Internationalisation and EAL Student Adjustment at a Higher Educational Institution:

A Leap Through the Dragon's Gate

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Contents

Tables

Figures

Abstract

International student movement in the world has been significant over the last decades as many international students have taken up studies in countries other than their own, often leaving their familiar networks and support far behind. Moving from a familiar life situation to an unfamiliar educational environment and social setting means that a significant change takes place in their lives. One of these changes may be that they need to start using English as their additional language (EAL), in the new socio-culture, and for studies at higher educational institutions (HEIs). The HEIs typically aspire to offer high quality internationally recognised education, through initiatives of internationalisation set out in policies and plans.

The aim of this study was to gain a deeper understanding of social, academic, and language adjustment by English as an Additional Language (EAL) students who study long-term at a Higher Educational Institution (HEI) in New Zealand. Using a multifaceted qualitative methodology - ethnographic with individual case-studies, and multiple analysis approaches, such as thematic, cross-case, and narrative analysis - the study examined the adjustment challenges students faced, how they were dealt with, and the impact of second language identity development on adjustment. This was investigated from the perspective of students, teachers, and advisors, in combination with the internationalisation efforts of the HEI.

The main group of participating EAL/international students are presented through narratives. These stories enabled an understanding of both similarities and differences between the individual students, and the students as a group.

The findings show that the students participating in the interviews adjusted well in what was, for them, an unfamiliar environment. Moreover, the study showed that language proficiency, and how to improve it, both within the HEI and outside it, played a role in student adjustment, and that language use impacted students differently, depending on the second language identity development phase they were in. Also, for some students, being an EAL learner contributed to achieving high academic results.

These students' experiences contributed to a deeper understanding of the concept of adjustment and mutual adjustment related to studies at HEIs and beyond. It was found that internationalisation at the HEI had a dual function: revenue and provision of excellent education, which created a tension amongst staff around fulfilling students' needs and adhering to the prevalent teaching and learning, and which in turn caused adjustment challenges amongst the students. The study explored how mutual adjustment can become a joint undertaking by HEIs and international students, through negotiations of suitable areas of teaching and learning.

Statement of Originality

This work has not previously been submitted for a degree or diploma in any university. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made in the thesis itself. Ethics approval has been obtained from Macquarie University, Sydney, Australia (Ref: 5201500908 – Appendix C).

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Chapter 1, Setting the Scene

1.1. Background

Each year many international students take up studies in countries other than their own, often very far from family and familiar networks. Moving from the familiar life situation to an unfamiliar educational environment and social setting means that a significant change takes place in their lives.

Socio-culture, in this study, is seen as the culture in the society of the host country in the environment that students live and function, outside the institution, for example, students learn about the new culture through daily contacts with members of the New Zealand society and via their work-related connections. The socio-culture is also exposed somewhat through interactions with Kiwis at the institution.

Another change for international students in English-medium education is that they may need to start using English as their additional language (EAL), a language most have not used much previously. Many of these students take up studies at higher educational institutions (HEIs), who aspire to offer high quality internationally recognised education, through initiatives of internationalisation set out in policies and plans. HEIs may assume that this requires considerable adjustment challenges on the part of the students, and that because they struggle, they require a large amount of assistance. Initially, that was also the view of the researcher in this study. From the daily contacts with international/EAL students at an HEI, an urge to support these 'vulnerable' students triggered the decision to conduct research involving the adjustment issues they were faced with, so that support aligned to the findings could be suggested. This study was thus expected to shine a light on adjustment challenges and give ideas as to how to support the students best at an HEI, as providers of 'excellent' education.

However, as the research progressed the problem of responsibility for adjustment emerged. This was brought on by a realisation that most of these students were very capable, self-confident, and autonomous, which helped them adjust. Furthermore, the researcher became curious about the preparedness by the HEI to adjust to them. This changed the focus of the study somewhat, from not only finding out about the adjustment challenges and how students alleviate these, but also studying

5

how the HEIs can themselves adjust to lessen the challenges, or even prevent them from arising, that is, how to mutually adjust. This seems to be a pressing, practical problem in the quality of international student education.

Some researchers in this field were especially inspiring for this study. For example, Devlin (2013) strongly disagrees with the notion that students who are not familiar with the HEI culture have the sole responsibility to adjust, and that the role of the HEI is merely helping students to adjust. Instead, she emphasises the view that students should not be seen as in deficit to the prevailing educational culture, and that the responsibility to adjust should be mutual. This study was especially inspired by the main views in the following studies about avoiding seeing international students from a deficit view (Devlin, 2013; Holmes, 2004; Marginson, 2014), and regarding them as capable and independent, (Marginson, 2014; Montgomery, 2010). Furthermore, the study was inspired by researchers who suggest the possibility of a transformation of HEI pedagogy, and therefore studied the implications of mutual adjustment, including both students and the HEIs, and international education needing a change towards a more inclusive pedagogy, (Ryan, 2013; Sawir, 2011; Tran 2011). Table 2.1, in Section 2.7., shows more details regarding the key empirical studies of international student adjustment. They all call attention to international students' capability of adjusting and forming their own lives. As the study progressed it became clearer that this was also true for the participants in this study. Therefore, based on the aforementioned studies, and by treating EAL/international students' adjustment issues as sources for information for a changing pedagogy, this study aims to establish the state of current knowledge around adjustment, as well as how mutual adjustment by the HEIs and international students can be accomplished. This is especially applicable to internationalisation efforts at HEIs, as adjustment should be a key aspect of the institutional approach towards international students.

The researcher's background played a role in the choice of this area of research. Being an immigrant to New Zealand and having my own experience of studying at an HEI, as an English as an additional language (EAL) learner, it triggered a curiosity about others' study experiences in unfamiliar contexts. The familiarity with this situation was expected to be beneficial for the study, especially regarding the interviewing of the students, as an immediate bond would form, which would help the students to provide more information.

HEIs typically distinguish between international students on a study visa and domestic students who are permanent residents. The difference can, for example, be detected in the different course fees they pay. However, in this study 'international students' are seen in a broader sense. Therefore, the criteria for participation were based on being an EAL learner who was born overseas, had arrived in the country fairly recently (within two years prior to taking up studies), and had obtained previous education overseas. This meant that EAL students with permanent residence could still be the target participants, if they fulfilled these criteria.

1.2. Research Problem Areas

EAL/international students are typically faced with many influencing factors as they take up studies abroad. These are, for example, the new academic culture, the socio-culture in their new surroundings, and language issues. There has so far been little research conducted on all of these aspects: the role of the HEI, socio-culture, and language, in EAL students' adjustment to studying at an HEI. For example, studies that show how experiences at an HEI are embedded in students' everyday lives and their wider life, have not been investigated thoroughly. There are studies focusing more on either the social factors in the academic setting (Montgomery, 2010) or on inequality in the socio-culture related to academia (Marginson, 2012, 2013, 2014, & 2018). One New Zealand based study shows the importance for adjustment of *belonging* to entities outside the HEI (Skyrme, 2007).

The overall focus of this study is to add to previous studies by investigating how EAL/international students, engaged in longer term studies at a HEI abroad, adjust to their new study situation in New Zealand using an unfamiliar language, in an unfamiliar educational system and socio-cultural setting.

On a more detailed level, this study will add to findings in studies about the role language plays in academic adjustment by students who study abroad for a longer term (Holmes, 2004; Shackleford & Blickem, 2007). There have been many studies of students' language learning experiences during short-term studies abroad, mostly to inform language learning and how the sojourn experiences benefit further language learning, (Chik & Benson, 2008; Jackson, 2013). Language studies abroad are usually short-term; therefore, these studies have naturally not focused much on the role of language for adjustment in the context of long-term studies abroad. Thus, part of the investigation

in this study covers how *language development* is affected by experiences by long term international students, both inside and outside of the HEI.

Another important concept in this study is 'second language identity development' amongst international/EAL learners. Previous studies have established that this development exists and why it might happen (Benson, Barkhuizen, Bodycott, & Brown, 2013; Kim, 2001; Marginson, 2014). This study will build on their findings, and then go a step further and investigate how different stages in identity development affect students in their adjustment process, which seems not to be part of many other studies.

Many studies and reports have focussed on internationalisation as a key concept used by HEIs to approach the international aspect of their educational provision. Some have defined the concept (De Wit, 2012; Knight, 2003), and others have suggested changes to it (De Wit, et.al., 2015; De Wit & Jones, 2018; De Wit & Leask, 2015; Hudzik, 2015; Knight, 2015). A number of research projects have also been undertaken to investigate HE practices and policies, for example, studies about the educational, social, and cultural impacts of international students (Ward, 2001); institutional approaches (Kettle, 2017; Webb, 2005); language barriers to learning (Li & Campbell, 2008); and cultural inclusiveness, (Kim, 2001 & 2015; Mak, Daly, & Barker, 2014). However, there is a gap in our understanding of how internationalisation can filter down to the creation of suitable pedagogy for EAL/international students. This study will fill this gap by studying how students adjust to their new study environment, what challenges they meet and why these appear. It will give indications as to how, through interactions between teachers and students, internationalisation can become a useful guiding concept for suitable pedagogy.

In order to investigate how EAL students adjusted to living and studying abroad for a longer term, three research problem areas were identified, which guided this study. They were,

> 1. International students' academic and social adjustment while studying and using English as an additional language (EAL) at a higher educational institute (HEI) in New Zealand.
> 2. The role of language in EAL students' academic and social adjustment, as well as their second language identity development.

3. The role of the HEI in students' academic and social adjustment.

The aim of the study was to gain a deeper understanding of the issues involved in these three research problem areas.

1.3 Choice of Methodology

A qualitative approach was preferred for this study, as this approach was expected to give a deeper knowledge of the research problems than if the research were based on quantitative data only. Quantitative research is excellent if researchers aspire to establish results in terms of numbers and figures; however, as the aim of this study was to gain a deeper understanding of the problem areas related to adjustment, and to be able to immediately follow up on information in the interviews, a qualitative approach was deemed a better choice. For example, questionnaires, which are typical for quantitative studies, would not allow for deeper contact to be established between the researcher and the participants in interviews. Also, the choice of adopting a qualitative ethnographic approach was influenced by the fact that the researcher works at the HEI. This was expected to allow for a longitudinal aspect and for a close examination of the students in their natural educational environment.

The originality of this study, featuring an ethnographic approach and a multiple case study, as well as a range of analysis methods; thematic, narrative writing, and cross-case analyses, led to a deep insight into adjustment as a matter of the culture of the institution, and the relationship between challenges of studying at the HEI and challenges in the students' everyday life. It also produced valuable findings around language and identity. For example, the longitudinal approach led to a deeper insight into students' language development and adjustment challenges as it had the capacity to capture this over several years; thereby, changes within students and their lives could be established.

Furthermore, as the students were the main participants under investigation, there was the option of carrying out as thorough an analysis of the student data as possible. Therefore, the analysis methods included thematic analysis, narrative, and case study. The thematic analysis was applied to both staff and students, but as the main interest in this study revolved around the students, the

narrative and case study analysis were only applied to the student data. This was expected to facilitate as broad and deep a picture of the students as possible.

The decision also to include interviews with teachers and advisors, conduct focus group discussions, observations of classroom studies, and examine HEI documents, was to allow for more data to be gathered, enabling a broader perspective than that resulting from the interviewed students only, and to allow for triangulation of the findings. The teacher and advisor data, especially, allowed for evidence-based conclusions on adjustment from the side of the HEI.

1.4. Key Concepts

My understanding of the following key concepts will be discussed in the literature review (Chapter 2) and revisited in the discussion (Chapter 7):

1. adjustment – within the areas of academics and language
2. mutual adjustment – by students and the HEI
3. second language identity development
4. internationalisation at HEIs in relation to teaching and learning.

1.5. Scope

There were some boundaries that the study adhered to at the outset and others that emerged as the research project progressed. For example, the focus on studies in mainstream classes at an HEI by students staying for a longer period of time, rather than focussing on language learning by sojourn students, was determined by the researcher's many contacts with long-term international/EAL students at the HEI over the years. It was intriguing to meet these students and a curiosity surfaced around their adjustment issues.

Initially, it was believed that students' limited language use played a negative role in relation to academic studies. Therefore, and because the researcher worked with language support in a self-access centre, there was an urge to find out how language problems could be alleviated by sufficient support and advice. Very early in the study, more precisely at the time of the first interviews with the students, it became clear that the students were very capable individuals who were aware of their language challenges, but also that they knew what strategies they could apply to improve their language use. This prompted the scope of the research to also become aligned to finding out about

areas of both academic and language adjustment causing challenges which could be alleviated by the HEI.

At the outset of this study, the HEI was one of the largest polytechnic institutions in New Zealand. As such, it attracted a substantial proportion of the international students seeking a qualification in this English-speaking country. During the time of the study, all the Institutes of Technology and Polytechnics (ITPs) in New Zealand were in the process of merging into one organisation, with a shared top layer of management but keeping the individual institutions intact. This was partly accomplished when the Covid-19 pandemic struck in March 2020. Work on finishing the merger was taken up again in the second half of 2020. Once it is fully established, easy student movement between institutions, and similar practices are expected. This may affect the generalisability of the study, as the recommendations for internationalisation efforts, which are drawn from studying the large participating ITP, would apply to all ITPs within the larger organisation, especially as its practice is expected to be streamlined.

This study covers adjustment by EAL students at HEIs before the Covid-19 pandemic. As the situation with the pandemic in the world developed during the final stage of this study, describing how the pandemic may impact the main themes of student adjustment and internationalisation efforts at HEIs is outside the scope of the study. The generalisability of the study might be limited for the duration of the global pandemic. This is because there will be very low international student numbers at the HEIs in this period, so consequently, few opportunities to apply any recommendations that this study suggests.

1.6. Structure of the Thesis

This thesis is presented through the conventional chapters of introduction, literature review, methodology, findings, discussion, and conclusions. A short break down of the content of the chapters follows below.

Chapter 1 – The introduction chapter, sets the scene, i.e., outlines the background, aims, methodology, justification, structure, key concepts, and the scope of the study.

Chapter 2- The literature review places the study within the theoretical and empirical frameworks. It first discusses key concepts within the internationalisation of HEIs in a world situation where there has been an increased number of students moving abroad to pursue higher education (pre Covid-19). Then it reviews literature around student adjustment, followed by the role and function of HEIs and language for adjustment. Research around second language development and mutual adjustment are also reviewed as they emerged in the process of reviewing the literature.

Chapter 3 – The methodology chapter explains the chosen approach and the rationale for this study. It outlines the research design, including descriptions of the setting and participants. This is followed by data collection methods and analysis, and a discussion around the trustworthiness of data collection methods, and, finally, ethics considerations are highlighted.

Chapter 4 – The first findings chapter comprises narratives, common in ethnographic studies, describing the experiences, challenges, and strategies of individual student participants. These helped to better understand the students and their lives. The chapter finishes with a summary of findings based on information in the narratives.

Chapter 5 – The second findings chapter reports on the findings related to the three research problem areas, from a student perspective. It covers socio-cultural and academic adjustment, second language identity development, and support.

Chapter 6 – The third findings chapter has a similar structure as Chapter 5 but from the perspective of the HEI. It also covers internationalisation at the HEI where the study is set. At the end of the chapter, there is a section on the focal points in the findings chapters, and one section that summarises all the findings in Chapter 4-6.

Chapter 7 – The discussion chapter firstly conceptualises adjustment, which is the main concept in this study. It also discusses the main findings, contextualised within previous research and theory.

Chapter 8 – The conclusions chapter covers contributions to the research field, recommendations as a result of the findings, limitations, i.e., unanswered new research questions and what this study was not able to find out, and suggestions for further research.

Chapter 2, Literature Review

2.1. Introduction

This literature review examines previous research carried out in the area of international education, focusing on EAL students studying at higher educational institutions (HEIs). It will give an overview of trends and statistics at HEIs, in relation to student mobility in the world in recent years. This is followed by a review of the concept of internationalisation. Then, the review turns to literature that covers academic and socio-cultural adjustment issues, as well as the role language plays in English as an additional language (EAL) students' adjustment. The review then covers the policies and practices of HEIs, and how they currently support and enable success amongst EAL students, as well as teaching and learning issues, language support, and advising. The two concepts of adjustment and mutual adjustment are also studied, and the review outlines and justifies the research described in this thesis.

Kettle (2017) outlined the prevailing approaches to research on international students in the literature, and how these have changed somewhat over the last three decades. She stated that research focus in the mid-eighties was from a deficit view, in which these students were perceived as lacking language proficiency and as having shortcomings in their study approach. The second focus, from the nineties, expressed the view that international students were adaptive, yet different from domestic students. The third approach, in the 2000s, included investigations of power relations, involving both HEIs and domestic students on one side and international students on the other. Researchers were, for example, studying how domestic students undermined international students by overpowering them, making their own knowledge and ways of studying the norm. Kettle suggests that all these views of international students can still be found in research and practices at HEIs. She then argues for a fourth research perspective, in which engagement is the key concept. Engagement by international students at HEIs, then, according to Kettle, revolves around discernment, agency, and negotiation of social conditions, and is also determined by the factors described in the three research approaches above.

As the number of students, pursuing studies in a country other than the one in which they were born, has increased dramatically in the last decade or so, the demands, the discussions, as well as the

research around best practice, have also intensified. A significant number of research projects have been undertaken to investigate HE practices and policies, for example: studies about the internationalisation of HEIs, (Hudzik, 2015; Knight, 2004, 2011, 2012, & 2013); educational, social, and cultural impacts of international students (De Wit & Jones, 2018; De Wit & Leask, 2015; Ward, 2001); interculturalism and cultural inclusiveness (Daly & Brown, 2005; Deardorff, 2006 & 2014; Mak, Daly, & Barker, 2014; Kim, 2001 & 2015; Welikala, 2013); language barriers to learning (Deardorff, 2006; Li & Campbell, 2008; Nieto, 2008); intervention strategies and institutional approaches (Deardorff, 2006; Kettle, 2017; Knight, 2004; Rizvi, 2007; Webb, 2005). These studies will be reviewed below.

2.2. International Students and Adjustment

As outlined above, research has often led to a focus on adjustment by international students who have moved to another country and are therefore expected to adjust to this unfamiliar study situation. The transition process within people and societies, when people move from one place to another and settle in, have over the years been explained and defined using many different terms in the literature, for example acculturation, adaptation, adjustment, and accommodation, which have sometimes been used interchangeably. Acculturation was first defined by Redfield, Linton, and Herskovits (1936) as a process comprising "those phenomena which result when groups of individuals having different cultures come into continuous first-hand contact, with subsequent changes in the original cultural patterns of either or both groups" (p. 149). This was a very broad definition which has been examined more closely by others. For example, Searle and Ward (1990), who used acculturation as an overarching term for both, *psychological adjustment* - learning how to cope with stress, as well as satisfaction and wellbeing, in a new environment; and *sociocultural adjustment* – the ability to fit in. Whereas Berry (1997) sees acculturation as a process, he defines adaptation, as "changes that take place in individuals or groups in response to environmental demands" (p. 13). He defines adjustment as a change in order to become more similar to the environment. He refers to Searle and Ward's two acculturation areas, *psychological and sociocultural adjustment*, and adds a third area, which he calls *economic adaptation* – "the degree to which work is obtained, is satisfying and is effective in the new culture." (p.14). However, this study focuses on international students and their challenges in the new academic and socio-cultural

situation, and it will not go into any deeper details about any psychological influences on their new lives.

This study adopts adjustment as the key concept with regard to change, including the process of change, and it is placed in the broader perspective of discussing where the responsibility for this process lies (see Chapter 7, Section 7.3. for the definition based on this study). Therefore, the next part of the literature review focusses on adjustment related to international students, with English as an additional language (EAL), at HEIs. It will firstly review literature describing socio-cultural adjustment issues. Then, it will cover literature that describes educational challenges and strategies students use to cope with a new educational system. This is followed by an exploration of literature about the challenges EAL students face related to language, as well as the strategies employed to deal with these.

2.2.1. Student Adjustment in the Socio-Cultural Environment

One area of adjustment that EAL students face is within the socio-cultural area in the society in which they have entered. Research within this area seem to be divided between those who call for an as thorough adaptation to the new culture as possible, without specifying if this means giving up on their own culture, and those who acknowledge the strengths of integrating and using one's background culture in the new cultural environment.

As outlined previously, Searle and Ward (1990) proposed two areas of adjustment: psychological adjustment and sociocultural adjustment. They suggest that these can be assessed through a range of means: the quality and quantity of interpersonal relations with both host community and co-nationals, attitudes toward the host community, value discrepancies, cultural distance, expectations about the new culture, students' personalities, and life events of international students. Also, from the field of psychology, Berry (1997) explained the cross-cultural influence from a psychological perspective using his own conceptual acculturation framework (Berry, 1997, Fig 2.). This was based on a simultaneous consideration of two concepts: cultural maintenance – how important cultural identities are believed to be, and whether or not people strive to maintain them; and contact and participation – the level of interaction between cultures. This comparison resulted in an assessment model with four acculturation outcomes: assimilation, separation, integration, and marginalization.

He pointed out that the terminology changes depending on the perspective taken, by the dominant group or by the non-dominant group. For example, separation, seen as a free strategy by the latter group, becomes segregation if it is imposed upon people by the dominant group. He stated that, "in practice acculturation tends to induce more change in one of the groups … than in the other" (p. 7). Berry states that integration can only become reality if people are able to execute their free choice, and if the dominant society is open and inclusively oriented towards cultural diversity. He suggests that both the non-dominant groups and the dominant groups need to be prepared to adapt to each other; "a mutual accommodation is required for integration to be attained, involving the acceptance by both groups of the right of all groups to live as culturally different peoples" (p.10). This notion could be highly applicable to those higher educational institutions who want to create successful integration policies, as it may lead to learning about each other and making mutual adjustments.

The acculturation concept has been the focus of researchers in more recent years also. In a qualitative study, based on interviews of immigrants from the US and Sweden, who had been living in each other's countries for at least two years, Barker (2015) showed that the acculturation concept is much more multifaceted than first thought. Her results revealed that "… individuals navigate the process, choose components from both home and host cultures, and allow these to coalesce into a complex, integrated mosaic" (p. 67), and that most of the participants in her study, "had developed an asymmetric form of biculturalism that is highly selective, yet anchored in an immutable home-culture identity" (p. 68). This is likewise supported by Marginson (2014), who argues that EAL students are in transition towards a self-formed hybrid identity through processes of adopting new cultural behaviors, learning a new language, and new life skills, in a new environment. His conclusions are based on research conducted by himself and others in the last decade: "…welfare and security (Marginson, Nyland, Sawir & Forbes-Mewett, 2010; Sawir, Marginson, Deumert, Nyland & Ramia, 2008), cross-cultural relations in international education (Marginson & Sawir, 2011), policy and regulation in international education (Marginson, 2012; Ramia, Marginson & Sawir, 2013)" (p. 6).

Kettle (2017) adds to the idea of self-forming students in a qualitative case study carried out across one semester at a university in Australia. She states that students' efforts "to adapt to and enact the discourses, practices, and texts" of the course she investigated "… point to agency and a belief in

their capacities as agents to effect change in their lives" (p. 166). Skyrme (2016) used the affective, behavioural, cognitive (ABC) model developed by Zhou, Jindal-Snape, Topping and Todman (2008) to show how two activities beyond the studies at the university affected the adaptation of 20 Chinese international students at a university in New Zealand. Skyrme asserts that the influence of belonging to a Christian group, and part-time work, leads to personal growth, feelings of acceptance, understanding, and integration into the new culture and university study. The primary focus in her study was on social adaptation and how it relates to HEI studies, and not on the influence of these activities on students' English language development.

Nevertheless, many of the students who have chosen a foreign country for their qualifications are typically preoccupied with their studies, so they do not put too much effort into trying to fit into the social environment. For example, Andrade (2006) reported some mixed findings from a study about social adjustment amongst international students in numerous research reports over the years. There were some indications that many are satisfied with their limited social lives as they mainly focus on their studies and therefore have very little time to have a social life outside their study time. However, she also found that others asserted that they felt very lonely, isolated, and homesick, and, therefore, would like more social interactions.

Socio-cultural adjustment seems challenging for international students as the familiar social networks in their home country are often far away. Moreover, interacting with the host culture is a stressful undertaking as Wright and Schartner (2013) point out. They reported in a mixed-method study, on "…opportunity and effect of interaction" (p. 123), with 20 international students in the UK, that coping with everyday tasks, such as shopping, banking, and transportation, became easier and easier the longer they stayed in the new environment. However, speaking remained the main challenge, even after being in the host country for nearly one year. Another finding was that these students avoided contacting locals, both on and off campus. Wright and Schartner see interaction with the host culture as the main remedy for successful adjustment and they suggest that international students need encouragement to interact with locals. They found that students who overcame hesitations and such difficulties as low proficiency level or being introvert testified that using such strategies as seeking out local contacts, other than the ones arranged by the host

institution, meant that their cultural knowledge increased and that a big improvement in their general communicative ability occurred, especially in using informal language.

Sawir, et.al. (2008) conducted a qualitative study on the social and economic security of international students at nine Australian universities. They conducted interviews with 200 students from 30 countries. They found that the highest numbers of students with feelings of loneliness and isolation were from Asian countries, for example, Singapore, and from Latin America; for these, 100% of students had sometimes felt lonely or isolated. More students who reported loneliness had built up networks than students who did not feel lonely. This shows that international students cope with their feeling of loneliness through strategies of self-managing, engaging in social relationships, and seeking help. However, the lonely students experienced more barriers to making friends and connections than the non-lonely students, which, as Sawir et.al. suggest, could be a key to assistance needs.

Some researchers draw the conclusion that international students need to form relationships with locals to adjust and increase their well-being (Zhang & Goodson, 2011). Hechanova-Alampay, Beehr, Chirstiansen, and Van Horn (2002) carried out a quantitative survey-based study at a university in the US. They found that the more interaction students had with locals, the greater their adjustment. However, they also found that students did not have much opportunity to build relationships with locals. Al-Sharideh and Goe (1998) carried out another quantitative study set at a university in the US, using a telephone survey with 175 international students. They found evidence for the importance of building close relationship with both local students and students from overseas. However, they emphasised that the contacts, many times, are largely instrumental instead of being emotionally supportive, and that the close relationships built up with students of the same origin were perceived as the most valuable by the students.

Montgomery (2010) seems to go against the trend of others; for example, she disagrees with the notion of the importance of local social connections and instead she suggested that students develop into very independent beings. She showed, in her qualitative longitudinal ethnographic study at a university in the UK, using observations and shadowing to gather data, that the process of learning about and relating to the new environment in the first year of study equipped EAL students with a

strength that they can draw on to build their lives. She conducted semi-structured interviews with a group of seven students and she also employed an "extensive shadowing scheme" (p. xiii) which meant that the students were followed for half a year in such everyday activities as classes, tutorials, and campus life. She then wrote up narratives of the seven students as a way to explore their lives. She warns about viewing international students as stereotypes, and questions the "… assumptions that it is a necessity for international students to form bonds with home students …" (p.113). Instead, based on her findings from the interviews and the shadowing, she speculated that they "may not be missing anything by their lack of profound contact with home students." (p.113). On the contrary, she points out that domestic students might be the ones who miss opportunities, for example, to gain more global awareness. Furthermore, she notices that international students are flexible with their relationships; they seem to cope well with relationship break-ups and do not hesitate to find new friends.

Kim (2015) sees acculturation as a process triggered by all encounters with other people and situations, or "messages" (Kim, 2001, p.32) a person is faced with in the new culture. These messages are both "the explicit, verbal and intentionally transmitted messages" (p. 32) and "all those implicit, nonverbal and unintentional messages by which people influence one another" (p. 32). She suggests that experiences of going through adaptive challenges bring about a special privilege and freedom – to think, feel, and act beyond the confines of any single culture". (p. 10). Furthermore, Kim (2015) explains the relationship between stress, adaptation, and growth in her dynamic model (p. 6). The model establishes that greater changes typically occur in the beginning of the exposure to a new and different culture, and that this happens in a spiraling process, which involves experiences, regression, activated adaptive energy, and leaps forward.

2.2.2. Student Adjustment in the Educational Environment

Adjustment challenges in the educational system are closely linked to students' socio-cultural adjustment as, naturally, their lives form a holistic entity. For example, students' life outside the HEI has a profound impact on their study success, which in turn depends not only on psychological factors in the socio-culture, but on pragmatic factors like how well they succeed with finding accommodation, part-time jobs, and making friends. With a few exceptions, previous research has often focused on one of these areas, whereas this study will examine from both academic and socio-

cultural points of view. One study that also covered both sides is, for example, Li and Campbell (2008), who carried out a qualitative study of 22 business students in a New Zealand tertiary institution. They found that "student satisfaction is related to the degree of their cultural adaptation; ...the better they adapt to the new environments, the more positive their learning experience is." (p. 379-380). On the other hand, students in their study seemed to be aware of the hybrid identity they had developed, as most of them reported a successful adaptation even if they still had learning difficulties, and even if they had retained such cultural traits as high learning expectations, high achievement, motivation, a strong sense of competition, and a deep respect for their teachers. Students in their study even believed these traits had facilitated their New Zealand studies. In this study, as in many of the studies about international students, there was no mention of age, whether they were single or in a relationship, and how their previous lives had been.

Adjustment related to socio-culture was reviewed in the previous section and this section covers a review of literature describing challenges related to academic adjustment, as experienced by EAL students in a new educational system, as well as the strategies applied to overcome these.

Zhang and Goodson (2011) reviewed 64 studies on international undergraduate and graduate student adjustment at HEIs, conducted between 1990 and 2009, in the United States. They found that the most frequently reported issues for adjustment were:

- stress
- social support
- English language proficiency
- home country
- length of stay in the host country
- acculturation
- self-efficacy
- gender
- personality

They also pointed out that their view of influences on adjustment contrasted with those of Ward and Rana-Deuba (1999), as the review revealed that a more complex pattern is involved than psychological and sociocultural adjustment. They emphasised that dividing the influences solely into

these domains is not advisable. Instead, they suggested that learning about intercultural adaptation issues requires studies that integrate factors at both micro (interpersonal and intrapersonal) and macro levels (the wider context around students).

The results of an ethnographic study by Holmes (2004), which covered adjustment issues faced by 13 Chinese students, at one of the HE institutions in New Zealand, adds to the knowledge about adjustment issues. For example, she noted that differences between these students' earlier experiences of HE in China, and the new educational system, caused some challenges for the students. These were within teaching and learning style, communication with other students and staff members, the requirements of language skills and proficiency, and classroom interactions. She found that even if students worked hard, they might not get good grades because of these differences. Holmes suggests five strategies for HEIs to deal with the challenges. They were:

(1) a mind-set change, on behalf of the teachers - from "deficit to a different view" (p. 304)

(2) better preparation of students to prevent a reality shock

(3) a view of all participants (staff and all students) as resources for increased awareness around cultural differences, as well as learning the value of this

(4) educating local students about benefits of cultural awareness

(5) more research into learning about differences in communication patterns between international and domestic students.

As mentioned earlier, Li and Campbell (2008) state that the better students adapted to the new study environment, the more positive their learning experience became. In a qualitative study of Asian students' study experience in New Zealand, they found that international students were satisfied with their HE experiences overall. However, like Holmes (2004), they also found that there were areas of concern, for example, around language and cultural barriers, and lack of understanding of academic norms and conventions. Furthermore, students said they received inadequate learning support. Examples of intercultural communication barriers that Li and Campbell found were lack of understanding of academic jargon on the part of the students, and, on the part of the institutions, not understanding cultural differences and similarities which, if present, would minimise culturally based misunderstandings and enable cultural interchange. This led to students alternating between contradictions, inconsistencies, and conflicting beliefs and ideas about learning.

Li and Campbell's study presents evidence of adjustment struggles by international students and evidence that students live in a world of paradoxes. Therefore, they urged institutions to take action to assist students by being "… professionally responsible to make adaptations to help Asian international students cope with these paradoxes, to equip them with adequate knowledge of academic discourses, and to transcend the culturally framed borders and subjectivities" (p. 392).

