity* is the "...routinization of language usage. Little effort is expended when dealing with automatic processes..." (VanPatten & Williams, 2015, p. 184). Additionally, VanPatten and Williams further define Automaticity as,

"The endpoint in the process of automatization, characterized by the capacity to carry out a task at a high speed, with a low error rate and minimal interference from or with other tasks or new task conditions." (p. 277)

Building from these definitions *Automaticity* is the culmination of declarative knowledge and procedural knowledge or *Proceduralization*. Declarative knowledge consists of having contextual knowledge about something, while not possessing firsthand or personal experiences regarding the topic. Often this knowledge is taught or self-learned. For example, a person can possess general knowledge about a language, such as where it is spoken and how it is structured without ever having learned the language. The person could have a general understanding of the language, but not possess any procedural knowledge or intuition related to producing the language.

Proceduralization is the next step of refinement regarding a skill. It is at this point that a person has gained firsthand experiences relating to the skill they are learning. Dekeyser notes that the transition to this stage from Declarative knowledge takes a relatively short time and is not inherently difficult (VanPatten & Williams, 2015, p. 94). Referring to the previous example, it is at this stage that a person has successfully learned some vocabulary, sentence structures, and how to produce the target language.

Automatization is the final stage of skill refinement; it is at this point that skill has decreased both in the time needed to perform the skill (reaction time) and the occurrence of errors (error rate) (Feldon, 2007; VanPatten & Williams, 2015). Comfortability with multitasking and confidence in the skill will develop. An important factor to note is that even with a high level of automatization errors or difficulties can still occur. Automatization occurs when knowledge becomes procedural, it becomes almost thoughtless. Additionally, the amount of thought or concentration required to perform the skill is lowered. Relating to the previous examples, the time and effort needed to mentally prepare and produce a sentence in the target language will dramatically decrease at this stage.

The Need for Feedback

Feedback is critical for the language development of both native and second language learners. Feedback allows learners to correct their language usage and improve over time. Despite taking numerous forms with varying levels of effect, feedback can be categorized broadly as being either explicit or implicit (Hinkel, 2017; Hyland & Hyland, 2006). The major distinction between the two categories is the extent of directed correction that is used. Explicit feedback is generally more direct compared to Implicit Feedback. Explicit Feedback consists of the needed correction(s) and a supporting rationale for why it was incorrect (VanPatten & Williams, 2015, p. 186). In this sense, the instructor or person offering the feedback needs to be able to explain the metalinguistic reasoning in a way that the learner can understand. In comparison, Implicit feedback is more learner-centric in that the instructor is attempting to establish a negotiation for meaning. Negotiation in this context is defined by Long (1996) as,

“the process in which, to communicate, learners and competent speakers provide and interpret signals of their own and their interlocutor’s perceived comprehension, thus provoking adjustments to linguistic form, conversational structure, message content, or all three, until an acceptable level of understanding is achieved.” (p. 418)

In other words, the notion of *negotiation for meaning* constitutes a series of techniques aimed at bridging the gap of understanding between a language learner and a proficient user of that language. Gass and Mackey note that Implicit feedback can consist of several formats including, meaning confirmation checks, clarification requests, comprehension checks, and recasts (VanPatten & Williams, 2015, p. 186). Regarding the implantation of Implicit feedback, Nicholas et al.’s (2001) article, notes that adult learners are likely to identify recasts as feedback on errors, while younger learners are likely to have difficulty correlating recasts with correction (p.748-749).

Research Questions

I will be collecting data to address the following research questions:

- Do International students who study English in an ESL context experience Culture Shock?
- Does Culture Shock Influence Motivation and Identity in Second Language Acquisition?

While delving into these questions I hope to explore any commonality between the level of previous exposure to foreign cultures to the extent of the impact that Culture Shock has on the individual. I hope that this study can aid in the solidification of recognizing Culture Shock as an extensive affliction that affects all aspects of life.

Chapter 3: Methodology

Participants

The Participants consisted of graduate (Master's) level university students for whom English is an additional language. Of the 15 participants, 10 were female and 5 were male. The age of the participants ranged from 18 to 30+, with an even distribution of participants within the ranges of 22-25, 26-29, and 30+. The participants are International Graduate Students attending a public, four-year, University in the Upper-Midwest region of the United States of America at the time of data collection. Participants were international students from countries with non-English L1 languages and whose prior foreign experiences were limited to either no travel or limited travel, to foreign countries. In this study, limited travel experience is defined as having visited less than 4 countries and or living abroad for less than 6 months, before traveling to the US for education. At the time of participation, the participants had been living in the United States for less than 6 months to over 2 years and possessed an intermediate to advanced level of proficiency in English. The length of time in the United States and proficiency levels were chosen to emphasize the cultural and linguistic stressors related to Culture Shock.

The Participants were be enrolled through a university in the upper mid-west United States as International Graduate Students for whom English is an Additional Language. All participants were enrolled in master's level programs and have completed at least 1 semester of study within their chosen programs. The participants were recruited from a university in the Upper-Midwest US's Graduate School with assistance from the Analytics & Institutional Research department. The Participants were provided a link to a Qualtrics Survey, which consisted of a brief questionnaire comprised of Demographic and Motivational questions. After completing the

provided survey, the participants completed a 10-question Interview based on Mumford's (1988)'s questionnaire.

Table 1

Participant Information

Reference Code	Home Country	Age	Gender (M/F)	Length of Time in the US
IGS012	Cambodia	22-25	M	6 Months - 1 Year
IGS022	Malaysia	26-29	F	Over 2 Years
IGS032	Haiti	26-29	F	Less than 6 Months
IGS042	Russia	26-29	F	1-2 Years
IGS052	Bangladesh	22-25	F	1-2 Years
IGS062	Nigeria	30+	F	Over 2 Years
IGS072	Ghana	26-29	M	1-2 Years
IGS082	Nigeria	26-29	M	60 Months - 1 Year
IGS092	China	22-25	M	Over 2 Years
IGS102	Jordan	30+	F	Less than 6 Months
IGS112	Lebanon	22-25	F	N/A
IGS122	Indonesia	30+	F	1-2 Years
IGS132	Niger	30+	M	6 Months - 1 Year
IGS142	Pakistan	22-25	F	1-2 Years
IGS152	Japan	30+	F	1-2 Years

Materials

The Demographic Form was completed online through Qualtrics, a web-based survey program, and the Culture Shock Interviews were conducted through Zoom, a web-based video conferencing tool.

Demographic Form

This form consists of a mixture of fill-in-the-blank and multiple-choice questions related to language and culture exposure and backgrounds as well as foreign travel and experience. The survey consisted of 13 questions, the majority of which related to discerning the participant's

exposure to foreign cultures, people, and languages. The last 3 questions consisted of motivation-derived questions intending to reveal the more significant factors which prompted studying in the US.

The information derived from these questions in collaboration with the data derived from the Culture Shock Interview was used to develop an understanding of the factors which influenced each participant's experience with Culture Shock. Participants were compared and grouped based on several factors such as shared L1s or similar experiences with foreign cultures and languages. After the data was compiled, these groups were compared to find prominent trends among the participants.

Culture Shock Interview

This interview contains a series of open-ended questions separated into three sections: “Core” Culture Shock Questions, Interpersonal Stress Questions, and Personal Motivation Questions. The “Core” Culture Shock and Interpersonal Stress questions were derived from Mumford’s (1998) study, *The measurement of culture shock*. Mumford’s (1998) questionnaire is listed in Appendix C.

Mumford’s (1998) study was structured as a questionnaire-based survey based on the six aspects of culture described by Taft’s (1977) article, *Coping with Unfamiliar Cultures*. The six aspects noted by Taft (1977) consist of:

1. Strain due to the effort required to make necessary psychological adaptations.
2. A sense of loss and feelings of deprivation in regard to friends, status, profession, and possessions.
3. Being rejected by and/or rejecting members of the new culture.
4. Confusion in the role, role expectations, values, feelings, and self-identity.
5. Surprise, anxiety, and even disgust in indignation after becoming aware of cultural differences.

6. Feelings of impotence due to not being able to cope with the new environment.

Mumford (1998) noted that they altered Taft's (1977) third aspect (rejection by and/or of members of the new culture) by creating two separate questions to address the rejection of the individual by members of the host culture and the rejection of members of the host culture. Questions 3 and 4 of the Culture Shock Questionnaire will reflect this change. The intent of section 1 is to determine the presence of Culture Shock for the Participant.

The participants for Mumford's (1998) study were current volunteers who participated in GAP Activity Projects, an educational charity that offers overseas voluntary work opportunities to students taking a gap year between school and further education or training. Originally, Mumford (1998)'s redrafted the 6 aspects of Culture Shock noted in Taft (1977) as "Core" questions. Mumford (1998) split aspect 3 into two separate questions. Additionally, six additional "Interpersonal Stress" questions were created to better reflect the range of interpersonal experiences noted by previous GAP Activity Projects participants. Mumford (1998) states that the Interpersonal Stress Questions were developed from

"...a study was made of several hundred written reports by previous GAP volunteers, based on their experiences and emotional reactions to working abroad. Many wrote of their feelings of anxiety and awkwardness in social interactions with people in the new culture and occasionally of feelings of mistrust and frustration." (p. 150)

Each question consisted of 3 answers which were valued on a 3-point scale ranging from 0 to 2. The questionnaire was administered through an envelope, which was instructed to be opened and completed three weeks after arriving in the host country. The resulting data presented in

Mumford (1998) alluded to a correlation between the level or degree of Culture Shock and the degree of dissimilarity between the participant's native culture and their host culture.

My critiques of Mumford's (1998) study are primarily the timeline of three weeks and the provided responses. Having the participants complete the questionnaire at 3 weeks of being in their host culture, does not take into consideration the stages of Culture Shock proposed by Oberg (1960). Although the length of each stage varies depending on the individual, it does provoke the question of which stage the participant was in when they completed the questionnaire. Additionally, the usage of a multiple-choice answer prevents the participant from explaining their thoughts or feelings related to the prompt. Rather than contextualizing answers, the questionnaire only allows for a single response per prompt. To compensate for these perceived shortcomings, the basis for this questionnaire was modified into a Survey (Demographics Form) and Interview component.

The Culture Shock Interview, used in this study reinterpreted Mumford's (1998) into 10 open-ended questions to allow the participant to share their feelings and experiences related to each question. Also, rather than focusing on the participant's experiences while in the country, I structured the questions to cover their thoughts/feelings/experiences before arriving in America, initially arriving, and after living in America for some time. Additionally, rather than scoring the responses, they were analyzed with the intent of contextualizing their responses to the prompt. After contextualizing each participant's responses, commonalities among participants were searched for in hopes of finding predominant experiences or thoughts.

Building from the prompts that Mumford (1998) used, I removed several questions to allow my questions to be better received by the participants. From the "Core" Culture Shock questions, I

removed Question 2 (Have you been missing your family and friends back home?), because this is a common experience for people who are away from friends or family or any length of time and is not inherently related to or caused by Culture Shock. From the Interpersonal Stress Questions, I removed Question #1 (Do you feel anxious or awkward when meeting local people?), due to feeling that this is a normal feeling regardless of someone being a local or foreigner. Question #2 (When talking to people, can you make sense of their gestures or facial expressions?) was removed due to potential misunderstanding due to cultural differences. Physical gestures and facial expressions are culturally influenced and thus were not deemed representative of Culture Shock.

Question #3 (Do you feel uncomfortable if people stare at you when you are out?) due to the held notion that most people would be nervous if stared at when going out regardless of which country or culture they are in. I also removed Question #5 (Are you finding it an effort to be polite to your hosts?) to accommodate for the perceived lack or limited usage of Host Family housing by International Graduate Students. I also combined “Core” Culture Shock Question #3 (Do you feel generally accepted by the local people in the new culture?) and Interpersonal Stress Question #4 (When you go out shopping, do you feel as though people may be trying to cheat you?) into Question 8 “Do you feel that you are being treated the same as Americans on campus and off-campus?” and its alternative form “Tell me about your treatment in America compared to Americans?”.

Interview Questions 1-8 relate to the “Core” Culture Shock Questions that Mumford (1998) used. These questions intend to determine whether an individual has experienced Culture Shock. Interview Question #9 is directly related to the notion of Identity. This question was drawn from readings related to ideas proposed by Tedeschi and Calhoun (1996; 2004) and Park et al. (1996).

This question will dive into how the participants see themselves during Culture Shock. Question #10 (Tell me about your reasons for learning English in America) and alternatively (Tell me about your reasons for studying in America) is directly related to the notion of Motivation. This section will be used to determine levels of motivations and Culture Shock related effects on motivation. This section consists of a series of questions that are intended to determine the type of motivation that the learner has concerning language learning: integrative or instrumental. The data in this section will help determine if there is a relationship between the type of motivation and the extent of Culture Shock.

Procedure

The participants were recruited with help from a University in the Upper-Midwest region of the United States of America's Analytics & Institutional Research Department and Graduate School. Participants were provided with a consent form and an audio and video release form. Before completing the Culture Shock Interview for this research, the participants completed a Demographic Form (see Appendix A). The Demographics Form will provide a baseline of their individual experiences with other languages and cultures. Then the participants will complete the Interview (see Appendix B, which has been modeled after the Culture Shock Questionnaire used by Mumford (1998)).

The participants were instructed to set aside adequate time to independently complete the Demographic Form and schedule a 45-minute Zoom Meeting to complete the Culture Shock Interview. Both Demographic Form and Interview will be administered online through a web-based video conferencing tool. The participants will be instructed to take their time and give each question an appropriate amount of thought to provide accuracy.

