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**Investigating the Linguistic And Cultural Challenges Facing  
Sub-Saharan Students in Algerian Universities A Case Study of  
Sub-Saharan Students of English at Biskra University and Batna University**

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# *Dedication*

*My dissertation is dedicated to:*

*The soul of my father; my lovely king, my inspiration, may he rest in peace,*

*My mother for her encouragement, overwhelming love and*

*patience to complete my research work,*

*My brothers and sisters for their faith in me and their support,*

*My nephews and nieces,*

*My extended family,*

*All my friends and all beloved relatives,*

*My teachers and classmates at the University of Biskra,*

*I hope my efforts make you proud of me.*

*I love you all*

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Thank you all.

## *Abstract*

The present study explores the linguistic and cultural challenges that face Sub-Saharan students of English, from Mali, Niger, Chad, Zimbabwe and Zambia, studying in the English Division at the University of Biskra and the University of Batna 2. The purpose of this research work is to investigate the linguistic and the intercultural difficulties encountered by those students during their academic years. It used a mixed-method approach comprises quantitative and qualitative data. The collected data is represented in a questionnaire and an interview used to survey their viewpoints by administering them to Sub-Saharan students in order to find more information about their circumstances and experiences while studying in Algeria. Furthermore, in order to be accurate in our inquiry, we administrated students' questionnaire to two universities in order to involve more participants in which we surveyed 17 sub-Saharan students. furthermore, we followed up the questionnaire by an interview distributed only for five students from both universities. The research results revealed different views about linguistic and intercultural difficulties that served our study which were in favor of the hypothesis. The obtained results from the analysis of both questionnaire and interview showed that most students found it difficult to integrate and accommodate at university in terms of language barriers and intercultural differences. Finally, the current study concluded with some recommendations and suggestions for decision makers and participants (government and administration) to overcome these difficulties that are faced by Sub-Saharan students at the English Department.

**Key words:** Sub-Saharan students, English, linguistic challenges, intercultural difficulties.

## *List of Abbreviations*

- 1- CLD: Cultural and Linguistic Diversity.
- 2- H/LCC: High and Low Context Culture.
- 3- L1: First Year Licence.
- 4- L2: Second Year Licence.
- 5- L3: Third Year Licence.
- 6- LP: Language Power.
- 7- LD: Language Distribution.
- 8- LPP: Language Planning and Policy.
- 9- M1: Master One.
- 10- M2: Master Two.
- 11- MKBU: Mohammed Kheider Biskra University
- 12- SSA: Sub-Saharan Africa.
- 13- US: United States.
- 14- UK: United Kingdom.

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**GENERAL  
INTRODUCTION**

## **1. Background of the study**

For centuries, foreign students have travelled to different target Universities around the world in order to finish their higher studies at several specialties. A number of studies and researchers confirmed that recently, almost 2 million foreign students study outside their home countries and the number would increase to 8 million by 2025.(Philip G.Altbach.2010).Foreign learners including African students faced a number of difficulties during their years of study across boundaries universities mainly in Algerian universities. Hence, researchers started to study these difficulties mentioning the linguistic and intercultural.

Hong Xiao and Eleni Petraki made an investigation of Chinese students' difficulties in intercultural communication and its role in ELT (English Language Teaching), they focused on the difficulties encountered by Chinese students while interacting with students from other countries. The data tools used were questionnaires and interviews. The results founded that the difficulties appeared in the lack of knowledge of intercultural of communication, cultural chock, differences in non-verbal communication and politeness strategies. As for the intercultural communication, Inlusteg and Koester stated (2003: 49-51) "symbolic process in which people from different cultures create sharedmeaning".

culture shock is one of the intercultural difficulties faced by African students. It is defined as "precipitated by the anxiety that result from losing all our familiar signs and symbols of social intercourse". (Samovar & Porter, 2004:295; cited in Oberg, 1960. As cited in Hong Xiao & Eleni Petraki, 2007).

Moreover, the linguistic difficulties faced by the African students may rise in language problems; they are attributed to fail in such interaction beside the poor pronunciation, because they are non-native speakers and low proficiency as another difficulty. In addition, Sub-Saharan students face the homes sickness, acculturation, and language ability during their academic career in the Algerian universities, which affect their production. (Colleen Ward & Antony, 1991).

## **2. Statement of the Problem**

Around Africa a remarkable number of Sub-Saharan students are travelling by scholarships to complete their higher studies mainly in the Algerian Universities. The sub-Saharan students can come from diversity of languages and cultures totally different from the Algerian context. As a consequence it makes them face a number of difficulties and in front of certain challenges in their academic studies. These difficulties were barriers for the Sub-Saharan students while studying in the classroom or outside in communication.

Furthermore, this study aim to investigate such difficulties faced by sub- Saharan students in Algerian universities in form of language problems as linguistic challenges and culture shock as an intercultural challenge as well as the strategies used to overcome thesedifficulties.

## **3. Research Questions**

This research study aims to answer the following questions:

- 1- What are the difficulties Sub-Saharan students faced in their academic studies in the AlgerianUniversities?
- 2- How do the linguistic challenges affect the Sub-Saharan students' education and how the intercultural ones influence them in their academic career?
- 3- How can the Sub-Saharan students overcome both linguistic and intercultural challenges?

## **4. Research Hypothesis**

- 1- The difficulties Sub-Saharan students face in the Algerian universities are linguistic andintercultural.
- 2-The linguistic challenges affect the Sub-Saharan students' education appears in language problems, methods of teaching that are used to teach.
- 3- The Sub-Saharan students can overcome their linguistic and intercultural difficulties in the Algerian universities by providing them with different courses about Algerian languages and cultures.

## **5. Research Aims of the Study**

The contribution of this research work aims to:

### **5.1 General Aim**

Investigate the difficulties of Sub-Saharan students in the Algerian Universities.

### **5.2 Specific Objectives**

Exploring Sub-Saharan student's opportunities for learning English and the Algerian academic institutions and local traditions in order to overcome linguistic challenges. Different courses about the culture of Algeria to raise their cross-cultural awareness.

## **6. The Significance of the Study**

Our study is significant because of the lack of information and research in this scope, which is relevant to improving higher education quality teaching and learning.

Moreover, the main purpose of this study is to explore the difficulties that face foreign learners' mainly Sub-Saharan students in the Algerian Universities.

## **7. Research Methodology**

### **7.1 The selection of the Method**

The current research study will intend to use the mixed method as an approach to gather information for this study, beside using both qualitative and quantitative analyses within the data that we aim to investigate about the difficulties of Sub-Saharan students in Algerian Universities.

### **7.2 The Research Design**

The study designed to be descriptive to spot the light on the challenges and difficulties that face the African students in Algerian Universities

### **7.3 The Data Collection Method**

The data collection method for this study will be based on questionnaire and interview in which they will be used to gather data and information about the participants in order to obtain the needed information about the Sub-Saharan students' difficulties and challenges in Algerian Universities and the strategies that will be used to overcome these difficulties during their academic years.

### **7.4 The Population and Sampling**

The population of study will be Seventeen (17) of the Sub-Saharan students of English division in Algerian Universities mainly at Biskra University and Batna 2 University. The aim is to investigate the perceived difficulties and challenges by African learners in Algeria.

## **8. Delimitation of the Study**

The main focus of this study is to highlight the difficulties faced by Sub-Saharan Students in their academic years of study at Algerian Universities, which means finding the main challenges faced by different African participants. It was difficult to communicate with them and confusion between using English or French. the limited time, also travelling between the two Universities.

## **9. Structure of the Dissertation**

The dissertation is divided into two main parts: the theoretical part which includes two chapters and practical part with one chapter.

Chapter one includes a literature review about the Linguistic Diversity in Algeria, English Language Teaching (ELT), the international students in Algerian universities, and the African learners as English students.

Chapter two will tackle a set of definitions concerning language mastery and its differences as well as culture shock and variations. In addition to that, we will deal with several competences namely, linguistic and intercultural competences.

Chapter three: the practical part includes the analysis and the results of all the data

## **[GENERALE INTRODUCTION]**

gathering tools. Moreover, African students' questionnaire answers are presented besides the interview analysis also presented.



# **Chapter One**

**An Overview about Linguistic  
Diversity and Multilingualism**

## **Introduction**

It is generally known, and assumed that, in order to communicate and to express ourselves, ideas and feelings we need a combined system that distinguishes us as human being which is named the language. In a simple sense, language is a system of communication that is studied by a discipline called linguistics.

Linguistics has been defined differently by several linguists. In the same regard, linguistics is usually defined as the science that studies a language or languages. In a narrow scope, the study of language use and usage in a specific society or in global scale is called sociolinguistics which deals language in relation to society. The latter means that language is so complicated when it is used in reality by a society or different countries where new accents, dialects and even languages emerge and interact to create a bilingual and multilingual society.

Moreover, in a multilingual society and multicultural nation there is a need to make language planning and policy as a priority in order to promote harmony within the same nation where linguistic diversity is dominant. In this chapter, we will review the history of languages as well as social or cultural influence that shape the development of the language and how the members of the same society interact with each other.

### **1.1 Linguistic Diversity**

The concept of multilingualism and linguistic diversity have a number of contradictory views about their accurate definition as linguistic diversity has become an interesting topic in linguistic research since we are living in a multilingual world and more than seven thousand languages around the globe are spoken and scholars and sociolinguists have put forward several definitions and explanations. For instance, Carty and Chen (2014) define linguistic diversity as “unevenly distributed across populations and regions. As noted in Austin 2008 (cited under General Overviews), 96 percent of the world’s languages are spoken by just 4 percent of the world’s people” which means that the world became multilingual because of the diversity of dialects and languages. Furthermore; piller (2016,p.2) stated “ linguistic diversity is associated with a range of social ills and seen as something that needs to be contained, possibly even something to be fearful of”. All in all the concept of linguistic diversity is how societies

## **CHAPTER ONE: AN OVERVIEW ABOUT LINGUISTIC DIVERSITY AND MULTILINGUALISM**

are organized and structured and how many languages are spoken within one society, consequently; became a bilingual society.

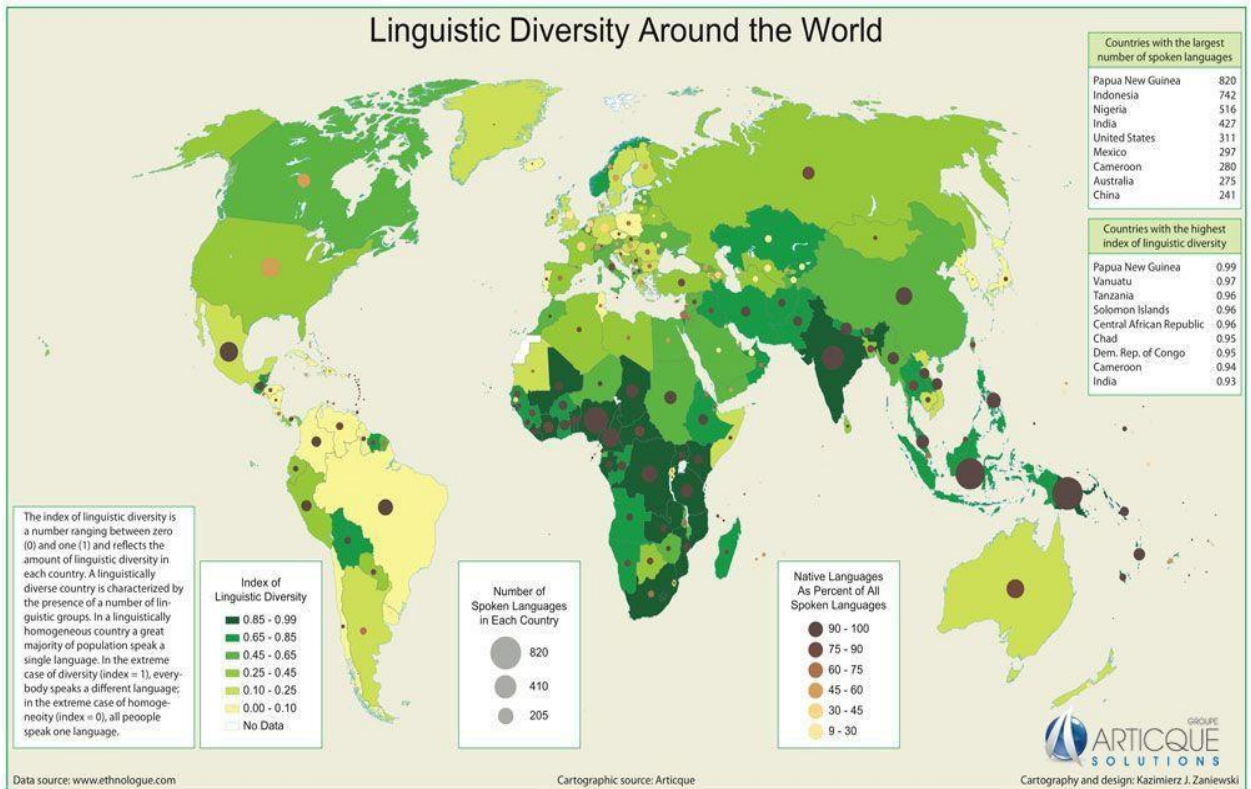
### **1.1.1 Linguistic Diversity in the World**

On global scale, there are approximately 7000 languages spoken around the world. Despite this diversity, the majority of the world's population speaks only a fraction of these languages. The most spoken languages in the world according recent studies are Mandarin, Spanish and English. The latter three languages are spoken by more than 1.5 billion people. This variety of languages represents clearly linguistic diversity in most of the countries. In the same vein, linguistic diversity has been defined differently by authors and linguists as follows:

Starting by, Martin (2009) explained the reason behind linguistic diversity in his book (Language Disabilities in Cultural and Linguistic Diversity 2009) as “due to indigenous language diversity transplanted in culturally and linguistically diverse communities, or due to movement of people driven by a variety of reasons”. In other words, the linguistic diversity is a result of the diversity of languages and cultures among people in the same settings. Moreover, Zaniewski Oshkosh & (2017, p. 29) argued at the level of linguistic diversity of each country that “The index of linguistic diversity is a number ranging between 0 and 1, i.e. a country where many different languages are spoken will have an index closer to 1, while a country where very few different languages are spoken will have an index closer to “0” which means that it is possible to find a person in one country speaks several languages.

The following map shows the linguistic diversity around the world:

**CHAPTER ONE: AN OVERVIEW ABOUT LINGUISTIC DIVERSITY AND MULTILINGUALISM**



**Figure 1.1: Linguistic Diversity around the World (Adapted from www.ethnologue.com)**

As a result of the linguistic diversity many languages are classified as the mostly used and as the less used. The status of languages in any country is categorized as in the following:

### 1.1.2 Language Power

As it is known when the term “power” is used usually it is about a power of man over another man in terms of money of authority...etc. For current study the word “power” is used to consider a language as a powerful language over another language. The act of giving a language the title of powerful language and a rank, it needs a number of conditions and opportunities as suggested by Chan (2016) which are summarized in five conditions for an influential language around the world namely as follows:

- 1) **Geography:** The ability to travel from one region and spread in widerplaces.
- 2) **Economy:** The ability to participate in aneconomy.
- 3) **Communication:** The ability to engage indialogue.
- 4) **Knowledge and media:** The ability to consume knowledge andmedia.
- 5) **Diplomacy:** The ability to engage in internationalrelations.

**CHAPTER ONE: AN OVERVIEW ABOUT LINGUISTIC DIVERSITY  
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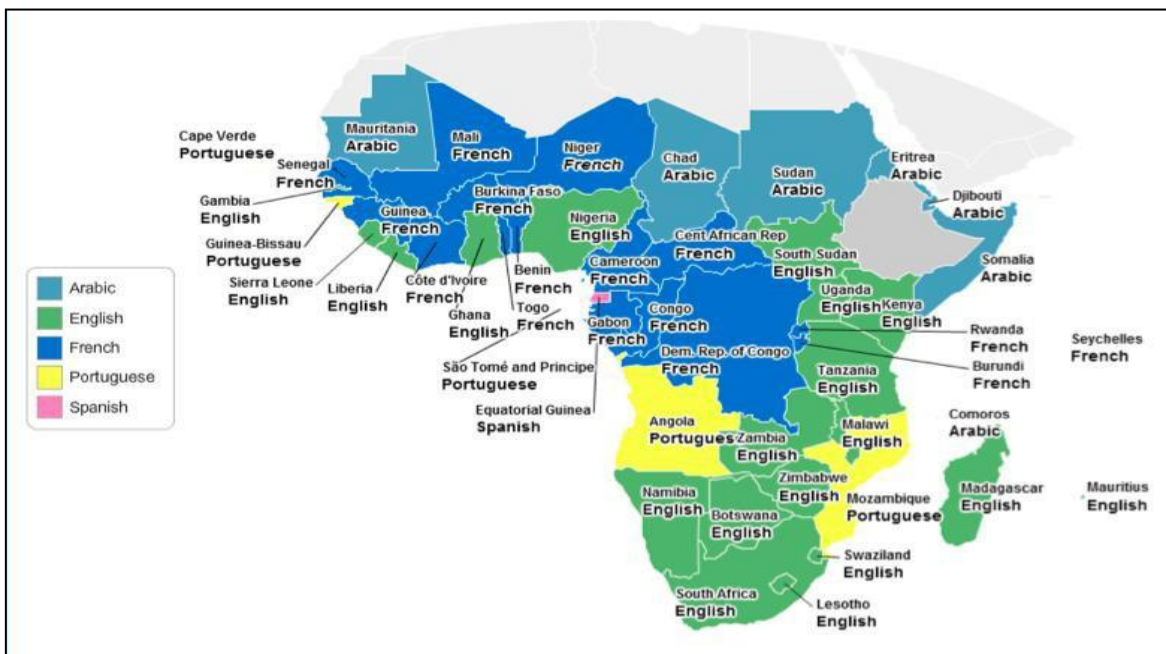
Whenever a given language fulfills the above conditions it is classified as a powerful language rather than the other languages.