Drawing on experiences during more than 25 years of teaching EAL students, Ehrman (1996) points out that it is difficult for many EAL students to offer opinions in the classroom, especially if they are from Asian countries. She explains that this is because of the hierarchical system that they are brought up in, which emphasise a belief that younger persons may not have enough experience to contribute to discussions. As a result, students are not likely to volunteer opinions, out of respect for the teacher, who is likely to be older and thus is seen as having a very high status. This also explains Clifford's (2005) findings, in a qualitative study in Australia, about newcomer EAL students becoming rather shocked by Australian students' "disrespectful" behaviour in the classroom as they were shouting out answers and were using teachers' first name freely. Similar views were found amongst EAL students by Welikala and Watkins (2008), in their analysis of very rich data, gathered from 40 respondents, at a HEI in the UK. These students expressed the view that they saw discussions built on critical thinking as being not very ethical. In fact, they considered them to be confronting and not beneficial to healthy human relationships. As the New Zealand educational approach sometimes requires active participation in the classroom, it may cause similar challenges, for both teachers and students.

Shackleford and Blickem (2007) found some general EAL learner adjustment issues amongst EAL students in an action research project at a New Zealand tertiary institution. They showed that these learners had a number of issues, and that they were different from first year domestic students, in terms, for example, of:

- homesickness
- orientation to a new country
- new teaching and learning expectations
- new and difficult lecturer and student roles and behaviour
- tertiary studies in another language

- new concepts based on new cultural assumptions
- inadequate opportunities in place within the institution to develop language and academic skills

Andrade (2006) reviewed fifty-six studies of student adjustment from the main English-speaking countries: US, Canada, UK, Australia, and New Zealand. She studied four areas of student adjustment: (1) degrees of adjustment, (2) difficulties and success, (3) strategies, as well as (4) effective pedagogy for this to happen. Generally, she found that international students had to put much more effort into adjustment challenges than domestic students did. Not surprisingly, international students had less social support than local students, which made many of them feel lonely and homesick. Furthermore, the professors in her study listed language proficiency as the main challenge for EAL students, and they also noted that international students face different challenges compared to domestic students. Other challenges the professors mentioned were: segregation, the ratio between domestic and international students - which they thought needed to be at a comfortable level for domestic students; meeting students' academic and career goals; students' funding; and finding appropriate placement. The professors had noted some benefits too, such as, contribution to international and work experience perspectives, and valuable assistance with research. There was also an enhancement of the academic reputation, increased global connections, and they thought domestic students benefited from being better prepared for future encounters with people from diverse backgrounds. The student adjustment issues related to language in her study were, for example, that students had noted problems with listening to lectures, reading comprehension, lack of vocabulary, and academic writing and speaking. Some had lost their confidence in using English, which impeded their classroom interactions, and others pointed out the difficulties with professors' use of idioms, accents, humor, as well as choice of examples. However, she found that the students took on most of the responsibility for adjustment and they made sure they acquired background knowledge for their area, read textbooks, asked for clarification, and learnt to take lesson notes. In addition, she discovered that some pertinent interventions for international students were in place, such as: peer support programs, support groups, web-based support, and multi-phase approaches to orientation.

Skyrme (2013) concluded that the Chinese students in her empirical study were aware of their adjustment needs and that they wanted assistance with these. Typical issues were, for example: academic writing, differences in learning environments, focus on learning authorities' views before

offering own critique, and dependence on teachers. However, they seemed to finish their studies successfully in the new educational environment, regardless of their level of adjustment, or as Skyrme puts it, "…these Chinese students achieved their imagined identity as New Zealand university graduates and were able to carry their learning into their own worlds, even though they might not have been an exact fit with the university's graduate profiles" (p. 167).

In a longitudinal study, which lasted for more than 10 years, and involved 180 international students at a university in the United States, Gebhard (2012) studied challenges encountered by international students within three areas: academically - including language difficulties, socially, and emotionally. He found that while most students applied such coping strategies as using supportive people, observation and imitation, and reflection, some students expected others to adjust, they complained about some things, and withdrew from contacts with the host society, and therefore failed to adjust. The suggestion for adjustment seems to be to assist students with their adjustment. *They* must take on the responsibility for adjusting to the educational environment. Giddens and Sutton (2013) outlined the relationship between adjustment processes and static environments as "All accounts of social change also involve showing what remains stable, as a baseline against which to measure change" (p. 124).

In contrast, Marginson (2014) rejected the concept of adjustment and argued that if one sees education as a process of adjustment or acculturation, EAL students are often perceived as weak and deficient, especially in comparison to domestic students, thus being judged from a cultural superiority view. He points out that this leads to the notion that, "host country educators know the students better than they know themselves, and know what they must become" (p.8). He asserted that students are in fact strong navigators in charge of their own lives, as they are actively building up their new lives and identities in unknown surroundings. Furthermore, Marginson emphasised that there is no evidence that students who are culturally distant from the host culture perform worse or show lower levels of well-being than domestic students. The study by Matsunaga, Chowdhury, Barnes, and Saito (2020), showed the self-formation capability of international students. They argued, in a conceptual discussion article, based on critical consideration of the international education experiences by one international student (one of the authors), that international students are shaped by international education through student conformity and institutional expectations,

and by students' "responses to the practices, challenges, and opportunities for empowerment, and continuous self-realisation of their current view of their selves and the desired outcome of their selves" (p. 1).

Given that international students gain full rights to participation, Ryan and Hellmundt (2005) suggest that the interaction between students and the HEI involves opportunities for a higher level of engagement by EAL students, domestic students, and institutions, which will lead to a more thorough understanding of each other.

2.2.3. Responsibility for Adjustment

The central issues within support, successful student outcomes and adjustment are probably: what needs to be adjusted to, how adjustment happens, by whom and to what degree, and who should take responsibility for the adjustment process. In Holmes' (2004) report of the longitudinal study on challenges faced by international students from China, in their first year of study at a New Zealand HEI (see 2.3.2.), she suggested mutual adjustment by both HEIs, via their teaching staff, and international students. For example, teachers should reflect on their teaching to reduce the potential impact of ethnocentric teaching, and international students need to be better prepared for the differences in the educational system and culture. She also suggests that HEIs should develop awareness about diversity amongst themselves, staff, and international and domestic students. In contrast, based on a case study at a Canadian university, Guo and Chase (2011) regarded student familiarization with the new situation as being a matter of individual ability and responsibility. However, they argued that HEIs should build internationally inclusive campuses and employ a programme for student integration into the HEI. Citing Bond (2003a & 2003b), they outlined three common approaches to internationalisation at the curriculum level, which is the interaction sphere between teachers and learners: (1) add-on - adding cultural readings to the courses; (2) curricula infusion – introducing a broader selection of international content in the course; (3) transformation - a change in people's views through curriculum alteration. They noted that most HEIs engage in the 'curricula infusion' strategy, and that it is much more difficult to make curriculum changes to transform people's views. They pointed out that all faculty members need to be involved, so they call for "collective efforts in building an internationally inclusive campus, where cross-cultural learning is encouraged and global citizenship is nurtured" (p. 316). Nevertheless, the study did not

mention any changes that HE institutions might apply to their pedagogy in order to adjust to the changed demographic situation, i.e., adjust to the inclusion of international students. A study by Nayak and Venkatraman (2010), which employed a narrative inquiry approach, also placed the main responsibility for adjusting on the students. They took the view that students need to socialise into understanding and learning the new educational culture. They argued that because of an "academic cultural gap" (p. 9), students may fall back on "… earlier held assumptions, values, beliefs, and their past student career …" (p. 3), and due to this, Nayak and Venkatraman perceived a discrepancy between learning approaches applied by the students and the learning expectations held by the teachers. Any real changes at the teaching level were not suggested. However, they mentioned changes in policies as a means of enhancing the educational experience for these students, without outlining what these changes may entail.

Naidoo (2008) explored a "Crossing Borders" (p. 139) programme for transnational communities, using a framework around social capital and cultural reproduction, by Bourdieu, and stated that international students "are encouraged to disregard standards and norms developed in their home country and adopt those of the host country" (p. 139). According to Naidoo, HE institutions should help students build social networks and increase their cultural capital. In her view, academics should become more aware of these students' experiences so they can mentor and "exert power and influence to shift margin and centre" (p. 144). She suggested this specially tailored program, "Crossing Borders", to "facilitate academic transition" (p. 140). One part of this programme was the "service-learning practicum", which intended to "instill in students an appreciation for the community's strengths, resources, perceived needs and expectations through service-oriented experiences" (p. 140). Naidoo concluded that these students need to develop: an understanding of behaviours in informal and formal settings, rules, and how to interact with other students and teachers. Furthermore, she suggested that education "offers the key to roles in the future and the culture learning that accompanies educational experience is essential to the acculturation and adjustment of transnational students" (p. 144). In an earlier study, Naidoo (2007) found that Indian students had rooted, and even heightened, their Indian cultural identity when studying and living abroad. She feared that they, therefore, had to "fight against being treated as inferiors, because of their racial or colour characteristics, as well as their cultural distinctiveness" (p. 26). Even so, instead

of requiring these students to make all the changes, HE institutions may have an important role to play in finding common ground and learning from each other; i.e., to mutually adjust.

The teaching and learning interface is probably where the impact on students is the greatest, and it seems to be an area for mutual adjustment. Duff (2007) pointed out that international students, with their broad experiences in life, may have better-informed perspectives on topics related to their previous life in other countries, whereas teachers have the expertise within the academic content in the curriculum. She suggested that the interactions between teachers and their students, which harness this, need to be established in an on-going manner.

There are some recent notions by researchers that position the adjustment process as a mutual matter of concern for both the students and the institutions via teachers e.g., Marginson, (2014), Tran, (2011) Welikala, (2013), and Welikala and Watkins, (2008). Moreover, Marginson (2014), and Marginson and Sawir (2011), regarded the border-crossing form of international education as a process of self-formation, chosen by students to make changes in their lives. They even asserted that the whole point of crossing borders and seeking HE qualifications is to engage in self-formation. In addition, De Wit (2012) suggested that: "The mainstreaming of internationalisation assumes a more integral process-based approach, aimed at a better quality of higher education and competencies of staff and students" (p. 5). This opens up a discussion around reciprocal gain by the society, higher educational establishments, and EAL students, which stems from the realisation that international students may also contribute positively to the cultural and academic environments.

Tran (2011) suggested a "dialogical pedagogic model for mutual adaptation" at higher educational establishments in her study of academic writing by EAL students. She placed the concepts of public - private, and collective – individual, on two cross axes; the process goes from interaction, via appropriation and repositioning until practices may be transformed. This model included negotiations with students. Later, Tran and Dempsey (2017) asserted that the acknowledgement of contributions by international students to the host country is not fully realised in practice. Instead, there are signs of discrimination and marginalisation. She found instances where teachers ignored attempted contributions. Some teachers were also judgmental towards international students as they presupposed that they were in the class only to gain permanent residency and that they were

not really interested in learning the content. Moreover, Tran and Dempsey found that people in the socio-culture had difficulties adopting a supportive communication situation with international students, for example, their speech or the content. All in all, they pointed out that this may lead to loss of self-esteem and feelings of insecurity. They suggested that building an inclusive and welcoming atmosphere and building these students' awareness of rights, which in turn may lead to them asserting their agency, are equally important for learning at HEIs and for counteracting discrimination.

Devlin (2013), also a keen advocate for a mutual adjustment approach at HEIs, noted that the students seem to have, in effect, sole responsibility for their adjustment issues, and that institutions merely lessen the burden by applying certain activities. The focus of her studies was mainly around lower socio-economic background students; nevertheless, some issues that these students have, which result from unfamiliar academic culture and language use, seem the same as the ones EAL learners face. Devlin suggested that a non-deficit adjustment model should be applied to both students and institutions. She asserted that students and institutions should both adjust to the other party's needs and learn from each other in the process, and thereby experience the benefits of this joint-venture approach.

2.2.4. Summary

The review has so far covered internationalisation, the definition of adjustment in the literature, issues related to international student adjustment in both the socio-cultural and academic areas, and the issue of who should take on the responsibility for adjustment. As shown above, there have been many studies previously which have determined the presence of adjustment challenges facing international students when they move into an unfamiliar socio-culture e.g. (Al-Sharideh & Goe, 1998; Hechanova-Alampay, Beehr, Chirstiansen, & Van Horn, 2002; Kim, 2015; Marginson, 2014; Sawir, et al., 2008; Searle & Ward, 1990; Ward & Kennedy, 1999; Ward & Rana-Deuba, 1999; Wright & Schartner, 2013).

Other studies have focused on academic adjustment issues e.g. (Andrade, 2006; Andrade & Hartshorn, 2019; Ehrman, 1996; Holmes, 2004; Kettle, 2017; Li & Campbell, 2008; Marginson, 2014, 2018; Shackleford & Blickem, 2007; Welikala & Watkins, 2008; Zhang & Goodson, 2011). Moreover,

there are some studies that suggest mutual adjustment by students and the HEI, and that the responsibility for implementing this should lie with both sides (Devlin, 2013; Marginson, 2014 & 2018; Tran, 2011). However, there are some studies that suggest that teachers adjust their pedagogy based on *negotiations* with students. Tran (2011), for example, proposed this in her model of mutual adjustment in a writing task (as described in 2.2.3). This idea goes one step further with internationalisation at the teaching and learning interface. Approaching learning tasks based on negotiations would show the important part the HEI play in creating or alleviating adjustment challenges. Perhaps this is not practicable as each individual teacher might not be able to determine how to adjust to individual learners' demands.

Very few studies have covered the impact on student adjustment of issues in both socio-cultural and academic areas. Nevertheless, there are a few studies that cover parts of these, for example: Montgomery (2010), who studied students' social networks and the influence these had on their learning; Gebhard (2012), who investigated challenges in three areas - academic, social, and emotional; and Skyrme (2016), who studied how belonging to groups in the social sphere had positive implications for students' academic adjustment.

This study will add to knowledge about adjustment challenges, and typical strategies students use to deal with these, in both socio-culture and academic areas, and how these two areas are intertwined. As the concept of adjustment has different representation in different studies, this concept will be reconceptualised in this study, based on the findings, and in relation to socio-culture and academic areas.

2.3. The Role of Language in Adjustment

This study covers the role of using a new language in the adjustment process, and therefore the study will now move on to exploring this role. For example, language proficiency has been identified as one of the factors that plays a role in this. Because language is a bearer of people's culture and knowledge, it seems natural that using one's mother tongue is the most comfortable and secure way of expressing oneself and one's culture, and that using an additional language would then cause some stress. For example, Yeh and Inose (2003) carried out a quantitative study based on 383 international students at a university in the US, using a survey with four different questionnaires,

covering: demography, acculturative stress, social connectedness, and social support. They found that a high fluency level and comfortable use of English caused lower levels of adjustment stress. Therefore, for students studying in a country with a different language and culture than their own, the use of a second language undoubtedly causes challenges and a need for attaining proficiency, which in turn may affect their second language identity and adjustment to the new social and educational culture. Furthermore, language development, and monitoring of proficiency beyond the formal threshold for admission into tertiary level programmes, is often not given priority with regard to EAL students, perhaps because of low demands from students themselves. As Andrade (2008) pointed out, "they would rather spend the time on their course of study even though improved English skills would help them be more effective and efficient" (p. 4).

2.3.1. Language Challenges and Strategies

Language challenges play a significant role in EAL students' adjustment process. This was acknowledged by, for example, Sawir (2005), who stated that "of all the social and academic issues and problems facing international students that are cited in recent studies - differences in learning style, culture shock, homesickness, social difficulties - the problem they themselves most often refer to is difficulties with English" (p. 569). In an ethnographic, longitudinal study of social strategy use amongst immigrants with EAL background, Taylor-Leech and Yates (2012) showed that for immigrants who were using social strategies to improve English, it led to more successful communication with locals and higher proficiency level. Moreover, they asserted that "The successful use of social strategies is therefore critical not only to the development of immigrants' English language skills but also to their English-speaking identities and links with the wider community in which they settle." (p. 139).

Research related to international students at HEIs in the world has shown that some EAL students succeed by applying self-study strategies and by increasing their study effort, thereby compensating for their lack of language proficiency (Stoynoff, 1997). Interestingly, He and Banham (2009), carried out a quantitative study of graduation grades and course grades awarded to around 4000 domestic, and between 120 and 300 (depending on the intake for the year), international students during a period of six years. This way they measured the academic performance in a six-year programme at a college in Canada. They found that international students outperformed domestic students

31

academically in the first year of study. Thereafter, the international students performed worse than the domestic students for four years before they performed almost equally well in the sixth year. He and Banham explained the domestic outperformance over international students' as being due to:

> … language issue as well as the fact that domestic students have a better knowledge of their home country particularly in relation to political, economic and business environment that is very relevant to business curriculum. Domestic students are also in a familiar social environment and normally have a social support system intact. (p.96)

However, this does not explain outperformance by international students in the first year of studies, but perhaps international students put a large amount of effort into their studies in the first year when they are learning about their new study environment and when they must make sure that they understand the new language of study, which might then result in high grades.

Fass-Holmes and Vaughn (2015) speculated that the reason for successful academic performance, despite low English proficiency as tested prior to academic studies, lies more in the difference between English lessons and subject lessons in mainstream classes. Students were assessed on different types of performance, for example, subject teachers tended to judge them on content, whereas language teachers judged their language errors.

Academic language, and especially writing skills, often present a challenge to EAL students. This is confirmed by Li, Chen, and Duanmu (2010), who showed that Chinese students were mostly challenged by academic writing in English. They also found that even if the Chinese students in their study employed a less active learning strategy, for example, being less active in lessons in the classroom, it did not have a negative effect on their academic performance. These students tended to compensate for their classroom passiveness with hard work and study effort, which is in accordance with their cultural heritage. Li et al. also found that international students who engaged in social communication with their compatriots achieved better academically, as sharing experiences and helping each other would release some stress.

As reported by Zhang and Goodson (2011) and Shackleford and Blickem (2007), one of the indicators of adjustment challenges is English language proficiency. In a mixed method study, at an Australian university, Mulligan and Kirkpatrick (2000) interviewed both students and lecturers, observed classes, and sought answers via student questionnaires to find out how much international students typically understood of lessons. They found that many students, both international and domestic, lack note-taking skills and comprehension ability, with around only 10% of EAL students stating that they understood lessons well. They suggest that teachers can alleviate these problems by being more overt with lesson plans and clarifying concepts and lesson progress while teaching, to enable students to understand the lesson better. Students also need to prepare themselves better by organising and familiarising themselves with the content before the lesson. Mulligan and Kirkpatrick also place the responsibility on language teachers for preparing students better for academic studies before they enrol in HEIs.

Andrade (2006) asserted that academic staff may "fail to recognize the complexity of language issues confronting foreign students, particularly those associated with writing" (p. 138). She believes that this is because of the different educational systems and culturally determined thinking. Citing Fox (1994), she explained that students' inability to develop arguments in writing may be due to cultural connotations, rather than an inadequate level of English. Furthermore, Fox found that students' writing was bound by their cultures, worldviews, and identities; therefore, different ways of writing need to be understood better. This would lead to a deeper level of multiculturalism in HEIs.

In a study at a tertiary level institution in New Zealand, Holmes (2004) found that some of the language challenges are related to professors' choice of humor and examples and that these EAL students were reluctant to interact in the classroom, they lacked confidence in English skills, encountered unfamiliar vocabulary, and had difficulty with written communication. However, Andrade (2006) reported, in a study of international student adjustment, that English language proficiency did not seem to negatively affect teaching and learning. The students improved their language skills throughout their studies, and teaching staff adjusted their teaching to suit the EAL students, for example by making use of visuals and adjusting their speaking pace. Despite these findings, Andrade pointed out that both cultural adjustment and academic success could have been greater if the English language level had been higher from the beginning and it would have

developed more during the students' studies. Furthermore, she suggested formalized intercultural programs to help students benefit from diverse cultural environments.

Montgomery (2010) found, in a study of international students' social networks and the influence these had on their learning, that the proficiency level did not seem to be a key factor in forming relationships with other international students. She proposed that through previous experiences in situations with EAL people, international students have developed a certain communicative competence. This helps them to understand other international students, even if their own, and their counterparts', English language proficiency is weak, or even rudimentary. She noted that "in learning a language we also learn about another culture, and as a result of this we may learn empathy and tolerance of other peoples and their differences" (p. 114).

Fass-Holmes and Vaughn (2014, 2015) pointed out that whether international students are struggling or not depends on their acquired language proficiency. However, they also found that all EAL students did not necessarily struggle with academic tasks, even at a lower proficiency level. Their conclusions, in a US based study, were:

> … that the majority of the West Coast public university' s international undergraduates are not struggling academically, that the struggling ones comprise only a small percentage of these students, and that the three cohorts generally succeeded in their university classes despite evidence of struggling with English. (p. 70)

They therefore suggested, that:

> … policies and programs intended to support newly admitted international undergraduates with weak English skills would be most cost effective if they were implemented for such students with demonstrable evidence of academic struggles and/or English weaknesses rather than for all incoming international undergraduates. (p. 72)

In a study to identify the key predictors of academic success, Burton and Dowling (2005), found that previous academic achievement, self-efficacy, and some personality traits were significant predictors. The study noted differences in age and gender but not in language differences; however, in this study only five of 132 participants had English as an additional language. From the above notions, there seem to be indications that low English language proficiency is not a crucial factor in academic failure. However, to participate fully in lessons and social situations it seems necessary to reach a comfortable communication level.

2.3.2. Second Language Identity Development

Second language identity (SLI) development is also a concept worth studying in the context of EAL student adjustment because students' language identities may change in the transformation process that they face. As Benson, Barkhuizen, Bodycott, and Brown (2013) state: "Knowing a second language influences both the learner's sense of self and the possibilities for self-representation through language use" (p.1). They define second language identity (SLI) as "any aspect of a person's identity that is connected to their knowledge or use of a second language" (p. 28). More precisely, (1) who we are, (2) how we represent ourselves, and (3) how others see us, relate to the knowledge and use of a second language. These are broad definitions of a complex concept and, as Benson et al. asserted, there are numerous aspects within each of these points.

Citing Block (2002), Benson, et al. (2013) suggest that deep engagement in learning and using a second language "entails a certain 'destabilization' of established language identities, which is likely to provoke narrative identity work" (p. 9). Benson, et al. offered a model of potential linguistic outcomes in which 'second language proficiency' is placed on one side and 'personal competence' on the other, along a continuum, with 'linguistic self-concept' in the middle, and second language identity as the overarching concept. The concept of 'personal competence' or 'socio-pragmatic competence', defined by Benson et al. as "being able to do things with words" (p. 44), includes both solving everyday problems, gaining and negotiating socio-linguistic norms in relations, such as politeness and intimacy, as well as functioning as a competent person and being recognised for this. This is, in turn, related to SLI, which is also the case in the way reflexive identities are articulated, i.e., the balancing act between voicing one's own language and culture on the one hand, and articulating acceptance of influences from the new culture in a second language environment on the other. The

aspect of reflexive identity, i.e., "the self's view of the self" (Benson et al., 2013, p.46), is included in the 'linguistic self-concept'. They state that the reflexive identity consists of attributes and capacities covered at large by both language proficiency and socio-pragmatic competence. Moreover, linguistic self-concept influences how individuals see themselves in relation to the new language community, and whether they are prepared to affiliate or not. This model of the potential outcomes of studying abroad, by Benson et al., can be used to explore SLI development by any students who are studying in a country with another language than that of their home country, taking second language proficiency, socio-pragmatic competence, and the linguistic self-concept into account. This is also a focus of other researchers in international education, for example Marginson (2014) who sees EAL students as active and conscious agents of the change process, in transition towards a self-formed hybrid identity through adopting new cultural behaviors, and learning a new language and new life skills, in a new social environment, suggesting that there is a constant reconstruction of one single identity. Moreover, Kim (2001) asserts that there is an inevitable change of identity that everyone faces as a result of the exposure to cultures other than one's own, and that there is no disloyalty involved in this. As Kim (2015) summed it up, "cross-borrowing of identities is often an act of appreciation that leaves neither the lender nor the borrower deprived" (p.10).

Forming a second language identity might not be the same as aiming for language use without a trace of difference from that of speakers from the host country, moving away from one's own culture and becoming totally assimilated into another culture. Chik and Benson (2008) illustrated this in their longitudinal study of a Hong Kong student who was, typically, well prepared for overseas study, both linguistically and culturally. Over the five years of studying abroad, this student changed her mind significantly. From initially wanting to become a native user of English, she grew more confident in using English proficiently and successfully for her own purposes, while not sounding like a native speaker. One of the triggers for the change was that she constantly met negative attitudes to overseas students in the host country, often in the form of racism, both from the public and at the university. She also had close contact with friends and family in Hong Kong as she visited frequently and returned after her studies. This meant that she also developed an identity as a person who had returned with extensive skills in the English language and culture, but who remained a person from Hong Kong.

2.3.3. Summary

Studies around how language use impacts international/EAL students typically aim to determine what the challenges are (Holmes, 2004; Zhang & Goodson, 2011; Shackleford & Blickem, 2007) or show that the challenges mainly lie within academic language, both spoken and written (Mulligan & Kirkpatrick, 2000; Li, Chen & Duanmu, 2010). However, some researchers have suggested that using an unfamiliar language may not affect study results as negatively as previously believed, as many EAL students compensate for lack of language by studying hard (Andrade, 2006; Li, Chen & Duanmu, 2010; Montgomery, 2010; Fass-Holmes & Vaughn, 2014, 2015). Another notion that indicates the role of language in adjustment is that students' language identities (SLI) may change in the transformation process that they face. This was noted by Block (2007), and Benson, Barkhuizen, Bodycott, and Brown (2013).

This study will also determine language challenges; however, it will go one step further and study these challenges with an intention of finding out if they lie with the students or if they stem from the way teaching and learning is approached in the HEI, its pedagogy. It will also explore the stages in students' SLI development to find out what role these play in students' adjustment.

2.4. The Role of the HEI in Student Adjustment

The HEI and its culture are impacting on students' adjustment process, so the study will now turn to ideas around the implications of this for the students and the HEI. The interface between HEIs and their students covers the policies, teaching practices, and support structures on offer. These areas affecting adjustment will be reviewed in this section, as they represent the background to, and offer suggestions for, enabling student success.

2.4.1. HEI Policies

Skyrme (2007) asserted that institutions need to provide suitable and timely support if they wish to enrol international students. Most of the HEIs have policies targeting international students' needs in the educational environment. They typically take on the special responsibility of providing ongoing constructive support and training. In this vein, some researchers believe that internationalisation of the curriculum is the most important facet to target. This has been investigated from the viewpoint of learners, teachers, and institutions. For example, Guo and Chase (2011) focused their study on

finding out about students' experiences and views of HE. They asserted that there is a gap between the intentions of internationalisation and the reality. Therefore, to try to establish successful interventions, they investigated a thorough approach to internationalising the curriculum in a case study conducted at a Canadian university. Data was gathered from 184 students, reflecting the typical student demographic at the university with regard to age and gender. The participants also represented students from 36 countries in the world, speaking 30 different languages. Most participants were from Asia. The programme the university had set up aimed to "help international students with their adaptation to an unfamiliar academic environment" (p. 305). A whole range of study subjects was represented in the programme, with students from more than 50 departments. It focused on student integration, cross cultural communication, and effective teaching strategies. English language proficiency was not emphasised in this programme because this was not seen as automatically leading to acceptance and belonging. The methodology Guo and Chase employed was a mixed method approach. They analysed official programme documents and they also administered two questionnaires: firstly, to establish the demography of the participants, and secondly, to gather feedback on the programme. The findings showed that the outcome of the programme was a success because students had developed a sense of belonging, the university had managed to create a transnational learning space, and both staff and students had experienced increased cross-cultural knowledge and raised awareness of global issues. Moreover, Guo and Chase asserted that the most important finding was that students had learnt skills that made it easier to integrate into the Canadian learning community. Besides, its focus on teaching and learning effectiveness across cultures created opportunities to scrutinize and change established teaching and learning methods. These results were based on students' opinions revealed in questionnaires, and on the policies and documents in the HEI. However, there seems to be a gap in some areas which they could have filled through interviews with students. For example, interviews would have allowed for more in-depth questions about language ability and its role in the transition process, and interviews could also have helped to establish students' views of teaching approaches and how these could change.

Another area to consider in HEI policies is student welfare. In New Zealand, this is regulated in the Education (Pastoral Care of International Students) Code of Practice (2016). This code defines the minimum standards of advice and care expected of education providers.
The purpose of this code is to support the Government's objectives for international education by

(a) requiring signatories to take all reasonable steps to protect international students; and

(b) ensuring, so far as is possible, that international students have in New Zealand a positive experience that supports their educational achievement. (part 1, cl 5)

The Code prescribes required key processes and expected outcomes. For example, outcome number 7 sets out student support advice and services. Educational institutions must ensure that they fully inform international students about "…relevant advice and services to support their educational outcomes" (part 4, cl 27). A point to note is that the code declares what needs to be achieved, rather than how to achieve it. The New Zealand Code was part of a study by Sawir, Marginson, Nyland, Ramia, and Rawlings-Sanaei (2009), in which they researched the provision of international student security at two universities, one in New Zealand and one in Australia. This qualitative study based its findings on semi-structured interviews with 70 international students. The most significant finding was that most of the international students in New Zealand did not know about the Code, and nearly all of them were oblivious to the existence of the International Education Appeal Authority (IEAA), from which they could seek further support. Students in this study had mixed views of the student security system and they called for extended access to entitlements that domestic students typically enjoyed, i.e., they felt they were not able to enjoy the same entitlements as migrants, as workers, and, more generally, as other human beings.

2.4.2. Support in HEIs

Support that HEIs need to employ to facilitate student success was the focus of a longitudinal study at a university in Australia by Burton and Dowling (2005). They tested 132 students for a range of cognitive ability factors and then they compared the results with the same students' academic achievement to discover the correlation (complete data was gathered from 66 students). The test battery they selected and employed was very comprehensive, with 15 tests measuring students' cognitive ability. They included measurement of students' ability to reason, use of verbal means, and their spatial ability. They held two monitored testing sessions with each of the students, and at the time of the second test, they also distributed a self-report survey which covered: demographic information, personality traits, self-efficacy, pro-active attitude, pro-active coping, and preferred learning style. The results showed a strong correlation between both verbal and spatial abilities and student success in the first year of study. Students' previous high study results caused raised levels

of achievement. They recommended that teachers should better understand student attributes for success so that they can make effective adjustments to their teaching methods to suit an increasingly diverse student cohort. Even though this study included very few EAL students (5), their recommendations are probably applicable to all students. However, they could have gained deeper knowledge if they had conducted interviews, or arranged focus group discussions, with the students as well.

Students may be assisted by their peers as well, and some institutions have formal arrangements for this. For example, a peer mentoring programme for first year students, run by third year students, was the focus of a study by Chester, Burton, Xenos, and Elgar (2013), as they focussed on support for a successful transition into the HE culture. Five concepts for student success, which went beyond only learning the contents of a course, were included in the mentoring programme. These were: (1) capability - mastering the student role in relation to academia; (2) connectedness - building relationships with staff, other students, and the institution; (3) purpose - goal-setting engagement and vocation; (4) resourcefulness - work, life and study balance, as well as knowledge about HE resources; and (5) culture - appreciation of values and ethical principles in HE. Before and after students had participated in the programme, they were tested on nine psychological literacy ability measures and students self-reported on their preferred learning approach, which covered deep, strategic, and surface learning. At the time of the second test, students evaluated the peer programme. The results showed that students had increased their use of deep and strategic learning, whereas surface learning had decreased. Chester, et al. also reported a positive change for all nine psychological ability measurements. They concluded that "… proactive interventions in the first semester of first year can be part of a package that enhances important aspects of learning and engagement" (p. 35). This research could also have gained more knowledge by interviewing students.

Considerations of retention and successful student outcomes would seem to be essential factors in any HE support-strategy plan. Zepke and Leach (2005) emphasised that there are economic reasons and pressure to keep students at HEIs, and that HEIs need to adapt their practices by considering a vast number of factors. They studied a New Zealand Ministry of Education synthesis of literature, which described how institutions intend to improve student outcomes. The aim of the investigation by Zepke and Leach was to study "… the effects of institutional support on student outcomes" (p.