Chapter 4: Results

This chapter presents the results of the data collected through surveys and interviews. I interviewed fifteen international graduate students currently attending a public university in the Upper-Midwest US. All the participants are living in and experiencing America while taking classes to pursue their academic and career goals. Of the thirty-four international graduate students, who completed the survey portion of my data collection, only fifteen also completed an interview. The results are based on the fifteen students who completed the surveys and interviews.

I assigned each participant a reference code, to protect their identity. The reference code was based on the abbreviation for *Graduate International Student* and the order in which the interview, survey, and consent forms were completed. The interview and survey were both conducted in English and rephrasing was used as necessary to convey the meaning of each interview question. Each participant completed the survey first and then participated in a Zoom interview. Each interview consisted of a short introduction and questions section before proceeding to the interview questions. During the interview, the answers to the ten prompts were recorded. After the interview questions were completed, follow-up questions were used to better contextualize answers provided by the participant. The following fifteen results summarize each of the participants' experiences while living in America and adapting to American culture.

Participant 1: GIS012

Participant GIS012 is a 22–25-year-old international graduate student from Cambodia pursuing a Master's in the Science Technology Engineering and Mathematics (STEM) field. He has been in America for 6 months - 1 year and has experience learning 2 languages beyond his native language. His native language is Khmer, he has studied English for 10 years and Mandarin

Chinese for 1 year. He uses both his L1 (Khmer) and L2 (English) at home, but only uses English in school and at work.

Traveling to America has been his only experience traveling internationally. Before traveling to the US, he lived his whole life in one city and interacted with people from different cultures once a week. He describes the similarities between his native culture and the culture of those he interacted with being music, food, and daily necessities. Regarding his reasons for studying in America, he noted that knowledge of English will be helpful in this future career. Additionally, he chose to study abroad rather than domestically, for economic/job opportunities.

The participant stated that before traveling to America he did not have strong preexisting notions of Americans and viewed them as “regular people”. He went on to state that he tries not to treat people with racial or national biases. He shared that although Cambodia is rather conservative as a society, he has had interactions with foreigners and those with different religious backgrounds, which he implied gave him a more tolerant approach when interacting with Americans.

The participant noted that when he first arrived in America, he was overwhelmed with the initial processes associated with traveling to America. He mentioned that when arriving at the airport and going through Customs that he experiences a sense of discrimination or being looked down upon, due to not understanding what paperwork had to be presented at that time. He describes this experience in contrast to the experience of Americans who only need to present their passports and any additional documentation from traveling overseas. The participant expresses that his feelings improved over time. He explains that while he is still getting used to how things are done in America as well as how Americans think, he is gaining a better understanding from living in America. He noted that through news-related media he was exposed to negative aspects of

American society such as racism, which he said he does keep in mind as he goes through his day. Additionally, he notes that the staff at his university in the upper mid-west has been able to assist him and look after other international students, so he has not faced any discrimination.

The participant noted that while traveling to buy groceries he often experienced people shouting at each other. He notes that these instances seem mostly like communication problems between the individuals, however, it does cause him to worry and feel scared.

Before attending his current university, the participant studied briefly at another American institution and felt overwhelmed trying to adapt to American Culture. He mentioned that the university he attended was less diverse, which caused him to need to adapt to American Culture in a faster more critical way. When attending social events with Americans, he was surprised by how different it was from what they were used to. He often mentioned that the activities and sports Americans participated in were very intense.

The participant acknowledged that he feels helpless or powerless in American Culture periodically. He noted that Culture Shock and Cultural differences can be very noticeable. Additionally, he noted that he has not seen many fellow Cambodians in his area, which causes him to need to exist and behave predominately in another language and culture. He noted that this affected his identity.

The Participant noted that his parents consider his opportunity to study abroad to be an achievement due to it being uncommon in his home area. He also noted that he found himself becoming more independent. He notes that he experienced more benefits than problems. He gained more experience and became more engaged in his field of study.

The participant stated that he believes that he is being treated the same in the city he attended university in, however, he stated that in other places he had traveled to in the United States, he did not feel treated the same. He stated that at his previous institution in the United States he was not treated the same as Americans and experienced negative experiences. He said he encountered negative treatment as an international student as well as being Asian. The participant noted that when returning to Cambodia to visit family, he was seen as more independent. His speaking skills in English improved as well. Consequently, while in America he was encouraged to use free speech and voice his thoughts, however, that is more conservative in Cambodia. He noted that although he can voice his thoughts, there are times when that isn't possible. He stated that a challenge for him is that when he travels home, he needs to readjust to these cultural/society differences. He describes reverse Culture Shock when returning to his native culture.

The participant stated that English has become a global language and will be an important skill to have in the future. He also noted that he has been studying English in school since he was roughly 8 years old and wanted to continue learning it. He believed that coming to America to study would allow him to grow and improve his English skills. He also noted that the variations of English differ depending on if English is commonly spoken in that country, resulting in a more native or natural pronunciation and language usage.

Based on the interview with this participant, it was apparent that he experienced Culture Shock while studying in the United States. Regarding the impact that Culture Shock had on his Motivation and Identity, it was difficult to determine the severity. It seemed that there was potentially a mild impact on his motivation, however it was not substantial. The impact of Culture

Shock on the participant's Identity was not discernible. Although he expresses changes to his personality or behavior, these aspects do not conclude that his Identity has been impacted.

Participant 2: GIS022

Participant GIS022 is a 26–29-year-old international graduate student from Malaysia pursuing a Master's in the STEM field. She has been in America for over 2 years and has experience learning several languages. She grew up learning Mandarin Chinese, Malay, English, and Cantonese. She noted that she uses both her L1 (Mandarin Chinese) and L2 (English) at home, while only using her L2 (English) in school and work.

Before traveling to America, this participant traveled to several nearby countries including Thailand, Singapore, the Philippines, and Taiwan. She describes the cultures of these countries as being relatively similar to her native culture. Before traveling to the US, she only moved once within her home country and interacted with people from different cultures daily. Regarding her reasons for studying in America, she cited an interest in American Culture and that knowledge of English will be helpful in this future career. Additionally, she chose to study abroad rather than locally, for economic/job opportunities.

Before traveling to America, the participant viewed America as a “free” country. She cited the difference in freedom of speech between the US and Malaysia. She also noted that the media in Malaysia depicted Americans as “open-minded and accepting of other cultures.” When she originally arrived in America, she was surprised by the smaller city environment that she experienced. Due to the media depiction of the US, she imagined that America was like larger cities such as New York and Los Angeles. She also noted that people appeared very friendly but noticed that it was more for saying it rather than meaning it. She stated that it seemed ingenuine

when compared to the genuineness in Malaysia for the same questions. She shared that when she first arrived in America, she wanted to meet people from different cultures and observed that many international students predominately wanted to spend time with other international students from similar countries.

She noted that while Americans did not know a lot about cultural differences between America and Malaysia, Americans seemed interested and wanted to learn, which made her happy. The participant noted that due to being exposed to western culture through media while growing up in Malaysia, there was not a drastic adjustment. English serves as a common language or interethnic/intercultural language in Malaysia, which allowed the everyday usage of English to not negatively impact her transition to the US.

The participant noted that the racial issues in the US are the predominately negative aspect she found in American culture. Regarding adapting to American Culture, she noted that food and cuisine were not overwhelming, however, she noted that the change in weather was difficult. Malaysia is a tropical country, while the Upper Midwest of the United States has severe winters. She noted that adapting to the weather was hard because she was not taught how to prepare or to dress for long, frigid winters. Regarding relationships, they noted that there was a discrepancy with how sex education was introduced in America and Malaysia. She explained that the openness of Americans to describe their dating and sex lives was shocking and in contrast with how their culture approached these topics. The participant noted the lack of transportation as being an aspect of being in American that caused her to feel helpless. She noted that not having a car or form of private transportation limited the accessibility of certain things. Regarding relationships, she noted that there was a discrepancy with how sexual education was introduced in America and Malaysia.

The Participant noted that personal success for her was related to how much money they can earn in the US. She explained that the minimum wage difference between the US and Malaysia causes any income earned in the US to be generally viewed as a success compared to what she could have earned in Malaysia.

She stated that people on-campus are significantly nicer to her compared to people off-campus. She shared that she had encounters with people who were racist against her; she shared an incident on the bus when she was speaking Chinese with her friend, when an American angrily told them, "This is America, you should speak English!". She also shared that the bus driver stood up for her and her friend.

The participant noted that she felt they had become more "individualistic" since studying in America. She shared that she has become more vocal and willing to share her thoughts and opinions. English is a mandatory subject in Malaysian schools, which allowed for an easier transition to studying in America. She noted that several of her school subjects were taught in English. She also noted a difference in the educational format being a reason for studying in the US. She mentioned that the focus was exam results in Malaysia compared to the US, which allows for more support and pursuing interests. In Malaysia, university majors do not require electives or general requirements, which she noted prevents people from broadening her views.

Based on the interview with this participant, it was apparent that she experienced Culture Shock while studying in the United States. Regarding the impact that Culture Shock had on her Motivation and Identity, it was difficult to determine the severity. It seemed that there was potentially a mild impact on her motivation; she mentioned that she experienced racism in the US and that this was difficult for her to process. The impact of Culture Shock on the participant's

Identity was not discernible. Although she expresses changes to his personality or behavior, these aspects do not conclude that her Identity has been impacted

Participant 3: GIS032

Participant GIS032 is a 26–29-year-old international graduate student from Haiti pursuing a Master's in the Education field. She has been in America for less than 6 months and has experience learning several languages. Her native language is Haitian Creole, and she has studied French for 15 years, English for 12 years and Spanish for 7 years. She stated that she uses both her L1 (Haitian Creole) and L2 (English) at home as well as at work. Before studying in the US, this participant briefly traveled to the Dominican Republic and the US. Before traveling to the US, she moved twice within their home country and never interacted with people from different cultures. Regarding her reasons for studying in America, she cited that knowledge of English is a requirement in her field of study and thus wanted to further her knowledge of English to help her career. Additionally, she chose to study abroad rather than domestically, for economic/job opportunities.

Before studying in America, the participant had always heard that the US is a large country, people are nice, lots of opportunities. She was told America was one of the best countries to study in. She describes being told that life in America can be hard, but it's still good and that people can smile, although it is an act of pleasantry rather than genuine happiness.

When she first arrived in America, she was initially amazed by the quality of buildings and how large the city was. She was amazed that it was safe to walk around outside at any time, which she compared to Haiti, saying that where she lived it is not safe to be outside after a certain time. In the classroom, she was impressed by how people treated her; she felt that everyone, classmates,

professors, and advisor tried to be at her level to understand her. She saw that her professors openly cared about their students. Also, she was surprised by the number of students at university. She mentioned that in Haiti, it is difficult to attend higher education, so she was even more surprised to see younger people (18-22 years old) were pursuing bachelor's and master's degrees. She noted that there were so many academic and social opportunities for students in the US compared to Haiti.

Regarding how her experiences and feelings have changed over time, the participant mentioned that she had only been in the US for a short time at the point of our interview and needed more time to be able to compare her thoughts and feelings compared to when she first arrived in the US.

The participant found the level and severity of violence in America to be a negative aspect of American culture. Since arriving in America, she has seen the media portray excessive amounts of racial problems, violence, shootings, and theft. She stated that America is not as safe as she was led to believe.

When asked to describe a time in which she felt stressed, she mentioned her experiences in the classroom. She mentioned that in the classroom, the professor and other students speak too quickly for her to understand. She noted that it is often difficult to keep up with the class, particularly when the class is made up of mostly Americans. She mentioned that, because English is her third language, it can sometimes take even longer to process what is being said or conveyed in English. When asked when she felt helpless or powerless trying to cope with American culture, they mentioned the inaccessibility to travel. She said that she feels powerless due to the inaccessibility of things without a vehicle. She is unable to buy certain foods or things based on the

store's distance to her home. She also mentioned that she wants to meet more people, but it is hard to make connections with people, largely due to the Covid-19 pandemic.

When describing a personal success related to being in America, she mentioned that in addition to being granted a full-ride scholarship, which she describes as very prestigious, she is proud of gaining the ability to procedure a high-quality academic paper in her third language.

When asked to describe her treatment in America in comparison to Americans, the participant mentioned that based on her short time in the US that she was unable to say whether she was being treated the same as Americans.

Since studying in America, the participant describes herself as being more independent and self-sufficient. Before coming to the US, she had other people who helped with daily chores and needs, however now she needs to do everything on her own. She also finds herself reading more and studying more concerning her degree.

When asked why she chose to study in America, the participant mentioned that the education system in America is preserved in Haiti as being high quality. The information she is learning through her academic program is relevant and practical, compared to similar programs in Haiti. She also notes that the assignments given in America require a large amount of creativity compared to the vast memorization required in Haiti. The participant also noted that there are more opportunities for her career and education related to studying in America and when she eventually returns to Haiti, that her education from America will be considered prestigious and of higher quality compared to the programs offered in Haiti.

Based on the interview with this participant, it was apparent that she experienced Culture Shock while studying in the United States. Regarding the impact that Culture Shock had on her

Motivation and Identity, it was difficult to determine the severity. It seemed that there was potentially a mild impact on her motivation; she mentioned that she had a difficult time keeping up in the classroom and that her professor was difficult to understand. The impact of Culture Shock on the participant's Identity was not discernible. Although she expresses changes to his personality or behavior, these aspects do not conclude that her Identity has been impacted. Its possible that further in her degree program aspects of Identity changes could become noticeable.