Johannes Weiß & Thomas Schwietring (2016) explained the power of language as “a matter of instrumentalization of language for the purpose of exercising power” which means that the command of language by powerful nations makes it powerful besides the way of speaking it will expand to a wide political status. The power of language can appear in some factors such as money and possession of weapons.

**1.1.3 Language Distribution**

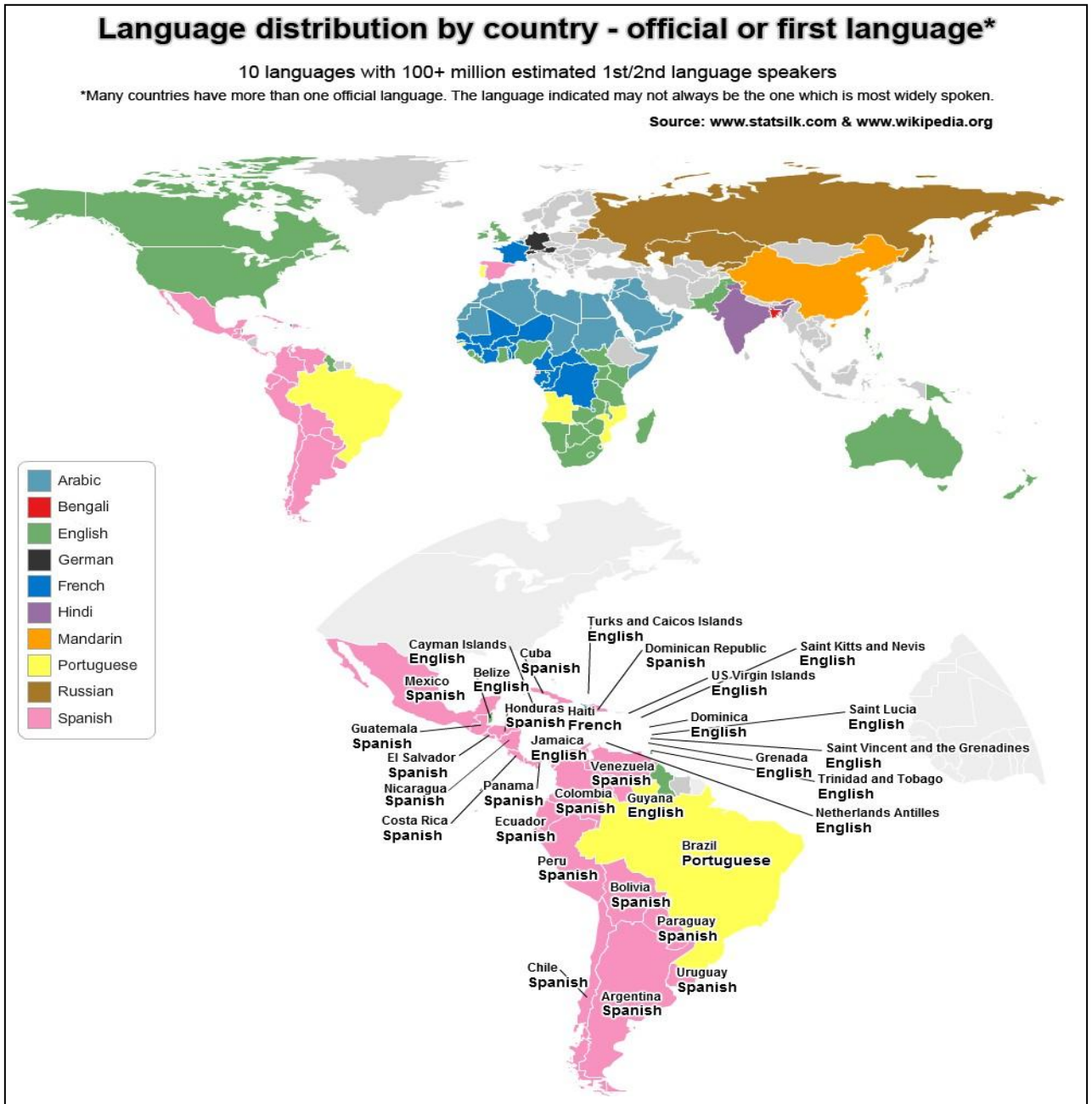
Language is characterized not just by the number of speakers, but also by its distribution and its use in international organizations as well as diplomatic relations.

Language distribution is explained by Humberto (2011), as priority is given to how face-to-face interaction draws on multimodal activity or languaging. This means that people gain appropriate number of knowledge and skills to participate in different activities and tasks.



**Figure 1.2: Distribution of languages in Africa**

**CHAPTER ONE: AN OVERVIEW ABOUT LINGUISTIC DIVERSITY  
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**Figure 1.3: Language Distribution by a Country around the World**

**1.1.4 Language Planning and Policy**

The theory of ‘language planning and policy’ emerged in the late 1950s within the field of sociolinguistics to solve practical problems of the language. According to Ricento (2006, p.11) explained the following after all, LP is not an exercise in philosophical inquiry; it is interested in addressing social problems which often involves language”.

## **CHAPTER ONE: AN OVERVIEW ABOUT LINGUISTIC DIVERSITY AND MULTILINGUALISM**

Language planning and policy has a various definitions. Starting by Joshua Fisherman (1989,p.79) defined as "the organized pursuit of solutions to language problems". That is to say is that to find practical solutions to language problems as the main aim of PLL.

The concept of language planning and policy LPP is best expressed and explained by Gould(2013):

"language policy is understood as an expression of the ideological measures and regulations to modify the linguistic environment at the societal level, and language planning is the actual implementation of this policy, usually undertaken by political, social or linguistic institutions to solve problems related to language or communication, with the effect of influencing or changing behaviors and attitudes toward language" (pp.41,42).

Language planning and policy is a deliberate effort to influence the function, structure or acquisition of languages within a speechcommunity.

### **1.2 Linguistic Diversity in Africa**

Africa defines as the most linguistically diverse continent in the planet. It has more than 6,000 languages. The most frequent languages that are commonly used are: English, Arabic, French, and Swahili. That is to say "There's been a lot of time for cultural diversity, linguistic diversity, and genetic diversity to accumulate in Africa". According to Jonathan Loh, an investigator for Tarralinguo, claimed that "Languages evolve so much faster.

Cultural evolution is so much faster than biological evolution". From this saying, Jonathan Loh found that it is not necessarily a correlation between Africa's genetic and linguistic diversity.

Only 13% of languages are African compared to More than 60% of the Oceanic languages are endangered. African languages are not going to be increased since there is a refuse for the development in relation to the European model. Consequently, in order to conserve Africa'sdiversity of languages. These languages are being studied, mapped, and measured.

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According to the Ethnologies' Geographical Distribution of Living Languages (2000), cited in by two editors Marlis Hellinger and Anne Pauwels (2007 ) confirmed that : "there are 2,058 languages spoken in Africa. This is about 30 % of the world's total of 6,809 living languages. Thus, while Africa holds 13 % of the world's population".

### **1.2.1 Languages of Africa**

The most three large language families of African spoken languages are namely: Afro-asiatic, Nilo-Saharan and Niger-Congo, Starting by:

#### **1.2.1.1 Afro-Asiatic Languages**

It is a combination of (Afro-Asiatic) There are approximately 375 Afro-asiatic languages spoken by over 400 million people mainly by: North Africa, the Horn of Africa, Western Asia and parts of the Sahel. The main subfamilies of Afro-Asiatic are Berber, Chadic, Cushitic, Egyptian and Semitic. As a conclusion for this, Afro-Asiatic has the longest written history, as both the Akkadian language of Mesopotamia and Ancient Egyptian are members.

#### **1.2.1.2 Nilo-Saharan Languages**

Consists of hundreds of diverse languages. Some of the better known Nilo-Saharan languages are Kanuri, Fur, Songhay, Nobiin and the widespread Nilotic family, which includes the Luo, Dinka and Maasai. To sum up, The Nilo-Saharan languages are tonal.

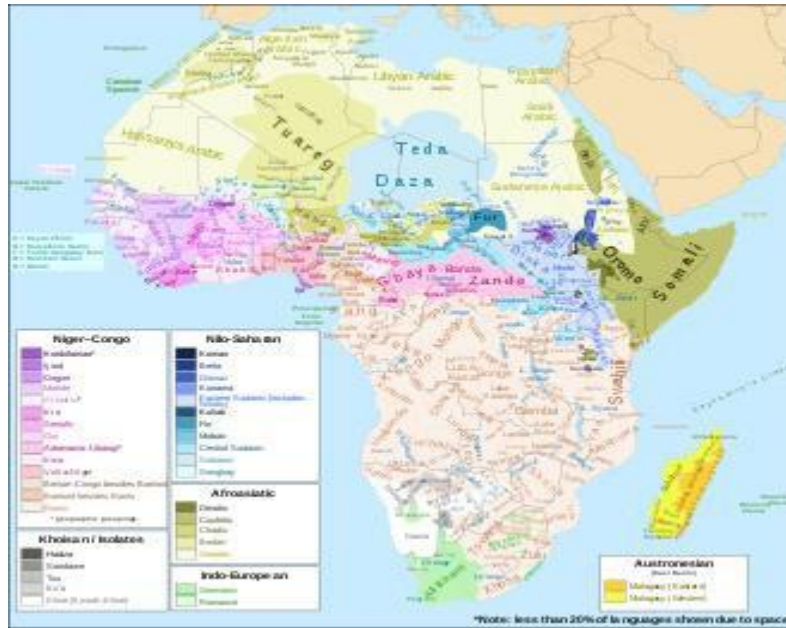
#### **1.2.1.3 Niger-Congo languages**

The Niger–Kordofanian language family was proposed by Joseph Greenberg in 1950s. The Niger-Congo languages contain the largest African spoken languages. A large majority of languages of this family are tonal such as Yoruba and Igbo, Ashanti and Ewe language. A major branch of Niger-Congo languages is the Bantu phylum, which has a wider speech area than the rest of the family.

The following map shows the traditional families, subfamilies and major spoken languages in Africa:



**CHAPTER ONE: AN OVERVIEW ABOUT LINGUISTIC DIVERSITY AND MULTILINGUALISM**



**Figure 1.4: Subfamilies and Major Spoken Languages in Africa.**

### **1.3 Linguistic diversity in sub-Saharan countries**

Sub-Saharan African countries are an enormous area geographically. It occupies the bulk of the African continent and consists of 45 countries. The populations of Sub-Saharan countries represent a wide range of ethnic, culture and linguistic diversity. The diversity of languages within the individuals of Sub-Saharan African countries characterized it by more than 27,000 languages confirmed that by Katelin and Buzasi (2012) “that contains not only the ethnicity and home language but also the additional languages of more than 27,000 individuals in 20 sub-Saharan African countries.

Furthermore; according to Adebija (1994) claimed that “over 1,700 languages are used in Sub-Saharan Africa and very little institutional attention is given to most of these...in fact, Nigeria alone has between 450 and 500 languages”. Which means that Sub-Saharan countries are famous with a variety and diversity of languages. For instance, the Niger-Congo language family, spoken in the largest part of Sub-Saharan Africa, is the largest language family by over 1,500 languages. For instance, Nigeria has between 400 and 500 languages with population of 88.5 million. However; “the majority of Nigerians are Yoruba, Igbo or Hausa with the groups representing 21%, 18%, and 29% of Nigeria’s population respectively. The aforementioned groups also each speak different native languages, Yoruba, Igbo, and Fulani, all Niger-Congo languages”, Pereltsvaig

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(2001) consequently; Nigeria is one of the major linguistically diverse Sub-Saharan African countries.

Unlike Nigeria, Kenya has also a diverse of languages but only with two official languages namely Swahili and English and six different languages. However; “not all members of Kenya know either or both languages and most Kenyans prefer to speak their mother tongue”.(Pereltsvaig 2011). Which means that:

“Although Swahili is not the native language for most Kenyans, the Kikuyu language (with the Kikuyu people being the largest individual ethnic group in Kenya) is also a Bantu language. Furthermore, a significant minority of ethnic groups in Kenya have native languages that are not Bantu or even Niger-Congo, but instead Nilo-Saharan languages or Afro-asiatic languages. As a direct result of Kenya’s language policy, speakers of Bantu languages, which are similar in structure to Swahili, generally speak better Swahili providing a distinct advantage in professional circles.” (Pereltsvaig 2011)

As a result Sub-Saharan countries are just a nation that compromises eleven official languages beside native languages. Moreover; the status of English language is considered as a lingua franca in different fields such as: education, politics.

#### **1.4 Linguistic Diversity in Algeria**

Algeria is a multilingual country with a population that can speak more than two languages. Berber language was the dominant before the Islamic conquest, and the Arabic language by the spread of Islam. Djabri (1981) provided that:

“As far as language is concerned, before the Islamic conquest (Fath), the Berber was the dominant dialect of the Algerian population. It was in the eight century when Islam started to spread in the country and Arabic as a language went hand in hand within the Algerian belief. This strong desire to accept both Islam and Arabic was due to the benefit which Islam brought with it, such as freedom and social justice and progress”. (F.L.N.,1964).

For the recent years, the two The two official languages in Algeria are Modern Standard Arabic and Tamazight (Berber). According to Elisha Sawe (2017)pointed that

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“The constitutional amendment on May 8, 2002 made Berber a national language of Algeria. More than 99% of Algerians have Berber and Algerian Arabic as their native languages. About 73% of the country's population speaks Algerian Arabic while 27% speak Berber. The Algerian government also uses French as do the media and schools”.

This diverse of languages made Algeria as linguistic diverse country. Although Arabic was the language of most population in Algeria; it was not the language spoken by immigrants in it supporting that by a quotation declared by the author Elisha Sawe (2017):

“The main immigrant borrowed from Tuareg languages, Tamajaq, and Tamasheq”. Language in Algeria is the Dawsahak Language. This language is part of the Songhay linguistic family, and it is a native tongue of the pastoralist Idaksahak of Mali. The language’s structure has heavily.

In addition to linguistic diversity of languages in Algeria. This later adopted also foreign languages as another linguistic diverse to be spoken by its citizens such as French and English claimed by Elish Sawe (2017):

“French was introduced in the country during the French occupation, and although the government has tried to stop the language, it is still widely used. Algeria is recognized as the second largest Francophone nation in regards to speakers. English is also taught in Algerian schools, and there have been calls to replace French in the education curriculum with English since the latter is the ‘language of science”.

The following table shows the different types of languages spoken in Algeria and how they are classified according to their usage and importance:

<b>Rank</b>	<b>Type</b>	<b>Language/s</b>
<b>1</b>	Official languages	Literary Arabic, Tamazight (Berber)
<b>2</b>	Vernaculars	Algerian Berber, Algerian French
<b>3</b>	Main immigrant languages	Dawsahak

**Table 1.1: Languages are spoken in Algeria.**

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Moreover; Mostari (2005) pointed out that there were four languages spoken by Algerian citizens regards to Tamazight which shows that Algeria is a linguistically diverse country “ as regards Tamazight in particular. Four languages are spoken in one way or another by Algerians: classical Arabic the official language, Algerian Arabic spoken by almost all Algerians, French and Berber.”

### **1.5 The Concept of Multilingualism**

Without a language we may not be able to learn, human beings cannot interact or communicate together, so that language is a crucial need, speaking one language within one society called a monolingual society, however; if the society uses more than one language it becomes multilingualism.

This later defined a lot by scholars such as Auer, Wei (1967) “ was considered to be the consequence of some kind of disturbance in the ‘language order’, such as migration, or conquest, which brought language systems into some kinds of unexpected and ‘unnatural’ contact with one another”. Depending on the definition, multilingualism becomes world’s phenomenon and we found that a hundred of languages in one single society.

### **1.6 International Students**

In recent years, a remarkable number of across borders students went over their home countries to continue their higher studies. These students are not immigrants or refugees but they are international students. Supporting this view UNESCO defined these international students as “as an individual who is enrolled for credit at an accredited higher education institution in the U.S. on a temporary visa, and who is not an immigrant (permanent resident with an I-51 or Green Card), or an undocumented immigrant, or a refugee.”

In the same line about international students, Walker (1999) argued that “have never been other than a minority interest to academics”. She also claimed that the subject of international students was only related with the “bleeding hearts” welfare lobby, but nowadays the interest in international students was only marketing research (Walker, 1999, p.7 cited in Wu, 2008).