47). From the synthesis, which included all HE students and not only international students, Zepke and Leach investigated studies using a range of different methods, from multi-institutional, quantitative studies, using large samples, to small scale qualitative studies at single institutions. They asserted that the qualitative studies, despite some having a rather small sample, gave them a deeper understanding than some of the quantitative studies. The research revealed two prevailing approaches to student support: one that emphasises how institutions can assimilate students into the existing educational culture, and the other, which they saw as an emerging approach, focusing on how HEIs can make changes to their educational culture to accommodate a range of student needs and study skills. The assimilation path seems to consolidate the Western attitude of 'This is how we have always done it so it must be right'. On the other hand, the emerging approach, which is in need of further discussion and deeper knowledge about how to integrate methodologies, shows HE interest in and respect for other pathways to educational success. One of the suggestions by Zepke and Leach was the inclusion of affirmation of students' own cultures, i.e., for teachers to be interested in learning about different personal and educational cultural practices and approaches to learning, and then altering their teaching practices to suit. The next section will outline some ideas around the interface between teachers and students.

Most New Zealand HEIs have support services with advisors who guide both international and domestic students, often attached to the institution's library. Students typically book a time with advisors, or they are referred to them by their teachers. However, this does not always work smoothly as barriers to efficient work routines may arise. Arkoudis, Baik, Bexley, and Doughney (2014), for example, found that advisors are often frustrated that they cannot build a practice based on co-operation with disciplinary academics, with the aim of assisting students to improve their language skills using curriculum-based contexts. The reason most often referred to, in the literature they reviewed, was a lack of awareness amongst academics of advisors' work and accomplishments. They suggested a whole-institution approach, with informative seminars and video clips on "options and strategies for integrating ELP *[English language proficiency]* into disciplinary learning and assessment for unit coordinators" (p. 18), but also aimed at the leadership level of the HEI. The benefits of this approach were reiterated by Arkoudis (2018).

According to Manalo, Marshall, and Fraser (2010), tertiary learning advisors (TLAs) typically advise students on: "How to be most effective in their academic learning and performance," (p. 1) and "How to successfully deal with problems that occur" (p. 1). Manalo et al. investigated actions taken by several TLAs at HEIs in New Zealand in a Hui, which is a Maori inspired meeting. This resulted in dissemination of knowledge around student learning support programmes and initiatives. They state that advisors successfully assist students with the development of learning and writing skills needed for passing and completion of courses. It was established that the students who participated in the programmes also stayed on instead of dropping out. Participants in the Hui provided accounts of different kinds of successful support, such as study skills workshops, course integrated support, peer tutoring, Maori and Pasifika support, one-to-one guidance, and foundation skills programmes, especially targeting EAL students. This report states that even if there are many more factors contributing to student success in HEIs, the approach and actions taken by learning advisors still have a significant impact on success and retention rates. This is also based on the everyday experience of advisors in that they observe how students transform their behaviour as they gain a deeper understanding of issues or difficulties that they come across.

2.4.3. Support via Teaching and Learning

Teachers who are at the immediate interface between students and their learning at an institution can have a great impact through their support of EAL students. In a mixed methods study, using questionnaires and interviews, Andrade (2009) reported on several adjustments made by teachers in order to support students in the classroom. Teacher data was gathered from a web-based survey and focus group discussions. These teachers typically adjusted their delivery in the direction of using strategies likely to make the course content more accessible to EAL students. They used PowerPoint slides, summarised chapters, explained terminology, gave out handouts and made notes on the whiteboard. They also made special allowances for EAL students regarding their assessment. They extended the exam time, allowed revision of papers, and organised re-sits of exams. Moreover, Arkoudis and Starfield, (as cited in Andrade & Hartshorn, 2019, p. 3) asserted that the preferred approach to assist these students is to aim for long-term development rather than short-term support.

To move forward towards being a supportive HEI, it is also important to learn what the teachers currently know and try to accomplish regarding international students, as well as what approach they could apply. Clifford and Montgomery (2015 & 2017) suggested 'transformative learning', drawing on data from an online course that was repeated six times over a five-year period. There were 109 educators from 10 different countries who completed the course and participated in the study. They found that most participants saw the benefits of learning how to transform their teaching and learning approach. However, some of them experienced barriers, like the prevalent HEI praxis, which prevented them from implementing their newfound knowledge, whereas others, who were employed at a higher-level management, started to make changes. A small-scale study, in which 12 teachers were interviewed at three HEIs in New Zealand, Skyrme and McGee (2016) also reported that there was a tension between, on the one hand, teachers' awareness of and willingness to meet students' needs, and on the other hand, institutional policies and praxis. They suggested that a way to remedy this could "… lay with a recognition of the legitimacy of difference alongside a belief in the right of the host university to establish and maintain its own standards" (p. 766). To assist HEIs with transformation of praxis, Andrade and Hartshorn (2019) provided a comprehensive framework for student support at HEIs, in which ongoing evaluation of their approach is a vital component. By using this framework, HEIs become, for example, more aware of the underlying views and attitudes amongst staff at the institution, and therefore they are in a better position to make adequate changes. Ryan and Hellmundt (2005) suggested promotion of intercultural interactions through consciously chosen curriculum content, pedagogy, and assessment techniques. This would help teachers to understand international students better and to address cross-cultural differences. The importance of including activities for cross culture teaching was also highlighted by Flaitz (2006), who argued that teachers need to learn about the different student cultures as this enhances the learning and teaching experience for all, and teachers can then respond adequately to students with diverse cultural and learning styles. Even if it seems imperative that the approach to teaching EAL students is built on knowledge about these students' backgrounds and cultures, this is not necessarily the case. Sawir (2011) conducted a qualitative study on the perception of international students amongst 80 academic staff at a higher education institution in Australia. She conducted interviews with academic staff from four different faculties: arts, engineering, business, and science. Her aim was to discover staff awareness around international learner needs, as well as whether or not the presence of these students impacted the teaching approach. The responses amongst staff

showed that one group, 34%, saw students as a homogeneous cohort and did not make any alterations to their teaching. In contrast, 66% of the teachers saw students as individuals with diverse needs. This resulted in changes in response to the needs of international students. The typical changes were: using differences in linguistic and cultural backgrounds to enrich discussion tasks amongst students; addressing language difficulties; selecting teaching materials that reflect the student demography and diversified cultural backgrounds; adjusting the dialogue pattern in the classroom to suit culturally-sensitive topics; and introducing readings to incorporate cultural diversity. She also found that teachers used some strategies to address students' language challenges. They tended to explain expectations more clearly, referred students to learning services, conducted language support themselves, used non-oral teaching methods and materials, and generally took more care when delivering lessons. These teachers also took time to create a collaborative and non-threatening atmosphere.

Sawir (2011) asserted that the discrepancy between the teachers' views of international students in her study could be explained by the two concepts: 'sameness' – seeing students as a homogeneous group, and 'difference' – seeing students with individual needs. She explained that the 'sameness' view leads to teachers being uninterested in intercultural differences, whereas teachers with a 'difference' view are more respectful towards other cultures. She explains that this creates a tension amongst educators, referring to Dimmock and Walker (1998), she argued that the 'sameness' approach is built around "traditional ways of working and established pedagogies and structure, and the dominance of western ideas in thinking about education" (p. 389), with such teachers, consequently, seeing no need to make any alterations to their teaching. On the other hand, teachers who acknowledge differences are more likely to make some adjustments to better suit international students. In order to bridge the gap between the different academic staff approaches, Sawir argued that: "A more coherent way of thinking and a more systematic and agreed strategy of teaching and learning is required if higher education institutions are to move forward in education for global citizenship" (p.392).

Clarke, Nelson, and Stoodley (2013) argue that engagement may be the key factor for retention and achievement. In their evaluation of the current HE situation, they studied HEIs' (and thereby teachers') responsibility for "…initiating, planning, managing and evaluating their student

engagement, success and retention programmes and strategies" (p. 91). Their study resulted in a model for a fruitful HE approach for enhancing student engagement. The model does not target EAL students specifically, but it is a tool for analysing and benchmarking processes and practices within five areas: learning, supporting, belonging, integrating, and resourcing. The finer details in this model require further evaluation within each of the areas if HEIs aspire to make it relevant for EAL students, for example, such concepts as, student-centred, identity development, and equitable, culturally rich interactions. Furthermore, the model has pointers for self-assessment of specific practice, and HEIs can also make their own self-assessment rubrics, following the model. Clarke et al. see this model as an important part of HEIs' assessment of suitable processes and practices. The result can then be utilised to make informed decisions about how to design practices to enable student engagement. However, they pointed out that both academic and non-academic engagement are included in students' HE experiences, and that HEIs need to take the responsibility to provide students with opportunities to engage.

Kettle (2017) added to this with her study which examined international student engagement in HEIs. She argued that "teachers in universities matter" (p. 174) as they can make the difference between students "flourishing and floundering" (p. 174), by applying their knowledge of the full impact of EAL students' language use, and by participating in the communication and cultural negotiations that engaged EAL students initiate. Furthermore, she states that pedagogy generates powerful opportunities for learning, and that international students should be perceived as "authoritative, engaged and agentive" (p. 174).

2.4.4. Language Support

The role of language in adjustment was reviewed in Section 2.3., and it showed that there is no doubt that students' proficiency level has implications for this process in the interface between students and HEIs. This section will review literature about support for language improvement in HEIs. It will show that there are different solutions in HEIs: some focus mostly on improving EAL students' general English knowledge, offering language improvement courses, and some found that the use of academic language is the crux of the matter and therefore include language support in the classrooms. They have also stated that this is applicable to both domestic and international students. Arkoudis, et al. (2014) asserted that entry requirements can possibly indicate whether or not

students are ready to take up studies at the HEI; however, they do not measure or indicate that the studies are, or will be, successful. This section will review the approaches by some HEIs in the world, in order to compare these with the accounts given by the support staff and students in this research.

Andrade (2009) found that some students were negative towards support for language development through general English language courses. They preferred embedded support closely aligned to their subject as they felt that it would benefit their current studies. This is also emphasized by Glew (2012) who added that in a nursing degree programme, nursing concepts should be at the core of building English language communication capacity. In contrast, a Canadian study by Fox, Cheng, and Zumbo (2014) showed that both English for academic purposes (EAP), and English as a second language (ESL) courses had a positive impact on both academic and social engagement. The main reason was that students typically learnt new study strategies in these courses.

With the increased number of EAL students enrolling in Australian universities, the Australian Government initiated work in 2007 through the Australian Universities Quality Agency (AUQA) to iron out and establish guidelines for the level and content of English language support at Australian universities. Their working definition of language proficiency for the project was "the ability of students to use the English language to make and communicate meaning in spoken and written contexts while completing their university studies" (AUQA, 2007, p. 1). Interestingly, there was no mention of support to students to facilitate a high level of proficiency at the point of leaving. Conclusions drawn at the initial symposium (Australian Education International, 2007) led to the Australian Government's ten good practice principles for addressing the language needs of EAL students during their studies (Australian Government, 2009). They basically set out standards of good practice for language proficiency to ensure that EAL students succeed with their studies throughout their time at university. However, the principles are of a guiding nature and are not compulsory, which was noted by Arkoudis, et al. (2014) who, for example, found that only 27 of the 39 Australian universities had adhered to one of the advising points: diagnosing English language needs early in students' studies. Besides, a clearer definition of proficiency is needed in any attempts to uphold these principles by universities, as stated by Murray (2010a & 2010b). Furthermore, he acknowledged that native speakers may also struggle with academic language, so he suggested language support for both international and domestic students, strategically embedded within the

curriculum. However, he asserted that 'at risk' EAL students who struggle with the English language should receive additional support. Duff (2007) agreed with the notion that domestic students also need to adjust to academia. She acknowledged that "…native speakers vary considerably in their discursive and communicative competence…" and, therefore, some tend to have the same problems as EAL students. Later, Murray (2012) highlighted some key factors for consideration in any HEI response to language proficiency and academic literacy. He asserted that "… any such response will inevitably be something of a compromise between educational validity, political and commercial expediency and ethical responsibility." (pp. 243-244).

Fass-Holmes and Vaughn (2015) challenge the view that EAL students are actually struggling with their academic studies because of language levels, as they claim that only a small number of students struggle academically, even though many more may have difficulties with their English language. They propose that the economic gain from international student enrolments is significantly reduced because of the special needs support with which these students are normally provided. Based on a study of first year students at a university in the US, using TOEFL test scores and academic success measured by grade point average (GPA), they recommended that, in order to maintain economic viability, institutions should target only the students with weaker English skills. However, Wright and Schartner (2013), in a study of first-year students at a university in the UK, claimed that even motivated students with high English proficiency, experience both internal and external language barriers which create situations which they found difficult to get through. Therefore, they recommended language support for all.

Undeniably, some students are more at risk of failing than others; this is especially the case nowadays with the changed demography in HEIs, i.e., the presence of many more international students, as well as students who are the first in their families to pursue a higher qualification. Inspired by the Australian Government's ten good practice principles, Dunworth and Briguglio (2010) undertook a project at an Australian university which aimed to discover and support 'at risk' students. It is noteworthy that this project included all students; in fact, EAL background students only represented 35% of the total number of participants. The pilot program they studied aimed to support students' academic proficiency. This was created as a middle way between standalone language programmes and full integration of language support in the classroom. All students

enrolled in discipline-specific communication skills units were assessed, and the university subsequently offered additional tutorials for those deemed to need it, which included both domestic and international students. This was then followed by a final assessment. The novelty of their approach was that it involved collaboration between subject and ESOL teachers across several disciplines. Some of the benefits they found were early identification of language assistance, development of a standardised form of assessment, support closely linked to students' study path, and acknowledgement of the value of English language development.

Indeed, competency in spoken and written communication for work is important for any tertiary student as they are in a phase of preparing for their working life. In favour of an across-the-board communicative skills enhancement approach, Shackleford and Blickem (2007) undertook an action research project at one of the HEIs in New Zealand, with the aim of enhancing students' communicative competence. In this regard, they created and studied the impact of a compulsory professional skills development unit, which provided subject specific support through staff collaboration. The results pointed towards a successful approach for all student cohorts across the institution, both native and EAL students. Moreover, according to Shackleford & Blickem, this kind of support needs to be integrated into credit-bearing courses.

As mentioned above, the support of English proficiency at HEIs has shifted its focus a couple of times in recent years, from heavy reliance on assessment of language competence at entry level, then to on-going support by teachers, learning advisors, and English language teachers, and now towards a realisation that students need to be skilled communicators when entering the workforce, in fact to even be considered for employment. More recent support aims to give ongoing support, and for the sake of employability after leaving, focuses on a useful proficiency level at the exit point. Besides, as Murray (2014) pointed out, initiating post-enrolment assessment of English language at HEIs is problematic, not only for students who have been made to believe that their English is at a sufficient level, having passed the entry requirements, but also for the institutions, as such a test may prompt some students to instead enrol in competing institutions who do not run similar tests. Additionally, it is often left up to the students to manage and take responsibility for their language improvement. This might be difficult as, once students have reached the threshold for enrolling in a program, there seems to be little time for them to focus much on English language studies outside of their course,

even if they would benefit from this. Moreover, there have been voices that call for a stronger focus on exit standards (Arkoudis et al., 2009; Arkoudis, 2018). Arkoudis (2018) also asserted that "The highest impact on student learning occurs when communication skills are integrated within disciplinary learning and assessment" (p.3). She strongly recommended a whole-of-institution, sustainable approach to ensure communication skills amongst student leavers. This approach involves responsibilities for learner development distributed amongst such key people in teaching and learning as subject teachers, advisors, and English language teachers.

2.4.5. Summary

Internationalisation of the curriculum is an important facet to target as this may alleviate some adjustment challenges. Studies of student experiences and views of HEIs have determined that teachers should make curriculum changes in support of students' needs (Guo & Chase, 2011). Thus, the role of HEI in adjustment is closely linked to the support offered at the institution. Most HEIs have academic support, often aligned to the library through their student services unit, and via the teachers who are at the interface between the HEI and the students. It is also helpful for international students' wellbeing that all educational establishments in New Zealand must adhere to the Education (Pastoral Care of International Students) Code of Practice (2016) if students know it exists, that is, as information about this seems to be lacking amongst international students in New Zealand (Sawir, et al, 2009).

This study aims to discover the role of the HEI through its approach to teaching and learning and how this affects students' adjustment challenges, i.e., what role HEIs play in EAL student adjustment, as well as filling the gap in the field around determination of suitable areas for mutual adjustment by students and HEIs.

2.5. Internationalisation

The internationalisation initiatives at HEIs and how these affect students' adjustment will be reviewed in this section. The increase in the international student population in tertiary institutions, has inevitably led to additional demands on the higher educational establishments in the world. They may find themselves in a situation where they need to establish new practices in relation to the new demography. Therefore, internationalisation as an approach to meeting the needs of both

institutions and students, was a key concept at HEIs, and a subject for research as early as the 1980s (Halliday, 1988). Several other studies have focussed on internationalisation over the years, for example, Barker, Child, Jones, Gallois, and Callan (1991), Beaver and Tuck (1998), Deci, Eghari, Patrick, and Leone (1994), Fox (1994), Ward and Kennedy (1994). More recent studies about internationalisation of HEIs, are, for example, Knight (2004, 2011, 2012 & 2013), Hudzik (2015), Ward (2001), De Wit and Leask (2015), and De Wit and Jones (2018). Findings and ideas from these studies will be outlined in this review, below.

2.5.1. Student Numbers at HEIs, in the World and in New Zealand

In recent years, before the start of the worldwide pandemic in 2020 that is, there has been a noticeable influx of international students at higher educational institutions (HEIs) in the world. Caruso and De Wit (2015) outlined four broad "push and pull factors" (p. 268), which to some degree explain this increase:

1. Mutual understanding, which relates to students' and HEIs' interpretation of opportunities for qualifications at HEIs in the world. One popular reason for pursuing a qualification abroad is the pull of enrolling in a reputable HEI.

2. Revenue earnings - HEIs can generate significant revenues from selling education, and this is, thus, a strong driver for marketing the opportunity to study in another country.

3. Skills migration - some countries attract already-skilled migrants.

4. Capacity building – upskilling of individuals in order to be employable in the country of studies and to build the capacity needed in the new country.

Due to the global population growth, there are also more students in the world. The number of people from the middle class in many countries is also increasing. This group of people have become richer and can afford to send their sons and daughters abroad with the aim of getting better working conditions in their own country, with increased English proficiency and knowledge about other cultures as the advantage over others. However, some may, instead, intend to study in other countries in order to set up a new life there, perhaps leaving a somewhat difficult employment market or life conditions in their country of origin. They may also envisage that they can establish a more comfortable and secure life abroad. This is noted by Robertson (2013) who adds that these students are transnational in the sense that they live their lives across national borders, and thus become multicultural. She also brings up the point that some of these students do their utmost to

find a way to immigrate. For example, students might be highly educated, often postgraduates within technology or engineering, but they take up mundane jobs or enrol in totally different qualifications, like hairdressing or hospitality, just to gain residency.

Marginsson (2014) suggests that "All international students cross the border to become different, whether through learning, through graduating with a degree, through immersion in the linguistic setting, or simply through growing up" (p. 7).

As shown in the infographic by the Institute of International Education (2019), the English-speaking countries – the US, Canada, Australia, the UK, and New Zealand - are a first choice for studies by many international students, mostly from China and India, and a few from other Asian countries. However, China is number three in this world ranking list of the most popular destinations for international education, and New Zealand is number 13.

The low population in New Zealand, its relatively unharmed physical environment, and the reputation of New Zealanders as being very friendly people, may influence the choice by some international students to study there. The chart presented by Scott (2017, November 2) shows that the enrolments by international students in New Zealand has increased significantly since 1998. Moreover, according to the Ministry of Education's website, Education Counts (2020), the international presence at Higher Educational establishments rose by almost 50 percent between 2008 and 2018. The number of enrolled students in New Zealand HEIs increased steadily from 2001 to 2016, after which the numbers went down slightly. In 2018, there were 54,865 international students enrolled in New Zealand tertiary institutions (Education Counts, 2020), compared to 37,115 when it was at its lowest, in 2008. However, the number of students declined in 2019 as the infographic by Institute of International Education (2019) shows. There are also some age group statistics published by the New Zealand Government (Education Counts, 2019), which show that almost half of all international students were in the 20-24 year bracket, and one quarter in the 25-34 year bracket. The numbers of female and male international students amongst both these age groups were roughly equal. The enrolments decreased significantly in 2020 due to the world-wide pandemic.

Historically, there has been a gap between enrolment numbers at universities and institutes of technology and polytechnics (ITPs), with universities attracting far more students than polytechnics. This gap has decreased over the years, from around 14,000 more at universities in 2006, to around 6,000 more students at universities in 2018 (Education Counts, 2020). The ITP sector, in which the current study was carried out, had, thus, the highest growth of international students amongst all tertiary providers.

The increased student numbers at ITPs might be due to the difference between studies at ITPs and universities. Whereas universities grant academic degrees in a variety of subjects, and provide both undergraduate and postgraduate education, the ITPs provide a technical and vocational education which is practical, with hands-on training. Typical programmes at ITPs are in the areas of business, computing, and engineering. Nowadays, many of the courses can be found in both types of institutions. Students can, for example, pursue qualifications in business at both universities and ITPs. Whereas university courses are more theoretical, students at ITPs typically gain experience within their chosen occupational training, and they are therefore ready for employment directly after graduation. This preparation for the job market, and the post-study work visa for international students who have studied for at least 60 weeks (New Zealand Immigration, 2020), may be attractive for those international students who are seeking employment and residency in New Zealand as part of their future plans.

Another factor that might have influenced the growing appeal of ITPs in New Zealand, could be that universities are faced with the international competition triggered by the world-wide university ranking system (The World University Rankings, 2018). This ranking focuses on five indicators, with their weighting stated in percentages: teaching, 30%; research, 30%; influence of research, 30%; industry income, 2.5%; international view, 7.5% - of which 2.5% is for international research collaboration, and the domestic staff and student to international staff and student ratios count for 2.5% each. As the ranking system has a heavy focus on research and is not measuring teaching and learning, and the added value of this, it may have an impact on support structures, enrolment requirements, and ease of adjustment. Thus, competing universities may be inclined to allocate most resources to research and not fund areas within, for example, internationalisation. This might negatively influence the choice of institution. Moreover, graduates may have an advantage on the

job market if they have a qualification from a highly ranked institution. However, lower-ranked universities, for example in New Zealand, do not have this competitive edge, which might make ITPs there more attractive, especially as the ITPs' edge is to provide qualifications that may lead to immediate employment after graduation.

Statistics presented in 2017 (OECD, 2017, Figure C4.1.) show that New Zealand is the country with the most international students in the world per 100 students. There is also a trend of declining numbers of students from Europe and an increase in students from Asia. In 2017, Asian learners had increased by 22 percent since 2008 (Tertiary Education Commission, 2018b, Figure 2 and Table 3.1). Close to 90 % of the international students at New Zealand HEIs in 2018 were from Asia. However, these students should not be treated as a homogenous entity, as Littlewood (2000) points out. In a relatively small study of student attitudes about teachers as authorities, amongst Asian and European students, he found that "… there is much less difference between the average group responses of students in Asia and Europe than there is between the individual responses of students within the same country" (p. 34). Even though his study only included data from 11 students (8 Asian and 3 European), he asserted that the results clearly showed that educators need to re-assess any preconceptions about the homogeneity of Asian students that they might work with.

The decline of 0.3% in student numbers in New Zealand in 2019 (Institute of International Education, 2019) can perhaps be explained by the rise in the number of international students at HEIs in non-English speaking countries (University of Oxford, 2017, p. 18). The trend in some of these countries is to use English as a medium of instruction, rather than other languages. Therefore, the number of degree programmes taught in English across Europe has risen by at least ten times in the last decade or so, from 725 in 2001 to 8,100 in 2017 (University of Oxford, 2017, p. 17). Furthermore, according to this report (p. 18), international education is also growing in China and Japan, as they aim to increase their visibility in the world, encourage internationalisation, and upskill their local workforce. They typically try to attract international students and establish teaching and research collaboration projects between their institutions and those abroad. China, for example, has developed its higher education qualifications and is now offering internationally recognised study options.

As a comparison, in Australia the international cohort of students has also increased by almost 50% in recent years. (Australian Government, Department of Education and Training, 2018, pivot table). In 2017 they made up about 18 % of the total student numbers (OECD, 2017, fig. C4.1). According to the number of granted student visas, across all educational sectors, in the period 2009 – 2016 (the years for which visa statistics are available), students from most Asian countries have increased in numbers (Australian Government, Department of Immigration and Border Protection, 2018, p.20). Visas granted to students from China showed the highest increase among the Asian students. In the same period, Indian student numbers have stayed almost the same, whereas visas granted to Korean students have declined, according to the Institute of International Education (2019).

In other English-speaking countries, like the UK, there has not been an as high increase in international student numbers as in Australia and New Zealand in recent years (Higher Education Statistics Agency, 2018, chart 6). However, the figures show that the UK is still the country with the second largest international student group per capita (after New Zealand). One similarity with New Zealand and Australia is that students from China also show a significant increase in numbers in the UK. They represent almost one third of non-EU students in the UK. However, the number of students from India has declined by almost 58% in recent years.

The next section will firstly cover research and views on internationalisation. It will then explore suggestions that might help and guide those HEIs who are undertaking an internationalisation process. Finally, it covers internationalisation related to HEIs in New Zealand.

2.5.2. Internationalisation of HEIs

There are many interpretations of the internationalisation concept amongst countries, HE institutions, and researchers; this is mainly because the implementation is mostly situated in local contexts. A general definition, and perhaps the most well-known, was offered by Knight (2003): "the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of postsecondary education" (p.2). Later, Knight (2013) asserted that internationalisation should represent "a process based on values of cooperation, partnership, exchange, mutual benefits, and capacity building" (p. 89). However, she noticed a change in the common use of the concept in recent years, towards it increasingly being characterised by "competition, commercialisation, self-

interest, and status building" (p. 89). She argued that the discourse and practice of internationalisation needs to return to a more values-based interpretation, and, in particular, include academic values. Along these lines, and in an attempt to promote a new agenda for internationalisation, De Wit, Hunter, Egron-Polak and Howard (2015) suggested an extended definition of the concept:

> The intentional process of integrating an international, intercultural or global
>
> dimension into the purpose, functions and delivery of post-secondary education, in
>
> order to enhance the quality of education and research for all students and staff and
>
> to make a meaningful contribution to society. (p. 29)

This process view of internationalisation means that institutions and disciplines within the institutions might be at different stages in the process, and they may also apply different actions and levels of implementation. This is reported on by Leask and Bridge (2013) in a study covering three disciplines at three universities in Australia. They found three different approaches:

1. Preparation for work globally and still meeting the local, Australian accreditation requirements, in a business department.
2. Actions based on de-westernisation of the curriculum, in journalism.
3. Lessons based on industry perspectives, in a public relations programme.

Leask and Bridge (2013) concluded that institutions would benefit from cross-discipline interactions in order to broaden the view of internationalisation, and challenge each other, in different disciplines. A narrower view may impede on a sound implementation of internationalisation. As Leask and Bridge stated: "Narrow definitions and interpretations of internationalisation neither allow for nor encourage the emergence of dynamic, innovative or imaginative responses to changes in institutional, national, regional and world contexts" (p. 97).

Knight (2003) argued for two complementary definitions of internationalisation. The first (described above) was more general, whereas the second definition described a more detailed, practical level: "the process of integrating an international or intercultural dimension into teaching, research and service functions of the institution" (Knight, 2003, p. 3). This concept could encourage educators to discover the best pedagogic match for, and approach towards, teaching students with English as an additional language (EAL) (i.e., how to internationalise the curriculum to suit these students). Webb (2005) suggested a normalisation process for the internationalisation curriculum at HEIs. He pointed

out the importance of allowing staff and students to take responsibility for their own teaching and learning, as application of imagination and agency is the only way to fulfil the ideas of internationalisation. He defined internationalisation, and internationalisation of the curriculum, as "a dynamic process which … affords staff and students the opportunity to own the processes of their own learning and knowledge production" (p. 117).

It is in the interest of HEIs to balance the costs for student support, and this source of income, so that they can support students from abroad and remain economically viable, and thereby stay competitive in the growing global market of education providers. However, it may present a fine balancing act as economic interests and best pedagogic practice may not always be compatible. In line with this, Knight (2011) warns about the confusion between international marketing and internationalisation that some institutions seem to be faced with. She asserts that the objectives and outcomes are different. Whereas international branding aims to promote institutions, internationalisation, on the other hand, is "a strategy to integrate an international, intercultural, and global dimension into the goals and teaching, research, and service functions of a university" (p.15). Nevertheless, each HE institution implements its own best-suited version of internationalisation, and they have their own reasons for undertaking it, which naturally varies between different institutions and countries.

2.5.3. Educational, Social, and Cultural Impacts of International Students

As mentioned above, a few studies appeared around a decade ago, or so, which did not merely focus on the economic point of view, but instead investigated how higher institutions may internationalise teaching and learning, partly in order to meet the needs of EAL students, and partly to increase retention and student success. However, Ward (2001) pointed out that not enough research has been undertaken on how international students affect domestic students and host institutions. She concluded that educational institutions have to establish intervention strategies to "induce significant changes in educational processes" (p. 63), and "that the desired outcomes of internationalisation do not occur spontaneously and that strategic interventions are required to maximise the benefits" (p. 64). This is supported by Knight (2011) who, for example, stated that specific programmes need to be developed by the institutions, to counteract domestic student resistance to undertaking joint academic projects with international students.

The findings by Li and Campbell (2008), in a study of international students' satisfaction with education at a HEI in New Zealand, showed that they are satisfied overall but that there were also areas of concern, for example around language and cultural barriers, and lack of understanding of academic norms and conventions. Li and Campbell's study presented evidence of adjustment struggles by international students and the fact that students live in a world of paradoxes; therefore, they urge institutions to take action to assist students by being "… professionally responsible to make adaptations to help Asian international students cope with these paradoxes, to equip them with adequate knowledge of academic discourses, and to transcend the culturally framed borders and subjectivities" (p. 392). They suggested that institutions in today's globalised world should adapt better to the needs of EAL students. Their recommendations included considerations of realigning pedagogical practices, to suit both EAL and local students. They pointed out that it was an eye-opening experience to listen to the Asian students' narratives, as this challenged their prevailing view of educational traditions, norms, and practices.

Welikala (2013) also proposed that the focus on pedagogy needs to cover more than just highlighting "cultural differences in learning and teaching without further exploring the impact of such differences on the participants' learning and teaching" (p.37). This was taken even further by De Wit and Leask (2015), who emphasised that "Internationalisation is not a goal in itself but it is a means to enhance the quality of the education, research, and service functions of higher education" (p. 12). They suggested that, in order to achieve greater impact of internationalisation, a transformative and integrated process is necessary at the curriculum level in the different disciplines. Thus, institutions need to face the challenge of aligning rhetoric with practice. De Wit and Jones (2018) also argued for a pedagogic change as they asserted that internationalisation is not to just engaging in learning about cultures, geographic belonging, and diverse linguistic differences; they recommended a more thorough examination of the content to be taught, the pedagogy, as well as assessment and learning outcomes.

This study goes further in that it covers study challenges as described by both students, teachers and learning advisors: firstly, in order to determine the most challenging areas, and secondly, to detect areas suitable for adjustment by both international students and institutions.

2.5.4. Interculturalism and Cultural Inclusiveness

The concept of infusion, in which a broader selection of international content is introduced in the course, does not give any clear indications that it would, for example, lead to a change in existing western educational culture. Internationalisation, in this perspective, merely adds to (infuses) the existing ways of teaching and learning; thus, students' main impact, once they have adjusted to the prevailing culture, is to contribute to, enhance, and expand the host institutions' understanding of different cultures, and their impact on domestic students, institution, and the wider society. Internationalisation conceptualised in other academic cultures provides a different viewpoint. For example, according to a Chinese scholar, Gu, as cited by Ryan (2013) states that:

> The internationalisation of education can be expressed in the exchange of culture and values, mutual understanding and a respect for difference…The internationalisation of education does not simply mean the integration of different national cultures or the suppression of one national culture by another culture. (Gu, 2001 p.105 as cited in Ryan, 2013, pp. 280-281)

Ryan asserted that "Gu's definition implies a reaction to internationalisation as a Western academic imperialist endeavour" (p. 281). Tsolidis (2001) added to the view that pedagogies are culturally situated, and she argued for a mutual acting and authoring of classroom learning, in which there is a radical potential for change that should not be missed. "The radical possibility of such pedagogies lies in their capacity to challenge understandings which re-inscribe unequal and hegemonic relationships between marginal and mainstream cultural locations" (p. 99). Hellstén (2008), and Hellstén and Reid (2008) brought up the idea that a modified approach for culturally aligned teaching methods does not only suit international students; it is also equally beneficial for students from any background.