Participant 4: GIS042

Participant GIS042 is a 26–29-year-old international graduate student from Russia pursuing a Master's in the literary field. She has been in America for 1-2 years. Her native language is Russian, and she has studied English for 20 years. She primarily uses her L2 (English) at home, in school, and at work. She doesn't use her L1 (Russian) in daily situations. Before traveling to America, this participant has not traveled internationally. Before traveling to the US, she never moved between cities in Russia and interacted with people from different cultures once a week. Regarding her reasons for studying in America, she cited that knowledge of English will help her career and she wants to live in an English-speaking country. Additionally, she chose to study abroad rather than domestically because she wanted to travel/study abroad.

When asked about her thoughts and general feelings towards Americans before studying abroad, she described herself as being “neutral” towards America before studying abroad. She had heard that America had a reputation of being a place of opportunities and people are friendly. Additionally, she had the understanding that America had an informal culture.

Before attending her current university, she attended an ESL-related preparatory course in Ohio alongside other international students who will be studying in America. The participant

expressed that during this time she was very nervous and noted that she received limited exposure to authentic American culture. During this time, she gained some practical skills related to studying and living in America, most notably is confidence in speaking English. When she arrived in the Upper Midwest US, she felt that she was prepared for American culture and living in America, however, they still felt very shocked. She stated that although people were friendly with her, she felt that her accent caused problems with being understood. Additionally, she felt uncomfortable and nervous due to a difference in certain social cues she encountered, such as excessive smiling and head nodding. She noted that during the first few months of living in America, she often felt sadness and an overwhelming urge to cry without an apparent cause. After 3-4 months of living in the US, they started to feel better. She started interacting with classmates and spent time in American culture within a social context and felt that this helped. She noted that it took her a long time to feel comfortable and relaxed in her new culture.

When asked about anything in American culture that she found negative, the Participant stated that it was difficult to read people. She describes Russians as straightforward in their actions and intentions, compared to Americans who can be very indirect. She mentioned that Americans can say 'no' very nicely, and it is difficult to understand that they said 'no'. Initially, Americans came across as insincere. Additionally, she noted that medicine is very expensive in America compared to Russia as well as more limited inaccessible.

When asked about feeling stressed or overwhelmed trying to adapt to American culture, the participant mentioned that it was difficult to make connections with classmates. She noted that often there were awkward silences in social interactions. When asked about feeling helpless or powerless while trying to cope with the new culture, the participant mentioned a phone scamming

incident. The participant was unfamiliar with the existence of scam calls and automatically believed the caller. Although no critical information was given, she felt helpless because she didn't know about it and no one had told her about it. She worried about what else she did not know.

Regarding a personal achievement related to being in America, the participant shared several. She was able to help start a new student club/association and was able to gain confidence in not only her English but also her schoolwork and her ability to live in America. Additionally, she received 4 job offers after completing her degree later this year.

When asked about her treatment in America compared to Americans, she discussed her experience on campus and off-campus. On-campus, she states that she feels generally treated the same, however, she feels that some people might be easier on her due to being an international student. Off-campus, she describes herself as being treated similarly to Americans.

Regarding the ways that the participant changed since studying in America, she noted that she is more confident and less shy. She feels that she can defend her opinions and thoughts more comfortably. She also noted that she felt freer in expressing herself. Since childhood, this Participant had dreamed of studying abroad and pursuing writing. She had studied English since she was a child and saw studying in America as a way of following her dreams.

Based on the interview with this participant, it was apparent that she experienced Culture Shock while studying in the United States. Regarding the impact that Culture Shock had on her Motivation and Identity, it was difficult to determine the severity. It seemed that there was impact on her motivation; specifically, she mentioned feeling sad and unhappy during her first few weeks in the US. This sadness combined with difficulty interacting with peers, implies a level of Culture Shock impact on her Motivation. The impact of Culture Shock on the participant's Identity was not

discernible. Although she expresses changes to her personality or behavior, these aspects do not conclude that her Identity has been impacted

Participant 5: GIS052

Participant GIS052 is a 22–25-year-old international graduate student from Bangladesh pursuing a Master's in the education field. She has been in America for 1-2 years. Her native language is Bengali, and she has studied English for 23 years as well as Hindi for 10 years. She uses her L1(Bengali) and L2 (English) at home, however, only uses her L2 (English) at work and in school. Before traveling to America, this participant traveled several times internationally between Kuwait and Bangladesh. Before traveling to the US, she moved between cities twice and interacted with people from different cultures daily. Regarding her reasons for studying in America, she cited that knowledge of English will help her career and the knowledge of English is a job requirement. Additionally, she chose to study abroad rather than domestically because she wanted to travel/study abroad and for economic/job opportunities.

When asked about her thoughts and general feelings towards America before studying abroad, this participant noted that she always knew that she wanted to pursue higher education in a western country. She described studying in the US as a dream come true. She was aware that there would be several strong cultural value differences, but she was excited to come to America.

The participant describes her first experiences in the US as being rushed. Within a week of getting approved for a student visa, she arrived in America. She described the first week of being in America as constantly moving and navigating everything without processing it. When she finally had time to process everything, she felt shocked and overwhelmed due to the vast differences. She had never lived alone, so she needed to do everything on her own. She did not

have any friends or family nearby at that point and was alone. Over time, she described that her feelings changed subtly. She became more open to things in America and adjusted to her new life here. She had previous experience living internationally because she was raised in Kuwait, but it still took time to fully adjust. She noted that she was able to make friends and thus establish a new social safety net. When asked about anything in America she viewed as negative, the participant mentioned a cultural difference in the consumption of alcohol. She was shocked to see it so easily available and regularly consumed in America. She said that although she does not consume alcohol, she became comfortable with others consuming it around her.

When asked about a time she felt stressed or overwhelming trying to adapt to American Culture, the participant shared that the lack of social support was difficult to handle. She self-identifies as an introvert and had difficulty forming close friendships during her first semester in America. She noted that during those first few months, she had several private breakdowns and felt that frustrations would build up until they overwhelmed her. She said that this improved over time as she made friends and got to know people. The participant stated that she never felt hopeless or powerless when coping with American culture. She stated she felt stressed but knew that she had resources available to her to help.

The participant notes that a person's success of hers related to studying in America is that they become more independent. She learned how to live by herself and handle things as they occurred by herself. Career-wise, she noted that there will be a large advancement because of her education in America.

Regarding her treatment in America, the participant noted that she is treated mostly the same as Americans. While on-campus, she noted that she is treated the same, however, she is

treated slightly differently when off-campus. She is mentioned that although she isn't treated poorly off-campus, she is treated differently compared to Americans.

When asked how she changed since studying in America, the participant stated that in addition to her improved independence, she found that her educational approach has changed the most. She stated that in America her education has been very different compared to when she was in Bangladesh. In America, her education is research-based, and she is encouraged to conduct outside research and learning beyond her class. Consequently, in Bangladesh, she noted that the education is teacher-centric, compared to the student-centric approach in America.

The participant stated that her reasons for studying in the US, derived from her dream to seek higher education and continuation of her undergraduate English degree in Bangladesh. She also wanted to experience American education with the hope of improving her teaching abilities when she returns to Bangladesh.

Based on the interview with this participant, it was apparent that she experienced Culture Shock while studying in the United States. Regarding the impact that Culture Shock had on her Motivation and Identity, it was difficult to determine the severity. It seemed that there was an impact on her motivation; she mentioned feeling sad, overwhelmed and experience regular bouts of crying during her first few weeks in the US. This sense of sadness accompanied by the isolation from her peers that she described indicate an impact of her motivation derived from Culture Shock. The impact of Culture Shock on the participant's Identity was not discernible. Although she expresses changes to her personality or behavior, these aspects do not conclude that her Identity has been impacted.

Participant 6: GIS062

Participant GIS062 is a 30+-year-old international graduate student from Nigeria pursuing a Master's in the education field. She has been in America for over 2 years and has studied English for 12 years. She uses both her native language and English at home, but only uses English in school and at work. Before studying in America, this participant traveled to the United Kingdom and the United States for roughly 3 weeks each. Before traveling to the US, she never moved between cities and interacted with people from different cultures 2-3 times a week. Regarding the similarities between these cultures and her own, the participant noted that although things are done differently, she believed that everyone is doing their best for the safety of their families. Regarding her reasons for studying in America, she cited that knowledge of English will help her career and wanted to live in an English-speaking country. Additionally, she chose to study abroad rather than domestically for economic/job opportunities.

When asked about her thoughts and feelings towards America before studying abroad, the participant mentioned that like many people around the world she had been exposed to American culture through film and media. She remembers America being synonymous with “the land of possibilities”. While growing up she thought, “Everyone wants to come to America.” Adding to the media’s imagery of America, both of her parents traveled to America previously for a short time. After completing college in Nigeria, getting married, having children, and putting her desire to complete a master’s degree on hold, she started thinking more about America. She mentioned that there were far more opportunities in American compared to Nigeria.

The participant first arrived in America when she was for a short visit and was remembers being amazed at how people were living. She mentioned the bright lights and how electricity is

less accessible in Nigeria. When she visited America again as an adult, her mother encouraged her to pursue a master's degree within the US. Initially, she was on a visitor's visa but was able to gain a student visa to pursue her dream. Since being in America, she notes that society is more structured here in many ways compared to back home. She stated that Daily life is easier and more comfortable here in the US.

Since coming to America, she has become scared because the news and media show violence happening in the local area. She is worried about her children and seeing local violence and shootings, she is worried about if she and her family are safe here. She worries if it was worth all the effort to come here. Additionally, because of COVID-19, her worries have been exacerbated. Since coming to America, she has also seen changes in her family; her kids are more outspoken since coming to America and do not always do what she asks them to do. She notes that now her son questions her rather than following directions. Her son now has an opinion about things. Her descriptions give the impression that her children are becoming more Americanized, which conflicts with the culture their parents were raised in.

Regarding aspects of American culture, which she found to be negative, the participant noted that the abundance of Gun violence and other television/media conveyed problems such as theft and violence to be the main thing she dislikes. Additionally, she has encountered people who have been rude to her without reason.

The participant has felt stressed transitioning to American culture due in part to her course workload being massive, working on campus, cost of travel to and from school, and taking care of children when she gets home. She said that she has been struggling to learn how to manage time and balance school life. During Winter break, she was beyond bored, because she had become

accustomed to this heavy workload. She mentioned that in daily life there is a lot to do, resulting in the feeling that there are not enough hours in the day. The participant expressed that the only time she felt hopeless was right before she started classes and she was staying with her sister in America. She struggled to live with her family and not having her own space for her family.

The participant noted that being able to come study in America was a personal success, because she struggled to get a student visa, and everyone home in Nigeria is impressed by her. Her friends and family in Nigeria asked her how she was able to manage to switch her visa status and be able to manage taking classes and taking care of her family.

Regarding her treatment in America, she noted that on-campus she is treated the same as Americans. Off-campus she said she is treated similarly to Americans but shared an instance when she was not. She mentions a situation on the city bus in which the driver seemed to ignore her each day when she greeted him but greeted other passengers. In addition to ignoring her, the bus driver was described as aggravated with her. Despite this instance, she stated she tries not to think too much about negative experiences or incidents.

When asked how she is changed since studying in America, the participant mentioned that she has gain conflict management skills. She noticed that she has been able to manage her emotions and been a calming experience for her.

When asked why she decided to study in the US, she mentioned several reasons. Primarily she mentioned that the quality of education was good, and that the education environment was more structured. She mentioned that in Nigeria, universities often go on strike, and courses are stopped. She mentioned that this is related to the poor economic situation in the country. She also mentioned that she believes that in America if she works hard, she can accomplish things. She is

hopeful of not only her future here but also the future of her children. In Nigeria, her children needed to attend private schools which cost her nearly USD 3,000 a term for her 3 children. Also, she mentioned that this cost didn't include books, uniforms, materials, and additional/associated fees.

Based on the interview with this participant, it was apparent that she experienced Culture Shock while studying in the United States. Regarding the impact that Culture Shock had on her Motivation and Identity, it was difficult to determine the severity. It seemed that there was potentially a mild impact on his motivation, however it was not substantial. The participant explained that they worried about navigating American Culture, however it seemed that her culture related concerns were not directly impacting her motivation. The impact of Culture Shock on the participant's Identity was not discernible. Although she expresses changes to her personality or behavior, these aspects do not conclude that her Identity has been impacted.

Participant 7: GIS072

Participant GIS072 is a 26–29-year-old international graduate student from Ghana pursuing a Master's in the STEM field. He has been in America for 1-2 years and has studied English for 22 years. He uses both his native language and English at home, but only uses English at work and in school. Before studying in America, this participant did not travel internationally. Before traveling to the US, he moved between cities twice in Ghana and interacted with people from different cultures once a week. Regarding the similarities between these cultures and his own, the participant noted that there were similarities. Regarding his reasons for studying in America, he cited an interest in American Culture and noted that knowledge of English is a requirement in his

field of study. Additionally, he chose to study abroad rather than domestically for economic/job opportunities.

When asked about his thoughts and feelings about America before studying abroad the participant mentioned that he had seen western American media and he has cousins living in America. He generally thought that America was culturally similar but different; certain cultural nuances are lost. He also thought that America is less strict concerning family and cultural settings. The participant mentioned that his cousins in America do not act like how he and his family in Ghana behave.