### **1.6.1 International Students in United States (US):**

As an example, the U.S became a special popular country for international students mainly after the World War 2 Wang (2004). A research carried out by the Institute of International Education (IIE); there were 452,635 international students in the United States during the 1994-1995 academic year. In addition by the same Institute a study pointed out that there were over 572,000 international students enrolled at United states colleges and universities during the academic year 2003/2004 (Wenli Wu2008).

Supporting the same view; recent studies reported by Park, Zong and Batalova (2018) showed that the United States is the choice country for international students. Hence; there were about 1.1 million of the 4.6 million enrolled worldwide in 2017. As a result, the United States is the best destination for international students in terms of its quality of higher education as well as acceptances of different culture.

### **1.6.2 International Students in United Kingdom (UK)**

The United Kingdom (UK) is the another top destination for the overseas students. According to official international enrollment statistics, there were 458,490 foreign students at UK universities. Furthermore; According to a report from the British Council (internal use for ECS member institutions 2002/3), there were about 163,820 'other overseas students'.

According to (Makepeace, 1989; McNamara & Harris, 1997) cited in Wenli Wu (2008) the common reasons behind the growing number for the international students can be listed as:

- 1) The attraction of an internationally recognized qualification to enhance.
- 2) Career prospects.
- 3) The opportunity to gain a window on another culture.
- 4) Greater international mobility and emigration prospects.
- 5) The desire to gain fluency in the English language.
- 6) The wish to obtain qualifications unobtainable in their own countries.

### **1.6.3 International students in Algeria**

Besides the two top destinations mentioned above for international students, Algeria has become one of the most or attractive northern African country for across borders students to fulfill their higher studies. The moderate climate is one of the main reasons for international students to study in Algeria followed by its high quality of education supporting this view by the site of “Edararabia.com”:

“Algeria’s rich heritage is proof of great culture that the country has been a part of with over 60 education institution in the country, Algeria offers diverse options for international students... it is considered to be a prime source of quality education in the MENA region, welcoming around 750.000 international students annually.”

### **1.7 Sub-Saharan Students**

Sub-Saharan Africa (SSA) is about 740 million citizens, with 200 public universities, a speedy growth number of private higher education institutions. The reason behind this rapid increasing is the significant attention given to the issue of quality at the tertiary level. (Nicoles Materu 2007).

### **1.8 The English Language**

It is commonly known that the English language is considered as an international language that is spoken by approximately 450 million people around the World. Although the language is the same, but it differs between its speakers in terms of pronunciation, spelling, grammar, and vocabulary which lead to ask to what extent can these people considered to speak English (Horobin 2018).

Moreover; since English language is a universe language that is spoken by not only its native speakers. Burchfield (1994) pointed out that:

“English is the most widely spoken language in the world, with significant numbers of native speakers in almost every major region...in such an understanding of the nature of English can be claimed unambiguously to be of World-wide importance.”(p:15)

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Agreeing with the above, Fishman(1979) argued that “not only is English is still spreading but only it is even being spread by non-English mother tongue interests” that is to say that English language is widely spread by non-native speakers of it.

### **1.9 The Origin and the History of English Language**

In crystal and Potter article, England is the original country for English language and the dominant language in United Kingdom (U.K), United States (U.S), Canada and Australia...Etc. in addition, English is an official language for many countries such as India, Singapore and some Sub-Saharan Africa countries.They also pointed out about the origin of English belongs to “to the Indo-European family of languages and is therefore related to most other languages spoken in Europe and western Asia from Iceland to India.”

#### **Conclusion:**

The first theoretical chapter entitled as linguistic diversity and multilingualism. We presented an overview on definition in linguistic diversity and examples about it such as linguistic diversity in Africa, in Sub-Saharan countries and in Algeria. Followed by defining the concept of multilingualism. Also, a general description of international students in the world, in US, UK as examples and we highlighted some ideas about African students. Followed by Sub-Saharan students studying in Algeria. Ending with a review of literature about The English language by different authors and briefly stated its origin.

# **CHAPTER TWO**

## **Culture Shock and Intercultural Competences**



## **Introduction:**

The current literature review presented in chapter two contains different concepts to be explained in more detail. Therefore, this theoretical review chapter looks at literature that is concerned with language mastery and differences. Moreover, culture shock and differences will be discussed. In addition, we aim to spotlight on the concept of competence and its types such as: language competence, linguistic competence, intercultural competence.

## **2.1 Concept of Culture**

Cortazzi and Jin (1999) and Kachru (1999), the concept of culture defined differently in different disciplines. For instance, Taylor (1871) stated that "culture or civilization, taken in its wide ethnographic sense, is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society". Correspondingly, Kneller (1965) defined culture as "the 'total shared way of life of a given people, comprising their modes of thinking, acting and feeling, which are expressed, for instance, in religion, law, language, art, and custom, as well as in material products such as houses, clothes, and tools'" (Kneller 1965, p. 4).

Depending on what mentioned above by Kneller and Tylor (1971), culture refers to ways of people's everyday life, thinking, as well as their feeling and acting.

Although the two scholars did not comprise music, art or literature within culture. To some extent, Brooks (1964) included the historical shifting of culture's meaning. He declared that "... at heart it bears the simple domestic notion of growth in animals and plants. It was long ago extended by metaphor to apply to persons subjects to education and training, and in the nineteenth century it was recognized as bearing not only the absolute meaning of refinement of mind, taste, and manners in an individual, but also of intellectual attainments, especially as exemplified in the relics of artistic endeavor, representing whole phases of a civilization" (p. 83).

Furthermore; Brooks (1964) mentioned that in the twentieth century, another meaning has given to culture by the social scientists stating that "the sum of all the learned and shared elements that characterize a societal group" (p. 83).

Moreover, Tornalin and Stempleski (1993) mentioned that “culture with a Capital C” as “the achievement culture” refers to literature, music, art and history...etc. whereas; “culture with a small c” as the “behavioral culture” refers to everyday people’s lifestyles. Consequently; depending on Tornalin and Stempleski’s culture dimension. The surface culture is the small “c” and the deep culture is the big “C”.

Down (1971:73) suggested that culture “is a system of symbols shared by a group of humans and transmitted to upcoming generations”. Another definition given to culture by Barnow as a heritage expressed via behavior “a culture is a way of life of a group of people, the configuration of all of the more or less stereotyped patterns of learned behavior which are handed down from one generation to the next through means of language and imitation” (1973:6).

To support the above, Tornalin and Stempleski (1993) claimed that culture contains two meanings namely “achievement culture” and “behavioral culture” other scholars like Guirdham (1999) called culture by “surface culture” and “deep culture” which means that :

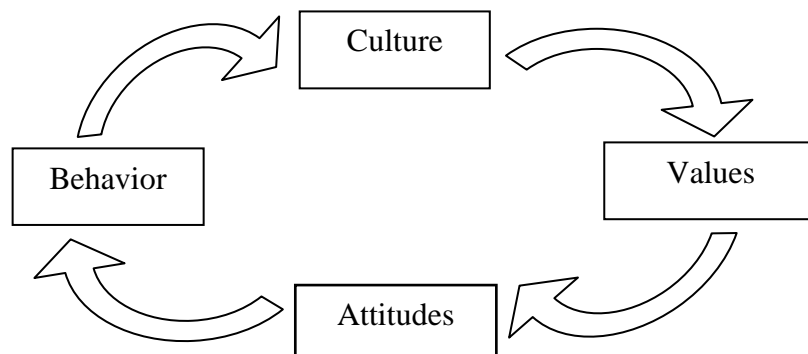
“Surface culture consists of the things which are obviously different to visitors to a foreign country- differences in dress, things people eat or their music, gestures and artefacts plus more subtle things such as norms and roles. The elements of surface culture can be summarised as its shared symbols” (p:48).

By contrast to surface culture, Guirdhan (1999) defined deep culture as “the hidden part that cannot be accessed directly by the human sensory organs. It is 'any of the customs, world view, language, kinship systems, social organisation and other taken-for-granted day-to-day practices of a people which set that group apart as a distinctive group. Deep culture is not only hard for outsiders to see, it is also a fluid, multidimensional process and a woefully complex, maddeningly dynamic phenomenon that does not lend itself easily to casual analysis” (Guirdham, 1999, p. 50).

In the line with; culture is “learned meaning system” that contain a shared set of traditions, values ,beliefs...etc. by an interaction between the members of a community as well as inherited from one generation to another.( Ting-Toomey 1999 ).

Furthermore, Janach (2000) defined culture from two different senses. Starting by the wider sense, certain group of people's behaviors, attitudes and values. Next, from the narrow sense, culture is something regular and unconscious that occurs with us without thinking on it.

The following figure suggested by Janach (2000) shows the influence of culture on behavior:



**Figure 2.1: Influence of Culture on Behaviour adopted ( Janah, 2000).**

## **2.2 Cultural differences**

Another problem which appeared within the concept of culture is that culture is not uniform or universal. We can find different cultures between different countries.

Eventhough, within the same country culture differences appeared between regions, national group even between individuals. The following are some culture differences that exist in the cultural dimension.

### **2.2.1 Individualism and Collectivism at a cultural Level**

According to Hofstede (1990) identification of the major four cultural dimensions namely: individualism, collectivism, power distance, uncertainty avoidance, and masculinity-femininity. But individualism and collectivism are the most powerful that may provide us with an overview on how culture influence behaviors.

Individualism refers to a disposition to value the individual identity higher than the group identity. While communicating, Individualism emphasises on personal goals over group goals. By contrary, collectivism refers to a disposition to value “we” instead of “I”. And it stresses group goals rather than individual ones (Ting-Toomey, 1994). In individualistic culture, it emphasises on individual’s separateness and uniqueness and tends to be independent self-construal (Aaker & Maheswaran 1997). In collectivist cultures, it emphasises on social connectedness with group relations and expected to have an independent self-construal (Singelis 1994).

### **2.2.2 High context culture- Low Context Culture:**

The description of culture's style of communication was defined by Hall (1970) as High-context culture. In addition, high and low context culture (H/LCC) continuity focuses on communication behavior of the individual (Hall, 1976, Porter and Samovar, 1994). In high-context interaction arrangement, Hall (1976, p. 76) stated that “most of the information is either physical or internalised in the person, while very little is in the coded, explicit, transmitted part of the message”. While in low-context one “the mass of information is vested in the explicit code” (Hall, 1976,76).

In a high-context culture community (like African, Asian, Arab European and Latin American) people are more unified with their members of family, colleagues and friends. Consequently, those people do not expect a lot of background knowledge in every-day life. By contrast, low-context culture community (as an example Americans and Germans) people have a lot of detached relationship with the society around them in daily life. So while they communicate with others much detailed background knowledge is needed (Hall and Hall, 1990).

### **2.3 Geert Hofstede's Cultural Dimensions**

In order to understand culture differences Hofstede (2001) provided four famous culture dimensions (long term orientation, as the fifth dimension, was developed later). Hofstede’s five dimensions are likely to be:

### **2.3.1 Power Distance Index**

Defined as “the extent to which the less powerful members of organizations and institutions (like the family) accept and expect that power is distributed unequally.” That is to say that inequality and power are accepted by everyone in a society.

### **2.3.2 Individualism vs. Collectivism**

This dimension explores the “degree to which people in a society are integrated into groups”. In an individualist society, the focus is only on individual's himself/herself, and family. In collectivism community, puts a group goals and relationships extended the family to a group thinking emphasis.

### **2.3.3 Masculinity vs. Femininity**

Masculinity defined as “a preference in society for achievement, heroism, assertiveness and material rewards for success.” Whereas; femininity is “a preference for cooperation, modesty, caring for the weak and quality of life”. Genders’ roles are distributed which is the base of a society.

### **2.3.4 Uncertainty Avoidance**

It is for “a society's tolerance for ambiguity”. People embraced when unexpected something happen. So they retain “strict codes of behavior and belief in absolute truths” (Hofstede, 1986:308).

### **2.3.5 Long-Term Orientation vs. Short-Term Orientation**

It associate with “long term orientations are thrift and perseverance, short term orientations are respect for tradition, fulfilling social obligations and protecting one's ‘face’”.

## **2.4 An Overview of African Countries Using the Five Dimensions as Principle**

In general, African countries are collectivistic countries, short term- orientation, and high level of uncertainty avoidance.

## **2.5 An overview of Algeria using the five dimensions as principle**

Comparing to African countries, Algeria has a low level of individualism around 35 high level of collectivism (over 60%), and uncertainty avoidance.

### **2.5.1 The importance of Understanding cultural differences**

In order to understand the importance of understanding cultural differences, Hall and Hall (1990) stated that in every day human being's life actions are guided by a computer program and if any mistake happen it will be detected, as an example "people unconsciously apply their own rules to another system" (Hall and Hall, 1990, p.4). In addition, Bredella (2003) claimed that we grow with the idea that culture acquired naturally "how we are shaped by our culture just as others are shaped by theirs" (Bredella, 2003, p:226).

To conclude, if people from one culture interpreted another culture which is different from their own environment according to their rules, culture shock will be the consequence.

## **2.6 Culture Shock**

According to Bramble (2005), the concept of culture shock is a situation of anyone disoriented from one's culture to another culture. It happens when there is a movement from one country to other.

"Culture shock is a state of disorientation that come over anyone who has been thrust into unknown surroundings, away from one's comfort zone. Culture shock is a series of trusted and reputed guides which has, for decades, been helping expatriates and long-term visitors to cushion the impact of culture shock whenever they move to a new country" (Bramble, 2005, p:4).

In line with, Namara & Harris (1997, p. 14) argued that the term culture shock is "the experience of visiting or living in a new culture is an unpleasant surprise or shock, partly because it is unexpected, and partly because it may lead to a negative evaluation of one's own and /or the other culture." That is to say facing new culture which is not expected or experienced before which cause negative results.

Furthermore, Pedersen (1995) cited in Wu (2008, p32) a culture shock happen when:

- 1) The cues that tell the person how they should behave are missing or are different.
- 2) Values that the person considered good, desirable and valuable are not respected by the new culture or are no longer valid.
- 3) The uncertainty of what is expected manifests itself in anxiety, depression and anger.
- 4) Dissatisfaction with the new life and beginning to idealize "the way things were" regardless of how bad and uncomfortable their life had been before.
- 5) Coping skills which used to work are no longer applicable.
- 6) The sense of uncertainty and misery is permanent and will never go away.

The six reasons behind the culture shock is because of exposing to new circumstances and being far from home country and family made the feeling of anxiety.

## **2.7 Competence**

On the basis of the New Oxford Dictionary of English, competence is an ability of doing something in a successful way, the scope of knowledge or the ability of a person or a group. Leeds-Hurwitz (1989) defined competence as having enough, abilities, skills and knowledge that may allow suitable behavior that can be words or actions. Moreover; a report given by an advisory committee for technology and innovation scheduled by the German Chancellor. The report declared that competence is:

“Competence can generally be understood as knowledge times experience times power of judgment. Knowledge is the necessary foundation of competence, and experience is the habitual ways one deals with acquired and continuously changing knowledge. Power of judgment is a criterion for the independence of knowledge and its use. Thus, competence is always more than just knowledge or just experience” (BMBF, 1998, p.10).

In other words, competence is having sufficient knowledge and experiences to be competent or to have a competence.

### **2.7.1 Communicative Competence**

Since human beings are naturally social and it is within the interaction with people that are educated and can understand you (Alredet al.2003). Similarly, Schild (1962) deduced that study abroad mainly happened first via observation than participation and finally communication. Likewise linguistic rules, international students require an efficient communicative competence from their real surroundings. In lines with, a number of researchers like Piaget (1956); Gudykunst (1994); Byram (2000), cited in Geoghegan (2007) cited in Wu (2008) claimed that language learning need accuracy and ability for the appropriate usage of the language.

For overseas and international students, Searle and Ward (1990, pp. 449-469) stated that their "relationship with members of the target culture" is one of the ways in order to see if these students adopted the new environment. Moreover, the term communicative competence contains several explanations given by many researchers.

Starting by Canale's (1980) view, communicative competence hold three foundational competences to learn a second language. Theses competences are as follow: grammatical competence, sociolinguistic competence, and strategic competence. In order to achieve a mastery of the language by a second language learner, the mastery of the above mentioned three competences is necessarily, and they explained as:

#### **2.7.1.1 Grammatical Competence**

It includes lexis, phonology, morphology, and syntax. These elements provide the learners with the suitable knowledge for the expressing of the literal meaning. In addition, freeman and freeman (2004, p: 217) stated that "grammar is a group of the exact linguistic rules taught in the classroom."

#### **2.7.1.2. Sociolinguistic Competence**

It is related to the content that should be used appropriately in a given context in addition to cohesion and coherence. According to Canale and Swain (1980, p. 1) communicative competence is "knowing and understanding how to speak In a given circumstances."



### **2.7.1.3 Strategic Competence**

It is acquired from real-life communication and interaction. This concept explained the manner of addressing people that their social status is not known for you. For Canale and Swain (1980:30) strategic competence is “component made up of verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence.”