Nevertheless, some authorities have emphasised that cultural awareness among both international and domestic students at HEIs is an important part of internationalisation, if not the most important one. Daly and Brown (2005) investigated the impact of a cultural awareness course on both international and domestic students. They stated that they did not find any differences between the two student groups. However, as the title "Enhancing classroom success for international students

through the ExcelL Intercultural Skills Program" (p. 1) indicates, the prevailing interest seemed to be about how well international students adjusted to the local culture and to studying in New Zealand. They suggested that "intervention strategies should be aimed at enhancing intercultural knowledge and skills" because as Barker (as cited in Daly & Brown, 2005, p. 7), suggested "as opposed to language proficiency, intercultural competence and confidence is related to the knowledge of the host country's cultural code and social rules". Daly and Brown also referred to psychological adjustment in relation to social support and suggested that students who move into new cultures need to actively approach social situations and initiate interactions. Furthermore, they stated that international students have a willingness to interact with locals whereas this might not always be a reciprocal inclination. However, they recognized benefits for domestic students too, as they stated that learning about other cultures might be useful in their future lives and work situations. Stier (2006) proposed that intercultural competence is "the ability to reflect over, problematise, understand, learn from, cope emotionally with and operate efficiently in intercultural interaction-situations" (p. 9). He suggested intercultural communication education (ICE) as a remedy process for intercultural ignorance, stressing its essential role in attaining intercultural competence. His model for achieving this competence goes beyond "knowing that" and "knowing how". He suggested that this competence needs to be more about "knowing why and or even knowing why one knows why and not knows why" (p. 9). He stated that this approach attempts "to summarise, visualise and convert the assumptions, goals, foci, and concepts that constitute a large part of ICE into a tentative educational working-model" (p. 9). He listed six areas of competence related to ICE that HEIs should cover: (1) intrapersonal, (2) interpersonal, (3) communicative - in at least two languages, (4) cooperative - able to function in both mono- and multicultural groups, (5) confidence, and (6) commitment.

Institutions who wish to focus on achieving in the area of multi-cultural awareness, may also find the model for assessment of student intercultural competence, by Deardorff (2006), useful. She studied the outcome of this approach and stated that this is a process. She proposed actions and measures within four areas to ensure the desired outcome: (1) work on such attitudes as respect, openness, curiosity, and discovery; (2) cultural self-awareness and communication skills such as listening, observing and evaluating as well as analysing, interpreting and relating; (3) intrinsic outcome - a

reference shift towards adaptability, flexibility, and empathy; (4) desired external outcome – an "effective and appropriate communication & behaviour in an intercultural situation" (p. 256).

2.5.5. Language Barriers to Learning

Deardorff (2014) regarded language fluency as necessary, yet insufficient to represent intercultural competence. Moreover, language is often perceived as a culture bearer (Nieto, 2008) and, as such, the differences in language use may be culturally explained. Use of a certain language can also be a tool for executing power. For example, Nieto described the initial exclusion of students from low socio-economic backgrounds. such as black Americans, from equal participation in HE studies. Whereas white middle- and upper-class students can effortlessly understand and relate to the HE culture, black students represent a different culture and thus must work harder to fit in. She asserted that this stems from the fact that, besides often being poorer, their use of the English language differs from the prevailing one in universities. Citing Paolo Freire, she emphasised that the upper classes set the rules for acceptable language use, and that a general awareness of this fact would reveal the impact of "the politics of power and language in society" (p. 136). The education in which lower socio-economic classes engage may lead them to enter a higher social class eventually. This would apply to EAL students too as they also work hard to find their way in a new educational system, and establish themselves in the new socio-culture, using and developing the newly acquired English language, as well as learning the typical academic variety of English.

2.5.6. Intervention Strategies and Institutional Approaches

There are some examples of actions that worldwide HEIs typically engage in, as outlined, for example, by Deardorff (2006), Rizvi (2007), and Knight (2010):
- Learning about languages and cultures
- Preparing students for work internationally
- Staff exchange programmes; academics working abroad as well as teachers from other countries teaching at their institution
- International students enrolled in study programmes
- Students studying abroad for various time spans
- International theme-based courses

- Exchange programmes resulting in joint or double degrees, accomplished at two or more separate countries and HEIs
- Research collaboration between HEIs in the world

Also, advice about how governments and HEIs can best approach and manage internationalisation was described in a recent OECD report by Hénard, Diamond, and Roseveare (2012). This report included pointers around factors, instruments, approaches, and reference points which impact on, or are affected by, internationalisation. They recommended activities aligned to a strong business case. It is somewhat telling that the focus was mainly on strategic and economic benefits for institutions, and not so much on the core values that Deardorff (2006), Rizvi (2007), and Knight (2010) envisaged (above). For example, Hénard, Diamond, and Roseveare (p. 9) state that this will enable HEIs to:

- increase national and international visibility
- leverage institutional strengths through strategic partnerships
- enlarge the academic community within which to benchmark their activities
- mobilise internal intellectual resources
- add important, contemporary learning outcomes to student experience
- develop stronger research groups

However, without providing any finer details, they suggested that internationalisation can also offer changes to teaching and learning. They noted that: "It can spur on strategic thinking leading to innovation, offer advantages in modernising pedagogy, encourage student and faculty collaboration and stimulate new approaches to learning assessments" (p.8). Furthermore, they stated that internationalisation is an infusion into the culture of HEs, through which greater awareness is gained of global issues, different languages, and different educational systems operating in different cultures in the world. Thus, although they suggested that it introduces alternative ways of thinking, brings the education model into question, and impacts governance and management, they proposed that the key concerns relate to the sustained and enhanced quality of learning, including ensuring "the credibility of credentials in a global world" (p.8).

Hudzik (2015) stated that HEIs are faced with many stakeholder motivations, expected outcomes, and preferences; for example, they aim to build cross-cultural knowledge and skills, employ cross-border scholarships, provide career opportunities, and enhance the capacity of the institution. He proposed that successful implementation of internationalisation depends on four strategies: (1) effective change leadership, both top-down and bottom-up; (2) a strong institutional culture of internationalisation, enlightening all staff about its core meaning; (3) strategic inclusion, full inclusion in all decision making; and (4) key administrative practices and policies, which include definitions of, for example, goals, mission, success, and intended outcomes.

2.5.7. Internationalisation in New Zealand

This study is set in an Institute of Technology and Polytechnics (ITP); therefore, the review will now turn to internationalisation in ITPs in New Zealand. The concept is currently being discussed in the newly established Te Pūkenga Establishment Board, which is a merged governance for all ITPs in New Zealand. It is in the process of pivoting international education into a broader understanding of internationalisation. They have based its implementation on an outdated definition by Knight (2003): "the process of integrating an international, intellectual, or global dimension into the purpose, functions or delivery of post-secondary education" (New Zealand Institute of Skills and Technology Establishment, 2020, p.1).

The focus of internationalisation for the Institute of Skills and Technology Establishment (IST) is then aligned to the New Zealand Government's view:

> Education providers, learners, communities and families can all be enriched by international education - which is what we seek for New Zealand. International education includes international students coming here to study among New Zealanders, our own people travelling the world to experience a global component in their education, and people anywhere, online and internationally, learning through great products, service and approaches built in New Zealand. (New Zealand Government, 2018, p.3)

The IST then outlined a model in which all students, both domestic and international, are at the centre of its practices. They pointed out that internationalisation matters because of the changing

world, so HEIs need a global mindset, keeping in mind that New Zealand regions, enterprises, and people are part of that interactive world. They regarded the benefits of internationalisation as being, apart from generating economic wealth: acting as a support for tourism, enrichment of education, acceleration of global trade, enhanced cultural experiences, and an increased skilled workforce. They stated that one of the main foci was to promote "value over volume" (p. 3), i.e., to provide valuable quality education, not only aiming for increasing the number of students to gain higher income. Nevertheless, selling educational services has become a multibillion-dollar industry in New Zealand. According to the roadmap for the international education industry (New Zealand Education, 2014), the number of international students generated a $2.6 billion contribution to the economy in 2013. Furthermore, Education New Zealand (2015) predicted that selling education in New Zealand will provide a $5 billion boost by 2025. It will thereby be one of the most important sources of income for the country, which also presents a certain vulnerability for the economy, relating to any negative changes in international student numbers (as we might experience post-2020). There is also the notion that HEIs need to stay viable in today's economical educational market. There are tendencies that economic gain is now the main driver among some countries. For example, in the UK, Australia, and New Zealand, the dominant focus seems to be on income, even if attracting the intelligentsia of the world may also be a priority.

2.5.8. Summary

As shown above, internationalisation was earlier understood as being a process of integration into HEIs' purposes, functions, or delivery of postsecondary education (Knight, 2003). The delivery would then require, as proposed by Webb (2005), a level of autonomy for students and staff. Nowadays, there is also a suggestion of an *intentional* process, to enhance the quality of education *for all students and staff, as well as for society* (De Wit, Hunter, Howard & Egron-Polak, 2015), thus opening up the possibility of an inclusive approach by HEIs in their ongoing revision of policies and practices. Previous studies have outlined some of the internationalisation actions in which HEIs across the world typically engage (Deardorff, 2006; Knight, 2010; Rizvi, 2007). Amongst these, there is no suggestion that international students are regarded as resources for change. In this study, these actions will be compared to internationalisation at the HEI in which the study is set and will then explore ways to involve international students in negotiations of new internationalisation policies or practices. Moreover, some voices call for more adaptation to the needs of international students (Li

& Campbell, 2008; Welikala, 2013) and argue that a transformative and integrated process is necessary at the curriculum level (De Wit & Leask, 2015).

Negotiation of changed policies or practice might feel like a threat for some HEIs and/or their teachers, as it challenges the prevalent HEI culture in the anglophone educational system. Some researchers challenge the view that this educational approach to education is superior (Ryan, 2013; Tsolidis, 2001). Noting the assertion by Kim (2015) that the changes brought on by cross-cultural encounters would normally leave neither the borrower nor the lender deprived, HEIs should not be deterred from making changes influenced by other HEI cultures. This study aims to find out in what way students can be engaged in this, thereby creating a marketing edge from an improved educational approach, which is important as there is a tendency for economic gain to be the main driver for internationalisation in New Zealand HEIs, and along these lines the Government promotes New Zealand educational excellence as the main feature (New Zealand Government, 2018, p.3) (This was at least the case before the Covid-19 pandemic).

Thus, previous studies have mostly focused on, *why* there is a need for change in internationalisation policies and practices (De Wit, Hunter, Howard, & Egron-Polak, 2015; Leask & De Wit, 2016), *what* to change (De Wit & Leask, 2015; Li & Campbell, 2008; Ryan, 2013; Tsolidis, 2001; Welikala, 2013), and a few on *how* to make changes, for example, Tran (2011) (see Section 2.2.3.). This study will add to the growing body of studies regarding *what* and *how* to change, and will detect areas for change, based on indications derived from international students' adjustment challenges.

2.6. Research Problems

This section covers the main areas of interest in this study in relation to the literature review and the research problem areas, which are: (1) adjustment in socio-culture and academic environments; (2) the role of language in adjustment; (3) the role of the HEI and its teaching and learning approach for adjustment.

1. Previous studies on adjustment have focused mainly on either: socio-cultural adjustment issues, although related to academia (Kim, 2015; Marginson, 2014 & 2018; Sawir, et al., 2008; Wright & Schartner, 2013), or academic issues and social life in HEIs (Kettle, 2017; Li &

Campbell, 2008; Searle & Ward, 1990; Shackleford & Blickem, 2007). The research to date has not fully covered how both students' life outside of HEIs and the academic environment affects their adjustment. This study will add to the findings of previous research and fill this gap by studying adjustment challenges in the wider society as well as in the HEI, as described by students, teachers, and learning advisors over two years. It will study both socio-cultural and academic adjustment challenges as intertwined entities which mutually affect each other.

2. Previous studies have investigated language issues in adjustment at HEIs, (Andrade, 2006; Fox, 1994; Shackleford & Blickem, 2007; Skyrme, 2013; Zhang & Goodson, 2011), language development using social strategies (Skyrme, 2016; Taylor-Leech & Yates, 2012); language use in the classroom (Andrade, 2006; Ehrman, 1996; Li & Campbell, 2008), study success related to English proficiency levels, (Andrade, 2006; Andrade & Hartshorn, 2019; Fass-Holmes & Vaughn, 2015; He & Banham, 2009; Stoynoff,1997; Zhang & Goodson, 2011), and second language identity development (Benson et al., 2013; Block, 2007). However, the role of language in adjustment is important but not yet adequately understood, for example how second language identity development may influence student adjustment, depending on the phase and progress of language proficiency and the effect this has on them. This study aims to add to the understanding of the role of language in adjustment. It will also fill the gap in our understanding of the role of work environments in language development, which will add to the notion that activities beyond HEI studies have an important effect on academic adjustment (Skyrme, 2016).

3. Some researchers have shown that mutual adjustment is necessary (Devlin, 2013; Marginson, 2014; Tran, 2011). This study aims to add to these studies by investigating areas for mutual adjustment and what kinds of mutual adjustment are essential. Therefore, in order to find out more about the role of HEIs for adjustment, the study will cover internationalisation in HEIs (De Wit, et al., 2015; Knight, 2003), as this is a key concept related to how adjustment challenges within teaching and learning could be alleviated and lessened. Also covered is what internationalisation at HEIs typically involves, (Deardorff, 2006; Knight, 2010; Rizvi, 2007). Moreover, the study is influenced by research voices asserting a need for changes with regard to internationalisation (De Wit & Leask, 2015; Leask & De Wit, 2016) to

accommodate all learners in HEIs via pedagogy (Hellstén, 2008; Hellstén & Reid, 2008; Tran, 2011 & 2013; Tsolidis, 2001), and especially to suit those who have previous knowledge and practice of culturally-different pedagogies (Devlin, 2013; Kim, 2015). Furthermore, it will conceptualise adjustment in the context of EAL students in HEIs, drawing on previous definitions and ideas by scholars over the years (Berry, 1997; Devlin, 2013; Kettle, 2017; Marginson, 2014; Redfield, Linton, & Herskovits, 1936; Sawir, 2011; Searle & Ward, 1990; Tran, 2011), as well as the findings in this study.

2.7. Methodology

Some key studies in the area of adjustment are listed in Table 2.1, below. These have been analysed for similarities and differences with the current study, and a summary of the comparison is outlined after the table. The table shows the disciplinary area, methodology, setting and participants, and outcome in these studies.

Table 2.1. Key empirical studies of international student adjustment

Reference	Disciplinary area	Methodology and type of data	Setting and participants	Outcome and comments
Redfield, et al. (1936)	Anthropology / social science	Analysed studies that covered contacts between different cultures.	They were appointed to study acculturation by the American Social Science Research Council	- "Acculturation comprehends those phenomena which result when groups of individuals having different cultures come into continuous first-hand contact, with subsequent changes in the original cultural patterns of either or both groups (p. 149) - This concept covers groups and not individuals
Searle and Ward (1990)	Psychology/ socio-culture	- Quantitative - Questionnaire	- At an HEI in New Zealand - 105 Malaysian and Singaporean students	- They suggested a distinction between psychological well-being and social competency in the adjustment process. - A longitudinal study would have resulted in more data of adjustment over time.
Ward and Kennedy (1994)	Psychology / sociology	- Quantitative - Questionnaire	- Studied acculturation amongst people working abroad - 97 participants	- Suggested a merger of adaptation of psychological factors, related to stress and coping, and sociocultural factors, aligned to social cognition. - They still saw the two areas as distinctly different concepts in the adjustment process
Berry (1997)	Psychology / cross-cultural psychology / sociology	A theoretical discussion paper, reviewing acculturation in research over the years.	N/A	- Studied culture contact and change - Suggested that both the non-dominant groups and the dominant groups need to be prepared to adapt to each other, a mutual accommodation. - About both culture groups and individuals
Kim (2001)	Socio-culture	- Theoretical analysis, including empirical evidence from own and others' studies	- Based on findings in many different studies over the years	- Described cross-cultural adaptation as "the entirety of the dynamic process by which individuals who, through direct and indirect contact and communication with a new, changing, or changed environment, strive to establish (or reestablish) and maintain a relatively stable, reciprocal, and functional relationship with the environment (p. 31).
Holmes (2004)	Higher Education	- Qualitative, ethnographic study- Observations, interviews, and informal meetings	- At an HEI in New Zealand - 13 students from China, Malaysia, Taiwan, and Hong Kong	- Suggested using the students as resources for increased awareness around cultural differences - From "deficit to a different view" (p. 304)

Reference	Disciplinary area	Methodology and type of data	Setting and participants	Outcome and comments
Shackleford and Blickem (2007)	Higher education	- Qualitative, action research - Mixed methods; questionnaires, focus group discussions, study of academic records.	- In a business school at an HEI in New Zealand. - Phase 1: 331 student questionnaires, 2 student focus groups, and 2 teacher focus groups. - Phase 2: 130 student questionnaires, 3 returned teacher survey forms, 1 teacher focus group	- Focussed on support of language and academic skills in a Professional Skills Development Programme for teachers. - Asserted that language teachers' involvement and institutional support was needed for success.
Sawir et al. (2008)	Higher Education / International Education	- Qualitative - Interviews	- Set in Australia - 200 students from more than 30 different countries were interviewed	- As part of a wider research focussed on social and economic security, this article focussed on loneliness, cause and coping mechanisms, amongst international 1st year students
Montgomery (2010)	Higher Education	- Qualitative, longitudinal, ethnographic study - Observations and shadowing - Using narratives in the report	- At an HEI in the UK - 7 students from China, India, Indonesia, Nepal, Italy, and The Netherlands.	- A focus on international students' social networks, and the influence these have on their learning - Rejected the importance of connectedness with locals but emphasised importance of social learning beyond the classroom. - Regarded international students as strong and independent
Sawir (2011)	International Education	- Qualitative - Semi-structured interviews	- At an HEI in Australia - 80 Academic staff	- Experience of international students from a staff perspective. - Found mixed approaches towards the students, seeing them as either same or different. - Argued for active engagement with students to "enable teachers to see the gaps in their teaching practice" (p. 391).
Tran (2011)	Education	- Qualitative - Interviews and study of students' reflective written texts	- Set at an HEI in Australia - 8 students from China and Vietnam - 4 staff members	- Suggested a pedagogic model for mutual adjustment, the "how", i.e. how to mutually adjust to a writing task through interaction and negotiations.
Devlin (2013)	Education	- Qualitative - Data gathered from, literature covering LSES	- Set at an HEI in Australia - 89 domestic students - 26 staff members	- A focus on low socio-economic background students

Reference	Disciplinary area	Methodology and type of data	Setting and participants	Outcome and comments
		[low socioeconomic status] student experiences at HEIs, interviews, and studies of policies, programmes, and practice at HEIs.		- Avoided adopting either a deficit conception of students from LSES backgrounds or a deficit conception of the institutions in which they study. (p. 7) - Argued for mutual adjustment. - The situation with meeting an unfamiliar educational culture is similar for international students.
Marginson (2014)	Higher Education/ Social Science	- An article describing findings from qualitative studies - Interviews with a large number of students over many years	- Based on findings in many different studies over the years	- Rejected the concept of adjustment - Argued that international education is self-formation and not only adjustment to local requirements - Argued for mutual adjustment.
Kim (2015)	Socio-culture	- A theoretical essay including empirical evidence from own and others' studies	- Based on findings in many different studies over the years	- "Emerging from the prolonged experiences of acculturation, deculturation, and the stress–adaptation–growth dynamic is an intercultural identity—a self-other orientation that is richer in content and more complex in structure" (p. 6). - Argued for a merger of the views in different disciplines involved in cross-cultural research.
Kettle (2017)	Higher Education	- Qualitative - Ethnographic case study - Interviews - Classroom videos - Written materials - Field notes from observations	- Set in an HEI in Australia - 1 teacher - Students in this teacher's class (N=?)	- Focus on good practice for teaching of international students, conceptualised international student engagement in HEIs; Students are perceived as authoritative, engaged and agentive and the HEI needs to be informed about how to accomplish student engagement.
Marginson (2018)	Educational philosophy / Social Science	- Qualitative - Semi-structured interviews	- Over 300 international students over many years	- Argued that student self-formation is a practice of freedom. - Stated that "Fostering the agency freedom of students and its scope to act is *the* key to self-formation" (p. 19).

Reference	Disciplinary area	Methodology and type of data	Setting and participants	Outcome and comments
Matsunaga, et al. (2020)	Higher Education	- A conceptual paper - Critical consideration of the philosophical and retrospective experiences described by the main author.	- Set in an HEI in Australia - 1 student	- Argued that students are capable and that they negotiate academic norms and their experiences of international education in their HEIs

Table 2.1 shows that most studies about adjustment use a qualitative methodology: some were based on interviews with students only, and some had also observed students, and others included studies of policies and other relevant documents. Two studies applied an ethnographic approach. The originality of the current study is that it applies a broader methodology approach than most other studies. For example, the study is based on a longitudinal ethnographic, holistic approach, involving a case study, and considers a broad range of sources and data gathering methods: interviews with EAL students, teachers, and advisors; observations of classrooms; student focus group discussions; and a study of HEI policies and relevant documents. Furthermore, it also applies several analysis methods to the student data: thematic, cross-case, and narrative. All things considered, the study will give a broad insight into EAL/international students' experiences of study and social life while studying at an HEI in New Zealand, both as individuals and as a group.

2.8. Summary

This chapter has covered focal points related to EAL/international student adjustment. In doing so, it has reviewed literature both on adjustment in the socio-culture and academia, as well as the roles of the HEI and language in adjustment. Internationalisation at HEIs is a core concept for student adjustment in HEIs; therefore, a review around this was also included in this chapter. There were some gaps detected related to the three research areas around understanding of EAL/international student adjustment, i.e.: (1) not fully covered was how both the socio-culture and the academic environment contribute to students' adjustment; (2) not yet adequately understood is the role of language in adjustment and study success, and how the second language identity development affects students' adjustment; and (3) although mutual adjustment is suggested by some researchers as being a necessity, there is a gap in the understanding of what kinds of mutual adjustment are necessary. Section 7 then showed the original methodology applied to this study, that it is not only a qualitative, longitudinal ethnographic study, but that it also applies a case-study, and uses multiple data sources: students, teachers, advisors, and HEI documents. Additionally, data gathered through interviews, observations, focus group discussions, and a study of HEI documents, is expected to provide deep knowledge of the students and their lives. Moreover, the student data analysis, using multiple approaches, such as thematic, cross-case, and narrative analysis will give rich information needed for an adequate investigation into the identified research problem areas above.

Chapter 3, Methodology

This chapter outlines both the theoretical and methodological underpinnings of this research. The design and data collection methods are presented, as well as an overview of the data analysis process. This chapter also discusses trustworthiness, validity, reliability, (see section 3.5.) and ethical considerations related to this study (see section 3.6.).

3.1. Qualitative and Ethnographic Research

This is a qualitative study with an ethnographic methodological approach, using a range of data sources and analysis methods to investigate and gain understanding of how English as an Additional Language (EAL) students, who study in New Zealand on a long-term basis, adjust to using a new language, in a new educational system and a new socio-cultural setting. The focus of the research was threefold, covering the following problem areas:

> 1. EAL students' academic and social adjustment while studying and using English as an additional language (EAL), in a higher educational institute (HEI) in New Zealand.
>
> 2. The role of language in EAL students' academic and social adjustment, as well as their second language identity development.
>
> 3. The role of the HEI in students' academic and social adjustment.

In the next section, the methodology in this study will be outlined with a rationale behind the choice of methods and analyses, including the theoretical background to the different research methods.

3.1.1. Qualitative Study

How the adjustment to studies and life is managed by EAL students at an HEI, is not easily quantifiable. This is a complex problem which required an approach that could provide data that was broad, rich, and below the surface. According to Holliday (2010), qualitative research allows a thorough investigation that goes deeper into central life issues and previous surface-type understanding of phenomena. He stated that qualitative research is based on rich and varied data gathered by the researcher, and therefore it poses an opportunity to go beyond representative numbers and figures, enabling a deeper understanding of real life. Therefore, a qualitative research approach was chosen for this study.

A qualitative approach differs from a quantitative study in the way data is gathered and interpreted. Creswell (1998) explained that quantitative data is based on measurements and tangible facts, which can be quantified, and results are often derived from questions like 'how many?' and other statistical data. A qualitative approach, on the other hand, deals with open ended questions like 'what?', 'why?', and 'how?', and the answers can be used to tell an extensive story about peoples' real-life situations. The qualitative methodology approach was chosen as the study aimed to provide findings beyond results solely related to measurements and tangible facts, as would be the expected outcome from a quantitative study. Thus, data was gathered mostly from interviews and focus group discussions, which typically result in non-quantifiable findings. It also used open-ended questions in the interviews; like 'how?', and 'what?', and it went beyond numerical results and instead discovered and described findings with a deeper perspective on EAL students' adjustment to a new life and study situation.

The approach taken in this study also adhered to the following definition of 'qualitative research' by Creswell (1998):

> … an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyses words, reports detailed views of informants, and conducts the study in a natural setting. (p. 15)

In line with the comment above, this study explored a human problem by building a complex, holistic picture with detailed views of the participants as they reported from their natural setting. It aimed to give insight into adjustment by EAL students in real-life events at an HEI; however, discourse analysis of documents and transcripts was beyond the scope of this study.

While focusing on the students, data derived from teachers, learning advisors and official documents were also important sources of information providing a broad picture of adjustment, EAL student support, signs of intentions, and areas for mutual adjustment.

In qualitative research, in order to remain as objective as possible, an open attitude to the interpretation and analysis of data is important. Silverman (2007) stated that "… when properly conceived, qualitative research has a unique contribution to make to our understanding of how

things in society work and how they can be changed." (p.10). Therefore, the interpretations and analysis of data in this study were approached with an open attitude and with as objective an approach as possible. Nowadays there are excellent technological tools for analysis of qualitative data, which, as pointed out by Bazeley and Jackson (2013), offer great flexibility when working with data, which is less time-consuming than using pen and paper or computer only. However, they also asserted that the software does not perform the analysis for the researcher; instead, it supports carrying out the analyses by, for example, providing data management tools and a querying capacity. The computer program NVivo was utilised in this study. This program has multiple functions: it is used to deposit large quantities of data, it aids the analysing process, and it also helps the iterative analysis through the easy process of coding, recoding, and categorising transcripts.

However, qualitative research is not easy to define, as it does not, as Denzin and Lincoln (2011) stated, "have a distinct set of methods or practices that are entirely its own" (p.6). They went on to write that it is "… a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including fieldnotes, interviews, conversations, photographs, recordings and memos to self…" (p.3). Thus, the next section will describe the rationale behind the choice of the qualitative, ethnographic methodology for this study.

3.1.2. Ethnographic Study

The main qualitative approach in this study was ethnographic as it aimed to conduct a broad and deep longitudinal investigation of EAL students' adjustment in their normal setting, an HEI in New Zealand. Ethnographic studies originate in studies of ethnic cultures in their confined and characteristic environments. In the early days, researchers typically travelled to places with a notable and distinct culture. They interviewed and observed while making detailed notes of occurrences in the environment around them. They took part in what Creswell (1998) called "participant observation" (p.58). Living close to another culture would inevitably change their own perspective of the culture and they sometimes also had an impact on the culture being studied. The parallel with this study is that student adjustment is related to the prevalent culture of HEIs; thus, research into the institutional culture is essential. In doing this kind of research, it is very important to be aware of possible mutual influences, of the culture on the researcher and vice versa (Creswell, 1998).

Equally important is, then, to clarify what implications this has for analysis process, validity, reliability, and end-results. This awareness was a feature of this study. For example, it affected how the interviews were conducted and analysed. Possible influences on participants of the researcher and how the researcher's own experiences might impact on the data gathering situations will be outlined in the sections related to each method of data gathering.

Gobo (2008), who firstly stated that actions, and the study of these as they occur, are a focal point in ethnographic studies, also pointed out that data gathering strategies can in reality be placed on a cline from the researcher being a 'convert' – somebody who largely influences and becomes influenced by the culture of study, to being a 'Martian' – a total outsider. He encouraged researchers to find the most feasible balance between these two extremes according to each particular study. The researcher involvement in this study can be best placed somewhere in the middle of the cline from 'Martian' to 'convert', i.e., the researcher is part of the wider HEI, and therefore knowledgeable of the specific HEI culture, while she initially had less insight into the particular educational culture in the business degree programme in which the participating EAL students were enrolled. However, multiple perspectives were obtained from a variety of data, as suggested by Ellis (2012). For example, observations were conducted in order to obtain first-hand experience of participating students' and teachers' classroom environments and practices in the business school.

Silverman (2013) defined the ethnographic approach as "highly descriptive writing about particular groups of people'' (p. 12). He advised that "ethnographers need to take the task seriously and perform it efficiently" (p. 36). Therefore, long-term involvement and observations are necessary to understand the complexity of people's beliefs, attitudes, and behaviours. Moreover, he recommended that researchers access fascinating data by observing mundane settings and find extraordinary features in everyday settings. This means that if researchers want to give as broad a recount of people and events as possible, they need to pay close attention to both details and more general features, especially when observing and analysing data. Ellis (2012) also noted that ethnographic study "… emphasizes the importance of obtaining multiple perspectives by collecting a variety of data … and using these to describe and understand common patterns of behaviour." (p.43). Data in this study was gathered over a three-year period, which allowed detection of changes over time. Rich and varied information was gathered from several sources, including semi-structured

interviews with students, teachers, and learning advisors, student focus group discussions, classroom observations, as well as institutional policies and other relevant documents.

Starfield (2010) noted that researchers within applied linguistics nowadays are often already familiar with the communities they study, and they are often immersed in the culture. In line with the description by both Starfield and Creswell (1998), the researcher in this study was a 'participant' within the setting, and therefore somewhat familiar with the environment that students encountered. Furthermore, Starfield pointed out that rather than studying exotic cultures, ethnographic studies today are "interdisciplinary" (Starfield, 2010, p. 53), within such diverse areas as health, workplace, organisations, the justice system, and education. This study was an interdisciplinary ethnographic study, with information related to both linguistics and human sciences, and it was conducted within an educational setting. The main approach chosen for this study was ethnographic because this enabled a more in-depth familiarity with, and investigation of, human social life. It took place over three years, and used typical data gathering methods for ethnographic studies: interviews, focus group discussions, and observations.

An ethnographic study does not necessarily need to follow an already established, narrower tradition but instead researchers are able to create their own ethnographically aligned rich version, as Merriam (2014) pointed out. She added that the uniting factor of all ethnography studies is a focus on human societies and culture. She also stressed the fact that ethnographic studies require the researcher to spend much time with the culture being studied and that it is written up describing the whole context, as well as some interpretations thereof. Because of the broad application, the ethnographic approach is not homogeneous but instead, as Atkinson et al. state (as cited by Starfield, 2010) all are "characterized by their own cultural diversity" (p. 53).

To sum up, the rationale for using an ethnographic approach was that student adjustment was expected to be influenced by the prevalent culture of the HEI, therefore one of the focal points was to study the culture of the institution. Rather than studying exotic cultures, which might be the criteria for ethnographic studies in the past, this study was seen as an educational interdisciplinary ethnographic study, in accordance with Starfield's (2010) notion, that today's ethnographic studies can take many different forms. The following criteria shows that it falls within an ethnographic

approach: it enabled a more in-depth familiarity with, and investigation of, human social life and culture; it was conducted within a culture, the educational culture; it included extensive longitudinal data gathering, over three years; and it exploited a range of data sources typical for ethnographic studies, such as interviews, observations, and studies of documents. The researcher was part of the wider HEI, and therefore to a certain degree knowledgeable of the specific HEI culture.