After arriving in America, the participant's first thoughts were related to the stark weather differences between the Upper Midwest region of America and Ghana. He arrived in summer and left the airport at 8 pm, it was still bright out, but in Ghana, it would have been dark already. He also noted that the temperature varied significantly in America compared to Ghana. Over time he slowly became accustomed to the cold weather of the Upper Midwest's winters. He came to appreciate America's diverse population and he learned how to communicate with people different than himself.

When asked if the participant found anything negative in America, he cited the media reports of shooting and violence as well as the sirens he hears throughout town. He often wonders how safe it is in America. When his roommates are out of town, he often feels uncomfortable being alone in the area.

When asked if he felt stressed being in America, the participant said that he has not felt stressed. He has family here and if needs anything his family is a safety net for him. He notes that his first semester courses were overwhelming and stressful in an academic sense but only affected

him concerning the workload. He noted that everyone in his class everyone was different from him, and the American professor was speaking quickly, so he struggled trying to keep up.

The participant noted that his accomplishments involve some aspects that caused him stress. He became able to understand his professor despite him speaking quickly. He took a student job joined a student club and is now in a position using his knowledge of Information Technology (IT). Additionally, concerning his treatment in America, he mentions that his teachers treat him the same as other classmates. His coworkers treated him as one of their own.

Regarding ways he has changed since coming to America, he mentions his performance in school has improved. He mentioned that in America, assignments are more frequent, while tests are used more frequently in Ghana. This has encouraged him to research more and utilize the campus library and improve his research approach and pool of knowledge.

The participant's reasons for studying in America, revolve around his future career. He viewed the US as a country with advanced technology and he wanted to learn from a technologically advanced country and from people who know a lot about it. He hopes it will relate to getting a job and this further work experience in the US. Additionally, he chose to study in the Upper Midwest of the US, partially because his cousins were nearby, and the university he now attends has an affordable tuition rate.

Based on the interview with this participant, it was apparent that he experienced Culture Shock while studying in the United States. Regarding the impact that Culture Shock had on his Motivation and Identity, it was difficult to determine the severity. During the interview the participant gave the impression that he had not experienced any impacts on his Motivation or

Identity. However, it is likely that despite stating otherwise there had been some level of impact due to Culture Shock.

Participant 8: GIS082

Participant GIS082 is a 26-29-year-old international graduate student from Nigeria pursuing a Master's in the STEM field. He has been in America 6 months - 1 year. His native language is Igbo and has studied English for 26 years. He stated that he uses his L1 (Igbo) and L2 (English) at home, but only uses his L2 (English) in school and at work. Before studying in America, this participant traveled to the United Kingdom and the United Arab Emirates for 1 week each. Before traveling to the US, he never moved between cities and interacted with people from different cultures once a week. Regarding the similarities between these cultures and his own, the participant noted that although things are done differently, he believed that everyone is doing their best for the safety of their families. Regarding his reasons for studying in America, he cited an interest in American culture and that knowledge of English will help his career. Additionally, he chose to study abroad rather than domestically for economic/job opportunities.

His initial thoughts and feelings about America before studying abroad were largely influenced by American media and the experiences of his cousins who live in America. Growing up in Nigeria he had access to lots of media regarding America. His cousins in the US often told him stories, which he describes as “fond”. His positive impression of the US fostered his desire to get his master’s degree in the US. He described his decision to study in the US as a natural choice.

When he first arrived in the US, the Participant explained that he arrived in America in January. In Nigeria, it was still very warm by comparison, and he struggled with the harsh weather. He describes everyone he met during the first few weeks as very friendly and helpful. When asked

how his experiences and feelings have changed his stance on the US, he stated that since he has only been in the US for nearly 6 months, he has not experienced enough for his impression of America to have changed significantly.

When asked about anything he found negative in America, the participant discussed the personal behavior of the people he has interacted with. He mentioned that although everyone he has met has been friendly in the US, he feels that everyone keeps to themselves more compared to the people in Nigeria. He mentioned that in America if he does stay in contact with people, he feels that they will continue to keep to themselves even more and potentially just disappear. He thinks it is nice that people mind their own business, but he thinks that people are more distant here concerning interpersonal relationships.

When he first arrived in America, he struggled with American education. In his program, he has several assigned projects and struggled with the pressure associated with delivering these projects on specific deadlines. Balancing lectures, projects, studying and daily chores or needs was difficult. He mentioned that spring break was very helpful because he felt he could reset a little.

Although he mentioned that he has felt stressed and overwhelmed several times throughout his stay in America so far, he said that he has not felt helpless. The closest he said he felt to helplessness was when he felt at a loss with daily needs such as cooking for himself, which he had not done before. He didn't feel powerless, however, he felt like it has been a hard adjustment. He remarked that in essence, he was powerless to food more than anything else.

Regarding personal success or achievement related to being in America, the participant struggled to answer. He wanted to answer this question after his first semester grades are

determined. He mentioned that at this point, he has only been here for a short time and hasn't achieved his success.

Regarding his treatment, he mentioned that he feels that he has been treated similarly to Americans. He stated that he has not felt excluded in school or at work. He discusses his perspective as Americans are multiethnic due to the mixing of ethnicities and cultures within America. On the surface, he looks the same as any American. He said that the only way to tell he is not from America is when he speaks.

When asked about how he has changed since studying in America, he mentioned that at this point there is not much difference at all. He mentioned that in a few months he would be able to notice a bigger change if there is one.

When asked why he chose to study in the US, his initial response was opportunities. He describes his career path as having more opportunities in the US. He describes America as being more competitive than Nigeria, but that he is gaining all the knowledge and tools to succeed in his needs. He is interested in American culture and believes that America is welcoming to immigrants and its possible to find people from his home country if he wants to as well as individuals with common interests.

Based on the interview with this participant, it was apparent that he experienced Culture Shock while studying in the United States. Regarding the impact that Culture Shock had on his Motivation and Identity, it was difficult to determine the severity. It seemed that the stress he experienced during his first few months in the US, impacted his Motivation to a small extent. However, there wasn't enough evidence to determine whether Culture Shock had influenced his Identity.

Participant 9: GIS092

Participant GIS092 is a 22-25-year-old international graduate student from China pursuing a Master's in the STEM field. He has been in America for over 2 years. His native language is Chinese and has studied English for 8 years. He uses both his L1 (Chinese) and L2 (English) at home, but only uses his L2 (English) at work and in school. Before studying in America, this participant did not travel internationally. Before traveling to the US, he never moved between cities and never interacted with people from different cultures. Regarding her reasons for studying in America, he cited an interest in American culture and that knowledge of English will help his career. Additionally, he chose to study abroad rather than domestically for economic/job opportunities and desire to travel/study abroad.

Concerning his initial thoughts and feelings about America before studying abroad, the participant commented on his exposure to American media. He watched American films and listened to American music and thought that studying in the US would be very different compared to studying in China. He believed that students would be freer in the sense that they could challenge the professor and rules.

Regarding the participant's thoughts and feelings when he first arrived in America, he immediately noticed the language barrier. Before studying in America, he only learned English through textbooks, which resulted in native speaker's speed and usage of slang being overwhelming for him. He noted that he was shocked at how different English was from the variation that he had studied. He shared that people spoke very fast. The participant also shared that they were surprised with the diversity in the area. He said that it felt like the foreigners in the area brought with them their own cultures and it influenced the culture of the area. He compared it

as the opposite to China, which he described as more homogeneous by comparison. Additionally, he was surprised that the food in America was very different. He initially thought he would never get used to it, but now he can tolerate it.

Over time, his experiences and feelings have not changed significantly. He still feels that there is a language barrier and culture barrier. He mentioned that it is hard for him to fit in. He explained that he tried harder to fit in, but the emergence of the COVID-19 pandemic added difficulties when trying to interact with people. He is confident that he will be able to fit in with others soon once he can more freely interact with people.

Concerning any negative aspects, he has encountered in America, he mentioned the prevalence of crime and shootings mentioned in the media. Beyond the media coverage, he also has a difficult time accepting that many students smoke marijuana in the dormitories.

When asked if he has felt stressed or overwhelmed trying to adapt to American culture, he mentioned that classroom group activities were a major struggle for him. He struggled with whether his language abilities were understood. The addition of native English speakers to his groups added to his stress. Additionally, concerning his experience feeling helpless within American culture, he shared that American culture is very different from his own. Despite trying very hard, he still has difficulty talking with native English speakers, because it is hard to understand slang and he feels that native speakers struggle to simplify their English or express themselves in ways nonnative speakers can understand.

Regarding a personal achievement related to being in America, the participant mentioned his ability to pursue education in the US, was his achievement. He was able to complete his undergraduate major in Finance and can continue his education in Computer science in America.

He shared that he was very proud that he could not only study but also perform at a high academic level in America.

Concerning his treatment in America, the participant shares that he thinks that his treatment in America is the same as other Americans. He believes that he is being treated fairly, however, he said that if he were to be treated unfairly, he would reach out to the appropriate authorities and believes that they would help him. He thinks there is always a way to ensure fair treatment.

The participant shared that he has become more confident since studying in America. He has had opportunities to broaden his horizons and experience how society works in another culture. He is proud that his English has improved and is now able to speak with more diverse people.

Regarding the participant's desire to study in America, he mentioned the prestige associated with American education. He stated that the US offers a top-level education and wanted the chance to get the best education available. He believed that the education he could acquire in America would better prepare him for his future career than if he had studied elsewhere.

Based on the interview with this participant, it was apparent that he experienced Culture Shock while studying in the United States. Regarding the impact that Culture Shock had on his Motivation and Identity, it was difficult to determine the severity. The participant shared that he struggled in his classes due to his language abilities which he attributes to the difficulty he experienced getting along with his peers. The impact of Culture Shock on the participant's Identity was not discernible. Although he expresses changes to his personality or behavior, these aspects do not conclude that his Identity has been impacted.

Participant 10: GIS102

Participant GIS102 is a 30+-year-old international graduate student from Jordan pursuing a Master's in the healthcare field. She has been in America for less than 6 months. Her native language is Arabic, which she studied through school, she studied English for 10 years and French for less than 1 year. She shared that she only uses her L1 (Arabic) at home and only uses her L2 (English) in school and at work. Before studying in America, this participant did not travel internationally. Before traveling to the US, she moved between cities twice and interacted with people from different cultures daily. Regarding her reasons for studying in America, she cited knowledge of English will help her career. Additionally, she chose to study abroad rather than domestically for economic/job opportunities and parental/familial obligations.

When asked about her thoughts and feelings towards America before studying abroad, the participant shared that they had a complex view of America. She mentioned that like most people she knew about America mostly through media. She generally viewed America as being the “Land of Opportunity”. She was worried about feeling at home in America and how her family would feel living there. She was worried about traveling across the continent and world. She describes the days leading up to traveling to America as being a mix of excitement of looking forward to going to America, but also scared. She worried about how America was rather than how was portrayed. She worried about she and her family would be viewed as Muslims coming to America.

When asked about her feelings when she first arrived in America, she compared it to “having a new baby.” She explained this time as being mixed with joy and worry. She explained that it was overwhelming, she was finally here, but she could not believe it. She was happy, scared, and overwhelmed all at the same time. She mentioned that during this time she frequently worried

about the future. She expressed having severe anxiety regarding ‘will I succeed, will I be able to do what I need to.’ She also worried about if she and her family be ok, will they fit in at school, will she be able to support them with what they need.

The participant explains that although she has been in America for a few months now, she struggled to notice any significant changes. She mentioned that she is slowly getting more accustomed to the area. She has two kids in school and has been arranging their education in addition to her own. In the beginning, it was overwhelming and full of pressure. Now things are getting better. She can navigate people and the culture better now.

Regarding anything negative she found in America, she immediately mentioned food and dietary needs. She mentioned the lack of culturally diverse stores (food). She shared that in the UAE, there are lots of different cultural stores and areas where different cultures are acknowledged and celebrated. In the US it is primarily only western cultural stores and foods, which does not include other cultures. She noticed that there is not as much support for other cultural stores and ethnic foods. The participant is Muslim and noted Muslims have dietary restrictions and thus the lack of presence of halal foods in the area was difficult for her. Often, she needed to find Kosher foods. In addition to food-related problems, the participant mentioned the lack of transportation. In the UAE taxis are abundant, while in the city surrounding her university, there aren't many options for similar means of transportation. She shared that in the US a person needs to call Uber or have a driver's license and car or else they cannot easily travel. Additionally, she mentions that she has traveled around America to bigger cities and considered the city to be very small. She attributed this smallness as the reasoning for the lack of food options, poor transportation options, and the good quality of schooling her children are receiving.

Concerning the participant's experience feeling stressed or overwhelmed trying to adapt to American culture, the participant offered several instances where they felt this way. Within the first few weeks in America, it was cold and winter, so it was a complete Culture Shock for her. In UAE, it was dramatically hot year-round. She missed family. Stores were open until very late at night but here things close very early. It is very safe there and there are lots of people. Safety at night is not a concern in the UAE, however, in the US it is. Also, everything closes early in the US, around 6 PM. She also shared an incident when she was in Walmart trying to find food for children and herself when she broke down and cried. Her kids were in shock, and she wanted to get something to help them or distract them so they could acclimate here. It was overwhelming. She spent almost 2 hours in Walmart trying to navigate everything.

Although she felt stressed and overwhelmed being in America, she mentioned that she never felt powerless. She felt lucky because her brother is here. She has a safety net to assure her that everything will be ok. Her cohort from her program. Mental health counseling. Has been very supportive and everyone in the program and school has been supportive. Many of her classmates are international students as well and understand what she is going through. They help her realize that everyone is struggling and thus it is more normalized and acceptable. She has been in worse situations.