In other words, communicative competence is to be able to send and to receive messages in a given context as well as understanding them.

### **2.7.2Linguistic Competence**

Linguistic competence explained as speaker’s ability to use language in a correct way. With the emphasis on linguistic of the language rule such: phonology, morphology, syntax and ignoring the psychological and the socio-cultural factors. Depending on chomesky’s (1968) view, linguistic competence is the knowledge that the speaker has about his native language, and its rules that enables him for understanding and creating new grammatical rules.

Similarly, Canale and Swain (1980, p: 5) claimed that “there are rules of language use that would be useless without rules of grammar”. That is to say that knowing language’s rules are not enough for better communication, but there is a need for grammatical and linguisticcompetence.

#### **2.7.2.1 The importance of Linguistic Competence**

Linguistic competence has a successful role in giving target learners with fundamental knowledge about English language since it is a foreign language in order to be competent on it by using grammar rules correctly. As a result being able to use grammar rules correctly and understanding how to form meaningful sentences in the classroom make learners linguistically competent. Supporting this point, Brown (1994, p: 245) provided four major characteristics about the role of linguistic competence they are asfollow:

- Focus on the classroom should be on all of the components of communicative competence of which grammatical or linguistic competence is just apart.
- Classroom activities should be designed to engage students in the pragmatic, authentic, and functional use of language for meaningful purposes.
- Both fluency and accuracy should be considered equally important in the target language in the classroom.

To sum up, linguistic competence has an effective role for learners in order to fulfil the communicative competence correctly.

### **2.7.3 Intercultural Communicative Competence**

Besides the linguistic competence as an important element for communicative competence, another competence is included called intercultural competence. According to Bennett (2004, p: 149) intercultural competence is “the ability to communicate effectively in cross-cultural situations and to relate appropriately in a variety of cultural context”. In other words, to be competent to communicate with overseas cultures in a given context.

### **Conclusion**

In conclusion, in this second theoretical chapter, we have tried to present principle points on culture, culture shock and competences by giving and literature review on them. In addition, we mentioned some examples on culture and the frequency of its existence in Africa and in Algeria. In addition, we have presented explanations about culture shock and we spot the light on types of competences. Ending up with defining intercultural communicative competence.

# **CHAPTER THREE**

## **Data Analysis And Results**

## **Introduction**

The two previous theoretical chapters were a literature of review about linguistic diversity as a first chapter and the second chapter is about culture and competences. For that, the chapter aims to report linguistic and Intercultural difficulties that face Sub-Saharan African Students in Algerian Tertiary Level; by the data collected from different African students in the English department at Mohammed Kheider University (MKU) of Biskra and from different universities.

### **3.1 Research Design**

In this present research study a descriptive design is administrated. Besides that, using questionnaire and interview as tools in order to obtain the necessary data and results. Both tools were distributed for Sub-Saharan African students at the department of English of Biskra University and for other universities.

### **3.2 The population and Sampling**

My research targets are seventeen of Sub-Saharan African students mainly Malian and Nigerian ones who have newly visited Algeria to continue their higher studies. Specifically, Malian and Nigerian students at Mohamed Kheider university of Biskra (MKUB) English division and Batna 2 University.

### **3.3 Administration of the Questionnaire**

This questionnaire combines 24 questions subdivided into four sections and the respondents were asked to:

- Use a cross (x) for your appropriate choice of answer.
- Rank your priorities according to your proficiency level.
- Scale your difficulties depending on your opinion.
- And provide answers and personal opinion when necessary.

The current items are divided in the questionnaire into four sections respectively as follows:

1. **Section One:** consists of background information about the African students .Including (06) Sub-questions like their gender, age, country, mother language, current academic year, and finally the choice of studying the English language.
2. **Section Two:** related questions about sub-Saharan students' linguistic difficulties with (13) questions.
3. **Section three:** contains (03) questions about intercultural difficulties.
4. **Section four** is for respondents' suggestions about overcoming linguistic and intercultural difficulties.

### **3.4 Piloting the Questionnaire**

Before distributing the final version of the questionnaire, a pilot study has been made about it by (06) African students from English department at Biskra University similar to our group of study. The piloting of the questionnaire administrated to African participants during their usual session (in February 2019) was answered after the supposed time of the course.

The purpose of piloting this questionnaire is to ensure the clarity of items and instructions as much as possible by checking the respondents' opinions and to increase the accuracy of answers. Correspondingly, the pilot stage was helpful and some emerging problems were detected wherein we adjusted the questionnaire.

The participants most of them were first year license. Consequently, they found a difficulty to understand the questionnaire that is all written in English even though it is their field of study. As a result, they asked the researcher to provide them whether with a French version or to translate every English item with French form.

### **3.5 Administration of the Questionnaire**

The final version of the questionnaire was made by adding French translation beside each English instructions and sentences. After making this modification, all African students were able to answer completely all questionnaires' questions without any difficulty.

### **3.6 Questionnaire Analysis**

The purpose of the current descriptive analytical part, the data obtained from the questionnaire will be analysed as results that will be displayed in a table with a calculated percentage of each frequency, then we will add an interpretation for the result of each question and section.

#### **Section One: Background Information Q1. Specify your gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Male</b>	09	52.95%
<b>Female</b>	08	47.05
<b>Total</b>	17	100%

**Table 3.1: Students' Gender.**

From the above table and figure, we observe that the most participants in our survey who are from Sub-Saharan countries are mostly males, which represent (52.94%) from the whole population, whereas the share of females is only (47.05%). Therefore, there is a balance between males and females in our sample.

**Q 2. Specify your age:**

<i>Age</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Less than 25 years-old</i>	15	88.23%
<i>Between 25-35 years-old</i>	02	11.77%
<i>More than 35 years-old</i>	None	None
<i>Total</i>	17	100%

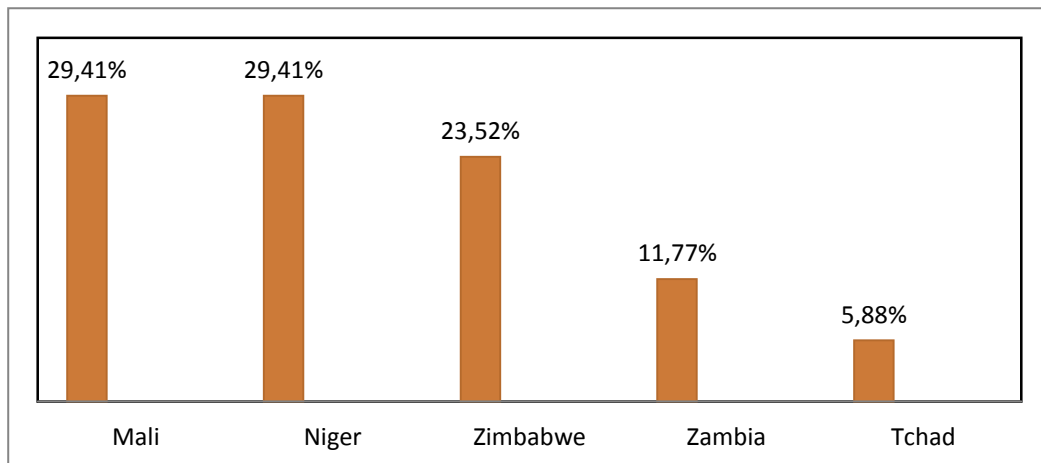
**Table 3.2: Students' Age Categories.**

As we see from the above table, the majority of students are young adults under the age of 25 years-old 88.23%, while a few of those students are between the age of 25-35 years-old 11.76%, and none of them was older than 35 years-old. As a result, this means that our sample covers three main aged categories, young adults under 25 years-old another category of a few between 25-35 years-old, in contrast there is no one from the third category of more than 35years-old.

**Q 3. Where did you come from?**

<i>Country</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Mali</i>	05	29.41%
<i>Niger</i>	05	29.41%
<i>Zimbabwe</i>	04	23.52%
<i>Zambia</i>	02	11.77%
<i>Tchad</i>	01	5.88%
<i>Total</i>	17	100%

**Table 3.3: Students' Nationality Distribution.**



**Figure 3.1: Students' Nationality Distribution.**

Depending on the table and the figure above, we notice that our sample represent a variety of nationalities, for instance the most participants came from Mali and Niger with (29.41%), by contrary less students are from Zimbabwe (23.25%), and only two participants from Zambia(11.76%). In addition, there is only one student from Chad with



(5.88%). Consequently, we can say that the majority of Malian and Nigerian students are at Biskra University ,whereas other nationalities from Zimbabwe, Zambia and Chad study at University of Batna2.

**Q4. What is your mother tongue?**

<i>Mother Tongue</i>	<i>Country</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Hausa</i>	Niger	04	23.52%
<i>Zarma</i>		01	5.88%
<i>Dogon</i>	Mali	01	5.88%
<i>Tamacheq (Tuareg)</i>		01	5.88%
<i>Bamanankan</i>		01	5.88%
<i>Peulh</i>		01	5.88%
<i>Malinke</i>		01	5.88%
<i>Shona</i>	Zimbabwe	03	17.64%
<i>Noebele</i>		01	5.88%
<i>Nyanja</i>	Zambia	01	5.88%
<i>Bemba</i>		01	5.88%
<i>Chadian</i>	Chad	01	5.88%
<i>Total</i>		17	100%

**Table 3.4: Diversity of Participants' Mother Tongue.**

In terms of students' mother tongue, we see in the table above that there are a diversity of language within one country. Starting by the Hausa language in Niger which is

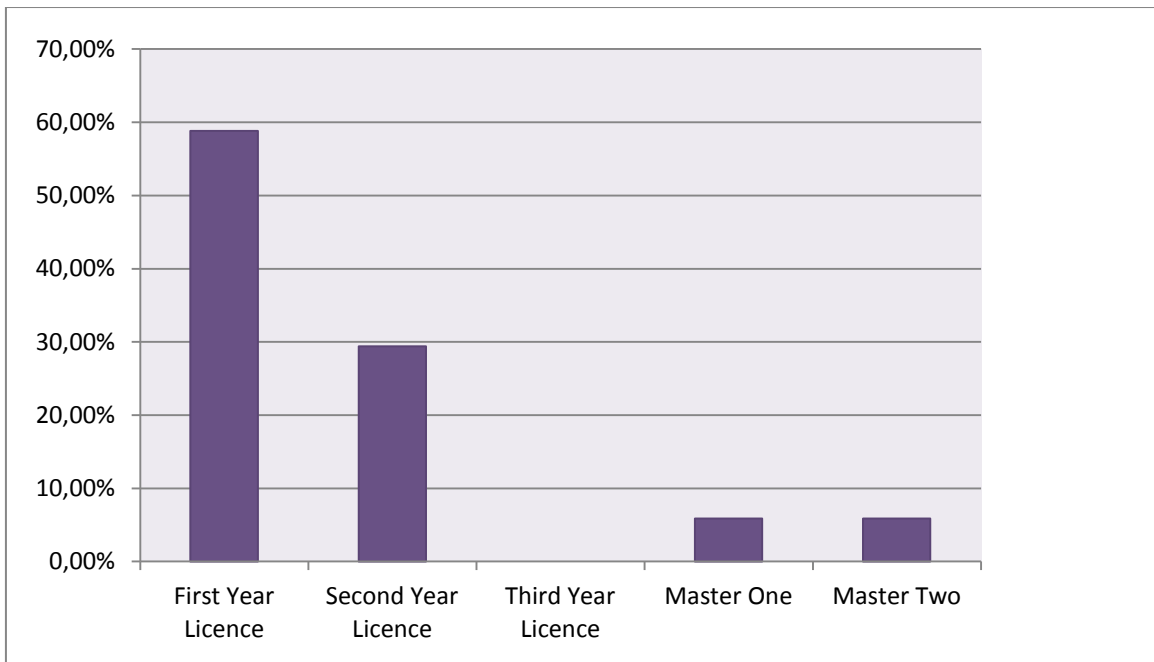
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spoken by most of participants to cover (23.52%), but it is not the case for Zarma language which is only spoken by one student 5.88% . Furthermore, the largest diversity of languages is within the Malian country in which we find each student with his/her mother language like Malinke (5.88%), another one speaks Dogon (5.88%), the Tamacheq which also called Tuareg language took (5.88%), and the last two participants from Mali speak different languages namely the Bamanankan (5.88%) and Peulh (5.88%) languages. Also, ; in Zimbabwe there is also a variety of languages like Shona as a mother language for some participants covers (17.64%) in addition to Noebele spoken by fewer students (5.88%). Ending with Chadian language in Chad which is the mother tongue for only one participant 5.88%. As a general observation, every single country is multilingual and within that country linguistic diversity exist.

**Q5. Your current academic year ?**

<i>Academic year</i>	<i>Frequency</i>	<i>Percentage</i>
<i>First Year Licence</i>	10	58.83%
<i>Second Year Licence</i>	05	29.41%
<i>Third Year Licence</i>	0	0%
<i>Master One</i>	01	5.88%
<i>Master Two</i>	01	5.88%
<i>Total</i>	<i>17</i>	<i>100%</i>

**Table 3.5: Participants' Academic Year.**



**Figure 3.2: Participants' Academic Year.**

In this question, we classified the Sub-Saharan students into categories according to their academic year of study. Table and figure show that the majority of participants are First Year Licence (L1) students with a share of (58.82%) and for Second Year Licence (L2) 29.41%. on the other hand, the two previous none of the participants are in Third Year Licence (L3) 0%. As for Master One (M1) and Master Two (M2) there is only one students for each with 5.88%. From the results obtained, most of Sub-Saharan students are studying at English Departement in Biskra and Batna Universities are young students in L1 degree and we have surveyed different levels from newcomers to Algeria to those who spent five years in order to get details about their challenges.

**Q6. Is it your choice to study English? if no, what is your choice ?**

<i>Answers</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Yes</i>	05	29.41%
<i>No</i>	12	70.59%
<i>Total</i>	17	100%

**Table 3.6: Students' Choice for Studying English Language.**

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The table above represents results for the first part of question number six (Q6) about participants' choice to study English, we notice that just a minority of students chosen to study at English department represented in 29.41% . By contrast the majority of 70.59% them answered with “no” and they gave us their first wishes as stated in table as follows:

<b>Participants</b>	<b>Choice</b>
<i>Student 01, student 02</i>	French
<i>Student 03</i>	Civil Engineering
<i>Student 04</i>	Data Processing
<i>Student 05</i>	Science and Technology
<i>Student 06</i>	Management
<i>Student 07</i>	Communication
<i>Student 08</i>	Human Science
<i>Student 09, 10</i>	Biology
<i>Student 11</i>	Political Science
<i>Student 12</i>	Architecture

**Table 3.7: Participants' Personal Choices in studying at University**

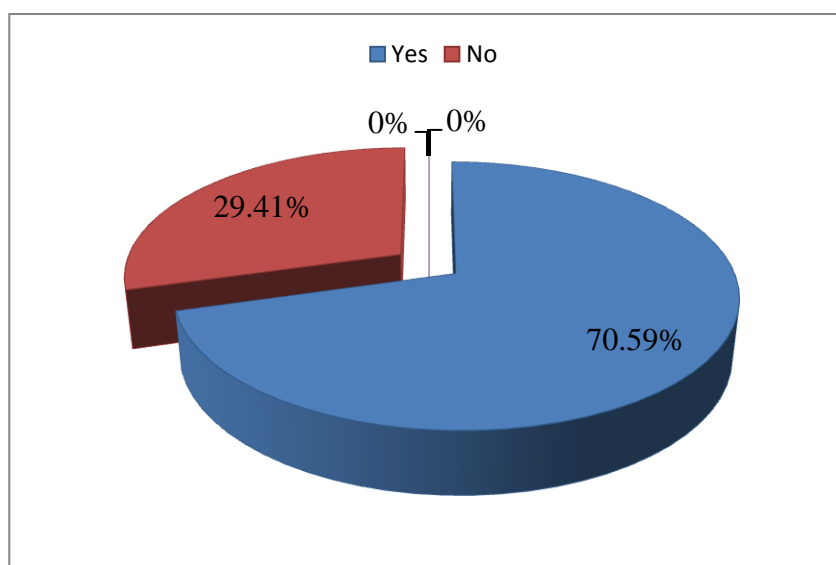
Since the majority of participants did not choose to study English, as mentioned above which means that it contradicts their choice. As we see in the table many of those students selected scientific branches such as: Architecture, Biology, Civil Engineering. As a result from the data collected, choosing the field of study is not 100% a decision taken by students.