3.1.3. Case Study and Multiple Case Study

The main methodological approach in this study is ethnographic. However, as this study is mainly about EAL student adjustment processes in the context of an HEI, it seemed appropriate to undertake multiple individual student case studies within the HEI setting. Creswell (1998) described the differences between the two approaches; whereas ethnographic studies involve describing and interpreting a cultural or social group, the case study approach tends to develop an in-depth understanding of a case, or cases, which may be individuals in a wider setting. Combining individual case studies with an ethnographic study of the HEI consequently strengthened the findings of this study. Stake (2006) stated that case studies are "examination of experience in a variety of context-situations" (p.11). He also notes that the reason for a case study research approach is to understand something in its context, rather than to gain some general knowledge about it. Yin (2009) stated that the case study method is used within many research areas, for example, in sociology, psychology, and education. This is because of its suitability for gaining knowledge about individuals, groups, organisations, and political and social issues. He argues that "the case study method allows investigators to retain the holistic and meaningful characteristics of real-life events…" (p.4). The case studies in this research took the form of biographical case study, which was described by Barkhuizen, Benson, and Chik (2014) as "studies of individuals, in which the researchers elicit data from the participant and write them up as narratives, possibly for further analysis" (p.9). Data elicited in the student interviews was utilised to create narratives for each of the nine students who participated in all three interviews. These were also longitudinal case studies, with the interviews spaced out over two years. The narratives and the themes that emerged from the interviews were analysed for similarities and differences across the student cases, thereby indicating both individual and group attributes. Thus, learning about the uniqueness and understanding of each particular student case in this study, and the discovery of the differences and similarities between the cases, facilitated a deeper insight regarding EAL student adjustment.

Stake (2005) identified three types of case study suitable for different purposes:

1. Intrinsic case study, an in-depth study of just one case. The intrinsic study is chosen for the purpose of better understanding a particular case, and not so much for understanding generic phenomena; therefore, its use fits best with single case studies.

2. Instrumental case study, the instrumental approach is employed in order to examine particular issues and to provide insight into these. This includes a deep study of the context of the case to discover detailed information to enable generalisations of external interest.

3. Multiple case study, which involves a joint study of several cases for the purpose of investigating a phenomenon, population, or general condition.

Thus, the approach taken in this study was to incorporate multiple case studies of individual EAL students into the wider ethnographic study, rather than conducting a single case study of students or the institution. This combined approach is important in order to investigate mutual adjustment. It also enabled a scrutiny and analysis of each of the students, by comparison of similarities and differences, at a deep level, enabling discovery of commonalities in how they adjusted to studying and using an additional language at the HEI. It also meant that an understanding of the HEI emerged, partly through the analysis of these cases but also through analysis of the broad ethnographic data. This is supported by Casanave (2010), who noted that multiple case studies "… explore (describe, analyse) particular bounded phenomena" (p. 67), set in a specific context, with a commitment to time, and use of multiple data sources. Creswell (1998) also supported this, and he emphasized the significance of place and setting.

To create a more focussed study, case boundaries need to be set by the researcher. This is asserted by Merriam (2009), who stated that "the single most defining characteristic of case study research lies in delimiting the object of study, the case" (p. 40). One of the first steps to take, in designing multiple case study research in this research, was then to define and clarify the boundaries of the cases. With regard to determining the cases, Stake (2005) suggested that the researcher should consider what makes the cases particular and bounded. He recommended consideration of: purpose, where the case is situated, how things are done, features (which may be the inside and outside context), and timeframe. The use of the two approaches - ethnographic, and multiple case study, as

described above - reflects Stake's (2006) statement that researchers often combine more than one approach in qualitative studies.

The boundaries of the case study in this research are outlined in Table 3.1, below.

Table 3.1. Case boundaries

Case boundaries for the EAL student cases	
1 Purpose	Learning about adjustment by EAL students
2 Setting / place	An HEI / New Zealand
3 Actions	Experiences of adjustment
4 Features	Inside the context of an HEI
5 Timeframe	2016 to 2019

3.2. Research Design

Figure 3.1 below shows that this is a study with both an ethnographic and a multiple case methodology approach, drawing information from many different sources in an HEI with a high proportion of EAL students. The time frame for the data gathering is also indicated.

The students were the main participants in the study, which is about how they adjust and what they do to adjust, hence the ethnographic approach, in combination with a multiple case study of the interviewed students. This design facilitated an understanding of EAL students' adjustment to life in the HEI through their actions and reflections as they adjusted over a period of two years. Applying an ethnographic approach also meant gathering broad information about the setting in which they adjusted. This included information about the internationalisation approach and support structures at the HEI, teacher and advisor experiences and opinions, student opinions as expressed in interviews and focus group discussions, researcher observations of classroom situations, and knowledge about the environment in the wider HEI. The following sections cover the setting, the participants, methods of data collection, and the analysis methods, followed by a discussion of trustworthiness and ethics.

An ethnographic study with a student-based case study within

Set in a HEI

Three interviews with:

Study of HEI documents

Nine students

Five teachers

Two learning advisors

Student based multiple-case study

Three student focus groups

Three classroom observations

2016

2019

Legend:

Interview Participants

Focus Groups

Classroom Observations

HEI Documents

A Higher Educational Institute

Timeline

2016

2019

Figure 3.1. The methodology approach, time frame, and range of sources used in this study.

3.2.1. Setting

The study was set in a higher educational institution (HEI), one of the largest institutes of technology and polytechnics (ITP) in New Zealand. This HEI serves around 15,000 full time and part time students per year. It has a variety of courses and programmes, up to master's degree, from theoretical courses in the business area, to more practical courses within, for example, nursing, engineering, automotive, and hospitality. It also has a well-resourced library with learning services. This unit provides support for all mainstream students on both a drop-in and a booked appointment basis. Enrolled students also have access to the institution and its computer suites for 24 hours every day, including weekends. The number of international students in this institution is relatively high, with around 1000 English as an additional language (EAL) students enrolled in 2018 (Figure NZ, 2018). Most of these students are enrolled in the School of Business. The number has increased over the years following the trend in the rest of New Zealand in the last decade, during which time the number of international students enrolled in ITPs has increased more than those at universities. One of the reasons is that whereas government funding of universities stayed much the same in this period, funding of ITPs was decreasing and the pressure to finance gradually increased. Therefore, ITPs had to address this, partly by generating revenue through international enrolments (Tertiary Education Commission, 2018a). Another reason might be that ITPs typically prepare students for employment directly after graduation, which is a much sought-after goal amongst some international students, as they can then obtain a visa to stay in New Zealand.

3.2.2. Participants

The participants in this study consisted of 15 students, five teachers, and two learning advisors in the interviews, and 17 students in the focus group discussions. A description of each of these categories follows.

Fifteen (EAL) students were recruited for interviews: seven females and eight males. They represented a diverse student group with regard to age, gender, country of origin, etc. They were from a range of different countries: eight Indians, two Chinese, one Malaysian Chinese, one New Caledonian, one German, one Taiwanese, and one Dutch. All of them studied in business related programs at the HEI. The choice was made to recruit a random sample of participants from the School of Business as they enrol most of the EAL students at the HEI. As outlined in section 1.1.,

international students were seen from a broad perspective, therefore any students who was born overseas, had arrived in the country within two years prior to the study, and had obtained previous education overseas were targeted. The recruitment of participants was organised through advertisements on the notice boards in the School of Business, and at central points in the HEI which were frequented by international students. The students who participated in the interviews received a small token of appreciation, of $100, in return for participating in the three interviews, which took place over two years. However, six students terminated their studies and left the institution after the first interview, so they were excluded from the study. Therefore, there were nine students remaining in the second and third interview rounds. These nine students still represented a range of countries of origin: four Indians, one Chinese, one Malaysian Chinese, one New Caledonian, one German, and one Taiwanese. Of these, there were six females and three males. Their average age was 30, with the oldest aged 39 and the youngest aged 23 at the last interview. The demographic of the nine students who participated in all of the interviews can be seen in Table 3.2 below.

Table 3.2. Student participant demographic

Name (pseudonym)	Nationality	Age[1]	First language	Gender
1. Sofia	German	31	German	Female
2. Yinxi	Chinese	35	Mandarin	Female
3. Hua	Taiwanese	29	Mandarin-Taiwanese	Male
4. Biren	Indian	30	Punjabi	Male
5. Ying	Malaysian/Chinese	39	Malay/Mandarin	Female
6. Neethu	Indian	26	Tamil	Female
7. Nancy	New Caledonian	23	French	Female
8. Mardeep	Indian	26	Punjabi	Female
9. Mohit	Indian	30	Tamil	Male

---

[1] The age of the participants represents the age at the last interview

In accordance with the notion of gathering broad information in ethnographic studies, contextual sources, like staff members, student focus groups, and institutional documents, were utilised to better understand the student situation in relation to the research problem areas (see 3.2.3. for more information about each of the data gathering methods).

Seven staff members - five teachers and two learning advisors - were recruited for semi-structured interviews, through a general email enquiry asking for volunteers distributed across the School of Business, and amongst advising staff in the Learning Services Unit. Advertisements were also put up on staff notice boards in the School of Business and on boards frequented by Learning Services personnel. The staff members who participated in the study were teachers in regular contact with EAL students through teaching on the three-year business programmes, and advisors who were in contact with EAL business students through learning services at the HEI.

Seventeen students participated in focus group discussions, which were held three times with different students in each of the groups. The focus group participants were recruited through posters on the boards around campus. Participants were randomly chosen and represented a diverse student group with regards to age, gender, country of origin, etc. The number of students in each of the groups were seven, six, and four.

3.3. Data Collection

Data was gathered in the time period 2016 to 2019. As this was an ethnographic study, data was drawn from multiple sources, in order to gather information that was as broad and rich possible, and to allow for triangulation of findings. The data sources were: (1) student and staff member interviews, which explored and allowed for a better understanding of participants' lived experiences, uttered in their own words; (2) student focus group discussions, to obtain a somewhat different perspective on the issue under investigation than from other sources; (3) researcher observations, for familiarisation with the participants' environment; and (4) institutional documents and policies, to learn more about the specific educational setting in which the students' experiences occur. More details on each of these categories are outlined below.

3.3.1. Interviews

Interviews were the main source of data in this study because this method allowed for the gathering of rich data using deeper probes into participants' life and experiences than, for example, data derived from questionnaires.

The student interviews were semi-structured, conducted by the researcher, and lasted for between 30 minutes and one hour. The aim of these interviews was to gather data about the research problem areas. They revolved around: (a) what the students currently do to adjust to their new situation; (b) what form of support students expect and want; (c) their ideas of what a supportive study environment for EAL students should include; (d) how second language identity relates to the adjustment process. The interviews took place on three occasions in the first two years of their study: at the beginning and the end of the first year, and then at the end of semester one, in the second year.

The semi-structured interviews, with the seven staff members, also undertaken by the researcher, lasted for between 30 minutes and 1 hour. The aim of these interviews was to gather data on their ideas and knowledge about:

1. what the students currently do to adjust to their new situation
2. what form of support students expect and want
3. what a supportive study environment for EAL students, including support for staff who teach these students, should involve
4. their views on how speaking a second language relates to the adjustment process.

The interviews took place on three occasions, at approximately the same time as the student interviews: at the beginning and towards the end of the first year, and then at the end of semester one, in the second year. This interview structure provided a broad understanding of students' adjustment process and related aspects, and a deep picture emerged of the context in which adjustment occurs. All interviews were transcribed 'ad verbum' and analysed by the researcher.

The interviews in this study were conducted in English as this was the only language the interviewer and the interviewees had in common. However, there was a deliberate aim to word the advertisements and the information sheet in English that was as plain and easy as possible in order to draw students with a range of English language capabilities. Nevertheless, the staff participants

in this study were all skilled English language speakers, and the student participants were able to understand and express themselves without any help, with suitable expressions by the researcher. Interviewing is a balancing act, in which the interviewer needs to ask relevant questions, keep to the area of interest, avoid talking too much, and be vigilant for opportunities to probe for more in-depth data. Kvale (1996), outlined two diametrical ways of conducting interviews. One involves careful 'digging' to uncover participant current knowledge. Objectivity and authenticity are key concepts in this interview model. The second model is more subjectively positioned and involves both researcher and participants in 'co-construction' of evolving knowledge, i.e., knowledge is based on previous history but may be constructed, for example, if the interviewer assists any interviewee with low language proficiency, in using particular language. The interviewing, in this research project was sometimes a fine balancing act and it required an awareness of not posing questions of a leading nature or missing opportunities to probe for more information. The "digging" approach mentioned above (Kvale) describes the interview style in this study better than the co-construction model, as the interviews were built on participants' own experience of adjusting to a new language, educational culture, and country, and the research was set out to be as objective as possible. However, some degree of co-construction may not have been avoidable, for example when the interviewer repeated keywords from the questions and consequently influenced, albeit unconsciously, the wording of the interviewee. Co-construction in relation to trustworthiness is outlined in more detail in 3.5.

The interviewer may also make false assumptions during the interviews. Kvale (1996) suggested that "The decisive issue is the interviewer's ability to sense the immediate meaning of an answer and the horizon of, and interest in, both the theme and the human interaction in the interview" (p. 132). The researcher therefore needs to be alert and follow up on leads during the interview, as well as reconnect to the leads in the following interviews. Rubin and Rubin (2004) stated that open-ended questions give the interviewee a better chance of defining the content of the interview: "… in interviews, the researcher is seeking particular information and so gently guides the discussion, leading it through stages, asking focused questions, and encouraging the interviewee to answer in depth and at length" (p. 110). The interviews in this study were open-ended, with semi-structured questions, allowing for follow-ups in the subsequent interviews.

Initially, an interview protocol was devised to ensure that the key areas were covered in the interviews, and also that the same questions were asked in all of the interviews with the same category of participants, and that there were some comparable questions across the different categories. In order to discover the usefulness of the student interview protocol, a first draft was trialed with a former EAL student. Particular attention was paid to the protocol's capacity to discover any language related issues in the adjustment process. Some need for modifications in the protocol was discovered: too much time spent on initial small talk, too few language-related questions were asked, and some questions were found to be irrelevant. Therefore, the interview protocol was amended to better fit the purpose of ensuring coverage of the key concept: adjustment to issues revolving around the use of a new language when studying in a new educational system and living in a new socio-culture. For example, under the area of 'early adjustment' in the protocol, all questions were altered to relate to language use issues. Instead of, as in the trial version, asking general questions about students' first impressions and thoughts about New Zealand in the first weeks or months, and what they had done to settle in, the questions were changed to a focus on their language use and challenges in the first weeks and months, and what they did to overcome any language use obstacles they might have encountered.

Data gathered in interviews tells how the participants interpret their life experiences, as explained by Bogdan and Biklen (2006): "… the interview is used to gather descriptive data in the subjects' own words so that the researcher can develop insights on how subjects interpret some piece of the world" (p. 103). In order to gather qualitative data, Bogdan and Biklen (2006) suggested that the interviewer should not try to control the content of the interview too rigidly, but instead allow the participants to tell their personal stories in their own words. One of the challenges in these interviews was then to try and gather as much information about the key research problems as possible, and at the same time keep the interview within the area of interests, in the most time efficient way. Rubin and Rubin (2004) pointed out that an interview schedule needs to ensure that the main questions will be thoroughly examined and exploited. They outlined a threefold structure which includes main questions, follow-ups, and probes. The main questions should revolve around the research problem areas and ensure that the research problem will be thoroughly examined, and that each part of a broad topic will be exploited. Follow-up questions should be asked if not enough information surfaces. These questions can be asked at the interview or later. The use of probes, finally, clarifies

and ensures more in-depth answers, and aims to make sure a fuller answer is received by extending the interviewee's talking time. However, they warned that these kinds of questions need to be used carefully so as not to become too intrusive. The interviews conducted in this research were semi-structured and followed the advice of including main questions with follow ups, open-ended questions and probes, to enable a deeper digging for answers to the research problem areas (Rubin & Rubin, 2004).

As is common in social sciences (Mann, 2011), the analysis of the interviews was not based on discourse analysis. The focus of this study was more about adjustment in relation to experiences of language use in EAL students' lives, and the support thereof; thus, it was not about detection of language use in the interview situation as an indication of the communication pattern between the interviewee and the interviewer. The information from the staff interviews was coded and analysed for themes (see 3.4.1.). The information in all of the student interviews was also coded and analysed for themes, and then analysed through the writing up of case narratives about each of the student participants, as well as employing a cross-case analysis method (see 3.4.1.3.).

3.3.2. Focus Group Discussions

Even if the interviews with the students gave rich and deep data, it was decided to employ student focus group discussions also. Conducting student focus group discussions was expected to enable triangulation of data and provide a somewhat different perspective on the issue under investigation than if only interviews with the nine students had taken place. For example, the level of agreement in the group around opinions, views, and ideas might be detected by observing the reactions amongst the group members in focus groups discussions.

As described by Barton (1975), the focus group approach to gathering data was initiated by Paul Lazarsfeld at the Bureau of Applied Social Research at Columbia University. It was mainly used for marketing purposes, to probe a group for opinions and ideas, in order to enhance or change products or services for customers. It is nowadays also used in other areas of research, for example in education, (Barbour, 2018; Wilson, 1997) as in this study, to gain knowledge about students' opinions. Wilson stated that focus group discussions are sometimes used as a complement to quantitative studies. However, the reason for gathering data through focus groups in this qualitative

study was that it enabled both a deeper and broader understanding of students' adjustment, as well as triangulation of previously gathered data. This is also in line with Gill, Stewart, Treasure, and Chadwick (2008), that it is used "to clarify, extend, qualify or challenge data collected through other methods" (p. 293). Gill et al. stated that focus groups are "useful in generating a rich understanding of participants' experiences and beliefs" (p. 293).

The recommended number of participants in focus group discussions is four to 12, according to Wilson (1997). In this study, three focus group discussions with students from the three-year business programmes were arranged over the data gathering period. Students participating in these discussions received a voucher for a small sum at the end of the sessions, as a token of appreciation in return for their participation. Even with this token of appreciation, which was stated on the advertisement, it was surprisingly difficult to gather enough students for each of the focus groups. In the end, the sessions had six and seven participants in two of them, with ten who had signed up beforehand. For one of the three sessions it was very difficult to get willing participants. Even if, after a long period of advertising, there were seven who signed up, and the date was set in agreement with all of the participants, when the session took place, only four students turned up. The reason was possibly because they all seemed very busy with their studies, and there was obviously a problem with committing to the time, even if it seemed to suit everyone. This resulted in a prolonged period of conducting the focus group sessions. Consequently, the first was carried out in 2016, the second at the end of 2018, and the last at the beginning of 2019.

Barbour (2018) described focus group interaction as being on a "continuum between structure and spontaneity" (p. 32). The participants are typically encouraged to discuss topics presented by a facilitator. However, it is a balancing act to lead focus group discussions, to keep up the flow in the discussion between the participants, with as little interference as possible. Thus, Barbour suggested that it is important that the facilitator try to encourage interactive communication and avoid, as much as possible, asking questions one by one in the group. The three focus group discussions in this study were led by the researcher and lasted for between 45 minutes and one hour. Some discussions between the participants occurred, but analysis of the transcript showed that the researcher often had to encourage answers from the students, as it seemed easier for some of the participants to talk than for others. The aim of the discussions was to gather data about the key

areas of investigation in this study: (1) language and study challenges that students have faced; (2) what they currently do to adjust to their new situation; (3) what form of support they expect and want; (4) their ideas of what a supportive study environment for EAL students should include.

3.3.3. Classroom Observations

Students spend much time in the classrooms, interacting with each other and the teacher; therefore, with the ethnographic approach in this study, it was helpful for the understanding of students' environment to observe some lessons. The three observations were conducted during lessons held by three of the participating teachers, so it also helped the researcher understand information in the teacher interviews better.

Observations of classroom lessons were undertaken by the researcher. An email was sent out to all of the participating teachers to ask for their approval to visit classrooms. Even though all five teachers allowed observations of their classes, observations were organised with only three of the teachers. The main reason for the observations, explained to the teacher and the class before the observations, was that the researcher wanted to better understand students' situation and environment. The three observations were conducted in May 2016, after the first interviews, October 2016, close to the second round of interviews, and March 2017. These observations aimed to glean first-hand experiences of the environment or situations within which the student participants normally operate.

There are different approaches to classroom observations, as Flick (2002) outlined. They can be carried out: covertly or overtly; with a participant or a non-participant view; systematically or unsystematically; in natural or artificial situations; and the focus can be observations of self or of others. Furthermore, Flick suggested that preparation before the observation should include consideration of where, when, and what to document. He noted that there are different approaches to documentation. It can be descriptive, which gives a general presentation of the situation observed. The researcher can focus on certain aspects relevant to the research questions or it can be selective, when the researcher grasps central aspects only. He also stated that the researcher should decide when the end of observation is, as further observations do not necessarily lead to further knowledge.

In this study, no video or audio recordings were made of students in the classroom. Instead, the main observations revolved around the interaction patterns in the classroom, using a seating chart observation record (SCORE) (see Appendix A), developed by Acheson and Gall (1987). This chart allows for discovery of the interaction pattern and activity levels of students as they participate in the lesson. For a typical SCORE observation, a record sheet is drawn up with the layout of the room: tables, chairs, and teacher's desk (see Appendix B for a sample, and 3.3.3. for more details related to this study). Then the observer uses different symbols for different categories of participants; for example, in this study, 'T' was used for teachers, and other symbols were used for gender, and for whether or not students had an EAL background. Then the observations are recorded by using symbols like: arrows for interaction initiatives and with whom, and ticks for talking time, etc. As the lesson progresses, the pattern that emerges indicates the interactions between the students and also who dominates the talking time in the classroom.

Bogdan and Biklen (2007) advise that, to be as non-obtrusive as possible, the researcher should only "make notes occasionally and only if needed and if it fits the situation, for example if students themselves are taking notes or someone is explaining something complicated" (p. 127). In this study, the researcher paid attention to being as non-disruptive and unobtrusive as possible; therefore, no interaction with anyone in the classroom occurred once the lesson started. These observations presented additional opportunities to gain more knowledge about students and teachers in relation to the research focus. Two of the observations took place between the first and second round of interviews and one was conducted before the third round of interviews. Therefore, the information gathered in the observations also presented opportunities to deepen the questions in the interviews as the research developed. For example, it was observed through the SCORE that domestic students often dominated classroom talk. This was therefore brought up in the interviews, all aiming to better understand the background and the present situation of students and teachers.

3.3.4. Institutional Documents

Studies of official documents related to the research area add a deeper understanding in an ethnographic study. Gobo (2008) asserted that textual data can either be primary, the ones created by the researcher, such as transcribed interviews, participant narratives etc., or secondary, reports, charters, brochures etc., which offer a general background and put the research into context.

Ethnographers should therefore complement other sources of data with site documents to help understand the participants in the context of the study, as suggested by Eriksson and Kovalainen (2008). These documents may be in the form of any written item linked to the issue under investigation.

In this study, then, to better understand the situation in which EAL students function, data was gathered from a selection of official HEI documents: information sheets, guidelines, strategic plans, as well as student support brochures (see Table 6.1 in Section 6.2.). The aim was to determine institutional efforts with regard to internationalisation and provision of a supportive educational environment for EAL students, and to detect signs of any intentions vis a vis mutual adjustment. The documents were analysed using the "three concurrent flows of activities" (p. 10), as suggested by Miles and Huberman (1994). The activities in the analysis process were: data reduction - the process of selecting suitable documents; data display - an organised compressed assembly of information, permitting conclusion drawing; and the last activity was drawing conclusions and verifying findings. The first step in the analysis of the documents, data reduction, included a selection of relevant documents. This started with a search on the institution's website using the keywords 'international' and 'internationalisation'. A range of documents became available, so they were narrowed down to include the ones that best fitted the research problem areas in relation to internationalisation and international students. To make sure these documents were publicly accessible, the links to the institution's documents were inserted into a web browser and if they could be publicly accessed there, they were deemed suitable for the analysis. When analysing some of the documents, it was found that they referred to other documents. For example, the Charter (The HEI 1) included references to guiding principles as set out in documents produced by the Government; thus, those documents became part of the analysis as well. Also included in the first step was content analysis of the selected documents in order to reduce data. This step was thus to obtain a general knowledge of the content by reading through all the selected documents and determining the relevance of various parts of the documents. Then they were read through more thoroughly one by one, firstly focusing on the key concepts of internationalisation and international students and what the intentions of the HEI are and what this means for international students. During the reading, key passages were highlighted, and notes were taken. Some additional concepts emerged in this first read- through because they related to the research problem areas. They were around: functions -

interculturalism, globalism, inclusivity, and diversity; purpose - economic benefits and pedagogy; and delivery - actions and strategies. Thus, the subsequent read-through focused on these concepts - interculturalism, globalism, inclusivity, diversity, economic benefits, pedagogy, actions, and strategies - while making notes on key information. One more read-through was carried out in the same way while focusing on whether or not, in any parts of the documents, international students could have been included but were omitted. In step two, data from the read-through of all documents was tabulated, which facilitated the drawing of conclusions. In the third and final step, conclusions were drawn and reported on. Data gathered from these documents gave a point of triangulation, thereby enabling a better understanding of, and a broader perspective on, the research area.

3.4. Data Analysis

As outlined in previous sections, this is an ethnographic study in which many data gathering methods and sources were used to find answers to the academic and social adjustment of EAL students while using English as their additional language, and the role of the higher educational institution (HEI) in this academic and social adjustment. The sources were staff and student interviews, student focus group discussions, classroom observations, and a study of institutional documents and policies.

To thoroughly investigate the research problems, the analysis of data was approached in several ways. A thematic analysis was applied to the student and staff interviews and to the focus group discussions. A narrative analysis and a cross-case analysis were applied to the student interview data. An analysis of the HEI policies and other related documents was conducted by means of a read-through, and the observation data was used to inform the interview questions and give a better understanding of classroom interactions.

As this study mainly focused on the academic and social adjustment of EAL students, and what role the use of English played in their adjustment process, the student interview data was analysed at a deeper level. These students did not represent a homogenous group; therefore, finding out about the individual students in depth afforded a better understanding of their similarities and differences in adjusting. Section 3.4.1. will describe and give a more detailed rationale for the choice of student data analysis method, as well as more details as to how this was accomplished, so only a brief description will follow here. Three steps were involved in this analysis. Firstly, the interviews were

thematically analysed in an iterative procedure. This generated themes related to answers to the research problems (see section 3.4.1 for more information around this). Secondly, in order to understand students' adjustment experiences at a deeper level, the themes from the thematic analysis were used to write up a narrative analysis of each of the students' experiences of adjustment. Then, the next step was to find solutions to all of the research problems by analysing both the themes and the narratives and by applying a student cross-case analysis. Additionally, to seek solutions to the research problems from the sources of supporting data, a thematic analysis of teacher and advisor interviews and focus group discussions, an analysis of classroom observations, and a study of institutional documents, were also conducted.

Table 3.3 shows an overview of the focus area, data sources, and analysis methods, in relation to the three research problems. It shows that although all data was included in the analysis for each of the research problem areas, the student interviews represented the main data source for the first two research problem areas, and the other sources were viewed as providing supporting data. For research area three, HEI support, all of the sources were analysed as main data, except for the classroom observations, which were supporting data.

Table 3.3. Overview of focus, data sources, and analysis methods, in relation to the research problems

Research Problem (RP)	Focus	Data source	Analysis
RP 1 The academic and social adjustment of EAL students while studying and using English as an additional language, at a higher educational institute (HEI) in NZ	Students' adjustment processes Triggers, challenges and strategies	Main data: 1. Student interviews Supporting data: 2. Student focus groups 3. Staff interviews 4. Institutional policies and other documents 5. Field notes from observations	1. Thematic analysis, writing student case narratives, and cross-case comparison. 2. Thematic analysis 3. Thematic analysis 4. Analysed for any information related to EAL student support for adjustment 5. A brief analysis of the notes to understand students' situation better

Research Problem (RP)	Focus	Data source	Analysis
RP 2 The role language plays in EAL students' academic and social adjustment	The role of language in this context	Main data and supporting data: Same as above	Same as 1-5 above
RP 3 The role of the HEI in students' academic and social adjustment	Support provision and structures, and student uptake of support Challenges and strategies	Main data: 1. Institutional policies and other documents related to EAL support 2. Staff interviews 3. Student interviews 4. Student focus groups Supporting data: 5. Field notes from observations	1.Analysed for any information related to internationalisation and EAL student support 2. Same as above 3. Same as above 4. Same as above 5. A brief analysis of the notes to understand students' situations better

Figure 3.2, below gives an overview of the analysis process, the sources and a timeline for the data gathering. It shows that an iterative analysis process was applied to this study. This process is explained in detail in 3.4.1 - analysis of student data, and 3.4.2 - analysis of all other data.

Icon	Legend	Description
	Interviews with students and staff	1. The interviews and the focus group discussion are thematically analysed using codes in an iterative process where data from all interviews is compared and synchronised. Observation notes inform the subsequent interviews.
	Focus group discussions	
	Classroom observations	2. The second interview round leads to extended information and revision of the first analysis.
	HEI documents	3. The analysis after the third interview round leads to extended information. The HEI documents and focus group discussions add information to the growing knowledge about students' academic and social adjustment.
	Thematic analysis	
	Narrative analysis	
	Across-cases analysis	4. Analysis is conducted based on the first, second, and third analyses.
	The analysis process	5. Themes from the analysis process are used to analyse student adjustment further by writing narratives and conducting an across-student-cases analysis.

Figure 3.2. A timeline for data gathering and the analysis process.

3.4.1. A Deep Analysis of Student Data

As mentioned above, a deep analysis of the data on the nine individual EAL students was undertaken by writing narratives based on a thematic analysis, followed by an analysis of the individual student narratives in a case study. This process will be reported in this section.

The narrative analysis approach was inspired by Polkinghorne's (2006) notions, which are built on Bruner's view that narrative cognition is specifically suited to understanding human action (as cited in Polkinghorne, 2006, p. 11), and that stories assist readers to understand people and their actions better than if this is merely explained. Moreover, Polkinghorne (2006) distinguished between analysis of narratives, which is to analyse information in stories, often written by the participants themselves in diaries or logs, and narrative analysis, which is a method of using narrative writing as a means of analysis. He stated that they can be created from interview data. The analysis in this study was, therefore, *narrative analysis* rather than *an analysis of narratives*. Benson (2014) adds that: "Narrative analysis is not simply a matter of retelling stories that have been told as data, but of lending narrative coherence to non-narrative data in order to bring out or highlight meanings in relation to the research issue in focus" (p. 155). Thus, to bring out the focus of the adjustment process in this study, narratives that could be analysed across the cases were created from the interviews. The aim of this was to provide a better understanding of the individual EAL students and their lives, and also in order for the representation of these students to become more accessible to the readers. This was a deep analysis of the student data through the writing process. A thorough description of how the student narratives were created follows below.

3.4.1.1. Thematic Analysis.

The first step in this deep analysis included thematic analysis of data from the student interviews related to the three research problem areas. The interviews were transcribed 'ad verbum' and then read through with an open mind to ascertain what each sentence or paragraph represented, and interpretive notes were made in the margins. Reading through the first interviews gave a first general overview of the participants and their lives and studies, as well as an indication of how well the answers matched the research problem areas, so that any gaps in the information could be addressed in the subsequent interview rounds. The analysis of all transcripts thereafter took place following the iterative process described by Miles and Hubermann (1994): coding, reflecting,

discovering patterns and themes, and focussing on these themes in the next round of data analysis. In line with this, coding of the student interview transcripts was undertaken after each of the interview rounds, and before the next interview was conducted. The analysis of one of the transcripts had an impact on the analysis of all of the other transcripts. As new codes were established, there was a need to go back to previously-analysed transcripts to see if they could also be coded similarly. Furthermore, the transcripts from all three interview rounds were analysed in this iterative way.

The data-management computer program, Nvivo (for more details, see 3.2.3.) was used for this analysis phase. Access to a large quantity of data facilitated a continuous iterative analysis through coding, recoding, and categorising of transcripts. In the process of coding fragments, researchers may lose sight of the larger text, as Bazeley and Jackson (2013) pointed out. Therefore, a significant advantage of using a computerised tool such as NVivo for the analysis process was that data could be broken down into segments, by attaching codes to concepts. It was then still possible and relatively simple to re-contextualise, i.e., to see the origin of the coded parts, as well as from which of the data sources the codes derived.

The analysis of the second interviews started with a methodical coding of one of the interview transcripts, using codes already employed in the first coding round. Thereafter, there were codes to reuse for the following transcripts, but as each of the transcripts went through the same analysis, additional codes were added. If the codes were significant in relation to the solutions to the research problems, the codes were checked again against the previous transcripts for a similar passage to code in the same way. This meant that all categories and codes became potentially applicable to each of the transcripts. Consequently, after the second round, a huge number of codes appeared, representing the rich data that was gathered in the interviews. Bazeley and Jackson (2013) described this iterative approach as "working intensely with rich data" (p. 68), and "laying the foundation for identification of key themes in the data" (p. 69).