When asked about any personal successes related to being in America, the participant mentioned her children. She is happy that she can manage her kids, her schooling, and balance everything else she needs to do each day, but her biggest achievement is seeing her kids happy at school and with the school system in America. She noted that this is important, because, in the UAE, the school system was not supportive of her children. Her kids started to hate school. Her

kids are 5 and 8, so she worried about them immensely. She knew that hating school at this age is wrong. They were welcomed to the school system and the teacher was very understanding.

Concerning her treatment in the US, she mentioned that she never expected to be treated the same as Americans. She expected to be treated fairly, but not the same as Americans because she is an international student. In daily interactions, she said she was treated similarly. Although she is in a new situation, she believes that she is still being treated the same. People in her program are accommodating to her and understanding how her culture was different.

Concerning her view of any personal changes since arriving in America, she noted that her time here has been short so it's hard to notice a difference. However, when she compares now to before she came here, she still struggles to say it has been good or bad because it has only been a rather short time. She lived in the UAE for 12 years, so it is hard to compare her life there to here when she has only been in America for a few months.

When asked about the factors that lead to her studying, the participant mentioned several factors that resulted in her choosing her current university. While she was looking for a program, her brother mentioned coming to America to study. Her brother lives in America and was familiar with the university she now attends. She looked to see if the area would be good for her kids, which is her major priority. She questioned, how it will be financially impactful on herself and her kids. The participant mentioned that Graduate programs in the UAE are very expensive so coming to the US was much cheaper and more affordable, regardless of higher costs for international students. She also noted that schooling for her children is cheaper in the US, it is free, compared to over \$4,000 per child per semester. She explained that there is no government program for ex-pats in the UAE and thus she had to put her kids in private schools. Housing is expensive as well.

Education from the US is highly valued and colleges in the US provide practical experience, which is not offered in the UAE. After discussing her options with her husband and doing further research they decided to travel here.

Based on the interview with this participant, it was apparent that she experienced Culture Shock while studying in the United States. Regarding the impact that Culture Shock had on her Motivation and Identity, it was difficult to determine the severity. The participant mentioned experiencing a breakdown shortly after arriving in the US. It can be assumed that this incident as well as the other concerns she shared impacted her Motivation. The impact of Culture Shock on the participant's Identity was not discernible.

Participant 11: GIS112

Participant GIS112 is a 22-25-year-old international graduate student from Lebanon pursuing a Master's in the education field. She has been in America for less than 6 months. Her native language is Arabic, and she studied English for 22 years. She only uses her L1 (Arabic) at home and uses her L2 (English) in school and at work. Before studying in America, this participant did not travel internationally. Before traveling to the US, she never moved between cities and interacted with people from different cultures once a week. Regarding her reasons for studying in America, she cited knowledge of English will help her career and is a requirement. Additionally, he chose to study abroad rather than domestically for economic/job opportunities and desire to travel and study abroad.

The participant's initial thoughts and feelings towards Americans before studying abroad her influenced by American media. Simply put she was excited to travel to American to study. She thought of America as being a very large and diverse country. She believed that there were lots of

good values and rights in America. Rather than focusing on the details of moving to and studying in America, the participant focused on the excitement associated with traveling and preparing for her academic journey.

After arriving in America, the participant was initially happy, but soon realized all the challenges associated with studying in a foreign country. In their home country, the participant lived with their family and had help doing daily things such as cooking, cleaning, and preparing for school. Without her previous family-related support network, the participant found herself trying to balance all aspects of her life by herself. Overall, her description of what they were going through appeared normal for someone living on her own for the first time.

Over time, the participant learned that America is different than how she initially imagined. She realized that they would experience many new and different things in America the longer she studies here. During this transitional period, the participant approached every new challenge as a learning opportunity and worked hard to surpass each challenge as it occurred. The participant mentioned that she had learned to adapt to each situation and have become confident that they will be able to continue to do so in the future.

Concerning anything negative she found in the environment, the participant mentioned that the Covid-19 pandemic has impacted her ability to meet people. She mentioned that she wanted to meet people and gain a better understanding of how people in America think but has been unable to do so due to limited interactions with others.

Concerning, the participant's experience of being stressed trying to adapt to American culture, she mentioned that most of her stress has been related to suddenly having more responsibilities related to living alone and her studies. Rather than a cultural transition and

disorientation, the participant demonstrated more of a lifestyle change and its associated impact. When discussing feeling helpless or powerless in America, the participant spoke mostly of limited interactions with others. During her discussion, it became apparent that her limited interactions with Americans resulted in limited exposure to American social culture. The participant has experienced an English education since childhood, so the language-related stress was minimal. With limited language and cultural stress, it explains the participant's desire for interpersonal interaction to fulfill the missing aspects of social interaction.

In addition to self-improvement being her success, it is also the basis for how she changed since arriving in the US. The participant shared that being in America has allowed her to grow as a person. The participant mentioned that since studying in America she has become more self-reliant and that she has matured and feels that her personality is further developing. She is improving her ability to see things from different perspectives.

The participant describes her treatment in America as being lesser than Americans. She notes that Americans possess more privileges than international students on student visas. She explained that while she receives more attention and help from the university because she is an international student, Americans are granted more non-academic opportunities such as being able to work off-campus.

Regarding her reasons for studying in the US, the participant expressed a long-held desire to study abroad. Before studying in the US, she researched several universities in America and Canada. In Lebanon, she attended an English education school, where she excelled at English. Initially, she felt she was a good speaker of English, so she wanted to continue to improve her abilities through studying in an English-speaking country. The participant has also been

considering furthering her education in America through a doctorate program and is considering working in English education in Lebanon.

Based on the interview with this participant, it was apparent that she experienced Culture Shock while studying in the United States. Regarding the impact that Culture Shock had on her Motivation and Identity, it was difficult to determine the severity. Although the participant did not share anything that implied an impact on her Motivation or Identity, she did describe a significant change in lifestyle since coming to the US. It is possible that aspects of this change could impact her Motivation or Identity, however it is not present in the collected data.

Participant 12: GIS122

Participant GIS122 is a 30+-year-old international graduate student from Indonesia pursuing a Master's in the healthcare field. She has been in America for 1-2 years. Her native language is Bahasa Indonesia, and she studied English for 13 years. She only uses her L1 (Bahasa Indonesia) at home and uses her L2 (English) at work and in school. Before studying in America, this participant traveled internationally for a short time (less than 2 weeks each) to Malaysia and Singapore. Before traveling to the US, she never moved between cities and interacted with people from different cultures once a week. Regarding her reasons for studying in America, she cited knowledge of English will help her career and is a requirement as well as having an interest in American culture. Additionally, she chose to study abroad rather than domestically for economic/job opportunities and desire to travel and study abroad.

The participant describes her initial thoughts and feelings of America before studying abroad as being heavily influenced by American media. She recalled seeing American films and commercials, which led her to associate America with images of freedom and glamor. Also, she

mentioned social freedoms such as the unjudgmental exploration of sexual relationships among youth.

When the participant first arrived in America, her initial thoughts and feelings stemmed from disappointment compared to her thoughts before traveling to America. She mentioned that people were more normal compared to the craziness she saw depicted in American films. She mentioned that people were humble in the US and were not as free-spirited.

Concerning how the participant's experiences and feelings changed over time, she discussed how America has become less idealized and more realistic. The participant has been learning about American history and its civil war and its racism issues. She mentioned that discrimination was not accurately portrayed in films, so it was shocking for her. Overall, she still believes that people in the US are friendly, but she still is learning about American society and its history. She noted that the issues in America are vastly different than the issues in Indonesia.

The participant mentioned that although her circumstances right now are not negative and she has kind friends, she has noticed negative aspects while studying in America. While following the US presidential election, she felt very confused regarding the format of the debates. She mentioned that the election process was weird and foreign to her. The participant then went on to explain that American laws are tricky and sometimes hard to understand. She has seen and heard that depending on how the event is explained by lawyers that it can affect how people are treated and who the victim is. The victim can become the suspect or accused. It is scary. Penalties are ridiculous, fines are very large, and can result in severe financial problems.

The participant mentioned that the major factors which caused her to feel stressed and overwhelmed while studying in the US were related to academic stress and understanding

interpersonal relationships in American culture. Regarding academic stress, the participant mentioned that expectations in the classroom are different in the US compared to Indonesia. Although the American professors are on a higher hierarchical level, they speak with students as if they were on the same level; she mentioned that this is not the case in Indonesia. Students in America are expected to speak more during class America, while Indonesian education is more teacher centric. It takes time to prepare and participate in classes, which causes stress. She preemptively thinks about what she is about to say and how to convey it to the best of her abilities. She noted that she is trying to learn how to navigate in American culture while also maintaining her ability to navigate in Indonesian culture. The participant also mentioned that there seems to be a disconnect between the level of respect used in American and Indonesia, specifically how to navigate politeness levels within American culture. In Indonesia, you ask a question before looking it up and you will be laughed at, while in the US you should do outside research before asking for help, but you will not be met with laughter or criticism.

When asked about a time she felt helpless or powerless while trying to cope with the new culture, the participant shared an experience during the ESL training program. Before attending classes in the Upper Midwest region of the US, the participant attended an ESL training program in Pennsylvania for 6 months required by her scholarship, intending to improve her English abilities. She mentioned that during her 1st or 2nd month in Pennsylvania, she became overwhelmed with the stress of the program. The program had many international students, and the courses were very competitive and stressful. Also, the participant lacked any form of support system accompanied by a tight schedule from 8 am-5 pm Monday-Friday. After studying in the US

alongside Americans she found herself in a cooperative and supportive environment. She found that this cultural aspect is very good.

The participant shared that a personal success related to being in America is that she managed to become accustomed to the American culture. She was able to learn many things and become better at listening to other people. Additionally, she became more cooperative and became more comfortable adapting to American cultural behavior such as greeting people in passing. Academically, she learned how to speak up and be more confident. She also received full support from her professors and was able to build relationships with them, which is difficult back in Indonesia, due to the cultural separation between students and teachers. Also, she was able to gain a student organization and attend a group function and participate in academic competitions.

When asked about her treatment in America, the participant shared that she feels like she has been treated the same as Americans. She has not experienced any explicit racist incidents, nor has she had any truly negative experiences. She admits that she does not go out much beyond errands and school, but regardless she has not had any problems.

The participant shared that although she has only been in the US for a short time, she feels that her perspectives have changed since she arrived in the US. She has been able to interact with more Americans and has gained confidence in navigating American culture. Additionally, the participant has gained confidence in her English abilities.

The participant explained that her motivations behind studying in America stem from working as an English teacher in Indonesia. She wanted to improve her abilities in English and wanted to travel abroad to gain experience and perspectives to bring back to her country. She

enjoys traveling. She plans to return to Indonesia in her field and utilize what she has learned while studying abroad.

Based on the interview with this participant, it was apparent that she experienced Culture Shock while studying in the United States. Regarding the impact that Culture Shock had on her Motivation and Identity, it was difficult to determine the severity. She had mentioned a significant lifestyle change since coming to America, however it did not confirm any impact that Culture Shock had on her Motivation or Identity. It is possible that there was impact from Culture Shock, however it was not discernible through the survey or interview.

Participant 13: GIS132

Participant GIS132 is a 30+-year-old international graduate student from Niger pursuing a Master's in the education field. He has been in America for 6 months to a year. His native language is French, and he studied English for 10 years and Arabic for 2 years. He uses his L1 (French) at home and only uses his L2 (English) at work and in school. Before studying in America, this participant did not travel internationally. Before traveling to the US, he moved between cities three times and never interacted with people from different cultures once a week. Regarding her reasons for studying in America, he cited knowledge of English will help his career and is a requirement. He noted that he was interested in American culture and desired to learn English for a future career. Additionally, he chose to study abroad rather than domestically for economic/job opportunities and desire to travel and study abroad.

Before studying abroad, the participant explained his feelings towards America as being highly positive. When researching graduate programs, his first choice was America. He associated a higher quality of education with America. He regularly saw media depicting America as being a

positive place to study. He shared that “Everyone wants to come to America” and that he knew that he could make it in America.

When he arrived in America, the participant felt overwhelmed when interacting with Americans. He quickly noticed that interpersonal interactions were very different in America than in Niger. The participant shared that he felt very uncomfortable when a young woman greeted him with a hug. He explained that in Niger it was not uncommon to hug relatives or same-sex friends, but hugging members of the opposite sex is a social taboo. Additionally, he mentioned that Americans wear very flashy and revealing clothing, which he mentioned to be off-putting.

The participant explained that his feelings changed over time in that he now views American as being more balanced compared to his initial thoughts before studying abroad. He felt that America was very different from what he had seen in films. Over time, he became more accustomed to seeing flashy or gaudy clothing.

Concerning aspects of American culture that he found negative, the participant explained he found the abundance of public displays of affection. He was very uncomfortable when someone tried to hug him in public. Additionally, the participant explained that they experience several negative encounters with the police. Before attending his current university, he attended an ESL program in the US, he was followed by police and questioned without reason. He realized that people found him scary or were afraid of him. Additionally, he experienced racial profiling while walking alone in his neighborhood after starting his graduate studies. These experiences caused him to no longer be comfortable walking alone in his neighborhood. During these encounters, he learned how to tell when people are afraid of him.

Concerning stress that the participant has experienced while trying to adapt to American culture, he mentions that he misses his family, the food from home, and a general sense of Homesickness. When asked about feeling helpless or powerless while trying to cope with the new culture, the participant mentioned that although he felt stressed and homesick, he didn't feel helpless, he has a strong positive attitude which prevented him from feeling powerless in this situation.