**Section Two: Students' Linguistic Difficulties:**

**Q7. Are you motivated to study English?**

<i>Answers</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Yes</i>	12	70.59%
<i>No</i>	05	29.41%
<i>Total</i>	17	100%

**Table 3.8: Students' Motivation to Study English.**



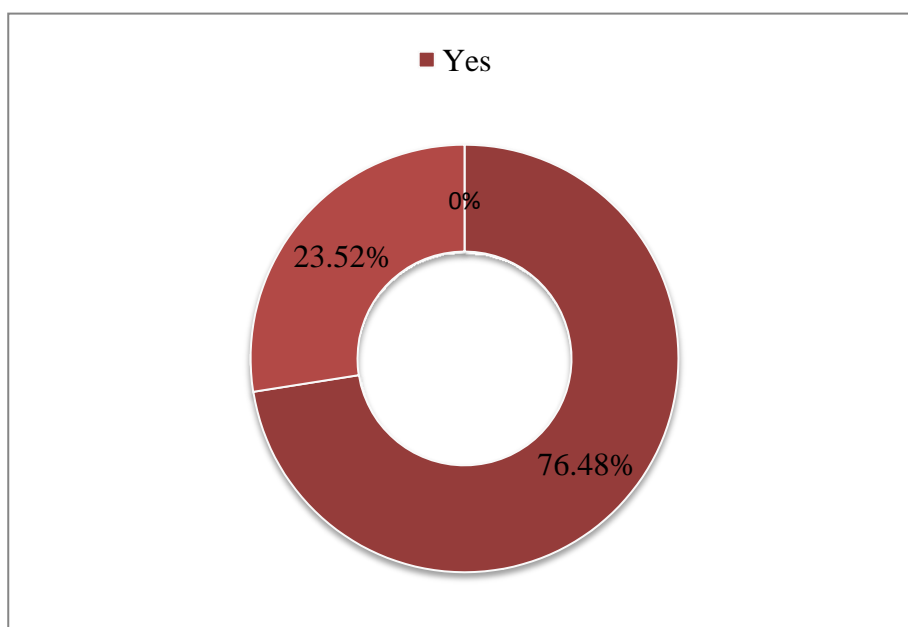
**Figure 3.3: Students' Motivation to Study English.**

The table and the figure illustrated overhead the motivation of Sub-Saharan students toward studying English language consequently (70.59%) were highly motivated since English is an International Language, and only (29.41% ) expressed no motivation to study English. As we have seen in the previous questions, the reason behind this dimotivation is that studying English is not the choice of participants.

**Q8. Have you faced difficulties or been demotivated to study English language?**

<i>Answers</i>	<i>Frequency</i>	<i>Percentage</i>
<b>Yes</b>	13	76.48%
<b>No</b>	04	23.52%
<b>Total</b>	17	100%

**Table 3.9: Frequency of Participants' Difficulties to Study English Language.**



**Figure 3.4: Percentage of Difficulties to Study English Language.**

The above table and figure show that more than half of the participants face difficulties and being demotivated to study English, as indicated earlier most of them (76.48%) have difficulties, whereas few of those participants with (23.52%) do not face many difficulties. As a remark, the majority of students find obstacles in studying English which needs a lot of efforts from teachers and students themselves and just a small number have less difficulties.

**Q 9. While studying in the classroom, what kind of difficulties do you face?**

For most participants studying in the classroom, can not be an easy task for all most students, so that they confront of a number of difficulties mentioned in the following:

- Understanding what teachers explain because I do not understand English as a language.
- Language problems because I am an Anglophone and sometimes we are taught in Arabic.
- Segregation.
- In the classroom, I can not express myself, I can not participate because I am shy, and afraid to do mistakes.
- Language difficulties especially teachers speak a lot in Arabic and I had trouble understanding the courses.
- Not that much, the only thing is that I do not participate
- The teacher explains almost all necessary parts in Arabic.
- Communication and interaction.
- I could not understand the accent and the pronunciation.
- Listening and understanding at first.
-I do not understand Arabic which is sometimes used.
-- The students look at and it include some teacher.

**Table 3.10: Sub-Saharan Students' Difficulties in the Classroom.**

Many of the students face difficulties while studying in the classroom; the table above shows some different kinds of these difficulties. Since the participants are foreigners and Francophone the most frequent the difficulties they encounter is understanding Arabic language. Yet, lack of understanding English as a language because it was not their choice because of the lack of vocabulary. Another view, feeling shy and inability to express one's self. For others, because of the absence, participation, lack of communication, and interaction especially with Algerian students they find it difficult to engage in class activities. The problem of listening and the difficulty of pronunciation and distinguishing sounds.

**Q10. How often do you find difficulty in communication with your classmates / teachers?**

<i>Scale options</i>	<b>Frequency</b>	<b>Percentage</b>
<b>Always</b>	04	23.52%
<b>Sometimes</b>	12	70.60%
<b>Rarely</b>	01	5.88%
<b>Very often</b>	0	0%
<b>Never</b>	0	0%
<b>Total</b>	17	100%

**Table 3.11: Frequency of Communication Difficulty with Classmates/ Teachers.**

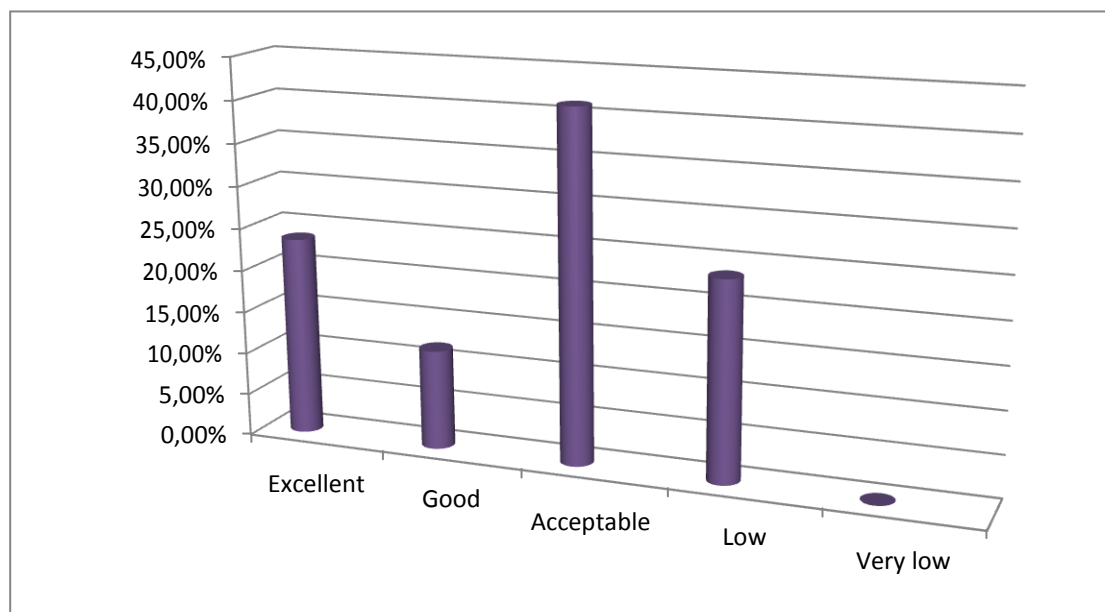
The table above demonstrates that the highest percentage of finding difficulty in communication that (70.60%) of the participants said that “sometimes” it is difficult to communication. In the second rank, some students (23.52%) expressed they “always” face difficulty to communicate whether with classmates or teachers. Followed by (5.88%) of them responded with little difficulty to communicate with classmates or teachers. Yet, none of respondents chose the last two options.

**Q11. How do you estimate your level in understanding English?**

<i>Likert options</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Excellent</i>	04	23.52%
<i>Good</i>	02	11.76%
<i>acceptable</i>	07	41.20%
<i>low</i>	04	23.52%
<i>Very low</i>	00	0%
<i>total</i>	17	100%

**Table 3.12: Students’ Level in Understanding English.**





**Figure 3.5: Students' Level in Understanding English**

This question aims to survey participants' level in understanding the English language. The above table and figure shows that a large number of respondents of (41.20%) consider their understanding level of English as medium "Acceptable". In addition, about (23.52%) of participants estimate their level in understanding English as "Excellent". Against 23.52% of participants claimed that their level as "low". Then 11.76% categorized their understanding of English as "Good" and 0% of them opted for "very low" option. These results reveal that the majority of Sub-Saharan students at the English department have an acceptable level of understanding English even though they came French-speaking countries.

**Q12. Do you use English as a lingua franca (in communication) outside the classroom?**

<i>Answers</i>	<i>Frequency</i>	<i>Percentage</i>
<b>Yes</b>	11	64.70%
<b>No</b>	06	35.30%
<b>Total</b>	17	100%

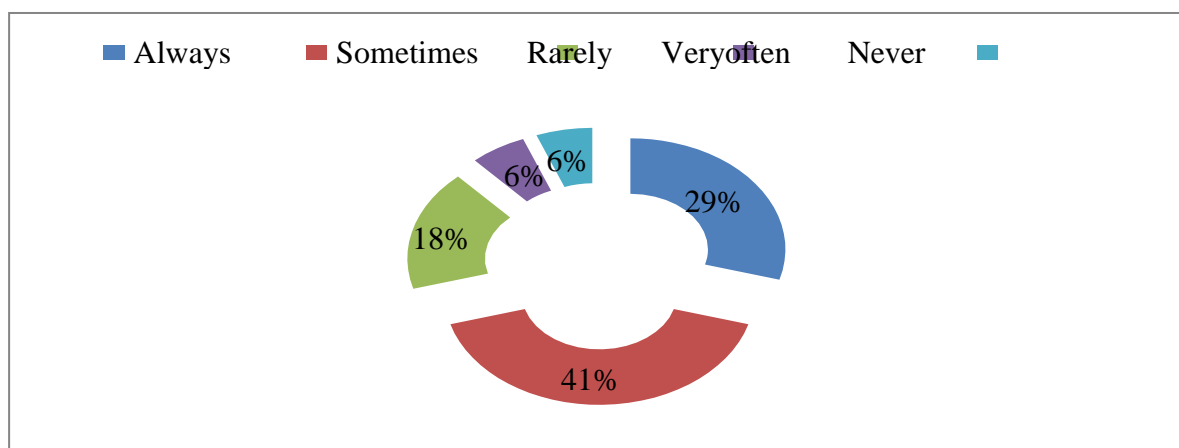
**Table 3.13: Using English as a Lingua Franca by Participants.**

The current scores of respondents showed that about 64.70% asserted that they use English language as a lingua franca to communicate outside the classroom. However, less percentage 35.30% declined the use of English as lingua franca in their communication because they are not good at English in speaking.

**Q13. How often do you fail to express your ideas and needs in English?**

<i>Scale options</i>	<i>Frequency</i>	<i>Percentage</i>
<i>a) Always</i>	05	29.41%
<i>b) Sometimes</i>	07	41.19%
<i>c) Rarely</i>	03	17.64%
<i>d) Very often</i>	01	5.88%
<i>e) Never</i>	01	5.88%
<i>Total</i>	<i>17</i>	<i>100%</i>

**Table 3.14: Frequency of Failure for Expressing Ideas and Needs in English.**



**Figure 3.7: Frequency of Failure for Expressing Ideas and Needs in English.**

The table and the figure above demonstrate that (41.19%) of the participants opted for the second option “sometimes” for their failure in expressing ideas and needs in the English language. Yet (29.41%) of the respondents selected the first option “always”, followed by (17.64%) stated that they rarely fail. However, only (5.88%) that they very

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often fail in expressing what they need. Also one of the students (5.88%) said that he/she has never faced any failure.

**Q14. Please describe your proficiency level in English language: please put a tick (✓)**

**where appropriate: 1 = very low, 2 = low, 3 = acceptable, 4 = high, 5 = very high**

<i>Skills</i>	<i>Level</i>	<i>%</i>	<i>Percentage</i>	<i>Frequency</i>
<b>a) Listening</b>	Very low	70.6%	11.76%	02
	Low		11.76%	02
	Acceptable		47.08%	08
	High	29.4%	23.52%	04
	Very high		5.88%	01
<b>b) Speaking</b>	Very low	88.24%	11.78%	02
	Low		29.41%	05
	Acceptable		47.05%	08
	High	11.76%	5.88%	01
	Very high		5.88%	01
<b>c) Interacting</b>	Very low	70.6%	11.76%	02
	Low		11.76%	02
	Acceptable		47.05%	08
	High	29.4%	17.64%	03
	Very high		11.76%	02
<b>d) Reading</b>	Very low	76.48%	11.76%	02
	Low		23.52%	04
	Acceptable		41.20%	07
	High	23.52%	11.76%	02
	Very high		11.76%	02
<b>e) Writing</b>	Very low	76.48%	11.76%	02
	Low		35.31%	06
	Acceptable		29.41%	05
	High	23.52%	17.64%	03
	Very high		5.88%	01

**Table 3.15: students' proficiency level in English language.**

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According to students' viewpoints in the table above, it is indicated students' proficiency level in English language, as an "acceptable" level in receptive and productive skills (47.08%) in listening (47.05%) in speaking and interaction, (41.20%) in reading, (29.41%) in writing. The above results show that the Sub-Saharan students portrayed themselves to have whether "low" or "very low" level primarily in speaking with (88.24%), and as a second rank (76.48%) both writing and reading. Nonetheless, listening skill, which are answered by the respondents with "high" and "very high" proficiency level namely, listening and interaction (29.4%). As a reception for the results, the lack of students' speaking followed by reading and lastly writings creates difficulties for them in mastering English. Since the respondents consider their proficiency in the language skills as "acceptable" this means that they have the will to work on their competency and they can improve their performance because the majority of them are just first year licence.

**Q15. Please rate the following items in terms of difficulty for your academic writing in English ( please use the following scale: 1= not a problem, 2= small problem, 3= neutral,4= big problem,5= very big problem).**

<i>Academic writing difficulties</i>	<i>Scale options</i>	<i>Frequency</i>	<i>Percentage</i>
<i>English grammar and vocabulary</i>	Not a problem	07	41.17%
	Small problem	05	29.41%
	Neutral	01	5.88%
	Big problem	04	23.52
	Very big problem	/	0%
<i>Structure and style of English paragraphs</i>	Not a problem	05	29.41%
	Small problem	04	23.52%
	Neutral	04	23.52%
	Big problem	04	23.52%
	Very big problem	/	0%
<i>Spelling mistakes</i>	Not a problem	05	29.41%
	Small problem	04	23.52%
	Neutral	02	11.76%
	Big problem	03	17.64%
	Very big problem	03	17.64%
<i>Lack of feedback</i>	Not a problem	03	17.64%
	Small problem	04	23.52%
	Neutral	04	23.52%
	Big problem	06	35.29%
	Very big problem	/	0%

**Table 3.16: Participants' Academic Writing Difficulties.**

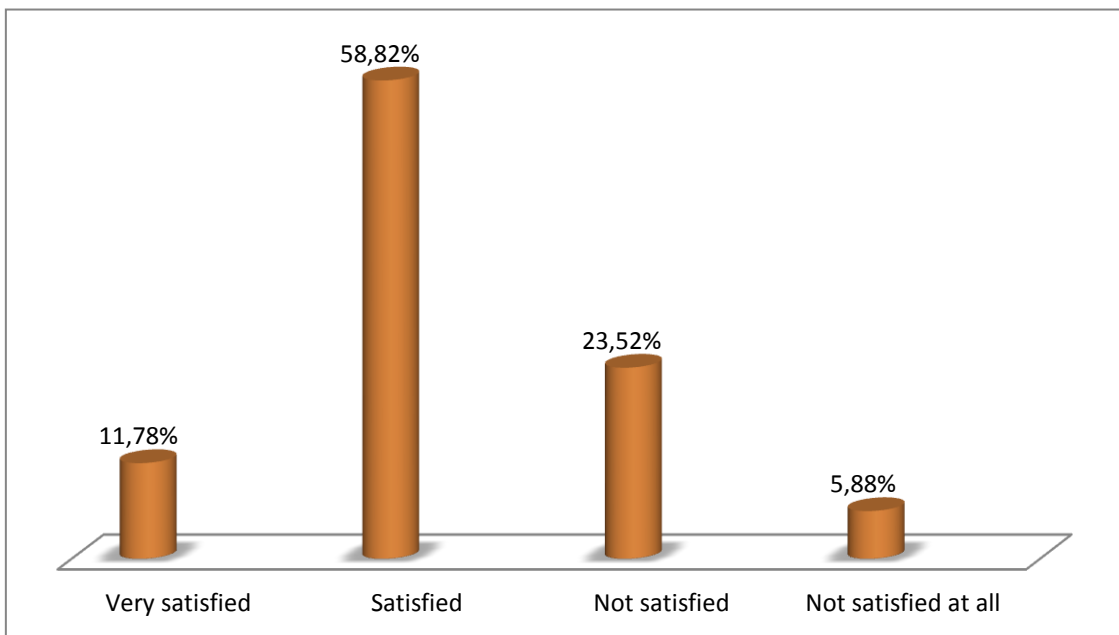
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The above Results revealed that in academic writing course, the majority of participants 41.17% face big problem within the following aspects : English grammar and vocabulary, structure and style of English paragraphs, deficiency of feedback. Also, spelling mistakes were a very big problem for some of them (17.64%). While, 29.41% consider grammar and vocabulary as a small problem. Nevertheless; for other 41.17% it appears as small problem in addition to 23.52% in lack of feedback. The last point, respondents a neutral( 23.52%) of them think that structure and style of paragraphs and lack of feedback, 11.76% in spellingmistakes.