The moves described above were repeated a third time after the third interview round, i.e., coded by using the themes from rounds 1 and 2, adding codes, and re-reading interviews 1 and 2 to discover whether or not these codes were applicable for these interviews as well. After these three rounds,

the codes were integrated and organised into higher-level concepts as main themes. This was described by Bazeley and Jackson (2013) as merging themes to generate categories, i.e., to use the codes to create higher level themes (or categories) which cover the same concept area. Thus, the thoroughly examined data led to a consistency of relatively similar themes and reference points across the student participants. This process had at least a dual function. It fulfilled both the aim of making comparisons between the students possible, and also the aim of better understanding their adjustment process. The themes most applicable to the research areas were discovered. This resulted in the following categories particularly related to student adjustment:

1. challenges in the socio-culture
2. challenges in the educational culture
3. language-based challenges
4. strategies employed to overcome the language-based challenges
5. support in the HEI

3.4.1.2. Narrative analysis.

Narratives were written as a way to conduct a deeper analysis of the data from the nine students who participated in all three interview rounds. The first step was to extract excerpts from the themes from NVivo which related to the research problems and the five main categories outlined at the end of 3.4.1.1, above. Then, the selections from each of the themes for each of the student participants were transformed into narrative texts so that they became more easily accessible stories about each of the students (see Table 3.4).

Table 3.4. Example of how interview data is transformed into narrative form.

Theme	Excerpt	Part in the narrative
3 Language based challenges	Yeah, because you know, although I can speak English, but sometimes public speaking can be quite scary and I tend to be nervous speaking in front of a lot of people and when, when I tend to get nervous some words don't come into my mind, you know? (Ying, interview 3)	At this stage, she admitted that she was still nervous to speak in front of the class.

The procedure of extracting individual excerpts from the same themes for each of the students meant that these stories then covered similar points and information, thus making them comparable. The narratives were then written up for Chapter 4, which describes students one by one. Each of the narratives was firstly introduced briefly, covering similar information about the students, with the aim of making it easier to get an overview of the participants. The introduction is followed by the narrative and a summary with findings at the end of each narrative.

3.4.1.3. Cross-case analysis

The narratives were analysed across the student cases using a model by Stake (2006). He advised that, when comparing multiple cases, one should first understand the individual cases and then move on to studying the function of the cases and how they relate to each other, i.e., discover similarities and differences in the situation across the cases. In this study, the narratives were written to facilitate analysis and knowledge of each student case, thereby gaining an understanding of the individual students. Then, a cross-case analysis of how the cases relate to each other followed. Through this comparison of the cases, types represented by one or more of the cases were found. Different types in this study were, for example, student age, young – older; length of stay in New Zealand before taking up studies; working or not; and previous education. The cross-case analysis was undertaken to see similarities and differences between the adjustment of these students, and to understand better what types of students they represent as individuals and as a group.

As mentioned above, this analysis enabled a better understanding of the underlying similarities and differences across the student participants. The initial cross-case analysis included a re-familiarisation with each of the cases from a read-through of the narratives, and at the same time making notes in the margin for information about their adjustment to the new educational situation, the socio-culture, and the use of the new language. Then, the narratives were analysed again to place summaries for each of the themes, from each of the participants, into a table (see Table 5.1). This provided a useful tool for the comparison between the different cases. At this stage, it made more sense to group the challenges and the strategies students used to deal with these into the same theme for comparison. Thus, the themes became:

1. challenges in the educational culture, and strategies to meet them
2. challenges in the socio-culture, and strategies to meet them

3. language-based challenges and strategies to meet them

The next stage was to use the themes to compare the cases, i.e., to study the themes across the cases to detect findings. The table was printed out and each theme across the cases was analysed, using highlighters in different colours to show trends in similarities and differences. Then findings were established. For example, when analysing students' narratives, one finding was that eight of the students had to put extra effort into their studies compared to domestic students, a strategy that related to the challenges in their study environment and the use of a new language. This inspection of the data also helped to uncover some further nuances. For example, six of these eight became top students in their classes. Then, as there was no information about this for the ninth student in the table, a read-through of the interviews with this student was carried out in order to establish whether or not this theme was covered there. All of the themes were explored in the same way.

The research problems were also addressed through analysis of teacher and advisor interviews, student focus group discussions, observations of classes, as well as a study of HEI documents. A brief description of how the research problems were targeted in each of these sources follows below.

3.4.2. Further Analysis to Address the Research Problems

As outlined in 3.3.1, some teacher and advisor interviews were also undertaken. They were analysed using the same iterative thematic analysis process as for the student interviews, i.e., as described by Miles and Hubermann (1994): coding, reflecting, discovering patterns and themes, and focussing on these themes in the subsequent rounds of data analysis (see Section 3.4.1.1. for more details about this procedure). The thematic analysis aimed to find solutions to the same research problems as related to the student data. It also enabled a comparison of similar themes and findings across the sources.

Analysis of data from the three focus group discussions was undertaken to discover and support findings related to the research problems. The analysis followed an approach by Litosseliti (2003), which aimed to identify the key points in the discussions, categorise, interpret, and select representative data which contributed to deeper knowledge about adjustment and the related issues under investigation, and this process also enabled triangulation of data. Initially, the focus

group discussions were transcribed and read through to gain a general impression. On the second reading, key points, specific opinions, topics, and what each paragraph represented, were interpreted and noted down in the margins. This gave a first general overview of the discussions with an indication of how well the discussion prompts worked, and also whether there were answers to the key issues under investigation in this study. After reading through the transcript from the first focus group discussions, some changes to the questions and prompts for the next sessions were made as it was detected that the first focus group discussion was too similar to an interview session. This brought an awareness of the need to use a more suitable approach for the following sessions, and the questions were changed to encourage more discussion. Also, gaps in the information could be addressed in the subsequent sessions.

The transcripts were then coded and categorised in NVivo, according to key concepts that the participants were talking about. The transcripts were read through and words, sentences, and sometimes whole paragraphs, were coded in relation to the research focus. This was an iterative process, so when concepts were coded based on later focus group discussions, the transcripts from earlier sessions needed to be checked for their appearance there too. The main categories became:

1. language and study challenges
2. what they do to adjust
3. what support they expect and want
4. ideas of a supportive study environment for EAL students.

In the next step, the findings were interpreted and used in conjunction with other data sources, and examples and quotations were used to illustrate the answers related to the research problems.

The findings were also guided by observations of classes in the School of Business. The main aim of the observations was to help the researcher to understand the EAL student academic environment better. Field notes were taken and an observation record sheet (SCORE as mentioned in 3.3.3) was filled in during the observations. This helped the researcher to better understand information provided by teachers and students in the interviews, as well as providing a better understanding of students in their study environment. The record sheet was drawn up with the layout of the room: tables, chairs, and teacher desk (Appendix B). Then, different symbols for different categories of participants were used: 'T' for teacher, 'M' for male students, 'F' for female students and 'I' for EAL background. The observations were recorded on the sheet using symbols like arrows for initiatives

to interact and with whom, and a short line for each time they talked, etc. Observation notes were taken on what the participants did, such as what the teacher did when students were busy with group work, and what the students did in the groups. As the lesson progressed, the interactions between the students, and also who dominated the talking time in the classroom, emerged. The analysis of data from the observations involved studying the emerging interaction pattern on the record sheets, and reading through the observation notes.

In addition to the analysis of interview data derived from representatives of the HEI - the teachers and advisors, from the student interviews, focus group discussions and the observations, findings were also obtained through the analysis of HEI documents, (see section 3.3.4. for more details). Following a suggestion by Eriksson and Kovalainen (2008) to use site documents to attain a broader understanding of the research area and the participants in the context of the study, the institutional documents were analysed by, firstly, a read-through of the documents, then reading at a deeper level, i.e., while marking text and making notes about parts that related to the areas of research interest, such as internationalisation and international student support. These marked texts and notes were then interpreted and summarised before they were included in the findings. The official HEI policies provided some background information about internationalisation and support at this particular HEI, and they also presented an opportunity for triangulation.

3.4.3. Summary of the Analysis Approach

The three research problem areas revolved around the academic and social adjustment of EAL students in an unfamiliar environment outside their own country, using an additional language. This required an approach that allowed for a thorough investigation of students' lives and study. Therefore, it was decided to, firstly, analyse data from the student interviews using three approaches to analysis. These were: thematic analysis, analysis by writing up narratives, and a case study of the students. The cases were analysed for trends, patterns, similarities, and differences related to adjustment. To verify findings from these analyses, and to understand the students better, supporting data from teacher and advisor interviews, focus group discussions, observations, and HEI documents were also consulted. Analysis around HEI support of EAL students, was carried out with all of the sources providing main data. The observations provided supporting data only.

The analysis process undertaken in this study led to three findings chapters in this thesis, each with a different focus. Chapter 4 contains the narratives of the nine students interviewed. Written narratives provided a way to conduct a deep analysis of the individual academic and social adjustment of the nine students in relation to the three research problem areas, thereby establishing a richer understanding of them, their challenges, adjustment and their studies at the HEI, and it also made it possible to detect similarities and differences between the members of this group of EAL students. In Chapter 5, the findings related to the research problem areas were based on the thematic analysis, the narratives in Chapter 4, and on the cross-case comparison, as well as on the analysis of all of the other data sources. Chapter 5 presents a student perspective on academic adjustment, and HEI support. Chapter 6 contains findings based on the analysis of all data sources and has an HEI perspective on the academic and social adjustment of EAL students, the role of language, and HEI support. Teachers and advisors are here seen as the main sources of data as they are representatives of the HEI, in the interface between the HEI and the students.

3.5. Trustworthiness

It is important that studies show that measures have been taken to present valid and reliable findings. It seems easier to prove the validity and reliability within quantitative research, as they normally show measurable results. These studies can also be replicated more easily than qualitative studies because the variables are more consistent, and the object of study may not change much. This is different for qualitative studies, which are often based on researchers' subjective considerations and interpretations of such qualitative data as interviews and observations. Therefore, trustworthiness seems like a more suitable concept to describe the measures taken by a qualitative researcher to ensure validity and reliability.

Thus, section 3.5. will discuss trustworthiness in different research situations and for the data gathering methods in this study. To ensure validity and thereby increase the reliability of this study, a "disciplined subjectivity" (Burns, 2000) was applied. This entailed a continuous questioning and re-evaluation of all phases of the research process, especially in the phase of writing up the study.

In relation to interviews, Mann (2011) proposed that the researcher needs to consider that information in the interview may be co-constructed, for example in situations where participants have a low level of proficiency in a second language and the interviewer assists with words, which

may be unfamiliar to the interviewee. Another example is when interviewees seem to detect what the interviewer wants to hear, and thus provide this. For example, in this study the interviewees' choice of information may have occasionally filled more a function of connecting with the interviewer, for example when they started talking about relatives in Sweden when they realised that it is the country of origin of the researcher. Also, a co-construction of information might have occurred when these semi-structured interviews allowed for a probing into areas of investigation that the researcher was interested in, for example how they experience their language adjustment. Consequently, the interviewees may have provided information that they interpreted as being what the researcher wanted to hear. The researcher was, however, aware of the risks of co-construction of data. Therefore, the responses to the interviewees' recounts were kept to a minimum throughout their speech, only nodding, and utterance of some small sounds like "hmm", "OK", "yes", etc. were used, which showed that they were being listened to. A change of focus was only made when it seemed suitable, for example when students took a natural pause, or when the current question was answered to satisfaction. Another conscious choice was to maintain a flow in the interview, for example by linking questions to what was said previously in the interview.

Mann (2011) warned that prior relationships may also play a role; for example, it may be more difficult for the interviewee to reveal information in an interview with someone they know well. In this research, the interviews were not conducted by their teacher, and a prior relationship had not been built up, so there was no significant barrier against speaking about problems with their English language in the classroom. However, as the interviewer was a representative of the institution, there might have been the risk that some interviewees would be reluctant to freely reveal their opinions, personal shortcomings, or issues.

Another issue, also pointed out by Mann (2011), is the need to be aware about the interview arrangements, to minimise barriers to interaction, for example with regard to how recording might affect the interview. The interaction between the interviewer and the interviewee, and the environment in which the interview took place, were duly considered in this study. The aim was to make the interviewees as comfortable as possible, and thereby increase the likelihood of comfortable interactions. The room in which the interviews took place was tidied up, and the chairs set at a similar height to avoid anyone looking down on the other party. Students were also placed

facing away from a window in the door to preserve their privacy. The recorder was very small and discreetly placed on the table, so that even if they knew it was there, they might not be too conscious about its presence. Furthermore, it was pointed out clearly from the start that only the interviewer, and the interviewer's supervisor, would ever listen to the recordings.

Finally, as Mann (2011) asserted, there should be a focus on the 'what?' and the 'how?' in an interview, as open-ended questions are more likely to draw answers derived from participants' own experiences. In this study, the researcher frequently used the open ended 'how?' and 'why?' questions in order to allow for the participants to tell their own stories.

Trustworthiness in interviews is enhanced if the interviewer is as objective as possible. As Kvale (1996) outlined, objectivity is enhanced if it is free from personal bias and prejudice, data is gathered by different observers, and participants are given a voice. The researcher in this study was aware of keeping personal bias and prejudice out of the interview session. Data was gathered by only one person, which may be a limitation. However, by bringing all of the data sources together, trustworthiness was enhanced. The interviews seemed to give a voice to the participants as they were carefully listened to, and transcribed ad verbum.

Objectivity is of concern for observation data gathering too, as this is naturally a subjective undertaking, especially if researchers interact with the actors in the situation observed. Another problem is that if the time of observations is limited to only a few occasions, the whole picture of what is being observed might not be captured, as Flick (2002) pointed out. He suggested a variety of methods of observations, for example observing different classes, and at different times of the day, as well as undertaking many observations. To counteract objectivity problems, Gibbs (2018) stated that researchers should recognise that all qualitative research has tendencies toward subjectivity, and that, therefore, they should "be reflective about the implications of their methods, values, biases and decisions for the knowledge of the social world they create" (p. 50). To reduce the limitation suggested by having too few opportunities to study participants in their natural environment, i.e. the classroom, the observations in this study were conducted on three different occasions, all in different classes and at different times of the day. They were aimed at being as unobtrusive as possible. Observation tools that helped triangulation of data were also utilised: a

SCORE chart (Farrell, 2011) (see Section 3.3.3., and Appendix A); and an observation template, which was used to make similar observation notes about what was happening at the beginning, the middle and at the end of the lesson.

Both Gill, Stewart, Treasure and Chadwick (2008) and Kitzinger (1995) cautioned that the special interaction patterns in focus groups should be accounted for. For example, "[focus] group discussions can generate more critical comments than interviews" (Kitzinger, 1995, p. 300). According to Gill et al., there has also been discussion amongst researchers about the demography of the groups. Sometimes it is beneficial if participants know each other as they may have already established a discussion pattern, but this is debatable according to Wilson (1997). In this study, the students did not know each other before the sessions, which could have impacted their willingness to discuss amongst themselves, as they did not have a discussion "tradition" to fall back on for this particular focus group. However, the participants seemed very keen to answer the questions. In all of the groups, the typical communication pattern was to make comments or answer questions posed by the researcher, more so than to engage in discussions between themselves. This may have been due to the unfamiliarity of focus group discussions on the part of both the facilitator and the participants. In hindsight, more encouragement by the facilitator of discussions amongst the participants themselves would have been beneficial.

Trustworthiness regarding documents describing HEIs, such as, for example, information sheets, policies, and student support advertisements, requires the researcher to use any information that relates to the topic under investigation. A limitation may be that within the vast amount of information at large institutions, there may be limitations on the number of documents a staff researcher is allowed to disclose. For the purpose of this study, the staff intranet made it possible to gather such non-classified data as policies and information targeting EAL students specifically. In order to enhance the trustworthiness of the study, a specific process for selecting information in the documents was employed by the researcher, which was described in detail in 3.4 above, the analysis section.

3.6. Ethics

Anonymisation is especially important in qualitative research because of the often rich and deep information gathered about individuals (Gibbs, 2018). Therefore, details about participants' opinions, understandings, and lives, needs to be safeguarded and the individual identities need to be treated carefully by the researcher so as not to reveal who the participants are, especially in a confined community in which it is likely that members know each other well.

This study uses pseudonyms for all participants, and in order to strengthen anonymity even more, special care has been taken regarding the descriptions of the participants. Nevertheless, the choice of an ethnographic methodology is somewhat revealing because it could be assumed that the setting is at the researcher's workplace. However, to limit this ethical issue somewhat, the institution is not mentioned by name; it is merely described as an HEI in New Zealand.

3.7. Summary

In order to gather data on the three research problem areas, a qualitative, holistic, ethnographic methodology, including a case study, was applied. The research problems were:

1. EAL students' academic and social adjustment, while studying and using English as an additional language (EAL), at a higher educational institute (HEI) in New Zealand.

2. The role of language in EAL students' academic and social adjustment, as well as their second language identity development.

3. The role of the HEI in students' academic and social adjustment.

The setting of the research was an HEI in New Zealand. The data gathering involved interviews with nine main participants - the EAL students - and the supporting data was: interviews with five teachers and two advisors; three focus group discussions with EAL students; observations of classroom time; as well as a study of documents and policies relating to international students at the HEI. The analysis was undertaken iteratively and included thematic analysis of all interviews and focus group discussions, additional analysis of the main nine students by writing up narratives, and comparison across the student cases. Analysis of the supporting data helped verify findings and to understand the students better.

The findings derived from the analysis process resulted in three chapters, each with a different focus. In Chapter 4 the EAL students are presented in depth through narratives, which address the research problem areas by describing the academic and social adjustment of the students. This enables comparison of findings about these students' new lives and study situations. In Chapter 5, the findings relating to all three research problem areas from a student perspective are covered, using student interview data as well as data from the supporting sources. Chapter 6 reports on academic and social adjustment of the students and the role of the HEI and language use in this from an HEI perspective. It is based on analysis of staff interview data and institutional documents, as well as data from the student interviews, focus group discussions, and observations as supporting data sources.

Chapter 4, Findings – Student Narratives

4.1. Introduction - Student narratives

This chapter presents the narratives of the nine interviewed EAL students, which allowed for a deep analysis of the situation of the nine students in relation to the three problem areas. The decision to write up narratives covering all of the nine students partaking in all three of the interviews was made for several reasons: firstly, describing main participants in narratives is common in ethnographic studies as it helps to better understand the student data. Moreover, it allowed for a presentation of these students in a more accessible way to the readers. It was also a way of conducting a deep analysis of the student data: to allow for easier comparison across the data, to see similarities and differences between the students, and to better understand what kind of students they are as individuals as well as a group.

Adjustment, in this context, is a process that Berry (1997) described as, "… changes that take place in individuals or groups in response to environmental demands" (p. 13). This means that there is a process of establishing new foundations for comfortable experiences when substantial changes occur to one's life situation. However, in the context of an HEI, it is not clear where the responsibility for dealing with the adjustment process lies.

All of the students in this study made at least one significant change to their life situations, by moving from their home country to take up studies in New Zealand, where they met a different socio-culture, a different educational system, and where they used English as their main language for their studies. They have left their familiar networks and entered a new phase in which they have to manage all life aspects on their own. As shown in this chapter, the adjustment process naturally takes time, and it requires effort and determination on the part of EAL students to sustain a state of well-being. Furthermore, there are constant changes and challenges involved, which may cause the level of contentment to vary over time. This chapter will also show that the challenges these students experienced, and how they managed them, were somewhat different for each of them. However, there were challenges that they had in common, such as experiences related to being in an unfamiliar situation where they had to form their own lives, and having to make their own decisions about their new realities, far from their familiar networks of families and friends.

This chapter presents the nine participating interviewed students, (see Table 3.2, in 3.2.2., for demographic information). In this chapter, each of the students is presented through a short introduction, a narrative, and a short summary. At the end of this chapter, there is a short summary of some findings derived from the narratives. As mentioned above, findings from a student perspective, based on data from these students and other sources - teachers, advisors, focus group members, observations, and HEI data relating to the research problem areas - are outlined in Chapter 5. Findings from the HEI perspective are outlined in Chapter 6, also based on these data sources.

4.1.1. Sofia

Sofia was a woman from Germany. She was 29 years old when she started her studies. She speaks German and English. She has a degree in physiotherapy from Germany. Her overseas qualification as a physiotherapist is not recognised in New Zealand so, to educate herself for the New Zealand job market, she studied on the programme 'Project Management and Marketing', at the HEI. She lived with a New Zealander and had been in the country for a little less than two years before she took up her studies. She got a job on reception at a sports-medicine company, where she later became the team leader.

At 23 years of age, Sofia realized she wanted to change her life. She had become a physiotherapist and did not want to stay in this profession for the rest of her life, so going travelling seemed like a suitable alternative. She first spent four months in Canada, where she met a man with whom she continued travelling. Through this relationship, and by talking to people, she felt her English had improved a great deal, from knowledge about basic sentences to using a fully functioning language. After a while, she split up with the Canadian man and went to Australia, where she stayed for a year, then she decided to come to New Zealand. She liked it so much here that she wanted to stay. As she already had a physio-therapist qualification from Germany, she thought she could use this qualification, and her experience, to secure employment in New Zealand immediately. This was not the case as she found out that she would have to re-qualify in New Zealand. The requirement to enrol in a physiotherapy programme in New Zealand was a 7.5 band score in the IELTS test, so she undertook an English language course, sat the exam, and got 7.5. Then, as she realised there would be at least three more years of studies ahead of her, for a qualification that she already had, she hesitated, and when she at this point met a Kiwi man, she decided that she no longer wanted to

pursue this goal. Instead, she started working in her new partner's business. Before she enrolled in the business programme, she had spent about four and a half years in English speaking countries, three of which were in New Zealand.

When Sofia first arrived in New Zealand, she thought that as she understood Australian English very well, she would have no problems with New Zealand English either. She was quite surprised that it was not as she had anticipated. She found that this form of English was quite difficult to understand. It was like another language for her. She dealt with this challenge through her English language studies at the language school. The teachers there made it easier for her to adjust to the Kiwi accent and colloquial expressions, as they made an effort to speak clearly and slowly. After her course, she had learnt some Kiwi slang, and she found that she understood New Zealand English much better. She thought there were only a few expressions that she did not understand. However, faced with New Zealand English outside the classroom, other difficulties surfaced. For example, many New Zealanders seemed to mumble, and speak very fast, and she was still puzzled by some colloquial expressions that she had never heard before, for example "It hurts like 40 bastards". The speed with which they talked and her unfamiliarity with such expressions made it very difficult for her to understand everything. Nevertheless, she decided to deal with these problems too, so if she did not understand, she consistently asked for clarification. When she realised that her boyfriend had been making some adjustments to his language because she often asked for clarification, for example, by not using too much New Zealand colloquial English, she was disappointed as she thought that it had stopped her from learning real "Kiwi English". Sofia realised, after a year in her partner's company, that she wanted to learn something related to her daily work, so she enrolled in a three-year business management programme at a Higher Educational Institute (HEI).

When Sofia started her studies, she was 29 years old. Before she took up her new studies, she had been very worried about studying in a second language. She was afraid that she would not be able to understand what was required of her, and she wondered if she would understand the teachers. She soon realized that her worries were unfounded, as all teachers spoke clearly and did not use any slang. They were also very helpful, and she felt they wanted her to succeed. Nevertheless, she found that she had to study harder than the domestic students. She took initiatives to actively use a range of strategies to solve the study problems related to her being a student with English as an additional

language. For example, in the classroom she always tried to sit at the front of the class so she could hear and connect with the teachers, she asked many questions, participated in discussions in class, and frequently looked up unknown vocabulary on her mobile phone during the lessons. To prepare for classes, she read all the PowerPoint slides beforehand and translated all unknown words into German, so she knew the meanings and they became not "just a word" for her. She also wrote up specific jargon in a notebook, and she actively looked for solutions to her study problems by going to tutorials and reading handouts from learning services, as well as participating in peer support organized by the institution. In her out-of-class time she also consciously worked on her language skills. For example, she used the thesaurus in the Word program on the computer when writing her assignments so she could learn more synonyms and academic language. To improve her writing, she also made use of friends, as well as her partner, to help her with proofreading, and assist her with sentence structure. Moreover, she made an effort to talk with people as she believed this would improve her speaking. At the same time, she avoided speaking to people in German, and she asked people to speak more slowly so she could understand them better. Her efforts led to very successful study results; she received awards for being the top student in two of her classes. She thought she had become an A and A+ student because she had studied hard, much harder than domestic students or students with English as their first language.

After one year of study, Sofia had a new job, as a receptionist in a sports medicine institute. She found that this was a great opportunity for her to learn more everyday English, in an environment with which she was familiar due to her physiotherapy qualification as well as her business studies. In this job, she realised she had some difficulties understanding some accents. Again, she deliberately put in a great deal of effort to try to understand the range of accents she came across on reception. She asked customers to speak more slowly, but when she failed to understand she asked her colleagues for help.

Sometimes, when Sofia was with friends, she pretended to understand, especially if she was in a noisy environment, like a pub, even though this made her very uncomfortable. She did not want them to think she was stupid for not understanding. Her way of dealing with this was through her partner, as she asked him for clarification immediately, at the time or later. She reflected that if you are a native speaker of a language, you only need to hear fragments of sentences as you can easily

fill in the missing words yourself, but this is not the case for people with an EAL background. This also made her realise that the urge to understand every word was why she, as an EAL student, put so much effort into her studies.

In the classroom, Sofia experienced some silent students; they were mainly from China. She did not believe that more thinking time would help them, as some international students did not say anything even when a teacher asked them a direct question. She said she would never do that; she would at least answer that she did not have an answer. If the teacher asked for reports from many groups, she found it sometimes difficult to listen to all of them, especially if somebody struggled to express themselves in English. She might then "just turn off" and, afterwards, she would catch up on the information on her own. She thought her own contribution to the class was valued, because she asked lots of questions and made comments which benefited the other students as well. When she worked in groups with her classmates, who were less proficient in English, she found that even if some of them could not express themselves sufficiently, they had very good ideas and, as her English was better than theirs, she was willing to assist them with their written or spoken English. She believed that they were not stupid just because of their accents; otherwise, they would not be studying at the HEI. However, she recommended that there should be some speaking practice lessons for international students. She suggested that it could be, for example, repeat lessons with discussions around the content.

After one more year, Sofia had a new job again. She was now a team leader at the same sports medicine establishment that she had worked in for a year. She was proud of her English language development as she had managed to study successfully, as well as function well in a higher-level position at work. However, with her increased language level, her expectations of her English use also increased as she started to care somewhat more about how she was seen by others in this regard. Sofia sees herself as a perfectionist and therefore she did not want others to notice that she made mistakes. Nevertheless, when she was faced with a challenge which made her feel uncomfortable, she acted strongly and assertively, so she could feel comfortable again. For example, one time a friend had commented on her pronunciation mistake in a formal meeting. She then, directly after the meeting, talked to the friend and asserted that she did not appreciate being laughed at in such formal situations. She understood that the friend had meant it as a joke, but it

was important to Sofia to avoid embarrassment, especially as she was now one of the leaders at work. She had learned some more colloquial Kiwi English and she noticed a difference between speaking and writing. She had found that people could understand her accent, so she did not care about having one, but as she did not normally get feedback on her written English, she always checked so that she did not make written mistakes. For example, she wanted her emails at work to be perfect and did not want to use the wrong register, so she always checked them with a colleague so that they made sense in "Kiwi English". All the same, Sofia did not think she would ever totally belong to the English-speaking society of New Zealand, and she even said that speaking another language, and not belonging, only made her more interesting.

Sofia had been a very ambitious EAL student who was determined to perform at her best. She was goal oriented, so she thought ahead and made plans for the future. She reflected about problems and was able to approach them with a clear problem-solving strategy. She was very proactive and made sure she took all the help she could get, all in order to succeed and excel in her studies and language use. According to Sofia, the support provided by the HEI had been great; there was much to choose from, and she actively took part in what was available. She went to tutorials, and sometimes it was only her at these lessons. If this was the case, she took the opportunity to receive some one-on-one teaching. She attended the lessons offered by the library and learning services personnel, for example on APA referencing, assignment tips and ideas, and study skills workshops. She also believed that the study environment was very supportive because of the presence of so many international students. She believed that nobody would make fun of anyone else's language, as they were aware that they all made mistakes. She had also made some friends in her time as a student at the HEI.

Sofia's adjustment process went relatively smoothly. However, before she took up her studies, she was terrified of studying in a second language. This changed as soon as she started on the course. She is an extrovert, so she actively ensured that she understood what was required of her and she made use of all the support the HEI had on offer. She clarified things with tutors, participated in the tutorials between classes, and took part in learning services workshops. She had high ethical standards, and she was committed to excellence. After the initial worry she understood that her

English was at a sufficient level for the course and her self-confidence grew. Her hard work led to very good study results and she became a top student in her classes.

In her life outside of the HEI she dealt with most of the challenges by herself, but she had a partner who played an important role in her English development and adjustment process, especially for understanding Kiwi English in the beginning when she was rather shy amongst people. At work, she showed her strong work ethic, and again she excelled and was offered managerial responsibilities. She met customers, led meetings, and emailed staff. Here she met the Kiwi accent in authentic situations and was somewhat puzzled by the speed at which people spoke and the words they used. She also found it was not easy to use the right language register with customers and colleagues. Being an extrovert, and a more confident user of English, she asked work colleagues for feedback and help in understanding. This helped her adjust and led to improvement of her English and she became satisfied with her language use and communication skills. After a year, she felt more secure and did not care much about standing out language-wise.

Sofia's adjustment process shows that she actively formed and adjusted to her new life. She sought help from others and became both goal-oriented and self-assured.

4.1.2. Yinxi

Yinxi is a woman from China. She was 33 when she started her studies in New Zealand. She spoke Mandarin and English. As a single parent, she wanted to move to New Zealand to create a different lifestyle for her daughter and herself. She was studying on the 'International Marketing' programme to build on her previous experiences in an international company, and to earn a useful qualification for the New Zealand market. She arrived in New Zealand just before her course started and she did not work initially. She lived with her school-aged daughter, and after a year she managed to find a job in a retail shop so she could support herself and her daughter. Over the years she has made many new friends in New Zealand.

Yinxi's decision to study in New Zealand, and the possibility of moving here, came after she realised that people in Chinese culture put very high pressure on each other. She thought it was too busy for her in China, and people discussed things that she was not interested in. They talked about the most suitable school for their small children, how much money they spent on holidays, or they boasted

about owning an expensive ring, as well as other mundane things. She realised that they pushed their children to study very hard in China, even to learn English from 4-5 years of age. Yinxi had even sent her own daughter to an early educational institute, not because she wanted to, but because that was expected of her. She found that the shallow and competitive style of small talk in her home country was very annoying. She did not want to be part of a culture in which one compared very young children's study paths, and one's possessions of gold and fancy clothes, in such a competitive, boasting way. She also felt pressured to conform to the culture in her country, even if she did not agree with some parts of it. The freedom she started to imagine, as she became aware of cultures in other parts of the world, through learning English, urged her to try to create a lifestyle abroad that she could pass on to her own child. All this made her want to move abroad, and she had heard that New Zealand had a more relaxed attitude to life, so that became her choice of destination.

In the beginning of Yinxi's time in New Zealand, she noted that New Zealanders were much more direct than people from Asian cultures were. She thought they were too straightforward in New Zealand. It made her uncomfortable, defensive, and sometimes she was offended. She even started to doubt her friendship with a person who told her she did not agree with her, or who bluntly told her that she was wrong about something. She, in her own Asian-influenced way, used to pretend she did not see or hear if others did something she deemed to be wrong. After a while, she grew used to the straightforwardness and accepted it, as she understood it was all well-meant. She started to act in the same way, so her behaviour changed as a result. She was reminded of this big socio-cultural difference again a year later, when her daughter joined her in New Zealand. This was because when she was too straightforward with her daughter, her daughter accused her of not loving her. She found that she needed to reassure her that she still loved her. Yinxi believed that it was more difficult for her to change and fit into New Zealand society, compared to her daughter, as she had lived much longer in another culture. It was also a challenge to introduce to her daughter the lifestyle that she had created in New Zealand for herself.