When asked about a personal success related to being in America, the participant noted that being in American culture has allowed him to gain more experience with speaking with others. In Niger, people are quieter and do not use as much public speaking, which he is trying to get accustomed to. He is happy that he has been able to maintain a routine involving visiting the gym to help his mental wellbeing as well as physical.

Concerning his treatment in America, the participant shared that his treatment varies based on whether he is on-campus or off-campus. On-campus, he believes that people treat him similarly to Americans, but still not completely equal. Off-campus, the participant knows that he isn't being treated similarly to Americans. He knows that people are afraid of him, because of his appearance and he does not feel safe in America.

When asked how he changed since studying in America, the participant mentioned that his perspectives have changed. He has become more open-minded in his daily life. He also mentioned that views towards America have changed. Regarding his motivation for studying in America, the participant mentioned that he believes that American education will help him achieve his goals. His goal is to become a university professor, which has been his dream since he was in 8th grade. Additionally, after completing his master's, he wants to pursue a doctoral degree in the US.

Based on the interview with this participant, it was apparent that he experienced Culture Shock while studying in the United States. Regarding the impact that Culture Shock had on his Motivation and Identity, it was difficult to determine the severity. It seems that based on the negative experiences he had resulting from being in America that there was an impact on his Motivation. During the interview, he expressed his attempts to avoid dwelling on the negative experiences he experienced, however it is likely that these impacted his Motivation. The impact of Culture Shock on the participant's Identity was not discernible. He has been in the US for a relatively short time, and it is possible that other characteristics of the impact of Culture Shock will emerge in the near future. Although he expresses changes to his personality or behavior, these aspects do not conclude that his Identity has been impacted.

Participant 14: GIS142

Participant GIS142 is a 22-25-year-old international graduate student from Pakistan pursuing a Master's in the education field. She has been in America for 1-2 years. Her native language is Urdu, and she studied English for 23 years. She uses her L1 (Urdu) and L2 (English) at home and only her L2 (English) at work and in school. Before studying in America, this participant traveled extensively internationally, living in Saudi Arabia, and working in Bahrain. Before traveling to the US, she moved between cities over 4 times and interacted with people from different cultures daily. Regarding her reasons for studying in America, she cited knowledge of English will help her career and is a requirement. She cited an interest in American Culture, a desire to learn English for a future career, and wanted to live in an English-speaking country. Additionally, she chose to study abroad rather than domestically for economic/job opportunities and desire to travel and study abroad.

The participant described her views of America before studying abroad as being influenced by her time spent in the Middle East. The participant is a citizen of Pakistan but grew up in Saudi Arabia. She completed her undergraduate degree in Pakistan moved to Bahrain for work. She views these experiences in the Middle East as being very westernized and thus Americanized in many ways. She initially viewed the US as another country that is diverse and advanced in technology and lifestyle. The lifestyle she had and the media she saw led to a positive view of western countries, most notably America. She saw American education as being prestigious and would be well received wherever she went after graduating. In terms of personal desire to study in the US, she noted that although she was not solely interested in the US, she did see it as a possible and intriguing option.

When asked about her first impressions after arriving in America, the participant admitted that it was underwhelming. She grew up in Riyadh, a large metropolitan city with lots of traffic and skyscrapers. Initially, when she landed at the airport, she thought the city looked like what she knew, but the closer she got to the university the more her impression changed. When she arrived at her university, she found it very different and underwhelming; she described the lack of large buildings and busy atmosphere as being shocking. She noted that it took time for her to appreciate the quiet and slower pace of the city. Overall, she had a mix of emotions, primarily excitement at studying in America, living on her own, in a very different country. The participant's feelings have changed over time, largely due to building a sense of belonging within her community. She focused on on-campus interactions, which allowed her to find a sense of community within both her academic discipline and her cultural community. She initially worried about making friends and what to talk to them about, however, she is actively working towards overcoming this. When

thinking about her happiness in America, the participant mentioned that she often thought of Maslow's hierarchy of needs, food shelter, and friendship. This helped her establish her needs and the things needed to succeed.

Concerning her experience with anything negative in American culture, the participant noted an initial difference of perspective regarding a person's place in society. The participant was raised in what she describes as a collectivist culture, so she struggled to navigate American culture, which she viewed as partially selfish. She interpreted American culture as focusing on the individual in a manner that appeared egocentric, which directly conflicted with the collectivist society she knew. She expressed that this took a long time to understand. Over time, she learned that some Americans have similar values, but it isn't as predominant of a mentality.

When she first started working as a graduate assistant through their university, she felt an overwhelming amount of stress. Her initial impressions were that the office/department culture was "very white" and stereotypical American. She expressed frustration at the limited multicultural aspects and understanding within this department. She not only had to navigate American society but also our working culture. Her office was not very multicultural friendly. She always felt like she was doing things wrong. She felt underconfident because she was not able to do things in the way her colleagues did. These feelings eventually lead to feeling helpless or powerless in her working environment. She struggled with her job and eventually was not able to perform at all. She felt that she was doing everything wrong, and she struggled to express herself in her second language. She worried about how speaking up would affect her position within the workplace and if it would be received correctly. She noted that in her hometown or country that the way she would express something would be fully understood and taken correctly, but in another culture and

language, she worried about how she would be received. She felt rather helpless and eventually left that environment. It became apparent through her descriptions of the situation that is unfamiliar with cultural norms played a part in this problem.

Concerning personal success related to being in America, the participant shared that she was proud of how she has grown as a person. She described herself as becoming more independent and worked on self-development in America. She describes herself as becoming more self-aware and understanding her values and culture. After leaving her culture she now appreciates it more. She has become comfortable not knowing everything and feeling that she does not have to know everything. She now sees herself as being able to assist people with learning in ways that she can.

When asked about her treatment in America compared to Americans, the participant mentioned that her status as international student status is very othering. In the context of being on-campus, there are certain limitations such as the ability to work certain hours or certain jobs. In this way, she noted that she is being treated differently. These work restrictions put all international students in a financial problem where they can only receive support from their parents and families. Also, she mentioned the impact that Covid-19 has made on the experience of graduate assistant positions and other student jobs, which are the only jobs available to international students. Additionally, the participant mentioned that even after graduation there is a time limit to find a job before being required to leave. This led to her discussion of how she is being treated off-campus, in which she focused on career and job prospects. She noted that international students are treated differently, largely because of the assumption that their time in America is temporary. She noted that when people find out she's an international student that they seemed relieved because she won't be staying in the US and thus isn't competition for jobs.

When asked about how she has changed since studying in America, the participant discussed how her perspectives on her place in society have changed. Before living in America, she shared that she did not view the privileges she had until she left her culture. She describes the experience of becoming the “other” or minority when she was in the majority. She described this as being very impactful and allowed her to gain an understanding of the extent that her majority privileges and minority privileges impacted her sense of self. She often thought about how the different aspects of social identity can be used to improve herself through understanding and acknowledgment. This new level of understanding has allowed her to see the problems and benefits of both her foreign country (America) and home country (Pakistan/Saudi Arabia).

The participant describes her motivation for studying in America as being a culmination of her desires to succeed in her career field and the accessibility of the program she entered. She mentioned that in her culture western education was highly valued and that studying in America was associated with a high level of prestige. While researching graduate programs, she noticed that programs in her field were predominately offered in the US. Additionally, she has a brother who studied and is now working in the US. These factors convinced her that not only was studying in the US possible, but also beneficial for her career. She expressed negative experiences that affect her Motivation, but it was difficult to determine to what extent Culture Shock had an impact. The impact of Culture Shock on the participant’s Identity was not discernible. Although she expresses changes to her personality or behavior, these aspects do not conclude that her Identity has been impacted.

Participant 15: GIS152

Participant GIS152 is a 30+-year-old international graduate student from Japan pursuing a Master's in the education field. She has been in America for 1-2 years. Her native language is Japanese, and she studied English for 26 years and Chinese for 2 years. She uses her L1 (Japanese) and L2 (English) at home and only uses her L2 (English) at work and in school. Before studying in America, this participant did travel internationally for 2-week vacations in India, Canada, and Australia. Before traveling to the US, she moved between cities once and interacted with people from different cultures 4-6 times per week. Regarding her reasons for studying in America, she cited an interest in American culture. Additionally, she chose to study abroad rather than domestically for her desire to travel and study abroad. She noted that English knowledge will help her get the career she wants.

When asked about her thoughts and feelings towards America before studying abroad, the participant shared that she had a “100% positive” image of the country and the English language. Since she was in grade school she wanted to travel to the US, she liked the American pop culture she had seen through media. America became her dream country and motivated her to study English, which became her favorite subject in school. The participant explained that at this point she had no negative thoughts or associations with America.

When asked about her initial impressions of America when she first arrived, she discussed her initial experience traveling to America as an international student. The first time she came to America was in 2010 as a part of a student exchange program during her undergraduate degree. She remembers that she was very confident about her English abilities initially. In Japan, she was one of the top English language students in her school, however, when she came to America, she

struggled to understand the English being used in the classroom and when people would speak with her outside of school. She panicked and it took her time to adjust to how the language she studied was being used. She was frightened but was able to retain the positive image of America, however, it became “70% compared to 100%”.

When asked how her experiences and feelings changed over time, the participant mentioned that after living in America she noticed that America was different than what she initially believed it would be. When she was in Japan, she communicated with a lot of international students and Americans, but she found that students in the states were less accepting. She felt that fewer people wanted to become friends with international students compared to Japanese students. She felt that she needed to initiate friendships. She forced herself to be extroverted. She was still afraid about not being understood. After 1 year, she felt more confident in her English and was able to make more friends. The fear reduced, but she still maintained roughly an “80%” positive view of America.

Concerning anything she found negative in America, the participant talked about the changes she experienced returning to America nearly 10 years later for her master’s degree. She discussed that the murder of George Floyd in Minnesota caused her to think about racism and reflect on her previous time in America and realized that she experienced racism. The Black Lives Matter movement allowed her to see both positive and negative aspects of both America and Japan. She notes that while Japan is a more homogeneous country, but there is still racism, and is now able to see it more. She also learned more about Asian discrimination within the US. She notes how her perspective has changed over time (in her case 10 years ago)

When asked about feeling stressed or overwhelmed while trying to adapt to American culture, the participant shared that the structure of how classes are conducted was very stressful to navigate. The participant explained that she was shocked at how students attend and participate in classrooms. In Japan, the relationship between students and professors is very important, but in the US, she found American students' behavior disrespectful. She saw Americans putting their feet on chairs, eating during class, not actively listening, etc. Seeing how these students behaved made her feel stressed. This classroom environment was very stressful for her. Additionally, she noted that how classes are held, are more interactive in America, and require more discussion and questions for the professor. She was worried about her confidence in her opinions and language abilities. When put into a group discussion she completely froze and struggled to know what to do. She was overwhelmed and mentioned that occasionally she still feels this way. She has become more comfortable in conveying her thoughts and has strived to build interpersonal relationships with her cohort members.

When asked about feeling helpless or powerless while trying to adapt to American culture, the participant shared an experience early in her graduate program. The participant's professor instructed the class to form groups of 3-4 students for assigned readings over the semester. The class was about different cultures and diversity, and she was only able to make a group of international students. She found this experience very frustrating because other students (Americans) did not want to engage with her or other international students. The participant tried to advocate for an American to join their group, but no one wanted to. She spoke with her professor after class, who shared her frustration but was not able to make changes. The participant felt powerless in this instance because she felt separated from her American classmates.

The participant shared that a personal achievement of hers related to being in America was the improvements she was able to make. The participant shared that although she has had countless personal successes, she is proudest of improving her language skills and become a more vocal person. Additionally, although she still struggles with assigned readings, and she has become more comfortable not being able to finish everything because she can ask questions in class and has become more resilient.

When asked about her treatment in America compared to Americans, the participant struggled to answer this question. She mentioned that it's difficult to determine if someone is American by their appearance, so it is hard for her to determine if she has been treated similarly or not. She does feel that there is discrimination for being an international student, but she believes that it is more systematic rather than individuals intentionally being discriminatory. She noted that it's harder for international students for certain things such as getting a phone or bank account because they don't have social security numbers or residency status. Additionally, there are numerous deals or options for stores or travel that require residency which international students are unable to obtain.

The participant stated that they have changed in a positive way since studying in America. She describes herself as becoming more assertive when communicating with her family. She believes that her perspectives have broadened and has become more open-minded and carrying fewer assumptions.

Regarding her decision to studying in America, the participant mentioned several factors which contributed to her decision. Initially, her dream of studying in America began in 6th grade when she became a fan of Bruce Springsteen. While growing up the English language was always

present in her life, in the form of music and watching Sesame Street. Also, her father had studied in Tennessee, who encouraged her to study abroad. When she received a good scholarship to travel to America, she decided that there was no reason to stop her from studying abroad. She chose to attend school in Upper-Midwest US, because of its program and its human rights library at the university. Additionally, she had heard that the midwestern accent was pleasant for people because it was described as a more neutral accent. She also heard that there were not a lot of Japanese in the area, because she wanted to primarily focus on interacting with Americans and English speakers.

Based on the interview with this participant, it was apparent that she experienced Culture Shock while studying in the United States. Regarding the impact that Culture Shock had on her Motivation and Identity, it was difficult to determine the severity. It was apparent that her level of Motivation varied over time in the US. The impact of Culture Shock can be linked to her difficulties with Motivation; however the severity of impact is undeterminable. The impact of Culture Shock on the participant's Identity was not discernible. Although he expresses changes to his personality or behavior, these aspects do not conclude that his Identity has been impacted.