**Q16. Are you satisfied with your average?**

<i>Scale options</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Very satisfied</i>	02	11.78%
<i>Satisfied</i>	10	58.82%
<i>Not satisfied</i>	04	23.52%
<i>Not satisfied at all</i>	01	5.88%
<i>Total</i>	17	100%

**Table 3.17: Students' Satisfaction with Their Average.**



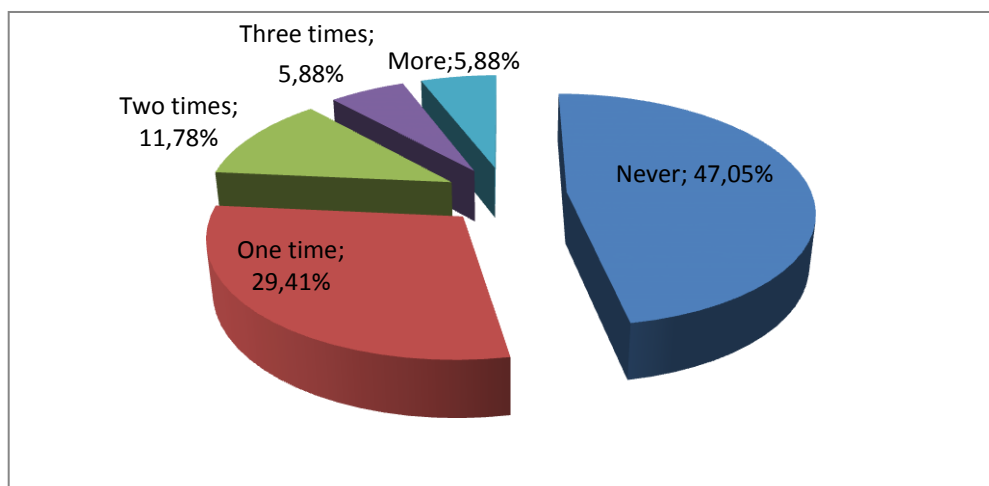
**Figure 3.7: Students' Satisfied with Their Average.**

Opportunities for getting the average at the English division were a lot. The overhead table and figure demonstrate that 58.82% of students feel satisfied about their average. And a minority were very satisfied. However, the other respondents 23.52% were not satisfied as well as 5.88% feel not satisfied at all. The interpretation about the current result is that more than half of the participants were satisfied with their average.

**Q17. How often did you sit for the make-up exam?**

<i>Options</i>	<i>Frequency</i>	<i>Percentage</i>
<b>Never</b>	08	47.05%
<b>One time</b>	05	29.41%
<b>Two times</b>	02	11.78%
<b>Three times</b>	01	5.88%
<b>More</b>	01	5.88%
<b>Total</b>	17	100%

**Table 3.18: Frequency of Sitting for the Makeup Exam.**



**Figure 3.8: Sitting for the Make-Up Exam.**

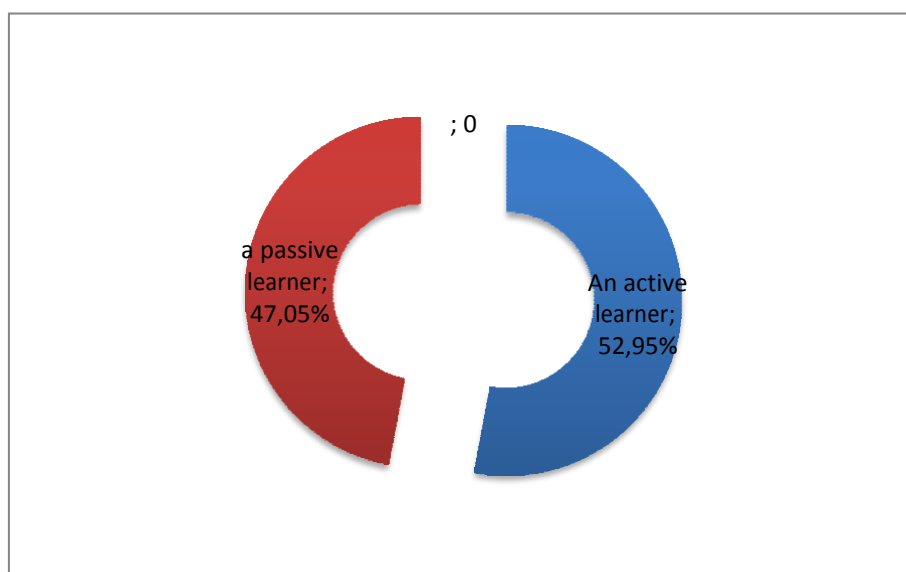
The current question aims to show from the table and the figure that the majority of participants with 47.05% have never sit for make-up exam. Yet, 29.41% sat for one time. Followed by 11.78% for two times, and only 5.88% sat for three times and more. As a comment, since almost half of respondents did not sit for make-up it indicates that they have an acceptable level in understanding English language. Whereas; the rest of categories means that participants suffers from some Englishlacks.

**Q18. Do you consider yourself inside the classroom as:**

<i>Self consideration</i>	<i>frequency</i>	<i>Percentage</i>
<i>An active learner</i>	09	52.95%
<i>A passive learner</i>	08	47.05%

**Table 3.19: Respondents' Self Consideration**





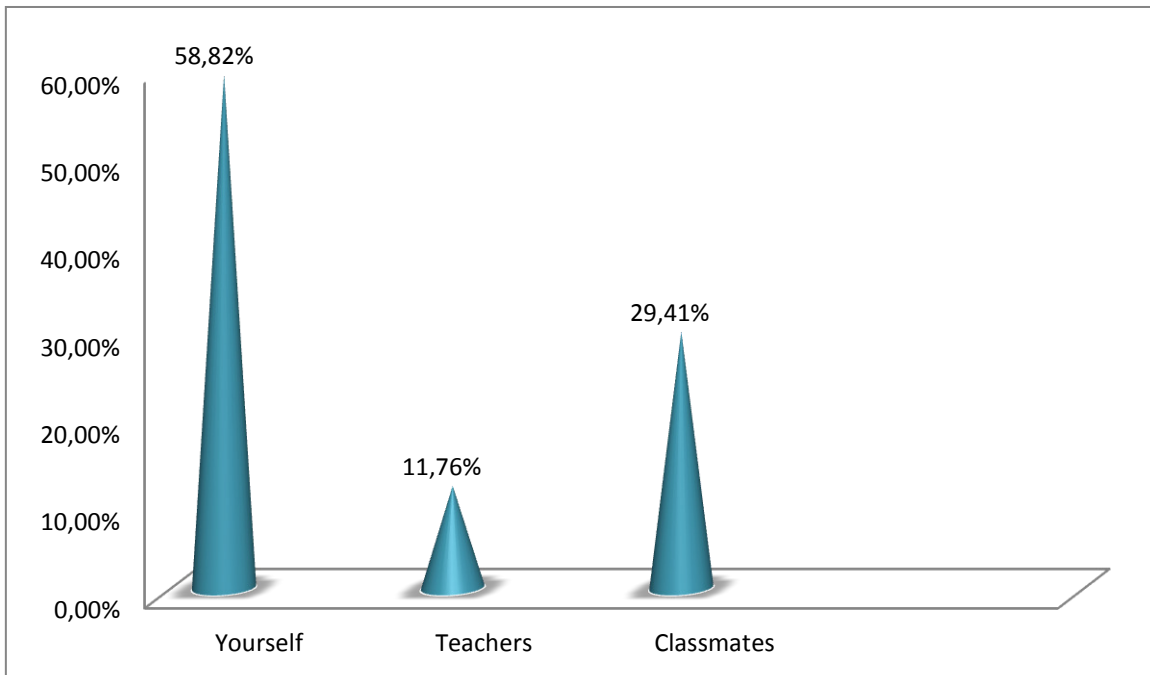
**Figure 3.9: Respondents' Self consideration**

More than half of the African students consider themselves as active learners inside the classroom 52.95%. Nevertheless; 47.05% of participants are passive learner while studying inside the classroom. The results reported that most of students like to be active learner while the others do not have the opportunity to involve themselves in the class activities.

**Q19. Do you find a difficulty to learn the English language by:**

<i>Options</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Yourself</i>	10	58.82%
<i>Teachers</i>	02	11.77%
<i>Classmates</i>	05	29.41%
<i>Total</i>	17	100%

**Table 3.20: Difficulty to Learn the English Language**



**Figure 3.10: Difficulty to Learn the English Language**

The results in the above table revealed that over than half of students 58.82% find difficulty to learn the English language by themselves, followed by 29.41% respondents answered that the difficulty appears with classmates and only 11.76% stated that they face difficulty to learn English by teachers. In other words, the main difficulty in learning English found by students' themselves at the first place.

**Q20. Do you find differences between studying English in Algeria and your home country?**

<i>Answers</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Yes</i>	14	82.36%
<i>No</i>	03	17.64%
<i>Total</i>	17	100%

**Table 3.21: Difference between Studying English in Algeria and in Students' Country**

The table presents that the majority of participants cover 82.36% answered that there is a big difference between studying English in Algeria and their home country such as: Mali, Niger, and Zimbabwe. While 17.64% of them disagreed on the existence of this difference between their countries and the host country. As mentioned before, almost all students of the sample face difficulties to learn English in Algeria because of the linguistic differences with their native countries.

**Section Three: Intercultural Difficulties:**

**Q21. In your opinion, do you find differences between the Algerian culture and your home culture?**

<b>Answers</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	17	100%
<b>No</b>	00	0%
<b>total</b>	17	100%

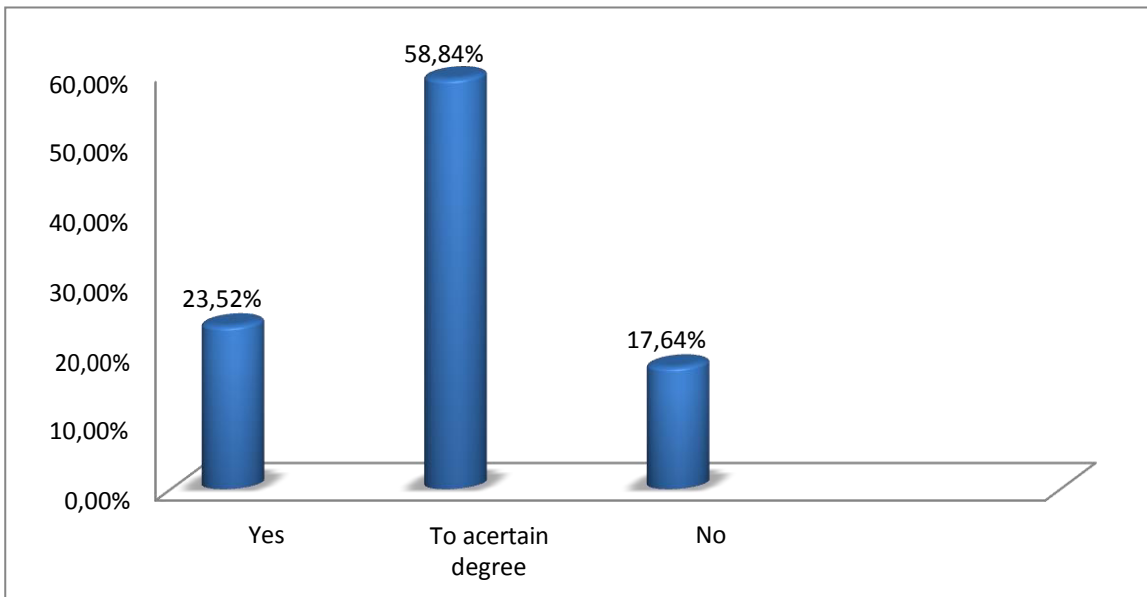
**Table 3.22: Differences between the Algerian Culture and Participants' Home Culture.**

Actually, all the participants 100% answered positively for the existing difference between culture in Algeria and their home culture. And none of them 0% claimed the opposite. To sum up, the Algerian culture is totally different from the African respondents' culture.

**Q22. Does your knowledge of English language help you to express your culture?**

<i>Answers</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Yes</i>	04	23.52%
<i>To a certain degree</i>	10	58.84%
<i>No</i>	03	17.64%
<i>Total</i>	<i>17</i>	<i>100%</i>

**Table 3.23: Students' Use of English to Express their Culture**



**Figure 3.11: Students' Use of English to Express their Culture**

From the above table, we can observe that a large majority of respondents 58.84% stated that their English knowledge help them to express one's culture to a certain degree. Yet, 23.52% expressed their answers with yes. However, a minority of 17.64% showed their disagreement. As further details, students who respondents with "yes" and "to a certain degree" for the value of having English knowledge to help them forexpressingtheir culture have less problems in communication with Algerian population especially outside the classroom.

**Q23. Do the Algerian traditions and customs make you face a difficulty to interact with its people?**

<i>Scale options</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Strongly agree</i>	05	29.41%
<i>Agree</i>	08	47.07%
<i>Neutral</i>	03	17.64%
<i>Disagree</i>	01	5.88%
<i>Strongly disagree</i>	00	0%
<i>Total</i>	17	100%

**Table 3.24: Respondents' Evaluation of Facing Difficulty in Interaction with People**

Depending on the results, 47.07% of respondents affirmed that the Algerian traditions and customs make them in front of difficulty to interact with Algerian people. Moreover, 29.41% strongly agree that they are not many difficulties, and 17.64% expressed as neutral, then only one participant 5.88% disagreed on considering the Algerian traditions as difficult for communication and interaction with Algerian people. As a final point, a wide range of participant are in front of interaction problems with Algerian population because of traditions and customs of Algeria.

**Q24. Would you like to suggest any ideas about overcoming linguistic and intercultural difficulties?**

The aim of this question is to give the African students freedom to express themselves about linguistic and intercultural difficulties faced by them while studying English language in Biskra and Batna Universities. The list of suggestions are as follows:

<ul style="list-style-type: none"><li>• Minimizing the usage of Arabic when there are students who do not understand it especially in the classes.</li></ul>
<ul style="list-style-type: none"><li>• People to be more open minded.</li></ul>
<ul style="list-style-type: none"><li>• Different accents and culture should be accepted.</li><li>• Accents and dialects difficult to understand easily.</li></ul>
<ul style="list-style-type: none"><li>• I recommend more communication between people who are not sharing the same culture.</li></ul>
<ul style="list-style-type: none"><li>• Live in a good social cohesion.</li></ul>
<ul style="list-style-type: none"><li>• Yes the Algerians should just be open minded and accommodate everyone despite the difference in culture and races.</li></ul>
<ul style="list-style-type: none"><li>• Interacting more with different nationalities, as to learn cultures from different people and exchanging cultural things.</li></ul>
<ul style="list-style-type: none"><li>• Teachers should minimize speaking in Arabic because there are students who do not understand it and speak only a language that can be understood by all students.</li></ul>

### **3.7 Summary of Students Questionnaire:**

The essential key findings of students' questionnaire from the investigation about linguistic and intercultural difficulties faced by Sub-Saharan students in the English division at Mohammed Kheider Biskra University (MKBU) and University of Batna2, can be summarized in the following points:

In section one, the majority of participants are male (52.95%) aged less than 25 years-old, as well as most of them are from Mali and Niger. Also, the largest number of them are L1 students. However, studying English as a speciality was not the choice of most of them. As far as section two is concerned, which is about students' opinions on linguistic difficulties. As results, we have seen that 70.59% are motivated to study English. On the one hand, they face different difficulties while studying in the classroom especially understanding Arabic language. On the other hand, more than 70% found sometimes communication difficulty whether with teachers or classmates. Moreover, nearly 41% of African students have an acceptable level in understanding English language as well as 64.70% are using it as a Lingua Franca. The frequency of failure in expressing ideas and needs is 41.19%. We found that the proficiency level in English language scored at very high level at 11.76% in reading skill, but speaking skill was very low 11.78%. In addition,

in academic writing spelling mistakes were a very big problem with 17.64%, while grammar and vocabulary were not a problem 41.17%. As for the average more than 58% were satisfied and the majority of them have never sit for make-up exam 47.05%. A large number of students consider themselves as active learners more than 52%, whereas 47% being as passive learners. In learning English more than 58% face a difficulty to learn it by themselves. Beside all this, almost all the students 82.36% stated that there is a difference between studying English in Algeria and their homecountry.

In section three, which is about the intercultural difficulties, the findings were all the participants 100% agreed on the existence of cultural difference between the Algerian culture and their own culture. The knowledge of English helped to a certain degree students (58.84%) to express their culture in most of the occasions. At the end, more than 47% agreed about the Algerian traditions and customs that cause difficulties for interaction with Algerian people. As for section four, the majority of participants' suggestions were about minimizing the

speaking of Arabic specially at classroom and using English and French instead of Arabic.

### **3.8 Description the Interview**

In addition to the use of questionnaire for the analysis of the current research study, the interview supported our results as another descriptive tool used obtain better and credible results. As stated by (Brewer, 2000, p. 66) "One of the advantages of doing interview is that interviews are well suited to enabling researchers to gain access to the 'meaning endowing capacities (of the interviewee) and produce rich, deep data". The interview is divided into three sections as follows:

**Section One:** contains three questions (Q1, Q2, Q3) about personal information.

**Section Two:** asking about linguistic diversity in Algeria and Mali/ Niger with four sub-questions ( Q1, Q2, Q3, Q4).

**Section Three:** two questions ( Q1, Q2, Q3) interrogating for culture shock and competences.

The current tool used for getting as much information as possible from the interviewees while doing the interview a digital recorder was used besides to taking

notes. The interview did not exceed twenty minutes. After each interview, the recorded speech in the smart phone was transcribed in details for every single interview as well as to be analysed later on.