Yinxi had a high level of English already when she arrived in New Zealand and started her studies. This was due to her having learned English from a young age. She had been fortunate that her English language teacher had used a communicative language teaching approach, which, according to Yinxi, was very unusual in China when she was growing up. In New Zealand, she was aware that she could seek support in the HEI through Learning Services, but she doubted that she needed it because of

her high level of English. In her class, they did not only memorise English, or focus on writing and reading, they practised speaking and listening too. Because her level of knowledge of English was very high after university, she got a job in an American company with colleagues from all over the world. This made her even more fluent in English, as she had to use it every day for work. However, when she took up her studies in New Zealand, she had decided to improve her already high English level, as she still had some challenges that she needed to work on. The Kiwi accent was something she had to get used to. She needed to work on her understanding of professional vocabulary, and there were some grammar structures that she had to familiarise herself with more. Another problem was that she thought she expressed herself with sentences that were too complex.

Ever since Yinxi had arrived in New Zealand and in the first half a year of studies, she had listened to native English speakers' accents, their sentence structures and their communication habits, then she had tried to copy them. She altered her accent, so it sounded similar, and used the same sentence structures, and imitated their habits. She had experienced some frustrating moments in the classroom in this period, for example, when she had to explain class content in English to her fellow EAL students. She was amazed at the low level of English of some of the other students. It was frustrating to have to repeat her explanations, but it was easier if they were from China, as she changed to their own language to help them understand better. However, she was aware that there were still language areas for herself to improve as well, like expressing herself better. Nevertheless, this was not a big issue for her. On occasions, when she felt uncomfortable or had difficulties using English, or when misunderstandings were caused by herself and others, she applied strategies to learn from the mistakes. She believed this effort was her own responsibility, so she was determined to put her own mind into overcoming these obstacles and the uncomfortable feelings they caused. However, she suggested that the HEI could arrange some kind of casual meeting opportunities between domestic and EAL students, to support English learning in a relaxed atmosphere. She preferred to be active and do self-study, because she believed she learned something more deeply if she was in charge of her own learning. She said she would easily forget if somebody told her something, but when she actively learned things, gradually on her own, she tended to remember it better.

Several months later, after about two years in New Zealand, Yinxi saw herself as a near native speaker of English. One reason for this was that she always received feedback from native speakers about her excellent way of mastering English. They even thought she was born in New Zealand. She now had a job and she pointed out that her English was so good that she had become one of the three top salespeople in New Zealand in her work in the retail business. She strongly believed her proficiency level was because of her efforts in life, starting her language learning at an early age, and then becoming more and more proficient by studying, working in an American company, and by talking to Westerners. She realised that she had started to understand things in a different way, and that it had opened a gate to another world for her. All this meant a huge change for her. She acknowledged that her English language proficiency made it possible for her to move to New Zealand. When she arrived in the country, she had made friends with many locals and nowadays she had more Kiwi friends than Chinese, which she thought helped her improve her English even more.

Despite Yinxi's successful language development, and acknowledgement of the role of English in her move to NZ and the role it played in changing her life, she admitted that the journey was not entirely a positive life changing event, and not as easy as she had imagined initially. She said she had actually changed her view of living in NZ, after about one and a half years, as other challenges surfaced. She had noticed that she did not understand subtle jokes, and there were some cultural differences. For example, she did not share the love for rugby and outdoor activities, and she felt she was different, as she did not bike to work. It felt hard for her to blend into the society, and she even doubted that she would ever do that. She thought the 'core issues' of belonging to a new society could not be solved for her, even after a life-time in New Zealand, and even if she had a job and friends it would still be difficult to really fit in. She did not see herself ever belonging to the English-speaking community, neither in her class at the institution, nor at work. However, she said her studies in NZ meant that she could spend more time with local people and learn more about their thinking and acting. She believed this enhanced her personal capabilities.

Yinxi admitted that, over time, she started to re-evaluate New Zealand as a society in which to blend in. This was because of what she experienced earlier in her life, and in her first couple of years in New Zealand. For example, she had ample experience in business, as she had worked in this area for at least 10 years in China before she moved to New Zealand. With her English proficiency, it was easy

to find a job in an international company here, and she was in contact with people from all over the world. In New Zealand, on the other hand, it was not easy for her to find a similar job, and she put this down to New Zealand still being a developing agricultural country, with not many high technology job opportunities, and with some conservative people who were not willing to make changes. She asserted that New Zealand would need immigrants with useful skill sets, like hers, and with different viewpoints and mind-sets. She also thought that New Zealand has to develop its high-tech information technology, which would require proficient people from other countries. This feeling of superiority also showed in Yinxi's attitude towards the course content in her marketing course in the Business School. She regarded the teachers and their skills very highly, but the old-fashion marketing methods that they discussed in the course made her fear that she would not gain any knowledge that she could use later, in real situations. She stated that, for example, digital marketing is currently the predominant marketing tool in the world, and that this was not covered sufficiently in the course.

On the whole, Yinxi studied hard and spent a lot of time on her studies; as a result, she got A and A+ grades for some courses. Her fellow domestic students seemed to be happy with Bs, and she observed that they did not put as much effort into their studies as she did. She felt that studying was easy for her; she just went into the classrooms and talked to teachers, collaborated with classmates, and learned what she needed to learn.

Initially, Yinxi had thought she could adjust easily to her new life and studies in New Zealand and her goal was to blend in as much as possible. She wanted to create a comfortable life here for herself and her daughter, so she connected with local Kiwis, taught her daughter how to live in New Zealand, and she also tried to be more direct as she had discovered that this was the communication style amongst Kiwis.

 Yinxi had a high level of English when she arrived in New Zealand. However, she soon realised she had to learn more as she took up her studies; then, after some time, she felt an increased urge to learn more as she experienced shortcomings, but after about two years, her English was like a near native speaker.

She felt it was easy to study as she had a high level of English proficiency. She studied hard to understand the new and special jargon in her course, and she did not need any support from the HEI. She got very high grades and was a top student in her class. Nevertheless, there were some challenges; for example, she found that the Kiwi accent was difficult. She adjusted to this by listening to locals and imitating them. After a while she started to doubt that the course would provide new knowledge for her as she already had greater real-life experiences in the subject area. As her intention for herself and her daughter was to migrate to NZ, she wondered about the possibility of getting a suitable job as the New Zealand job market was different from that in China. She also felt as if she was different as she did not have the same interests as Kiwis, for example rugby and outdoor activities. After almost two years in the country, she became reluctant to integrate into New Zealand society and she thought she would never be able to blend in.

Even though Yinxi was determined to create a new integrated life in New Zealand, the adjustment journey was not the entirely positive life changing event that she had anticipated, and not as easy as she had imagined initially. However, her high English language level had made both adjusting to the studies and socialising easier. She had made many Kiwi friends and found that she had learnt a lot about the new culture, and that this had enhanced her personality.

4.1.3. Hua

Hua is a man from Taiwan. He was 27 when he took up his studies at the HEI. He was trilingual, as he spoke Mandarin, Taiwanese, and English. After university studies in Taipei he wanted a different lifestyle, so he went travelling, met his partner in New Zealand and decided to stay. After about one year in New Zealand, he enrolled in the 'Applied Management' degree programme, which was related to his position as manager of a retail shop. He lived with his Kiwi partner. He said he was determined to change his life situation, from living in a competitive environment in Taiwan to a more relaxed lifestyle in New Zealand.

At the age of 23, Hua started to realise that everyone was busy aiming for achievements in Taiwan, and he was not interested in that, so he decided to go abroad. He first went to Australia, and then came to New Zealand where he met a Kiwi partner, so he stayed. In the beginning, he had some problems understanding the Kiwi English accent. He did not expect to have this problem, as he had

just spent time in Australia, and had learned the accent there, but he soon realised that Kiwi English has a very different accent. He wanted to stay in New Zealand to enjoy a more relaxed and peaceful lifestyle than back home in Taiwan, so he felt he had no other choice than to try to fit in into New Zealand society, and not become isolated. He needed a qualification that was sought after in New Zealand and this led him to enrol in the 'Applied Management' degree programme. Hua was a very dedicated student who put lots of effort into his studies. He thought he had studied harder than the Kiwi students had. While they often aimed for a pass, or a grade of 60%, he aimed for as high a grade as possible, and one time he even achieved a score of 90%. He had decided to manage his work-study life carefully. He described this as a never-ending circle of going to class, studying, going to work, going home, sleeping, and then waking up and going to class again. Hua did not make use of the support on offer at the institution. He thought his English was good enough as he understood everything in the lessons and what he needed to do. The teachers had provided some extra help to EAL students, for example, pointing out the meaning of vocabulary. Hua thought support needed to be individualised and that students needed to take most of the responsibility of adjusting to studying in this new environment.

By the time Hua had been in New Zealand for two years, and had just taken up his studies, he described the change and struggles he had experienced previously. He related this to the difficult but unavoidable process that he had gone through. First, there was a 'honeymoon' phase, then he experienced some difficulties, followed by a recovery period. In the honeymoon phase, he said he did not see himself as an English speaker and he was not influenced by how others saw him either, as he was "just new" and did not care much about being correct, for example whether he used grammar and vocabulary correctly or not. He often pretended to understand. After a while, he started to feel more comfortable using the new language. As he became aware of his new level of language proficiency, he formed much higher expectations of himself. This made him want to represent himself as a more native like speaker of English, so he decided to be with some native speakers in order to get opportunities to speak with them. That was when he hit the next stage, in which he experienced difficulties. He started realising that his English would never become native-like. An example of this was that his way of saying things was not the same as that of the native speakers. The difference between him and native English speakers was also that they could easily understand other English speakers, even if they mumbled, whereas he could not. He thought this

was mainly because he did not have the experience of the conversational patterns. This was a big problem for Hua at this stage and it led to a temporary crisis phase. After about two years, he had become more accepting of his English level, and of how his language use was seen by others. He stopped pretending to understand, and instead he asked for clarification. He also realised that not all native speakers necessarily understand everything in their own language, for example, specific jargon within areas in which he was more proficient as these were within the subject area of his studies. This meant that he was able to reach a different and more accepting view of himself. He worked in a pharmacy at this time and had many opportunities to talk with Kiwis.

In his first year at the HEI, Hua noted that his English was very good, and he had also received feedback from Kiwis that they understood him. He thought this was satisfactory as they were able to communicate. His partner was a Kiwi, and through this relationship, he had discovered both how difficult it was to persuade Kiwis to learn another language, and to teach them about other cultures, or introduce food from other countries. Hua said that this was very frustrating for him. He had also found New Zealanders a bit too biased against immigrants. When people saw his Asian face, they typically assumed that he would not understand them, so they did not talk to him. This also happened sometimes in the classroom, with Kiwi students. He put this down to being in such a small city, in which there are not many influences from the outside world. Because of his experience of people who had preconceptions about Asian people and their capability of understanding English, he had started speaking like Kiwis and he was trying to use the right register for different situations, just to blend in better. He had noticed that people listened to him more if he spoke like a Kiwi. He also thought that this would take him to the next step in his career. However, he was not entirely happy about using the Kiwi accent. He said he had realised that he did not want to sound like a Kiwi and imitate this form of English. He asserted that instead, he wanted to focus on communicating using an English that was his own.

Hua thought people from other countries needed to mix with other nationalities more than they did, so they could blend in into society more. He saw, for example, in the classroom, how many of the Chinese students tended to mix only with their fellow citizens, and likewise, so did the Indian students. Moreover, people from the same country often lived together so they did not have enough opportunities to improve their English or become friends with Kiwis. Hua made friends through his

partner's circle of friends, but he also made friends with some Taiwanese people, so he understood how comfortable one feels if one can talk in one's own language sometimes.

After two years of study, Hua thought he had become a competent English user, but he was aware that he was not a native speaker of English, so he had to continue learning. He had tried to learn more by exposing himself more to society. He also watched TV and asked his partner for explanations if he did not understand. He still sometimes became embarrassed if he used the wrong words or pronunciation; for example, when he had been to a dinner at his partner's mother's house earlier, he had said 'smashed' potatoes instead of 'mashed' potatoes. This caused some people at the party to laugh, and he felt really embarrassed. Nevertheless, he was now happy that he had become the store manager at the pharmacy where he worked. He said he would never have secured that job if he had not tried to adjust to the New Zealand culture and language. However, he doubted that he would ever see himself as a Kiwi; he was, above all, Taiwanese. He pointed out that the attitude he had met, the exclusion he sometimes faced because of his use of language, was not helpful. Sometimes, as the store manager, he had to step in when the EAL staff he was in charge of became embarrassed because they did not understand customers. When this happened, he always encouraged the employees to learn from the situation to avoid embarrassment in the future.

Hua was not entirely happy with his choice of institution and qualification. In hindsight, he thought he should have chosen to study at a university instead, as students there would be more dedicated and would want to learn, and that would have been more inspiring for him. However, he had spent too long at the institution before he realised this, so he would continue there until he had a diploma. He also changed his study path, from degree to diploma, because he and his partner had bought a house and he needed to start working to pay the mortgage.

His reflection around learning English was that it had been a survival strategy. By speaking English to others, he learned to think in a different way, and that was how he changed himself. He had also learned to be more direct. In Asian culture, one would answer in a more indirect way; for example, if somebody asked when he would come home, he said he always thought of one more step, just to include an answer to the possible reason for this question. The answer was then not just, for example, "7.30"; he would, instead, answer in an indirect way, that he would be home by the time dinner was ready.

Hua's adjustment process was somewhat similar to Yinxi's (4.1.2.). At first it was easy but later there were some challenges, and after two years he had adjusted well and was comfortable being different from Kiwis. In the beginning, he wanted to build a new life in New Zealand, and he was ambitious and capable of solving most problems on his own. He got a job at a pharmacy at the airport and became the store manager. Here he met people from all over the world and he was able to improve his English a great deal. He made many Kiwi friends, and his partner was a Kiwi, which also helped both with adjusting to his new life and with his English language development. However, also like Yinxi, the directness he met in New Zealand was a challenge as it was so different from the Asian way of communicating, so to fit in he learned to be more direct. Later he doubted that he would ever see himself as a Kiwi.

He adjusted well to studying at the HEI. He put a great deal of effort into understanding everything, which then led to very good study results. He was annoyed with under-performing classmates and did not interact with them much. Because of his studies in the business school, he discovered that he sometimes outperformed native speakers outside of the institution as he understood some concepts better than they did. Hua did not take up any offers of support at the institution because he had a high level of English which meant he understood the lessons and assignments. The teachers had helped his adjustment as they were supportive, but he believed that he as a student needed to take on most of the responsibility for his adjustment.

Language played a significant role in his adjustment to life and studies in New Zealand. He adjusted to using English through his connections at work and in his private life. There were some challenges; one was the New Zealand accent, which caused him some difficulties in the beginning. He was familiar with the Australian accent and was surprised about the difference. Moreover, he sometimes felt excluded from conversations because of his Asian appearance. In his attempt to adjust to his new life, he started speaking like a Kiwi and he learnt to use the right register for different situations. Hua had noticed that he had changed his way of thinking as a result of using English. He thought about his own second language identity development in terms of a process which started with a 'honeymoon', and then a period with shortcomings, followed by a period of recovery in which he

reached an almost native-like proficiency. This development occurred over a period of about two years.

4.1.4. Biren

Biren is a man from India. He was 28 when he first came to New Zealand and started his studies. His future plan was to study so he could get a work visa and stay in New Zealand after completing his studies. He came to New Zealand in the same week as he started his studies on the 'Graduate Diploma' in ICT. When he first came to New Zealand, he had no relatives or family in the country, so he lived with some old friends. After a while, his wife joined him, and he also started working as a manager in a liquor store.

Biren speaks three languages: English, Hindi, and Punjabi. He already had a high-level education, a Masters in Electronics Engineering from his home country before he arrived in New Zealand. After he had finished his qualification in India, he discovered that it was difficult to find a job there. He had studied hard for his Masters, but he thought he needed a more practical application of his knowledge, so he decided to apply for a practical business course at a higher educational institution, in New Zealand. The idea also included an attempt to immigrate to New Zealand. He had friends here who assured him that it would be very easy for him to study in New Zealand, and they also offered to help him when he arrived. It turned out to be somewhat different than Biren had anticipated. It became a life-changing event, as he struggled with some things in the beginning. The language was totally different from the English in India. He realised how much effort he had to put into his studies. He had to work at the same time as studying, and he realised that he had so much more to deal with than the domestic students had.

Biren realised he had already learnt a great deal more English in the first two months. This made him much more confident, which was why he agreed to participate in this study. If somebody had asked him to participate in an interview in the first weeks, he would not have agreed to do it, but as he had realised that he had become more confident and that this was an opportunity to learn something new, he wanted to participate. He reflected that his future self might change, and that he would perhaps look back and laugh at the first interview.

As Biren spoke English before he came to New Zealand, and he had no difficulties understanding the English spoken in India, he did not think it would be a big challenge for him in New Zealand. However, he was in shock when he arrived, as the language here, the accent and words they use, was so different. He explained that in his first lesson, he did not understand anything. He wondered where he had lost himself as what the teacher said went "straight over his head".

When Biren first came to New Zealand, he wanted to rely mostly on himself for some parts of his life. For example, he declined the offer from one of his friends to take him to the HEI by car. He thought he would learn much more, both in terms of English and knowledge about the city, if he took the bus. By being immersed in the socio-culture, he also noted even more that his English was different from the New Zealand version. The local bus drivers were very difficult to understand, and even if he tried to imitate how they spoke, he would not often succeed in getting his own messages across. He then resorted to using Google maps instead of trying to communicate with the driver. He thought that the pitch pattern in their different languages interfered with understanding each other. Biren would have liked the teachers to explain the assignments more as he and other EAL students struggled with the requirements at the beginning. He often took on the role of supporting other EAL students in his class. Biren had many suggestions for support for EAL students; for example, he thought that important support by teachers would be to check if EAL students have understood and then help them more if needed. He also suggested that, instead of teachers asking questions to the whole class and receiving quick replies, mainly from domestic students, they should put some of the questions on the white board and ask students to write down a short answer. Then EAL students would get more time to think and reply.

Biren continued to struggle and be confused for the first two months. Thereafter, he slowly started to understand more and more. At the beginning, he thought he might have understood only about 20% of the English he encountered in New Zealand. One strategy he had used to learn Kiwi English was to try to initiate small talk with people, for example at the bus exchange and other public places. One problem with that was that sometimes somebody approached him and asked about something that he could not understand, so he felt embarrassed and feared that his answer might not suit the question. To solve his listening issues, he decided to talk even more with locals. He noticed that

young people were not interested in small talk, but elderly people had more time and were happy to talk a little.

Six months later, Biren's use of English had improved. He had continued to talk with people, and he had applied strategies for learning more in the classroom. He tried to follow the PowerPoint presentation (PPP) during the lessons and listen to the teacher at the same time; in this way, he managed to pick out some corresponding keywords on the PowerPoint slides, so he could understand much more. He thought that language was a barrier at the beginning for most of the international students. He was often silent in the classroom as he thought he only wanted to speak when he had something to say, or if he knew the answer to the tutor's questions. He and other EAL students also hesitated to say anything in the classroom, as they felt very self-conscious about not uttering good enough sentences or asking the wrong questions. As there were many native speakers in the class, who had no problems with their English, this hesitation was partly due to how their English use was seen by others.

Biren's English proficiency improved a great deal during the following year. For example, he had become aware of differences in discrete sounds in the typical New Zealand accent, for example 'e' pronounced as 'i' in some words, (i. e. 'peg' becomes 'pig'). This had led to less confusion when he communicated with people in his daily life. He had also noted that he did not have to follow the PPP in the classroom to know what the teacher said anymore. Moreover, he thought his English worked perfectly outside the classroom at this time, but he also noted that he continued to learn. He had made active choices about how to improve his English. For example, every time he was at work and was on a break, he watched the news on TV and he then focussed on listening, because he reckoned that this skill was the most useful one for him to improve, so he could communicate without any misunderstandings on his part. He and his wife had also agreed to speak English to each other sometimes, especially on the phone when they were at their separate workplaces. This helped both of them to improve their English. He estimated that after one and a half years in New Zealand, he understood about 70-80% of the English language he encountered. He said it was not 100%, as some locals had very heavy accents and they spoke very fast. Being a proficient English language speaker was very important to Biren; he thought that international companies want fluent English speakers, and that it would be an advantage if he could communicate easily with many different people.

One of the reasons Biren chose to study in New Zealand was for the chance of getting a visa to stay in the country permanently. His friends had told him that he did not need to study much. However, when he started studying, he soon realised how beneficial the course content was as he gained useful knowledge for his area of expertise, and he could then use it when he applied for suitable jobs after the course. Biren became aware that he could not rely on anyone else to help him, so he made an effort to manage by himself. Therefore, he applied strategies for how to best study by himself, both inside and outside the classroom.

In comparison with domestic students, Biren thought it was much harder for him on almost all levels in his new life. Whereas he had to learn such things as where to go for groceries, how to rent a room, find a job, and learn how to study in this new educational system, the domestic students could basically just go on from their previous studies without any disruptions to their lives. On top of that, he had noticed that he paid more than three times higher fees than they did, and they had only 60-70% attendance, whereas he had to be present 100% of the time because of immigration requirements. However, he managed to juggle all of this and he found that he learnt many new skills needed for adjusting to life in New Zealand. Learning happened mostly because he was pro-active regarding how to approach any difficulties. For example, even if friends offered to drive him to the HEI, he deliberately used the bus service as he wanted to be independent and learn about the city. He also made an effort to talk to locals, and he applied some new study techniques because of the changed educational culture. However, all of this meant that after a while, he did not have time to contact his parents, friends, and colleagues back in India, which he did very often at the beginning, so he had to solve most of the obstacles he faced on his own. As he got busier, he experienced the feeling that his contacts in India were "disappearing", and after about two years, he was calling his mother only once a week. Being so busy also meant that he did not have time to participate in activities arranged by the HEI, so this venue of making friends and socialising was not an option for him.

One of the challenges Biren experienced in the unfamiliar educational culture was how he would talk to the teacher. In India, students are not on first-name terms with their lecturers; they must show respect to them. They normally do not address them by name and students hesitate to talk to them, but in New Zealand he found that this was totally different, as the teachers wanted them to

ask questions and to use their first names. How to communicate with the tutor caused Biren to make some conscious changes in his approach. He realised that he had to behave more like the domestic students, who tended to just blurt out their questions and opinions, and address the tutor by his name. Biren decided to slowly get used to this, so he started with short questions, a number of times first, then he asked more demanding questions. He noticed it took him a week to get to the same level of communication with the tutor as the domestic students had. By then he had become much more straightforward and could ask the teacher questions in a more direct way. During this time, he felt it was very important that he had a tutor who would repeatedly assure him that it was OK to use the tutor's name. Without this assurance, he would never have approached the tutor this way. Another difference between the educational systems in India and New Zealand was that in India, students practise what they are shown, but in New Zealand students receive instructions and then they have to work it out for themselves. This caused him some confusion at the beginning, and he really wanted the tutors to be clearer over what to include in the assignments. However, after that first confusion, he discovered that the teachers provided useful help, so even if they did not tell him the answer, he could get to the answer by himself. He found that he liked the practical assessments, instead of as in India, only writing up the theory. He stated that when he had done something, he would remember it, but when he only learned the theory he would forget.

He felt that his studies at the HEI had made him much more confident, especially in writing. At the end of his studies, he saw himself as an A+ student, and he was very proud of this. He said it is in his nature to help others too. Therefore, he shared his study notes to make it easier for them. When they were assigned group work, he was the initiator in performing the tasks or assignments.

Biren was determined to learn about New Zealand so he could start a new life here. He had already started to adjust in his first week, when he used the local bus service and started talking to New Zealanders. However, he found it was very difficult to adjust to the new socio-culture because he had spent most of the 27 years of his life in India and everything totally changed with a move to another country. He stated that it is unrealistic that international students can adjust, at least adjust quickly, as it takes time, and nobody can help. In his job as a liquor store manager, he met people from many parts of the world and consequently also learnt more about New Zealand society. He liked the interaction with this multicultural group and the locals, as they were teaching him more English language, as well as teaching him about their own cultures and native languages. Most of the

time, he felt he was treated with respect; however, sometimes it happened that somebody pointed out some minor mistakes that he made in a demeaning way, which only made him think that people are very straightforward in New Zealand.

Biren came to New Zealand with the aim of staying here in the future. In the beginning of his adjustment process, he made the choice to be as exposed to the society as possible. Therefore, he turned down offers of help from friends and he managed mostly on his own; for example, he learned how to get to the HEI, find accommodation and a job, what food to buy, and how to study. The importance of his old familiar network in India tended to decrease over time. After two years, he was confident and had adjusted to his new life so he could function well.

He adjusted to studying at the HEI by putting a great deal of effort into his studies. This made him confident and a top student in the class. He appreciated the new way of learning, which was more discovery based than he was familiar with. First, his aim was to just fulfil the visa requirement of attending all classes, later he realised that the course gave him very useful knowledge for his plan to stay in New Zealand, so he studied more seriously. The greatest challenge for Biren at the HEI was how to communicate with teachers. He saw that Kiwi students had a very relaxed approach to them. He adjusted to this by taking small, planned steps to change his own approach, so it became similar to the domestic students. Another challenge at the beginning was how to complete assignments. He would have liked teachers to check that EAL students had understood the lessons and the assignment requirements. Once he understood the content of the lessons he took on a role of supporting other EAL students in the classroom.

Biren only understood about 20% of the English spoken in his first lesson at the HEI, so he started to familiarize himself with the PowerPoint slides before the lessons. As for many of the nine interviewed students, the Kiwi accent was a problem, so he made active choices to improve his English. He studied and imitated how Kiwis spoke, and he decided to talk more to local people, especially to elderly people. It was a struggle in the first two months, but thereafter it got better as he started to understand more. He also practised his English in his managerial job, through which he enjoyed meeting many different people. He developed his language identity during the first two years of studies, from the feeling of being lost at the beginning, as he did not understand much, to

becoming motivated to learn more as he noticed his shortcomings, and about two years later, he understood about 80% of the lessons, so he felt better about his language performance. He planned to continue improving his English and become an even more proficient language user.

4.1.5. Ying

Ying is a Malaysian Chinese woman. She was 37 when she started studying at the HEI. She is trilingual, as she speaks Malay, Mandarin, and English. She worked in a big international company in Malaysia for 10 years and used English there. Ying lived on her own and she actively built up a network of friends. She did not have a job in New Zealand, so she could focus on her studies on the 'Resource Integration Management' programme. Her plan was to stay in New Zealand after her studies. She came to New Zealand just before she took up her studies, but she had studied here 10 years earlier. Ying had learned the three languages growing up, and she saw this knowledge as a great asset, as companies in Malaysia and New Zealand would be more interested in employing her. She believed she could help companies grow because she could communicate in many languages. She had studied in New Zealand once before, when she was 27. Parents in Malaysia usually send their children abroad for studies, for example to improve their English. Her parents had decided to send her to New Zealand and her sister to Australia for studies at universities there. During her first time in New Zealand, she was very sad and upset, especially at the beginning, because she was not satisfied with how she managed her daily life. She missed her family and her sister, and she was worrying about many things; she did not speak up for herself, and she found that she was not good at critical thinking. After a while, she was too homesick to stay in New Zealand, so she went home to Malaysia and worked for a company with many contacts from all over the world for about 10 years. By meeting and talking with people from many different parts of the world, in her own familiar milieu, her view of herself changed, so she felt more confident. She decided to go back to New Zealand for a second study period, and this time she did not feel sad and upset at all and she was determined to make it work. She said that she used to be much more reserved and worried, and that she tended to overthink things, which had made her uncertain about where to start solving problems, but this time it all went well, and after finishing her studies she was planning to stay in New Zealand.

Ying was actively engaged in her studies. She always set goals and she knew how to achieve results. She did not need much support when she studied in New Zealand this time. However, she needed

some help with assignments, writing, and referencing as this was new to her, but she was aware of where to get help. She tried to go over the PowerPoint slides from the lessons, once or twice, but she realised she had understood everything in class, so she stopped doing that after a while. She appreciated it when teachers taught some concepts and vocabulary in the classroom as this was an opportunity to practise formulating them in her own words. She was also thankful that the tutors and other students assisted her with the assignments, especially when tutors led discussions in class as preparation for undertaking them, and when they explained them clearly. She actively supported other EAL students herself by clarifying things for them and listening to them.

Ying said both the institution and the students needed to take equal responsibility and adjust to each other. However, she pointed out that students had to put a great deal of effort into their studies. She suggested that the institution should arrange for a buddy for all new students, not only as a support for their studies but also for learning about the new culture. She also thought the institution should provide some tools on the internet to assist students with their content studies.

In the first two months, Ying realised that she needed to take actions and approach her situation with an open mind with regard to learning, and to not give up. She decided not to hold back; instead, she tried to understand the new environment, the new culture, and make new friends. She believed that otherwise no change would have happened. At this point, she already understood most of what teachers said in the classroom, but she thought it might be a good idea to record some lessons. However, she found that this took too much time, and she did not really need to listen again as she found she had understood it already, so she decided to not do that anymore. She learned more English in her daily life by always asking for clarifications if she did not understand. She was also confident that she would have improved her English by the second semester, but she expressed the view that she would always have more to learn throughout her life. When she compared the different educational systems in Malaysia and New Zealand at this time, she pointed out that in Malaysia, students tend to study to get good marks and pass exams, and to accomplish this they have to memorise a great deal. Her experience of New Zealand was that she was encouraged to be outspoken, then after feedback it led to deeper thinking. She had learned about critical thinking and logical thinking, which she said was different from what she had learned in her own country.

After about nine months, Ying was more satisfied with her English. She had started to initiate small talk with her classmates. This was not easy for her; she pointed out that this was because she comes from an Asian culture in which people are more reserved. However, she prepared herself for this by familiarising herself with suitable topics, like the latest movie or popular music. She had also made an effort not to keep to herself; she helped others and sought help from others in return, and she was thereby actively creating an interface within which they could interact. She said helping others had helped her grow as a person. However, she found that she had put much more effort into her studies than the domestic students had done. This gave her good grades and she said that because of her effort to understand everything in the classroom, she was a top student in some classes. When she passed with higher grades than some domestic students, she thought this was due to them not having problems with English, and therefore not having to make an effort to understand new concepts in the same way that she had to.

After two years, Ying was even more satisfied with her English as she thought others understood her well and they said her English was good. She took it lightly if somebody laughed at mistakes she made, for instance when her Mandarin language interfered with the use of 'he' and 'she' in English. In Mandarin, there is no distinction between 'he' and 'she', so when she told a story in English, it could start with a 'she' and continue with a 'he' and people would be puzzled and perhaps laugh. However, she had some problems with understanding people speaking English on the phone, as she could not see the body language, so she thought she needed to practise this more. Therefore, she came up with the inventive idea of using phone call centres and helplines. This worked well for her as she could practise her listening and speaking skills, which led to improvements in her listening skills. She was a little concerned about wasting the time of the people at the call centre, so she always called at off-peak times. She was also still nervous to speak in front of the class. She prepared herself meticulously by thinking of what to say and what questions the audience would ask. Her fear was mainly of not knowing what to say, because being an EAL person, the English language could 'disappear' in stressful situations. Nevertheless, she pointed out that learning English to this level had been an 'eye-opener' for her. Now she did not have to miss opportunities in her life; she was able to read many more books, she could explore the world, and she had a different view of the world; she appreciated other peoples' cultures and enjoyed connecting with many different people.

The biggest change for Ying resulting from studying in New Zealand, had been performing most of the daily chores on her own. This led her to realise how much her family had done for her in the past. She understood she had taken things for granted too often, so she started to feel more appreciation for her family and friends back in Malaysia. However, as she had made many new friends in New Zealand this time, she called on them for help with some of the challenges she faced when she felt in need of advice, and she gathered her information in an organised way. To ensure as broad a view as possible, it was important for her to talk to a large number of people. She asked for good ideas from her religious friends, she contacted people from her previous university studies, and talked with her new friends at the HEI. She listened to their opinions and then she found she could make better decisions.