Analysis of Survey and Interviews

In this study, I had fifteen international graduate students at a regional public university in the Upper-Midwest, USA complete a demographic survey and an interview to determine if the participants 1) experienced Culture Shock while studying in an ESL context and 2) Did Culture Shock impact the participant's motivation and identity. The survey revealed several pieces of data confirming that the participants did experience Culture Shock. Regarding whether Culture Shock affected the participants' Motivation, the data suggests that there was impact on Motivation, however the extent of which was not able to be determined. Regarding whether Culture Shock had impact on the participants' Identity, the data was inconclusive. The data collected was unable to establish either a trend in terms of Identity or establishment that it was affected by Culture Shock.

The demographic survey revealed that 86.7% of participants had traveled internationally before studying abroad in America. 80% of participants interacted with people from foreign cultures in their home countries once or more a week. 46.7% of participants had never moved from the home they were raised in before studying abroad. 53.3% of participants chose to study in the US because of either an interest in American culture and/or a desire to learn English for a future career. 80% of participants wanted to learn English for their future career, while 40% of participants shared that it is a requirement of their future careers. 86.7% of the participants chose to study abroad rather than domestically for economic/job opportunities. 100% of participants experienced a form of Culture Shock.

The Demographics Survey results depicted a diverse participant pool of fifteen individuals from 14 different countries, who are predominately career-driven, predominately have internationally traveled, and have experience interacting with other cultures. The interview

revealed that every participant experienced Culture Shock during their transition to American culture. Several participants freely admitted to experiences characteristic of Culture Shock, while others were not aware that their experiences in America were identical to the characteristics of Culture Shock.

All fifteen participants shared a positive mental image of America before study abroad. The most frequent explanation provided for this was that the participants had been exposed to American media, which helped associate America with three key principles: 1) Freedom of expression, 2) High quality of education, and 3) High quality of lifestyle. These three concepts were shared among every participant and in some form was mentioned for their reasoning for choosing to study in the United States.

Roughly 40% of participants commented on the prevalence of Freedom of Expression within the US. Some students discussed the social freedoms available in America, while other discussed freedom in terms of education. Participant 2 commented on the structure of degrees in the US, where students are required to take electives outside their major compared to Malaysia where courses are all directly relevant to their degree program. Several other students discussed a sense of freedom within their education. Participant 4 decided to attend university to pursue her degree within a more flexible program. It seemed that for most of the participants they described Freedom of Expression within the context of education and within the classroom.

Nearly every participant mentioned that the US education system was perceived positively in manner. The only participant who didn't directly comment on the quality of the US education system, noted that they decided to study abroad in America due to flexibility of their program. Additionally, nearly every student commented on the differences between education in their home

country and in the US. The most common concept shared was the difference in the structure of the classroom being student centric rather than student centric. Every participant commented on their joy related to the interest their professors showed in them as individuals rather than merely students. Participants 10 and 15 noted that they came to the US for education, because their programs were only offered at the level they wanted in the US. Both commented on the amount of firsthand experience they can gain in the US through internships and practicums.

Regarding the high quality of their lifestyle in the US, roughly 67% of the participants found life in the US positive. Several participants commented on how life was different in the US due to the city and store being more spread out. Many of the participants commented on the lack of accessibility of transportation. While many viewed this aspect negatively, most of the participants found positive aspects of living in America. Participant 6 commented that life in America is convenient compared to their home country of Nigeria. Participants 6 and 10 both commented on how their lifestyle in the US has benefitted their families. In Nigeria and the UAE, the cost of schooling for a child is very high when compared to the US. By living in the US, both Participants 6 and 10's children have been able to seek a quality education at nearly no cost to their parents.

The initial impression of being in America varied among participants, however, 60% of participants mentioned feeling disappointed with their initial experiences in the US, with 46.6% of participants becoming worried about their time in America. While several of the participants mentioned that they were happy and excited during their first few weeks in America, many mentioned that what they saw did not match the imagery of America they had seen in media. One participant mentioned that only select cities and states are shown in media outside of America. The participant went on to mention that before studying in the US, the only states they knew were

California, Texas, and New York. The imagery of big, bustling cities is iconic to American media, despite this imagery not representing most of the United States.

While adapting to American culture and their new environment the participants started to experience local media that is not normally accessible internationally. The participants were now able to listen to American radio, watch American news, and experience American life in a way that they never could have abroad. 46.6% of participants explicitly stated that the information they received through media scared them and caused them to worry. When asked about negative aspects of their host environment, the most frequently used term was ‘violence’, which was mentioned by 26.6% of participants. The participants attend a university roughly an hour away from the highly politicized murder of George Floyd 2020 and shortly after the emergence of the Black Lives Matter social movement on a global platform. Since the murder of George Floyd, the sheer abundance of media-related discourse surrounding its events and associated social implications have been openly discussed across American media.

As the participants began studying in their respective academic programs, the culmination of cultural factors and new lifestyles resulted in all 15 participants claiming to have felt either stressed or overwhelmed. Several of the participants’ interview responses focused primarily on academic stressors, but the predominant characteristic or factor mentioned related to navigating a new culture, both in the classroom and in daily life. Classroom culture and academic stressors are being assessed separately because the participants’ descriptions primarily revolved around student-teacher expectations and behaviors compared to class assignments or course requirements.

Additionally, 73.3% of participants claimed to have felt hopeless or powerless during their time in America. Of the participants who expressed feeling hopeless or powerless, the majority

noted environmental/cultural/societal factors that contributed to this. The participants who did not claim to have felt hopeless or powerless trying to adapt to American society, all described having a safety net of sorts as being the rationale for not experience these feelings. Several of these participants mentioned the friend groups they established early on in America, while others cited the resources made available to them through the university.

When discussing their treatment within the United States compared to Americans, 46.6% of participants felt that they were being treated as lesser. Nearly all the participants explained that they had different experiences On-campus and Off-campus. In terms of academic treatment, the majority of the participants stated that their treatment was the same as Americans. The most common reasoning offered for feeling that they were not treated the same as Americans On-campus related to the limitations of student jobs/hours allowed to work. Most participants noted that they were treated the same as Americans or at least similarly Off-campus. Many of the participants stated that America is very diverse and multiracial so visually it is hard to determine someone's nationality at first glance.

When asked how the participants changed since studying in the US, 73.3% of participants claimed to have become more confident or independent. 20% of participants were unable to notice changes within their personalities due to only being in America for a short time. For ~80% of the participants, the first time they lived alone was when they arrived in America. All the participants mentioned that having to balance academic responsibilities, graduate assistantships, and daily chores was difficult for them and improved their sense of confidence and independence. Additionally, many of the participants mentioned that being able to study in the US and

academically perform at such a high level in their L2 reinforced their confidence in their English abilities.

The motivation for which each of the participants decided to study abroad in America varies significantly. While 53.3% of the participants mentioned the prestige associated with gaining education in America, it does not accurately represent the main source of motivation for each participant respectively. Some of the participants dreamed of studying abroad, some desired experience to excel in their chosen field, and some wanted a better life for their children. The environmental and academic stressors presented significant strain on each participant, regardless of their initial motivations.

Chapter 5: Conclusion

This study researched the impacts of Culture Shock on Motivation and Identity among International Graduate Students studying in America. The study aimed to confirm and document the varied impact that Culture Shock had on individuals. Throughout the study, two questions were asked: 1) Do International students who study English in an ESL context experience Culture Shock? And 2) Does Culture Shock Influence Motivation and Identity in Second Language Acquisition? The results collected from fifteen International Graduate Students, who were surveyed and interviewed, indicated that all fifteen participants experienced culture shock. The extent that Culture Shock impacted each participant's Motivation and Identity within second language acquisition was predominately inconclusive.

Culture Shock was unavoidable for the participants during their time in the US. Every participant had a unique experience, however, there were some commonalities found among participants. Initially the participants were seemingly fine until they experienced a period of feeling overwhelmed. This feeling of being overwhelmed negatively impacted their motivation until they were able to either accept or overcome what was causing them to feel overwhelmed. Several of the participants shared that although interactions with Americans were primarily positive, they all described the existence of barriers between them. From the perspective of the participants, they described themselves as having strong accents, different views on "genuine" and "insincere" actions, difficulty "reading people", and differences in values were all mentioned as examples of barriers between Americans and international students. Participants mentioned feelings of frustration and anxiety regarding navigating their host culture. Americans were described as "not genuine" and "difficult to read".

Many of the participants felt overwhelmed and described experiencing “breakdowns” regularly during their first few months in America. Participant 5 described her first week in America as, “Not feeling anything...everything was a rush.”, which attributed to a sense of feeling overwhelmed soon after. Participant 10 shared how they became overwhelmed trying to shop for groceries. Participants generally, shared that they felt hopeless regarding transportation and related inaccessibility of items. Several participants claimed to not have experienced Culture Shock during their time in the US, however, these same students also described facing discrimination for the first time in America. Several participants referenced incidents away from their university where they experienced discrimination. Participant 2 was told, “This is America, you should speak English!”, Participant 6 was purposely ignored, and Participant 13 was reported to the police because of walking near their apartment.

Not only did the participants need to adapt to a new academic culture, but also needed to live in a new culture as well. For many of the participants, their time studying in America was their first time living by themselves. They needed to adapt to not only schoolwork, assistantship responsibilities, but also daily needs. One participant describes the sudden change in lifestyle as feeling “powerless to hunger” compared to hopeless or powerless to Culture Shock. These factors all contributed to impacting the participant’s abilities to learn. The correlation between social and societal impacts derived from daily experiences can negatively impact learning. (Freire, 2005)

The data collected revealed that regardless of prior traveling experience or diversity within one’s home country, the sudden transition to a new culture inherently resulted in disorientation resulting from Culture Shock. This study reconfirms that Culture Shock is a universally experienced phenomenon, uninfluenced by national origin or gender. Additionally, it confirmed

that Culture Shock can be experienced regardless of the level of knowledge of the host environment's language as well as despite the motivation of the individual.

Regarding the impact of Culture Shock on Identity, this study produced inconclusive results. The collected data did not indicate either the presence or lack thereof of impact from Culture Shock on the participants' Identities within second language acquisition.

Discussion and Limitations

During the data collection progress, it became apparent that the answers to the research questions were difficult to establish. Only 15 International Graduate Students were surveyed and interviewed, which prevents this data from being conclusive in the extent that Culture Shock affects an individual's motivation and identity within ESL contexts. However, it can be established that 100% of participants experienced culture shock, thus answering the first research question (Do International Students who study English in an ESL context experience Culture Shock). Based on this result it can be concluded that if not all International Students experience Culture Shock, then a significant percentage of them do.

Regarding the second research question, (Does Culture Shock Influence Motivation and Identity in Second Language Acquisition?) it was difficult to determine a result. The two interview questions relating to Identity and Motivation were (Tell me in what ways you have changed since studying in America.) and (Tell me about your reasons for learning English in America. Alternatively: Tell me about your reasons for studying in America.) respectively, were unable to provoke or illicit responses that would confirm or deny the impact of Culture Shock on these aspects of self. Part of the reasoning for failure of these questions is due to the ambiguity of the questions. Unless a participant actively thinks about their place within a culture it is difficult to

elicit an appropriate response. Additionally, the Motivational question (Tell me about your reasons for learning English in America. Alternatively: Tell me about your reasons for studying in America.) is too vague and perhaps not appropriate for determining Motivation.

References

- Alizadeh, M. (2016). The Impact of Motivation on English Language Learning. *International Journal of Research in English Education, 1(1)*, 11-15.
- Anderson, L. E. (1994). A new look at an old construct: Cross-cultural adaptation. *International Journal of Intercultural Relations, 18(3)*, 293-328.
- Baldwin, J. (1997). If Black English isn't a Language, Then Tell Me, What Is? *The Black Scholar, 27(1)*, 5-6. doi:10.1080/00064246.1997.11430831
- Befus, C. P. (1988). A multilevel treatment approach for culture shock experienced by sojourners. *International Journal of Intercultural Relations, 12*, 381-400
- Block, D. (2007). *Second Language Identities*. London: Continuum.
- Brislin, R. W., Cushner, K., Cherrie, C., & Yong, M. (1986). *Intercultural interactions*. Beverly Hills.
- Brown, H. D. (2000). *Principles of Language Learning and Teaching*. (4th ed.). New York: Addison Wesley Longman.
- Carrasquillo, A. L., & Rodriguez, V. (2001). Language minority students in the mainstream classroom (2nd ed.). *Multilingual Matters*.
- 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)*, 167-184. doi:10.1353/csd.2004.0021
- Dörnyei, Z. (2016). From English language teaching to psycholinguistics: A story of three decades. In R. Ellis (Ed.), *Becoming and being an applied linguist: The life histories of some applied linguists* (pp. 119-135). Amsterdam: John Benjamins.