### **3.9 Piloting the Interview**

Before distributing the final version of the interview, a pilot study was made by asking five Sub-Saharan students of English to read it and give their feedback about it. As a result, some participants found difficulties to understand it so that we made a bilingual interview (English with French version) so that it could be understood by all the interviewees.

### **3.10 Analysis of the Interview**

Although the study was about the Sub-Saharan Students studying English, the majority of them were from Mali and Niger and few from other countries with different background cultures.

#### **Section One: Personal information:**

#### **Q1. What is your first name?**

<i>Number of the Interviewees</i>	<i>Gender</i>	<i>First Name</i>
<i>Interviewee 01</i>	<i>Male</i>	<i>Moussa</i>
<i>Interviewee 02</i>	<i>Male</i>	<i>Abdouleye</i>
<i>Interviewee 03</i>	<i>Male</i>	<i>Hamma</i>
<i>Interviewee 04</i>	<i>Female</i>	<i>Dona</i>
<i>Interviewee 05</i>	<i>Female</i>	<i>Hannatou</i>

**Table 3.25: Interviewees' First Name**

The above table shows that the interviewees represent both genders as a mixture between male and female and all of them are Sub-Saharan African students (Malian and Nigerian) studying at the English department. As it can be seen, most of them have an



Arabic names due to their religion which is Islam as they stated before.

**Q2. Tell me about your home-country?**

**Interviewee 01: Moussa:** said that “my home-country is Mali and I live in “Bamako”. Mali is a very hot country and the season of rain starts from June till September, we have very nice nature. Moreover; 95% are Muslims in Mali. The population are so sociable, they respect and love foreigners. Furthermore, education is different from Algeria specially the higher education”.

**Interviewee 02: Abdouleye:** stated that “I am from Niger, it is very nice country and I live in a hearty region called “Goure”. The North of Niger is mostly Desert. The sub-Tropical is very hot and very dry, South-Tropical is a tropical climate. As for religions, there are a lot but Islam is the dominant religion 99.3%. The education in Niger starts from the age 6 years-old till the age 25 years-old. Although only 60% are illiterate people. Niger has a diversity of languages such as: French as an official language, Buduma, Hausa and Zarma, the population are 22 million as well as 10 ethnic groups and the majority are Hausa and Zarma.

**Interviewee 03: Hamma:** answered “My home-country is Mali, exactly from “Mopti”. Mali is a nice country with large Desert on the North. Moreover; it is a multilingual country with more than twelve (12) languages like: Bambara, Peulh, Dogon, and Senoufo. The Malian weather is like Algeria there are some periods are hot and others are cold”.

**Interviewee 04: Dona:** added that “My home-country is Mali and I live in “Bamako”. Mali is among the hottest country in the world. Most of it is desert. Mali has a lot of religions 95% are Muslims and only 5% for the rest of religions. Concerning languages it is a diverse country as example: French, Bambara, Dogon, Tamacheq and Maninka in my mother language” . The education begins at 7 years-old. The university of Bamako is the largest one in the country”.

**Interviewee 05: Hannatou:** avowes that “ Niger is my home country precisely from “Niamey” the capitale city. We are a poor country there is nothing extra to say it. Niger is nice with its homes they are attractive. As for food, we have special dishes like Niamey is so delicious. The population are more than 20 millions and the majority of them are Muslims even though there are other religions like Christianity...ect. Education is good

from primary school till secondary school, but the university level is not that is why we come to Algeria.

To sum up, the interviewees are from different countries and different regions. Eventhough some of them are from same country and same region, but they have a different languages and dialects. As a results, the description of the home-country by the interviewees is not similar even for the same country.

**Q3. Did you come to Algeria before? And how long have you been in it at the start of the academy year?**

**Interviewee 01: Moussa:** detailed that “No, I did not come to Algeria before this is my first time. I came too late exatly on the of October”.

**Interviewee 02: Abdouleye:** answered “No, this is my first time to see Algeria. I arrived late in October”.

**Interviewee 03: Hamma:** reported that “No, it is my first chance to see Algeria, I have been to Algeria one week before in December”.

**Interviewee 04: Dona:** asserted that “No, I have never seen Algeria before. I came to start studying in November”

**Interviewee 05: Hannatou:** specified that “No, this is my first coming and I came a bit late in October”.

As we can deduce from the reports above, most of the interviewees came to Algeria for the first time when they started studying at university, as well as they arrived late to study some in October, November and even December.

**Section Two: Linguistic Diversity in Algeria and in Mali/ Niger:**

**Q1. What were your thoughts about the Algerian Universities? Since you have been selected the University of biskra/ the University of Batna 2, how did you find it?**

**Interviewee 01: Moussa:** claimed that “I did not thought about them.I found the University of Batna 2 good conerning the countryside, the department and the students are kind and they helped me a lot”.

**Interviewee 02: Abdouleye:** declared that “Personally, I like the Algerian universities

there is study, seriousness and there is no strike. No I did not select it, the university of Biskra is beautiful and large. In addition, teachers are kind and nice, but I dislike the mentality of students”.

**Interviewee 03: Hamma:** responded with “The Algerian Universities are really good with its staff and their teachers are kind and they try to help us, but they explain a lot in Arabic and not in French. I did not select the university of Batna 2, but I found it a good University with some strike”.

**Interviewee 04: Dona:** said that “I like the Algerian Universities because there is no strike. On them, I found Biskra University nice and large, some of students are not good especially students from other departments because we are foreigners, but teachers are kind and helpful”.

**Interviewee 05: Hannatou:** stated that “when I was coming, actually they said the education is good and the diploma is good for me, so I was so proud of that scholarship. Seriously, I found the University of Biskra so nice without strike. The government selected for us the University and the specialty as well”.

As a further remark for the different interviewees’ opinions about the Algerian Universities, they liked them because there is no strike when compared to their native country and they want to study seriously. According to the views, the choice of the speciality and the university is done by the government, and students write only what they want, then they will see what is appropriate for them.

## **Q2. How were your preparations before coming to Algeria?**

**Interviewee 01: Moussa:** “Because it was so fast, Internet was the first source to get information, about the Algerian Universities and Batna University particularly, then getting some dictionaries. I choose clothes only One week before I came to Algeria”.

**Interviewee 02: Abdoulaye:** affirmed that “Everyday I looked for information about Mohammed Kheider Biskra University on google, followed by asking those who got scholarship to Algeria before me about Biskra University, then I bought some clothes and notebooks”.

**Interviewee 03: Hamma:** asserted that “Before my coming to Algeria, I prepared well myself and I bought some winter clothes, books and some shoes because I searched for its

weather. I was so excited and eager to start studying”.

**Interviewee 04: Dona:** announced that “I use first internet to know where I am going to go, searching for information about Biskra, then looking for what I will bring with me specially clothes”.

**Interviewee 05: Hannatou:** claimed that “Internet, I spent all my days and nights looking about Biskra, Costantine, Algiers because I was hoping to study in the capital city of Algeria, then they landed me in Biskra. Concerning clothes, I did not worry about them, but I know that the scarf is worn by the majority of girls, and for us it is not an obligation even if we put it we will take off”.

Before coming to Algeria a lot of preparations were done by the students and they selected several sources for information about Algeria as a country and about its universities. Findings of the interview showed that, Internet was the common source used by all of them, the other materials they prepared are clothes, shoes, dictionaries and notebooks.

### **Q3. What are the differences that you have found between the Algerian language and the Nigerian/ Malian language ?**

**Interviewee 01: Moussa:** stated that “The differences are that Algeria is an Arabic speaking country whereas Mali is French, another difference is that there are some letters and words that I can not pronounce (الحاء=ḥ) so that I try to speak in English with them in order not to lose the communication.”

**Interviewee 02: Abdouleye:** said that “There is a big difference between languages of the countries, especially is that they speak Arabic language contrary to us we speak French, but I understand slightly Arabic language”.

**Interviewee 03: Hamma:** pointed that “I found great differences between the two countries and also I had a lot of troubles to understand the Algerian accent”.

**Interviewee 04: Dona:** stated that “The Algerian language and the Malian language are two different languages, they speak Arabic and I speak another language like French, so there are no similarities between the two whether country or languages”.

**Interviewee 05: Hannatou:** answered that “Big big difference there, however I have started to learn some Arabic words that I need in my daily life, but I do not understand

teachers when they explain in Arabic .when I was in secondary school I learned Arabic language only how to read and how to write but not how to understand it”.

The aim of this question is to collect some information about differences between the language of Algeria and the language of Niger/ Mali, we found that there a lot of differences and main one in that Arabic spoken in Algeria and not in Niger or Mali, so it was hard to understand it by those African interviewees studying English at both Biskra and Batna Universities.

**Q4. If these differences make barriers? How do you communicate with each other and with the Algerians?**

**Interviewee 01: Moussa:** claimed that “I try to speak with them sometimes in French and maybe some English in order to keep up the communication.”

**Interviewee 02: Abdouleye:** stated that “ if they are Nigerians I communicate with Hausa or Zirma our mother languages and with others Africans or Algerians I use French and Englishlanguages”.

**Interviewee 03: Hamma:** declared that “I had a lot of problems to communicate with Algerians because they do not speak French and I do not speak or understand Arabic, but sometimes I can not communicate with anyone.”

**Interviewee04: Dona:** described that “I communicate with Algerians most of the time with gestures because majority of them they do not understand French or I write for them what I need”.

**Interviewee 05: Hannatou:** said that “I use only few words and I try to simplify the maximum but I they do not understand French just few girls but I know some daily life word specially when I go outside the university”.

In sum, most of the Sub-Saharan students use their mother languages to communicate with each other and find difficulties in the integration with the community and students around them.

**Section Three: Cultural Shock and Competences:**

**Q1. Since your culture differs from the Algerian one, how do you communicate with each other? And with Algerians?**

**Interviewee 01: Moussa:** announced that “It is not important, for me there is no influence between my culture and their culture, Because I have ideas about each one especially culture of Niger and culture of Algeria”.

**Interviewee 02: Abdouleye:** stated that “We have several culture in our country, because of the variety of ethnic groups as I said before. In general, we communicate in Hausa and Zarma and also French in administration and academy”.

**Interviewee 03: Hamma:** stated that “My culture differs a lot from another one (Niger) or the Algerian one, but I managed to adapt and to respect the others cultures and sometimes I ask them about their culture starting by the Nigerian one by using French language, followed by culture of Algeria communicating with them in French or English languages”.

**Interviewee 04: Dona:** claimed that “I have a Malian culture and it is different from the Algerian culture or other African culture. As a result, I try to be aware about what I said because maybe something is our culture is forbidden in their culture or I keep silent”.

**Interviewee 05: Hannatou:** said that “actually, I communicate with Malians girls with French because my mother tongue is not they speak Bambara language and I speak Hausa, but with the Algerians I try to use some Arabic word that I learned or French and rarely I use English with my classmates.”

From the above interviewees’ answers, results are that there different cultures in each country, consequently a diversity of languages are used in communication as an example, their mother language between them (people from the same country) and they use French or English with foreigner and Algerians.

**Q2. How do these language differences make barriers for you consequently being incompetent to interact easily?**

**Interviewee 01: Moussa:** said that “I do not understand the language so if I do not meet people who understand French or English, I can not interact because I do not understand Arabic language.”

**Interviewee 02: Abdouleye:** stated that “ when I move from one village to another I get some problems I found myself not able to communicate with them (Algerians).”

**Interviewee 03: Hamma:** responded with “these linguistic differences prevent me from communicating with Algerians and especially from understanding the courses”.

**Interviewee 04: Dona:** claimed that “I do not understand Arabic language which make me incompetent to communicate specially outside the university”.

**Interviewee 05: Hannatou:** affirmed that “It is very hard , because even when I say the Arabic words that I know they do not understand me which make me feel incompetent or unable to explain more consequently I spend hours with one person trying to clarify.”

The results shows that because of the language differences, Sub-Saharan found themselves incompetent to interact with Algerians who speak Arabic language. These students suffer from the lack of understanding the Arabic language especially outside the classroom.

### **3.11 Summary of the Interview**

The main finding of the Sub-Saharan students at the English Department of Biskra and Batna Universities could be summarised in the following points:

In section one about personal information, interviewees' first name are different, however; some of their names are Arabic ones. Moreover; participants are from different countries mainly from Mali and Niger. According to interviewees' responses, the main description of the two countries is that they have a lot of languages within the same country, Islam is the dominant religion. Beside that, all the interviewees stated that did not come to Algeria before getting their scholarship and after that, they came too late to start their academic year. For section two which is about linguistic diversity in Algeria and Niger or Mali, we found that Algerian Universities are good in general, , which are good for teaching English language. Before coming to Algeria, there were a lot of preparations from different sources and the Internet was the most used source. From another regard, the language was the main difference found between Algerian and Mali/ Niger, precisely Algeria is an Arabic speaking country which not understood by the Sub-Saharan students and it was a barrier for them in communication. As for section three, concerning culture

shock and competences, Sub-Saharan students' culture consequently, they found it difficult to deal with the Algerian one which make them in front of communication with each other and with Algerians as well as using French or English or gestures to overcome the break-down of communication. Furthermore, language differences between Algeria and students' country make them incompetent to interact easily and understanding Arabic language is the big barrier that they to communicate.

### **3.12 Discussion of Research Questions**

According to what has been collected as data from the questionnaire and the interview, we confirm that the three research questions have been asked at the beginning of the study are all answered with more clarifications and explanations through the results given by the Sub-Saharan students studying at the Department of English in both Universities Biskra and Batna 2.

### **3.13 Testing the Research Hypothesis**

According to what has been investigated and collected in the current chapter we can validate our first hypothesis "The difficulties that Sub-Saharan students face in the Algerian universities are linguistic and intercultural". Besides, the elements mentioned in chapter one about linguistic diversity in Algerian and Sub-Saharan countries such as Mali, Niger, Zimbabwe and Zambia are supported by the results and findings in the students' questionnaire which are the Sub-Saharan students do not understand Arabic language as the main and the first difficulty they face at the university. However, intercultural competence was another deficiency, which causes difficulty because of the diversity of cultures between Algeria and their countries. For the second hypothesis "The linguistic challenges affect the Sub-Saharan students' education appears in language problems, methods of teaching that are used to teach", the main findings of the study confirm our hypothesis that there are many problems of understanding Arabic language which is used inside the classroom by classmates as well as some teachers use Arabic as a method of explaining key points in courses. As for hypothesis number three "The Sub-Saharan students can overcome their linguistic and intercultural difficulties in the Algerian universities by providing them with different courses about Algerian languages and cultures" the obtained results for this hypothesis are that the Sub-Saharan students' suggested to use Internet for getting information about Algeria and its Universities and the



Algerian population have to be open minded and accept the others' culture as well as make good relationships with them but it is enough to overcome those difficulties. Finally, the major results of the research study designate that the Sub-Saharan students who got a scholarship at the age of less than 25 years-old to study in Algeria mainly in Mohammed Kheider Biskra and Batna 2 Universities at the English division are from different countries with a diversity of languages and cultures. During their studies in Algeria several difficulties are faced and the most ones are linguistic and intercultural difficulties such as understanding Arabic Language at first place than the Algerian culture which make them culturally shocked and it happens outside the classroom in daily communication and interaction.

### **3.14 Limitation of the Study:**

The present study carried out as descriptive investigation to explore the linguistic and the intercultural difficulties faced by Sub-Saharan students studying the English language in (MKBU) and Batna 2 Universities. However, because of many internal and external factors it wasn't achieved as planned a result of the limitation of time to conduct the field work, and the small number of the participants which was difficult to collect from both universities. It was difficult for the researcher to contact these students and to deal with in both universities. The distribution of the questionnaire for Sub-Saharan students has been effectively done, but it took a long period of time, the researcher found it hard to collect enough statistics about the number of Sub-Saharan students in Algeria and universities do not provide such information. Eventually, these number of population from (MKBU) and Batna at English Department is not very representative especially asking for a permission from the administration in order to enter have information about the participants. As for the interview, it was time consuming because the majority of interviewees don't understand English very well, consequently spending a lot of time in translating questions into French Language. In addition, in some cases the answers collected from the interview were in French. The researcher spent time looking for accredited translation into English. Despite these limitation in our study, Sub-Saharan students were very helpful and collaborative by answering all the questions in both tools questionnaire and interview.