- Dörnyei, Z., & Ushioda, D. E. (Eds.). (2009). Motivation, language identity, and the I2 self. ProQuest Ebook Central <https://ebookcentral.proquest.com>
- Dorozhkin, I. N., & Mazitova, L. T. (2008). Problems of the social adaptation of foreign college students. *Russian Education and Society*, 50(2), 23-30.
- Feldon, D. (2007). Cognitive Load and Classroom Teaching: The Double-Edged Sword of Automaticity. *Educational Psychologist*, 42(3), 123–137.
<https://doi.org/10.1080/00461520701416173>
- Freire, P. (2005). *Pedagogy of the oppressed*. (M. Bergman Ramos, Trans.) (30th Anniversary). Continuum.
- Gardner, R. C. (1985). *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. London: Edward Arnold.
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second-language learning*. Rowley, MA: Newbury House.
- Gao, H. (2013). On the cultivation of cross-culture communication competence of second language learners. *Theory and Practice in Language Studies*, 3(8), 1429-1433.
[doi:10.4304/tpls.3.8.1429-1433](https://doi.org/10.4304/tpls.3.8.1429-1433)
- Hinkel, E. (2017). *Handbook of research in second language teaching and learning* (Vol. 2). New York, NY: Routledge.
- Hyland, K., & Hyland, F. (2006). Feedback on Second Language Students' Writing. *Language Teaching*, 39(2), 83-101.

- Kim, J., & Kim, H. (2013). The experience of acculturative stress-related growth from immigrants' perspectives. *International Journal of Qualitative Studies on Health and Well-being*, 8(1), 21355. doi:10.3402/qhw.v8i0.21355
- Krashen, S. (1985). *The Input Hypothesis: Issues and Implications*. Harlow: Longman.
- Liu, D. (2015). A Critical Review of Krashen's Input Hypothesis: Three Major Arguments. *Journal of Education and Human Development*, 4(4), 139-146. Retrieved from http://jehdnet.com/journals/jehd/Vol_4_No_4_December_2015/16.pdf
- Lombard, C. A. (2014). Coping with anxiety and rebuilding identity: A psychosynthesis approach to culture shock. *Counselling Psychology Quarterly*, 27(2), 174–199. <https://doi.org/10.1080/09515070.2013.875887>
- Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. Ritchie & T. Bhatia (Eds.) *Handbook of Language Acquisition: Vol 2. Second Language Acquisition* (pp. 413-468). San Diego, CA: Academic Press
- Loschky, L. (1994). Comprehensible Input and Second Language Acquisition: What Is the Relationship? *Studies in Second Language Acquisition*, 16(3), 303-323. Retrieved March 29, 2021, from <http://www.jstor.org/stable/44487746>
- Lysgaard, S. (1955). Adjustment in a foreign society: Norwegian Fulbright grantees visiting the United States. *International Social Science Bulletin*, 7, 45-51.
- Merriam-webster. (n.d.). Homesick. Retrieved November 14, 2020, from <https://www.merriam-webster.com/dictionary/homesick>
- Mumford, D. B. (May 1998). The Measurement of Culture Shock. *Social Psychiatry and Psychiatric Epidemiology*, 33, 149-154. doi:10.1007/s001270050037

- Nicholas, H., Lightbown, P. M., & Spada, N. (2001). Recasts as feedback to language learners. *Language Learning*, 51(4), 719-758. doi:10.1111/0023-8333.00172
- Norton, B., & Kramsch, C. (2013). Identity and language learning: extending the conversation (Second edition.). Multilingual Matters.
- Oberg, K. (1960). Cultural Shock: Adjustment to New Cultural Environments. *Practical Anthropology*, 7(4), 177-182.
- Paige, M. R. (1990). International students: Cross-cultural psychological perspectives. In R. W. Brislin (Ed.), *Applied cross-cultural psychology* (pp. 161-185). Newbury Park, CA: Sage.
- Park, C. L., Cohen, L. H., & Murch, R. L. (1996). Assessment and Prediction of Stress-Related Growth. *Journal of Personality*, 64(1), 71-105. doi:10.1111/j.1467-6494.1996.tb00815.x
- Pavlenko, A., & Blackledge, A. (Eds.). (2004). *Negotiation of identities in multilingual contexts* (Vol. 45). Multilingual Matters.
- Saylag, R. (2014). Culture shock an obstacle for efl learners. *Procedia - Social and Behavioral Sciences*, 114, 533-537. doi:10.1016/j.sbspro.2013.12.742
- Searle, W., & Ward, C. (1990). The prediction of psychological and socio-cultural adjustment during cross-cultural transitions. *International Journal of Intercultural Relations*, 14, 449-464
- Swain, M. (1988). Manipulating and Complementing Content Teaching To Maximize Second Language Learning. *TESL Canada Journal*, 6(1), 68-83.
<https://doi.org/10.18806/tesl.v6i1.54>

- Swain, M. (1995) Three Functions of output in second language learning. In G. Cook & B. Seidlhofer (Eds.), *Principles and practices in applied linguistics* (pp. 64-81). Cambridge, England: Cambridge University Press.
- Taft, R. (1977) Coping with unfamiliar cultures. In: Warren N (ed) *Studies in cross-cultural psychology, vol. 1*. Academic Press, London, 121-153
- Tedeschi, R., & Calhoun, L. (1996). The Posttraumatic Growth Inventory: Measuring the positive legacy of trauma. *Journal of Traumatic Stress, 9*, 455-471.
- Tedeschi, R., & Calhoun, L. (2004). TARGET ARTICLE: "Posttraumatic Growth: Conceptual Foundations and Empirical Evidence". *Psychological Inquiry, 15*(1), 1-18.
doi:10.1207/s15327965pli1501_01
- VanPatten, B., & Williams, J. (2015). *Theories in Second Language Acquisition: An Introduction* (2nd ed.). New York and London: Routledge.
- Van Tilburg, M., & Vingerhoets, A. (2007). *Psychological aspects of geographical moves: Homesickness and acculturation stress*. Amsterdam: Amsterdam University Press.
- Wegner, E., & Nückles, M. (2013). Knowledge acquisition or participation in communities of practice? Academics' metaphors of teaching and learning at the university. *Studies in Higher Education, 40*(4), 624–643. <https://doi.org/10.1080/03075079.2013.842213>
- Winkelman, M. (1994). Cultural Shock and Adaptation. *Journal of Counseling & Development, 73*(2), 121–126. <https://doi.org/10.1002/j.1556-6676.1994.tb01723.x>
- Zhou, Y., 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*, 63–75.

Appendix A: Demographic Questions

- 1) What Country are you from?
- 2) How old are you?
 - 18-21
 - 22-25
 - 26-29
 - 30+
- 3) How long have you been in the US?
 - Less than 6 Months
 - 6 Months to 1 Year
 - 1 -2 Years
 - Over 2 years
- 4) What languages do you speak?
 - Do you speak your L1 language at home? Y/N
 - Do you speak your L2 (English) at home? Y/N
 - Do you speak your L1 at work? Y/N
 - Do you speak your L2 (English) at work? Y/N
- 5) What languages have you studied?
 - How Long?
- 6) Have you traveled internationally? Y/N
- 7) Where have you traveled internationally?
 - How long?
- 8) Before studying English in the United States, how often did you interact with those from a different culture?
 - Daily
 - 4-6 times a week
 - 2-3 times a Week
 - Once a Week

- Never
- 9) Are there similarities in the cultures?
- 10) How often have you moved from one city to the next before studying in the United States?
- Once
 - Twice
 - Three times
 - 4+ times
 - Never

Motivation Questions

[Multiple Choice Questions; Check all that apply]

- 1) Why did you choose to study English in the US?
- Interest in American Culture
 - Desire to learn English for a future career
 - You want to live in an English-speaking country.
- 2) When you pursue your future career, will knowledge of English be helpful?
- Yes
 - No
 - Knowledge of English is a requirement
- 3) Why did you choose to study abroad rather than at home?
- Economic/Job opportunities
 - Parental/Familial obligations
 - Desire to Travel/study abroad

Appendix B: Interview Prompts

- 1) Tell me about your thoughts and general feelings towards America before studying abroad.
- 2) Tell me about your thoughts and feelings when you first arrived in America.
- 3) Tell me about how your experiences and feelings changed over time.
- 4) Tell me about anything or things in your new environment that you find negative.
- 5) Tell me about a time you have felt stressed or overwhelming trying to adapt to American Culture.
- 6) Tell me about a time when you felt helpless or powerless while trying to cope with the new culture.
- 7) Tell me about a personal success or achievement related to being in America.
- 8) Do you feel that you are being treated the same as Americans on campus and off-campus?
Alternatively: Tell me about your treatment in America compared to Americans?
- 9) Identity Question: Tell me in what ways you have changed since studying in America.
- 10) Motivation Question: Tell me about your reasons for learning English in America.
Alternatively: Tell me about your reasons for studying in America.

Appendix C: Mumford 1998 Questionnaire

Culture shock questionnaire

A. `Core' culture shock items

1. Do you feel strain from the effort to adapt to a new culture?

Most of the time

Occasionally

Not at all

2. Have you been missing your family and friends back home?

Most of the time

Occasionally

Not at all

3. Do you feel generally accepted by the local people in the new culture?

No

Not sure

Yes

4. Do you ever wish to escape from your new environment altogether?

Most of the time

Occasionally

Not at all

5. Do you ever feel confused about your role or identity in the new culture?

Most of the time

Occasionally

Not at all

6. Have you found things in your new environment shocking or disgusting?

Many things

A few things

None

7. Do you ever feel helpless or powerless when trying to cope with the new culture?

Most of the time

Occasionally

Not at all

B. Interpersonal stress items

1. Do you feel anxious or awkward when meeting local people?

Most of the time

Occasionally

Not at all

2. When talking to people, can you make sense of their gestures or facial expressions?

Not at all

Occasionally

Most of the time

3. Do you feel uncomfortable if people stare at you when you go out?

Very uncomfortable

Slightly uncomfortable

Not at all

4. When you go out shopping, do you feel as though people may be trying to cheat you?

Most of the time

Occasionally

Not at all

5. Are you finding it an effort to be polite to your hosts?

Most of the time

Occasionally

Not at all

Scoring: First response = 2, second response = 1, third response = 0 If the combined 12-item version is used, it is recommended to alternate the items from sections A and B

Appendix D: IRB Approval



Institutional Review Board (IRB)

720 4th Avenue South AS 210, St. Cloud, MN 56301-4498

Name: Thomas Abbey
Email: teabby@go.stcloudstate.edu

IRB PROTOCOL DETERMINATION: **Exempt Review**

Project Title The impact of Culture Shock on Motivation and Identity in L2 Learning

Advisor James Robinson

The Institutional Review Board has reviewed your protocol to conduct research involving human subjects. Your project has been: **APPROVED**

PI is requested to submit letter of support from Graduate studies, to IRB, before the initiation of participant recruitment through that source/agency. They are also required to inform IRB if there are modifications made to the recruitment process.

Please note the following important information concerning IRB projects:

- The principal investigator assumes the responsibilities for the protection of participants in this project. Any adverse events must be reported to the IRB as soon as possible (ex. research related injuries, harmful outcomes, significant withdrawal of subject population, etc.).

- For expedited or full board review, the principal investigator must submit a Continuing Review/Final Report form in advance of the expiration date indicated on this letter to report conclusion of the research or request an extension.

- Exempt review only requires the submission of a Continuing Review/Final Report form in advance of the expiration date indicated in this letter if an extension of time is needed.

- Approved consent forms display the official IRB stamp which documents approval and expiration dates. If a renewal is requested and approved, new consent forms will be officially stamped and reflect the new approval and expiration dates.

- The principal investigator must seek approval for any changes to the study (ex. research design, consent process, survey/interview instruments, funding source, etc.). The IRB reserves the right to review the research at any time.

If we can be of further assistance, feel free to contact the IRB at 320-308-4932 or email ResearchNow@stcloudstate.edu and please reference the SCSU IRB number when corresponding.

IRB Chair:

Dr. Mili Mathew
Chair and Graduate Director
Assistant Professor
Communication Sciences and Disorders

IRB Institutional Official:

Dr. Claudia Tomany
Associate Provost for Research
Dean of Graduate Studies

OFFICE USE ONLY

SCSU IRB#: 2017 - 2624	Type: Exempt Review	Today's Date: 3/9/2021
1st Year Approval Date: 3/7/2021	2nd Year Approval Date:	3rd Year Approval Date:
1st Year Expiration Date:	2nd Year Expiration Date:	3rd Year Expiration Date:

Appendix E: Letter(s) of Consent

The impact of Culture Shock on Motivation and Identity in L2 Learning

Consent to Participate

You are invited to participate in a research study about Culture Shock and its impact on Motivation and Identity in L2 learning.

If you agree to be part of the research study, you will be asked to complete 2 surveys and an Interview. The surveys consist of 8 demographic questions and 3 English learning motivation questions. The interview consists of 10 questions related to Culture Shock, Motivation, and Identity. The interview will take place over Zoom and will be recorded and later transcribed to gather/document data.

Benefits of the research include adding to the field of study related to Culture Shock and its impact on different aspects of language learning. It will also serve as a means for students to share their experiences and hopefully determine ways to better support students experiencing effects of Culture Shock.

There are no perceived risks and discomforts by participating in the study.

Data collected will remain confidential. Participant data will be referenced using an alphanumeric code, resulting in the participant's name not being used and their identify being protected. During the interview you may refuse to answer any questions.

Participating in this study is completely voluntary. Your decision whether to participate will not affect your current or future relations with St. Cloud State University, or the researcher. If you decide to participate, you are free to withdraw at any time without penalty.

If you have questions about this research study, you may contact Thomas Abbey at teabbey@go.stcloudstate.edu or faculty advisor James Robinson at jhrobinson@stcloudstate.edu. Results of the study can be requested from the researcher or obtained after thesis completion from the St. Cloud State University Repository.

Your signature indicates that you are at least 18 years of age, you have read the information provided above, and you have consent to participate.

Signature

Date