### **3.15 Recommendations**

As results for the linguistic and the intercultural difficulties faced by Sub-Saharan students at the Department of English in (MKBU) and Batna University, we suggest the following propositions to overcome the observed difficulties:

- Government should offer Arabic courses for non-native speakers of it mainly Sub-Saharan students.
- The necessity of accepting others' cultures and making students being pen-minded.
- Students are encouraged to help Sub-Saharan students in their needs and communication with them.
- Teachers have to minimize the use of Arabic language inside the classroom while explaining key points.
- The importance for investigating the implementation of different languages and cultures between Algeria and other countries in pedagogical context.
- Necessity of organizing future conferences about individual needs of Sub-Saharan students.
- More importance should be given to teachers by training for Multilingualism in order to ensure the accepting the others to overcome students' difficulties understanding.
- Algeria should take into consideration research studies in multilingual contexts especially for African diverse Countries and cultures.
- Different studies should be conducted about Multilingualism, multiculturalism, and translation of necessary documents for foreigners especially from Arabic into their native languages.
- Decision makers take into consideration the socio-cultural aspects of each individual such as: campus, friends, religion, media and personality. Thus, we recommended organizing cultural events and competitions to engage more foreign students in the community.

- Private courses in the English language for Sub-Saharan students in order to improve their proficiency level in English.

### **3.16 Suggestions for Further Research**

As a last recommendation depending on the findings of questionnaire and interview, further research studies should be done on the same topic to overcome the maximum of linguistic and intercultural difficulties.

### **Conclusion**

To conclude, the current chapter highlighted answers for many fundamental questions asked at the beginning of the present study like “What are the difficulties that Sub-Saharan students face in their academic studies in the Algerian Universities?” and “How do the linguistic challenges affect the Sub-Saharan students’ education and how the intercultural ones influence them in their academic career?”. Consequently, after analysis of the collected data and displaying the findings we confirmed our hypotheses and answered the research questions then suggested solutions that would help Sub-Saharan students and decision makers to overcome linguistic and intercultural difficulties by providing a list of recommendations.

**GENERAL  
CONCLUSION**

## **General Conclusion**

All in all, the current study contains two theoretical parts, provided an overview about linguistic diversity, culture shock and competences by highlighting different definition, examples, about the key concepts. The purpose research study is to investigate Sub-Saharan students' linguistic and intercultural difficulties. Moreover, in the third chapter which is the practical part, we have introduced in details methods of analysis and data collection tools using two instruments namely questionnaire and interview by mixed methods quantitative and qualitative.

The procedures accomplished in this research study and the findings have almost answered the research questions asked in the introduction. Based on the results, the hypotheses stated in the dissertation were confirmed in that Sub-Saharan students face linguistic and intercultural difficulties during while studying in the English Language division at both universities of the presentstudy.

Finally, from our evaluation of the key findings, we strongly believe that Sub-Saharan students have the will to succeed and to work harder but they need help from decision makers and both teachers and students to overcome these difficulties that they face.

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# APPENDIX

# Appendix 01

## Students' Questionnaire

**Dear student**

This questionnaire is carried out to collect data for a Master's degree in Applied Linguistics. Its main purpose is to investigate the difficulties you face; mainly, linguistic and intercultural ones that encounter Sub-Saharan students in Algeria at Biskra University in the division of English language. We would appreciate your cooperation, if you could take time to complete this questionnaire. We are interested in your personal opinion and experience. You are free to use any language that you find easier to express yourself).

Thank you for your anticipation

**BECHKI Nassima**

E-mail:  
nassimataher08@gmail.com

Please, use a cross (x) to indicate your chosen option as an answer.

Utilisez une croix (x) pour indiquer l'option choisie comme réponse.

### Section One: Background Information

### Section Une: Informations contextuelles :

Please Specify your:

Veillez spécifier votre :

**Q1. Gender:**

**Q 1. Le sexe:**

a. Male  b. Female

a. Male  b. Femelle

**Q2. Age**

**Q2. L'Age**

a) Less than 25   
b) More than 35   
c) Between 25-35

a) Moins que 25   
b) Entre 25-35   
c) Plus que 35

**Q 3. Where did you come from?**

**Q3. D'où viens-tu ?**

.....  
**Q 4. What is your mother tongue?**

.....  
**Q 4. Quelle est ta langue maternelle ?**

.....

.....

**Q 5. Your current academic year:**

**Q 5. Votre année scolaire en cours :**

a) First Year Licence   
b) Second Year Licence   
c) Third Year Licence   
d) Master One   
e) Master Two

a) Licence de première année   
b) Licence de deuxième année   
c) Licence de troisième année   
d) Master un   
e) Master deux

**Q6.** Is it your choice to study English?

- a) Yes   
b) No

If no, what is your choice?  
.....

**Section Two: Students' Linguistic Difficulties:**

**Q7.** Are you motivated to study English?

- a) Yes   
b) No

**Q8.** Have you faced difficulties or been demotivated to study English language?

- a) Yes   
b) No

**Q9.** While studying in the classroom, what kind of difficulties do you face?  
.....

**Q10.** How often do you find difficulty in communication with your classmates/teachers?

- a) Always   
b) Sometimes   
c) Rarely   
d) Very often   
e) Never

**Q11.** How do you estimate your level in understanding English?

- a) Excellent   
b) Good   
c) Acceptable   
d) Low   
e) Very low

**Q 12.** Do you use English as a lingua franca (in communication) outside the classroom ?

- a) Yes   
b) No

**Q6.** Est-ce que votre choix d'étudier l'anglais ?

- a) Oui   
b) Non

Si non, quel est votre choix?  
.....

**Section deux: Difficultés linguistiques:**

**Q7.** Êtes-vous motivé pour apprendre l'anglais ?

- a) Oui   
b) Non

**Q 8.** Avez-vous rencontré des difficultés ou été démotivé (e) pour étudier l'anglais?

- a) Oui   
b) Non

**Q 9.** Pendant tes études en classe, à quel genre de difficultés es-tu confronté ?  
.....

**Q10.** À quelle fréquence rencontrez-vous des difficultés de communication avec vos camarades de classe / enseignants?

- a) Toujours   
b) Parfois   
c) Rarement   
d) Très souvent   
e) Jamais

**Q11.** Comment estimez-vous votre niveau de compréhension de l'anglais ?

- a) Excellent   
b) Bien   
c) Acceptable   
d) Faire   
e) Très lent

**Q 12.** Utilisez-vous l'anglais en tant que lingua franca (en communication) en dehors de la classe?

- a) Oui   
b) Non

**Q 13.** How often do you fail to express your ideas and needs in English?

- a) Always
- b) Sometimes
- c) Rarely
- d) Very often
- e) Never

**Q14.** Please describe your proficiency level in English language: Please put a tick (✓) where appropriate: 1 = very low, 2 = low, 3 = acceptable, 4 = high, 5 = very high

Proficiency level in English language/		1	2	3	4	5
<b>Listening</b>	Understanding Lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Speaking</b>	Delivering oral presentations at classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Interaction</b>	Asking and answering questions at classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Reading</b>	Books, novels, stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Writing</b>	paragraphs, essays, translation...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q13.** À quelle fréquence omettez-vous d'exprimer vos idées et vos besoins en anglais?

- a) Toujours
- b) Parfois
- c) Rarement
- d) Tressouvent
- e) Jamais

**Q14.** Veuillez décrire votre niveau de maîtrise de la langue anglaise: Cochez (✓) le cas échéant: 1 = très faible, 2 = faible, 3 = acceptable, 4 = élevé, 5 = très élevé.

Niveau de compétence en langue anglaise		1	2	3	4	5
<b>L'écoute</b>	Compréhension des cours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Parler</b>	Faire des présentations orales en classe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Interaction</b>	Poser des questions en classe et y répondre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>lire</b>	Livres, romans, histoires	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>L'écriture</b>	Paragraphes, essais, traduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q15.** Please rate the following items in terms of difficulty for your academic writing in English (*Please use the following scale: 1=not a problem, 2=small problem, 3=neutral, 4=big problem, 5=very big problem*).

<i>Academic writing in English</i>	1 Not a problem	2 Small problem	3 Neutral	4 Big problem	5 very big problem
a.English grammar and vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.Structure and style of English paragraphs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.Spelling mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.Lack of feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q16.** Are you satisfied with your average?

- a) Very satisfied
- b) Satisfied
- c) Not satisfied
- d) Not satisfied at all

**Q 17.**How many times did you sit for the make-up exam?

- a) Never
- b) One time
- c) Two Times
- d) Three times
- e) More

**Q 18.** Do you consider yourself inside the classroom as:

- a) An active learner
- b) A passive learner

**Q15.** Veuillez évaluer les éléments suivants en termes de difficulté de votre écriture académique en anglais (Veuillez utiliser l'échelle suivante: 1 = pas de problème, 2 = petit problème, 3 = neutre, 4 = gros problème, 5 = très gros problème).

<i>Écriture académique en anglais</i>	1 Pas de problème	2 Petit problème	3 Neutre	4 Big problème	5 très gros problème
a. Grammaire et vocabulaire anglais	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Structure et style des paragraphes anglais	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Fautes d'orthographe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Manque de feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q 16.** Êtes-vous satisfait de votre moyenne ?

- a) Très satisfait
- b) Satisfait
- c) Non satisfait
- d) Pas du tout satisfait

**Q 17.** Combien de fois as-tu passé l'examen de rattrapage ?

- a) Never/ Jamais
- b) One time / UneFois
- c) Two Times/ Deux
- d) Three times/ Troisfois
- e) More/ plus

**Q18.** Vous considérez-vous à l'intérieur de la classe comme :

- a) Un apprenant actif
- b) Un apprenant passif



**Q19.** Do you find a difficulty to learn the English language by:

- a) Yourself
- b) Teachers
- c) Classmates

**Q20.** Do you find difference between studying English in Algeria and your home country?

- a) Yes
- b) No

**Section Three: Intercultural difficulties:**

**Q21.** In your opinion, do you find differences between the Algerian culture and your home culture?

- a) Yes
- b) No

**Q22.** Does your knowledge of English language help you to express your culture?

- a) Yes
- b) To a certain degree
- c) No

**Q23.** Do the Algerian tradition and customs make you face a difficulty to interact with its people?

- a) Strongly agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly disagree

**Section Four: Further Suggestions:**

**Q24.** Would you like to suggest any ideas about overcoming linguistics & intercultural difficulties?

.....  
.....

**Thank you so much for your collaboration**

**Q19.** Trouvez-vous une difficulté pour apprendre la langue anglaise en :

- a) Vous-même
- b) Enseignants
- c) Camarades de classe

**Q20.** Trouvez-vous une différence entre étudier l'anglais en Algérie et dans votre pays d'origine?

- a) Oui
- b) Non

**Section trois: difficultés interculturelles :**

**Q 21.** Selon vous, trouvez-vous des différences entre la culture algérienne et votre culture d'origine ?

- a) Oui
- b) Non

**Q22.** Votre connaissance de la langue anglaise vous aide-t-elle à exprimer votre culture?

- a) Oui
- b) Jusqu'à un certain point
- c) Non

**Q 23.** Est-ce que la tradition et les coutumes algériennes vous rendent difficile d'interagir avec ses habitants?

- a) tout à fait d'accord
- b) se mettre d'accord
- c) Neutre
- d) Être en Désaccord
- e) fortement en désaccord

**Section quatre: Autres suggestions:**

Souhaitez-vous suggérer des idées pour surmonter les difficultés linguistiques et interculturelles?

.....  
.....

**Merci beaucoup pour votre collaboration**

# Interview's Questions

## Section One: Personal Information

1. What is your first name?
2. Tell me about your home country?
3. Did you come to Algeria before? And how long have you been in it at the start of the academic year?

## Section Two: Linguistic Diversity in Algeria and sub-Saharan countries

1. What were your thoughts about the Algerian Universities? Since you have been selected the University of Mohammed Kheider, Biskra. How did you find it?
2. How your preparations before coming to Algeria were (clothes, internet, and dictionaries)?
3. What are the differences that you have found between the Algerian language and the Nigerian one?
4. If these differences make barriers? How do you communicate with each other and with Algerians?

## Section Three: Culture shock and Competences:

1. Since your culture differs from the Algerian one, how do you communicate with each other? And with Algerians?
2. How do these language differences make barriers for you consequently being incompetent to interact easily?

# Questions d'entrevue

## Section un: Informations personnelles

1. Quel est votre prénom?
2. Parlez-moi de votre pays d'origine?
3. Est-ce que vous venez en Algérie avant? Et combien de temps avez-vous été en elle au début de l'année scolaire?

## Section deux: Diversité linguistique en Algérie et dans les pays d'Afrique subsaharienne

1. Quelles ont été vos pensées sur les universités algériennes? Depuis que vous avez été sélectionné à l'Université de Mohammed Kheider, Biskra. Comment l'avez-vous trouvé?
2. Comment étaient vos préparations avant de venir en Algérie (vêtements, internet, dictionnaires)?
3. Quelles sont les différences que vous avez trouvées entre la langue algérienne et la langue nigérian / malien?
4. Si ces différences font des barrières? Comment communiquez-vous les uns avec les autres et avec les Algériens?

## Section trois: Choc culturel et compétences:

1. Puisque votre culture diffère de celle algérienne, comment communiquez-vous les uns avec les autres? Et avec les algériens?
2. Comment ces différences linguistiques font des barrières pour vous être par conséquent incapable d'interagir facilement

الجمهورية الجزائرية الديمقراطية الشعبية  
وزارة التعليم العالي و البحث العلمي

Université Mohamed Khider  
-Biskra -  
Faculté des lettres et Langues  
Département des langues étrangères  
Filière d'anglais



جامعة محمد خيضر - بسكرة -  
كلية الآداب و اللغات  
قسم الآداب و اللغات الأجنبية  
شعبة الانجليزية  
رقم : 6.6.. ش.ا / 2019

إلى السيد : مدير لوصيف فطيمة- قربازي الصافية

**الموضوع : طلب تصريح لإجراء تربص**

يشرفني أن ألتمس من سيادتكم تمكين الطالب (ة) : بشكي نسيمة صاحبة رقم التسجيل :

14/35036413 من إجراء تربص مع الطلبة الأجانب في حيكم الجامعي .

أحيطكم علما سيدي أن هذه الطالبة تدرس لغة إنجليزية في السنة الثانية ماستر بجامعة

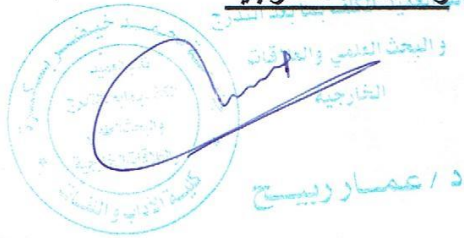
محمد خيذر ببسكرة وهي بحاجة إلى هذا التربص من أجل أتمام مذكرة تخرجها .

وفي إنتظار قبول هذا الطلب ، تقبلو منا سيدي فائق الإحترام وخالص الشكر و الإمتنان.

بسكرة في : 2019/04/30

نائب العميد المكلف بما بعد التدرج والبحث العلمي

والعلاقات الخارجية



د / عماد ربيع

مسؤول الشعبة

مسؤول شعبة الإنجليزية

ابو حيتيم الطيب



بالجملة  
الجمهورية التونسية  
الوزارة التونسية للتجارة  
المركب الميناء  
المستعمري  
فرد و مس  
بالعام و بالتشريع سنة  
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## المخلص

هذه الدراسة الحالية ستكشف التحديات اللغوية والثقافية التي تواجه طلاب اللغة الإنجليزية القادمين من دول جنوب الصحراء الكبرى، من مالي، النيجر، تشاد، زمبيا و زمبابوي، الذين يدرسون في كل من جامعة بسكرة و كذا باتنة 2. الغرض من هذا العمل البحثي هو استكشاف الصعوبات اللغوية والثقافية التي يواجهها هؤلاء الطلاب خلال سنواتهم الدراسية. يستند على منهجٍ مختلطٍ يشمل على بيانات كمية ونوعية. يتم تمثيل البيانات التي تم جمعها في استبيان ومقابلة تستخدم لمسح وجهات نظرهم عن طريق إدارتها لطلاب جنوب الصحراء الكبرى للعثور على مزيد من المعلومات حول ظروفهم وخبراتهم أثناء الدراسة في الجزائر. علاوة على ذلك، من أجل أن نكون دقيقين في استفساراتنا، قمنا بإدارة استبيان الطلاب إلى جامعتين من أجل إشراك المزيد من المشاركين الذين قمنا باستطلاع آراء 17 طالباً من دول جنوب الصحراء. من ناحية أخرى، تابعنا الاستبيان من خلال مقابلة موزعة فقط على خمسة طلاب من الجامعتين. كشفت نتائج البحث وجهات نظر مختلفة حول الصعوبات اللغوية والثقافات التي خدمت دراستنا التي كانت لصالح الفرضيات. أظهرت النتائج التي تم الحصول عليها من تحليل الاستبيان والمقابلة أن معظم الطلاب وجدوا صعوبة في الاندماج والاستيعاب في الجامعة من حيث الحواجز اللغوية والاختلافات بين الثقافات. وأخيراً، اختتمت الدراسة الحالية ببعض التوصيات والمقترحات لصناع القرار والمشاركين للتغلب على هذه الصعوبات التي يواجهها طلاب جنوب الصحراء في قسم اللغة الإنجليزية.

**الكلمات المفتاحية:** طلاب جنوب الصحراء الكبرى ، اللغة الإنجليزية ، التحديات اللغوية ، الصعوبات بين الثقافات.