It was easier for Ying to adjust to life in New Zealand during this sojourn. She thought New Zealand had changed. There were many more international students nowadays compared with how it was when she was there previously. This time she also made many more friends; most of them were other students at the HEI. For example, she made friends through the study group that she had joined, which had about ten different nationalities. Her time as a student at the HEI had given her a deeper understanding of other people and cultures, which had helped her to make good friends. In her view, the responsibility for improving the study situation for international students lay with both students and teachers. She thought both parties needed to find ways to engage with each other. Students need to take initiatives and put effort into their studies, and teachers should give more opportunities to international students to be active in the classroom. Her future plan was to stay in New Zealand after her studies and she wanted to contribute more to New Zealand society in some ways.

Ying had tried to study in New Zealand ten years before she came to the country again. Last time she could not adjust to being away from home, so she had to go back to Malaysia because she was too homesick. She spent about ten years working in an international company back home before she committed herself to studying in New Zealand again. Through this company she had many opportunities to improve her English, so her English proficiency level was very high when she started studying this time. She had also become more mature and was determined to stay and manage on her own, which helped with her adjustment process. She now dealt with most of the daily chores

herself, things she realised her family had done for her previously. In her social life she often helped others, which created a platform for interactions, and she grew as a person. She became confident and wanted to contribute more to NZ society in the future.

Ying adjusted well to the new study environment. She was actively engaged in her studies, she set goals and she knew how to achieve results. She did not need much support from the HEI; she just needed some help with assignments, and how to do referencing. She noticed differences between the educational culture in New Zealand and her home country. In Malaysia there was more emphasis on theoretical study and in New Zealand there was more learning by using critical and logical thinking skills. She studied hard to understand everything, which then led to very good study results. Her adjustment strategies included taking on a leadership role in the classes and assisting other EAL students. She thought adjustment was a mutual responsibility by students and the institution.

Ying had a high level of English already from the beginning, so she understood the English spoken by the teachers. The role English played in her adjustment was that she used it as a tool and 'eye-opener', to explore the world and to learn to appreciate other cultures. However, she was aware of some language shortcomings, for example small talk, some new concepts, and understanding people on the phone. Therefore, she improved her English by asking for clarifications when she did not understand, she prepared conversation topics to use with classmates, and she phoned helplines to practise listening and speaking. After nine months she was more satisfied with her English as she had employed these strategies for improvement. After two years, she was even more satisfied with her level and she took it very lightly if others pointed out her mistakes. However, her English sometimes disappeared in stressful situations. She talked about a future self as an even more proficient English speaker.

4.1.6. Neethu

Neethu is a woman from India. She was 24 years old when she started her studies. A trilingual speaking Tamil, Hindi, and English, she has a Master's in Electronics and Communication from India. However, to qualify for the New Zealand job market, she studied on the 'Resource Integration Management' programme. She had been encouraged to move to New Zealand by Indian friends who were in New Zealand already. She lived with Kiwis and had managed to find a job in a packing house,

which supplied food and vegetables to supermarkets, which meant she had access to learning more English, both at home and at work.

Neethu had wanted to go abroad and explore other countries ever since she was a child, so when she got the chance, after completing the MA, she decided to take it. Friends had recommended her to go to Christchurch in New Zealand, as they thought she would have a better life here than in India. This encouragement by her friends led her to make the move. As she was planning to study something different from her previous studies, she chose a business qualification, a project management programme, which was only offered at the HEI in this study.

Neethu's first encounters with the new environment caused her some difficulties; for example, taking the bus, communicating with locals, and knowing how to behave in the classroom and in the local culture at her workplace. In the beginning, it was not easy to make friends with Kiwis and learn Kiwi English. She thought this was mainly because she lived with Fijian Indians, who spoke with an English accent similar to her own, but also because there were not many New Zealanders in her classes. As time went by, she got a job, and moved to a flat with some local Kiwis; this helped her to become more confident, and eventually she made some New Zealand friends and learned to understand Kiwi English better.

Neethu wanted the institution to arrange more opportunities to talk to other students. She pointed out that, in her culture, a newcomer was treated as a special person and was very well looked after, so she thought it would be useful to have a buddy to interact and talk with. Her suggestion for support was for the HEI to arrange group activities, like sports events for 2-3 days, at the beginning of students' first semester, then EAL students could interact with a range of students, and not only with people from the same country. She thought the tutors were very supportive and approachable when she needed help.

Even if her English was at a high level when Neethu first arrived in New Zealand, and she had no problems understanding English in India, she did not understand the Kiwi accent in New Zealand, especially when people spoke too fast. This was during the first three months. She said she was shy and did not initiate any conversations with anyone, and she only spoke if somebody approached her,

and if they did, she wanted to just run away. She was quiet in the classroom and only answered questions if she knew the answer. She hesitated asking questions in case they were not appropriate, or if they would not understand her, then she would feel embarrassed and shy. She knew she had to change this somehow, because she did not want to feel embarrassed anymore. However, she did not have any good ideas about how to make these changes at this stage.

Six months later, Neethu felt good about her English use. She had started to understand people and the Kiwi accent much better, and she mentioned that her strategy had been to talk to more people, and this had helped her. Her change, from reluctant speaker of English to a non-hesitant initiator of conversations with locals and classmates, came as a result of realising that she would stay in New Zealand for a long time. She made a conscious choice to start talking with people, both in her class and especially in her workplace, the grocery packing house. She thought she would have a better chance of finding a more suitable job in the future, if she did not "just run away", every time somebody talked to her. At this time, her shyness had subsided, so she felt confident enough to introduce herself to anyone, if she got a chance.

Neethu's improvement in English was due to her sharing an apartment with Kiwis. At the beginning, she did not know what to say to them, but they soon became friends, and she was able talk to them more. She also improved her English by reading novels, as she enjoyed reading for pleasure. She said they were much easier and more interesting for her than her study books.

After two years of studies at the HEI, Neethu's Kiwi friends had told her that her English was almost as good as a native Kiwi English speaker. This made her proud and she was encouraged to use English even more. She thought she had adopted their accent just by being with them and talking with them a great deal, but she had also wanted to blend in better by using the Kiwi accent. When she had been back to India for a short visit, she had noted how much she had improved her English. Before she studied in New Zealand, she had been very reluctant to speak English with other people in India, but this time she spoke freely and that made her even more confident.

When Neethu was thinking back to the beginning of her studies at the HEI, she thought that students, the HEI, and the teachers should have shared responsibility regarding the international students'

adjustment process more. In the first months, she had appreciated that she had been treated in a very friendly way. Nevertheless, she thought that the HEI, as well as the teachers, should have taken more responsibility for "breaking the ice" for international students in the first months, when everything was new, and they struggled somewhat with the language and getting to know others. As Neethu herself had experienced difficulties making friends at the beginning, she suggested that the HEI could organise some group activities, like sports events, or something similar, in the first few weeks, in the first semester. This would enable more interaction between everyone. She asserted that it would lead to international students making friends amongst other nationalities and that they would not just keep to themselves and their own familiar groups.

Neethu had to adjust to a different education system in New Zealand compared to the one in her home country, India. She mentioned that in India they would normally not approach the teachers, and she had to attend lessons from the early morning to the evening. Furthermore, they used to have classes in a lecture theatre, with the teacher presenting and asking questions, and the students mainly keeping silent. She described it as "kind of strict" and the teachers were placed at a higher level than, for example, her friends. She asserted that she liked the different way of teaching and learning that she had experienced in New Zealand. She especially liked that she could ask teachers any questions here, even if they were small or silly. Another difference she experienced was that the teachers in New Zealand were much more approachable and helpful, and she did not have classes all days. However, she learnt that she needed to take more responsibility for her studies and do some out-of-class self-studies, in order to be able to follow the lessons and the course. She had good informative course outlines, which guided her about what to do, and what not to do. Moreover, the helpful teachers taught a little at a time so she could easily follow the teaching. Overall, she found that it was easy to study in New Zealand. She spent a lot of time in the HEI and said it felt like she was always there, but she did not mind that because it was a relaxing environment in which she always felt valued and respected.

Sometimes it was difficult for Neethu to juggle her studies and work commitments. Her boss could phone her and tell her she was needed at work, but even if she wanted to help him, she could not, as she had lessons that she had to attend at the HEI because of the visa requirements. It was difficult for her to disappoint the boss in these situations, so she told him she could come later, after class.

Neethu thought her whole life had changed through her time abroad, especially her behaviour and her English language, and she had also become more confident. She speculated that this was as a result of her studies at the HEI and of having to manage on her own during this time in New Zealand. In India, she had relied on her parents for almost everything, even if she wanted to be independent. She had been dependent on her parents for money and support, and she had accepted it as that was how it had always been. By the time she had lived in New Zealand for almost two years, she felt good about managing everything by herself. For example, she had bought a car, which she used to drive around, and she enjoyed going to places that she wanted to see.

Neethu's adjustment process was somewhat bumpy, especially at the beginning. She had the ambition to learn more about the local culture and improve her understanding of Kiwi English, so she tried to make Kiwi friends, but she found that this was difficult. She dealt with this by finding shared accommodation with Kiwis and a job. By talking with Kiwis both at home and at work she became more confident, and she was able to practise her English and adjust to the new life much better. As she now had to manage her life on her own, her whole life had changed. She realised she had to decide everything in her life, whereas in India she had relied on her parents. After the initial challenges, she became much more confident, independent, and self-motivated, and managed to juggle work and study commitments well.

Neethu had been familiar with the educational system in India but not in New Zealand. The adjustment to studying at the HEI meant that she now had to take more responsibility for her studies. She spent a large amount of time at the HEI and compared herself with some classmates and thought they were underperforming. Unlike them, she had decided to study to achieve good grades and was not happy with just a pass. She had very supportive teachers, whom she consulted when she needed help. She thought the HEI, the teachers, and the students should share the responsibility for international students' adjustment process more. As support for EAL students, she suggested more interactive activities for students at the beginning of their studies.

Like some of the other nine interviewed students, Neethu also had problems with the Kiwi accent in the beginning. She was shy using English, so she wanted to "run away" if somebody talked to her. After a while, she decided to talk with people more, and her shyness subsided, and after six months

she understood much more. She aimed to talk with a Kiwi accent as that would help her blend in, so she adopted the Kiwi accent by being with Kiwis and talking to them a great deal. Her second language identity development followed the steps of firstly, avoiding communication in English, then as her shyness subsided, she improved her English by talking to people. Finally, after two years, she felt good as she had been told by her friends that she spoke almost like a native speaker.

4.1.7. Nancy

Nancy is a woman from New Caledonia. She was 21 years old when she started her studies at the HEI. She speaks French and English. Her main language is French, but she had practised English with relatives when she was growing up, and she spent one year in New Zealand studying English before her HEI studies. She did not have a higher-level qualification before she came to New Zealand. She was enrolled in the 'Business Heritage Culture and Sustainability' programme. Her goal was to stay in New Zealand as she had met a Kiwi partner, with whom she lived.

When Nancy was in New Caledonia, she studied towards a bachelor's degree in mathematics. When she realised that she did not want to continue her studies anymore, she decided to go to an English-speaking country to improve her English. She had grown up with English-speaking cousins, but she still prepared herself for going overseas by studying more English. This, she thought, had helped her to speak more clearly. New Zealand was close to her home country and it was affordable pricewise, so that became her preferred choice. She first went to Wellington and took up some English language studies because she wanted to improve her sentence structure. Then, she enrolled in a level six diploma in business management at an HEI.

Nancy thought the teachers were very helpful; for example, they kindly answered questions posed by EAL students who lacked proper English language knowledge. She drew the conclusion that some students would benefit from language studies if the institution provided opportunities 2-3 times per week. Nancy said she did not need to use the support offered by Learning Services. However, she appreciated the support of structured and well organised courses, teacher support, the course content on the Moodle site, and the 24/7 access to study rooms.

Nancy said that at the beginning, she was not aiming to belong to the English-speaking society of New Zealand. She emphasised that it was not her culture, and that it would never be her culture either. When she started her studies at the HEI, she made some new French-speaking friends, so she spoke French on a daily basis. Nevertheless, she was quite proficient in English at the start of her studies at the institution, and she did not feel that she had many problems with her studies caused by her use of English. Her listening was good, even understanding many different accents; she speculated that this was because she was an EAL person herself. Even if she did not think she had any problems with English, inside and outside the classroom, she said her English was very basic. The main problem was speaking; she wanted to learn how to speak English "more simply and more clearly". She was influenced by her mother tongue, French, in which she expressed herself using many more words. She pointed out that native English speakers also use fewer words to describe something in writing than she did, so she wanted to learn to write more concisely.

Nancy thought her English had improved In the first six months. The reason was that she had been together with a Kiwi partner, and that had helped her improve her English. However, by then she had met many different English speakers and sometimes she had problems understanding the ones with very strong accents, for example some Indians and also some from England. She was sensitive to what others thought of her English at this stage. She said she hated it when people made fun of international students' pronunciation, for example when they laughed instead of trying to understand. She thought that was thoughtless as they must have understood even if things were said a little bit differently. She added that some people judged internationals on the way they speak, and they thought someone was stupid or silly if they did not speak English well. She pointed out that because she had put a great deal of effort into understanding words, she had learned concepts and words that even some New Zealanders did not understand.

About one and a half years after Nancy had started her studies, she stated that she had become more confident as a person. Now she had changed her mind about belonging to the New Zealand English speaking society and had made an active choice to try to fit in. Earlier, she had seen herself as an international student and thought that the Kiwis raised barriers towards her, but at this stage, she started seeing herself as just another one of the people in New Zealand who speaks English. She admitted that she had always been rather anxious when she had to speak English, but she had

started realising that people did not care much if she made mistakes. Besides, if she made an effort to talk more, and more freely, she would learn how to speak better and better. She thought her French accent was almost unnoticeable at this stage. She said that if she had short conversations with people, they did not notice her accent at all, but if they had a longer conversation, they would. She thought her ability to speak English depended greatly on the attitude of the person listening to her. She had discovered that she was more talkative when she was being listened to, and if people made an effort to understand her, even if she made mistakes, than when people listened impatiently and did not try to understand her.

Nancy found it to be easier to study in New Zealand than in her home country. The difference was that it was more practical - for example doing projects - whereas in her home country, they learned things more from a theoretical point of view. She liked the fact that all the courses were well-organised and structured, that she had a 24-hour computer access, and she appreciated using the learner platform Moodle, as all of these things were different from in her own country. Another thing she liked was that she could always ask teachers if she had any questions. At this time, in the classroom, she sometimes had problems interacting with other EAL students. That was because they did not necessarily speak very good English, which affected her, for example, in group-work situations, as they then tended to not want to say anything. Nevertheless, she said that she had an understanding of them and wanted to help them if they asked for help. She also pointed out that they were not stupid; they were just quiet, as they did not know how to say things. Nancy did not make many friends in the classes she attended. There were many classes to go to and she found that there were different students in most of them, and they lasted for only three hours per week, so she said this made her not bother about making friends.

Nancy liked working in groups with other students as she thought this prepared her for working with many different people. She said she developed her understanding of others and she became more patient. She pointed out that when she did not understand something in the classroom, it was not because of her language level; it was more about the content. She sometimes stayed behind after class so she could ask the teacher for clarification. This helped her understand the content better. Nancy had noticed that teachers with an overseas background seemed to better understand the problems international students had. She had also noticed some differences between international

and domestic students. She had far more workload than the domestic students, and they understood things much quicker than her too. She could not just read something, for example on the internet, and understand it quickly, as the native English speakers could; it was time-consuming for her to make sense of it. It also took longer for the international students to answer questions; many had to prepare their answers, or they were too shy and afraid of talking in class and making mistakes, or anxious that they would not be understood because of their accent, so they did not want to say anything. This led to a dominance in talking time by the domestic students as they could just talk immediately. Some teachers tried to help EAL students speak more in the classroom, but still the domestic students talked much more. She had also met one teacher who did not make an effort to help students talk more, so when she was in his class, she was not very active, and she sought help from classmates instead of asking him.

Nancy thought it helped international students if teachers explained tasks and assignments thoroughly. However, she believed there was a limit to what the HEI and the teachers could provide to help students adjust to learning at the HEI. She believed that the main responsibility for fitting in was the students' and not the institution's. She stated that it would be quite complicated for the institution to change the way of teaching to meet the needs of the many different nationalities studying at the HEI.

After two years, Nancy realised that she had changed compared to if she had continued living in her own country. She said she felt more mature, and she talked in a more adult kind of way, and that she was more independent than when she had been living with her parents. She pointed out that she was on her own, so she had become capable of managing mostly on her own without any help from others. She was also more independent and competent in relation to her studies. Even if she had already been organised prior to her New Zealand studies, she had become even more organised through her studies at the HEI as she thought that good organization was necessary for the assignments and for her studies.

Nancy was the youngest of the nine students. Unlike all the others, she did not have a post-secondary school qualification from her own country. Therefore, she needed to adjust both to the new level of studies and to using a new language. She was, however, not alone in the necessary development of

independence which was brought on by living away from her parents; all the Indian students also had to adjust to this. She had become more mature, and this was reflected in her way of speaking. At the beginning of her adjustment process, she did not want to belong to the English-speaking society in New Zealand. Later, when she met a Kiwi partner and learnt more English from him, she changed her mind and wanted to blend in more. Having a relationship with a Kiwi and becoming part of his circle of friends also helped her adjust to life in New Zealand more easily.

Nancy had no problems adjusting to the more practical and well-organised approach she encountered at the HEI compared to her high school studies. She thought she had made more effort with her studies than the domestic students tended to make. She studied hard to understand everything, which led to very good study results. She also assisted other EAL students. She did not need much support herself, but, as mentioned above, she appreciated the well-organised courses, teacher support, the Moodle site, and the 24/7 access to study rooms.

Nancy had a high level of English from the start. The greatest challenge was how to use complex sentence structure, in both speaking and writing. She understood almost everything when she was listening, but she was afraid of speaking. After two years, she thought her English was at a higher level than some native speakers, and she was more confident about her use of English. Her second language identity development followed the steps of firstly choosing to speak French rather than English; then her English improved but she was sensitive to others' judgement. Finally, as her English improved even more, she had adjusted to using English and did not care about being judged so she used English more confidently. She noticed she sometimes even outperformed native speakers by understanding some concepts better than they did.

4.1.8. Mardeep

Mardeep is a woman from India. She was 24 years old at the start of her studies. She spoke Punjabi and English. She had an overseas degree in 'Electronics and Communication' and worked as an engineer in India. Her sister, whom she lived with in New Zealand, had encouraged her to come over and study. She was easily convinced and left her job, and temporarily left her fiancé in India and arrived in New Zealand just before she started her studies at the HEI. She enrolled in the 'Resource

Integration Management' programme at the HEI. She also managed to get a job in a cleaning company after a while, and her plan was to try to obtain a work visa in New Zealand.

Mardeep's view of the educational system in New Zealand was very positive. She especially liked the fact that teachers were helpful and gave them examples, practical work, and that they taught politics. In addition, she appreciated that students could learn from each other. In India, they had been too focussed on learning what was written in books, and studying was done on their own. She knew about the support on offer at the institution, through Learning Services and the Language Self-Access Centre (LSAC); however, she found that she did not need it. She thought the institution was very supportive on the whole: the teachers slowed down their speech, and they recorded their lessons so she could review the content of the lessons again. She also appreciated that she could start learning the content of the upcoming lessons by studying the PowerPoint presentations on Moodle.

She was told that her English was at an acceptable level for her programme of studies. However, she found that she still had problems with her English at the beginning. She did not want to talk to anyone for the first two to three months. The main problem was the speed and clarity of Kiwi speech. Also, when she applied for jobs and got interviews, she did not understand all the questions they asked her, so she did not secure any jobs. At this time, she was nervous when she had to speak. She said she "felt kind of scared" and unsure of what she would need to reply to, and she just wanted to quickly leave the conversation. All this led to low self-confidence, but it prompted her to improve her English. She regretted not studying English language more, before she came to New Zealand, and she would also attend language classes alongside her mainstream classes if she had the time. Nevertheless, she decided to start listening to songs to learn pronunciation, and she talked with elderly women whenever she got a chance, as they seemed to like to talk to her and they made time for that.

Six months later, Mardeep understood most of what people said, mainly because she had got used to the speed of Kiwi speech. She no longer wanted to run away when talking to other people. She said she was a very talkative person and pointed out that she felt very confident when she talked with people at this stage, so she just went up to anyone and said "hello" and talked. She had finally

managed to get a job in a cleaning company, alongside other employees who were all from New Zealand. She had noticed that her English had improved as she was often talking with her work colleagues. She found that people were very helpful and friendly, and she was very well treated at work, as they provided her with a friendly atmosphere. If there were times when she was in a low mood, her workmates saw that and showed that they cared for her. Mardeep also took interest in the conversations between locals at work, often participating too. She shared her own cultural traditions, for example explaining about using henna as a temporary tattoo, which she felt was not easily understood by her work colleagues. She went back to India to get married, and after she came back her work mates were very interested in her wedding. She could then practise her English more by telling stories about the wedding celebrations, and showing pictures of herself and her husband. Her special strategy for understanding her workmates better was to read their lips as she listened, as that gave her clues to their words. She added that she did not have to ask them to repeat as often anymore. When she went out walking in nature, which she enjoyed very much, she would meet many friendly people who did not hesitate to talk to her.

Mardeep was aware that her English was different from 'Kiwi English' but after about half a year she thought she would speak like a Kiwi within 5-6 months if she still worked in the same job. Her experience was that she could not express everything she wanted to say, so she thought learning new words was the key to making herself understood. Her goal was to learn English to the same proficiency level as her Punjabi, as she explained, "so no one can say that 'she is from India' ".

At this time, Mardeep also said that she liked the way she was taught at the HEI - so much so that she even wanted to inform her previous institution about the methods. She especially liked the presentations and the activities teachers set for them. This was very different from her experience of learning in India, where the focus was mostly on what was written in the course books and they studied more on their own, whereas in New Zealand they worked together in groups and learned from each other. Some of the classroom content in New Zealand, was very easy for her as she already had a degree from India. She used her time efficiently in the classroom; sometimes, if the teacher had to explain something to them and she already knew it, she took the opportunity to revise what she had learned recently. She recorded lessons so she could listen to them again as this would teach her more vocabulary, listening skills, and course content. She also became assertive at this stage, so

together with some other EAL students, she told teachers to slow down their speech. In the classroom, she deliberately sought to work with the domestic students, if she was given a choice of groups to work with. She also asked New Zealand students to speak slowly, and she made sure she spoke slowly too, so they could understand each other.

After about two years, Mardeep said speaking English was very important to her. She even said she would not survive if she did not learn it properly. She had found that she learned new things in English every day and she was excited about the improvements. Now, she saw learning of English as an adventure. Her confidence had risen, and she stated that by this stage, she saw herself as just another person who has a second language in New Zealand, and that it was such a supportive atmosphere to adjust to. Even if her confidence and her English knowledge had improved significantly since she first started studying, she said she still thought in her own language, Punjabi, and translated it to English before she spoke. This meant that she felt that she was slower than native English speakers. She admitted that she had feared that English would be her biggest problem at the beginning, but after being in New Zealand for one and a half years, she thought that this was an unfounded worry. She concluded that she had adjusted her language use so that by this time she could confidently convey her messages. She frequently switched between Punjabi and English as she talked with family and friends in Punjabi, and with her classmates in English. She even switched language during class time, as she talked with Punjabi classmates and then with English native speakers, without any problems. It had been an eye-opener for her to go back to India for a short visit, as she noticed the difference in her English proficiency. When the opportunity arose to speak English in India, she felt she was more confident than she had been when she had lived there before.

Mardeep had to adjust to many things in her time in New Zealand. She liked to be in New Zealand very much, especially spending time in nature, in the mountains and on the beaches, as this was a new experience for her. She was also happy that people were so friendly and helpful, and they greeted her when she went for walks. Being close to her sister had played an important role in helping her to adjust to her new life. Even though she dealt with most of the challenges herself, she always knew who to go to for things she could not deal with herself. The main areas that had been difficult for her were the language and the food culture. She is vegetarian, so once she learned where and how to source good vegetarian food, it got easier and easier. She reflected that she would have

liked to make more friends, but despite having her sister on hand, she had tried to attend to challenges on her own, so she felt she had been too busy to socialise outside of work and studies, which was something she was planning to do more of in the future.

Mardeep's adjustment process was not as smooth as it was for some of the others. For example, she did not develop her English language knowledge as much as the others. The reason was that she lived with her sister, which provided her with the comfort she needed, at least at the beginning. One challenge was to make new friends. However, in the first two years she did not make many new friends as she spent a great deal of time with her sister. The food culture in New Zealand was also a challenge as she was vegetarian. Even if she tried to deal with most of the challenges in her new life herself, she could always seek help from her sister if needed. Nevertheless, she enjoyed her New Zealand life, especially going to the mountains and beaches, and going for walks in the neighborhood. She also decided to make more friends in the future.

She preferred the practical approach in the courses at the HEI. They used games and activities to learn from, instead of the more theoretical approach she had experienced in India. She knew where to seek support if needed, and she appreciated the fact that the teachers helpfully adjusted their speed of speech in the classroom so she could understand the lessons better.

Another adjustment challenge she faced was understanding and speaking English. At the beginning, Mardeep had problems understanding Kiwi English, especially with regard to the speed and clarity of speech. She avoided talking to anyone in the first 2-3 months, then she started to listen carefully to locals and participate in conversations. Her confidence grew, but she always thought in Punjabi, which made her slower than the natives.

After some time, she took some opportunities to talk with elderly women that she met outside of the HEI. This was a conscious choice to practise English. At the time of finishing her studies, she still had problems finding the right words to express herself. Her second language identity development followed the stages of firstly, avoiding using English, which resulted in low self-confidence, then being more satisfied because she used English more frequently as she had decided to talk to anyone. This was followed by becoming a more confident user of English. She then saw learning English as

an adventure, and she learnt new things daily. Even if she were not yet there, she imagined her future self as so proficient that nobody would hear her Indian accent.

4.1.9. Mohit

Mohit is a man from India. He was 28 years old when he started his studies. He is bilingual, speaking Tamil, and English. He explained that Hindi is the national language in India, but that it is not common that people use this language in his part of the country. Therefore, even if there are many students of Indian origin in New Zealand, they do not necessarily speak Hindi with each other; instead, their choice of language for communication is English. He has a Civil Engineering qualification from India. He came to New Zealand in the same week as he started on the Resource Integration Management programme and he wanted to stay in New Zealand. He lived with Indian friends and had a job as a tyre-store manager.

Mohit did not want to work as a civil engineer in India, so he decided to come to New Zealand to change his career path. One of his friends told him about the country, that people were very friendly, and that the weather was cold, so he chose New Zealand as he wanted to experience all of that. Besides, it played an important role that he had friends who were already studying in New Zealand and they encouraged him to come. His goal was to study to earn this new qualification, and then return to India to set up a business there. His father runs a business in Kerala, so he would help him to start up. He thought what he learned in this qualification would be useful to take back to India. He also wanted to take ideas from the work culture in New Zealand and transfer them to work situations in India. However, this was not how it happened. He soon felt that he had to change his plans. He realised that he liked the country, the people, and the landscape so much, so he wanted to stay longer. His new goal was to try to get a visa to stay in New Zealand for at least five years.

The programme he had chosen to study was the Certificate in Operation Production Management. Mohit thought he had good support for his studies most of the time, but he said he had to take responsibility to initiate it. He appreciated the support he got from teachers; he said they clearly explained all concepts that were difficult for EAL learners. They also slowed down their speech so students could understand better. Moreover, he had made use of the guide sheets about APA referencing and academic writing that Learning Services provided.

However, even if he saw himself as fluent in English when he arrived in New Zealand, he faced some language challenges. The way Kiwis spoke English was so different to his own English, they were talking too fast, they mumbled, and they also used some words that he had not heard before; he described them as slang, and he found them very difficult to understand. Mohit realised already from the beginning that English language proficiency was very important in his attempts to fit in, in New Zealand. He said if he did not try to learn English as it is used in New Zealand, then there was no point in staying here.

Mohit was very shy at the start of his studies. He only answered people with one or two words, and he did not initiate any contacts with other people because he did not know what to say or how to say things. He also noticed that he could not understand when people made jokes in the classroom and at work. After a situation at work when someone had asked him why he did not smile at the jokes, he started to pretend to understand, so he smiled even if he did not understand. All this made him feel bad about himself as he thought his use of English was not efficient enough. As he did not feel that good about his language shortcomings, he started to deliberately apply some learning strategies. For example, he listened to the radio news and watched the news on TV, and he practised by listening to things repeatedly.

The biggest challenge with Mohit's studies in New Zealand, at the beginning, was having to do assignments, a concept he was unfamiliar with. The assignments were totally different from the study requirements in India, where they only had a written exam at the end of the studies, and little work outside the classroom. It was even more difficult with the New Zealand assignments as there were different kinds for each of the classes. As this new approach was not easy to understand for Mohit, it meant that he lost some marks on the first assignment, before he understood how they could be done. To succeed with his second assignment, he found that his teachers were very supportive, so he could easily ask for advice. He especially liked the fact that one of the teachers helped the class to connect with each other. He also liked some of the methods the teachers applied, for example group work, because it presented opportunities for interaction between students, and between teachers and students. Moreover, in the first term he did not like to present in front of the class, as he felt too shy, and he did not feel confident using English.

However, although Mohit experienced some language-based challenges, he thought his reading ability was good enough for his studies, even at the beginning, as he understood everything the teacher had written on the PowerPoint slides. He read up on topics in the course textbooks, which did not present any problems for him either. His writing skills were not good though; the main challenge was limited word knowledge. This led to writing texts with a very basic level of English only, and he saw the need to keep extending his vocabulary knowledge.

After about one year of studies, Mohit said he had changed. Through his job as a tyre store manager, he had found that he needed to communicate in longer sentences, not using one or two words only as he did at the beginning. When the first period of shyness subsided, he enjoyed sharing information about his own culture with people in New Zealand, especially if they were interested in learning about India. After a while, he took every opportunity to talk with his work colleagues, and thereby he found that he could improve his language use. After the first six months, he had started to take advantage of people's friendliness also outside his work and studies. Mohit was very interested in cricket, so this was a typical conversation topic for him in his contacts with people from many different countries. He found that this topic helped him not only to get to know his neighbors, but he could also improve his spoken English and listen to the New Zealand accent, which had caused him a lot of problems in the beginning. Another target for his language practice was elderly people as they were prepared to take time to talk with him.

Also, Mohit's classroom approach changed; he talked more, and he took more initiatives in the classroom. He talked in longer sentences and he also talked with other students more. He willingly contributed to lessons if he could; for example, he was happy to share his work experiences. This made him feel much better than when he only uttered one or two words. He noticed that he understood more, and his confidence had increased, so he started to ask for clarification as soon as he did not understand something that he thought was important. At this stage, he also felt comfortable enough to ask people to repeat so he could learn more. This changed approach led to more contact with other people and he started to understand them slightly better.

After one and a half years in New Zealand, Mohit said he understood jokes much more easily, and he could also express his feelings better than before. He felt that he had improved his language capability and was much more confident as he thought his knowledge of English had reached almost the level of a New Zealand speaker. However, in hindsight, he regretted not attending more language classes before he came to New Zealand, as that would have helped him to struggle less at the beginning.

Mohit usually studied at nighttime, as he spent most of the days in the classrooms at the HEI or working. He thought that he had put much more effort into his studies than the domestic students had. He discovered that most of the domestic students did not necessarily come to class, whereas all international students had to come to class to fulfil the visa requirements. He had also noted that most Kiwi students he had met finished their studies at level 5, whereas he and other international students typically continued and finished at level 7. He had only positive things to say about his studies at the HEI; for example, he appreciated the 24-hour computer room access, the friendly, helpful, and dedicated teachers, and the practical approach to teaching. Still, he regretted that he had not built up any networks with New Zealanders while studying at the HEI; he had just been too busy. He would have liked to initiate conversations to make more friends amongst local New Zealanders. He reflected that, regrettably, domestic students did not initiate any interactions with him either. However, he thought he had broadened his view of other cultures in his time at the HEI. He had especially learnt something new about the Chinese culture through his classmates.

Mohit adjusted well to his new life in New Zealand. The biggest change for Mohit moving to New Zealand was that he had become much more active, compared to when he was in India. There he was just studying, but in New Zealand he worked, studied, and had a life outside of work and studies, with which he was satisfied. He loved being able to go for drives in his car and see all the nice scenery in New Zealand, and he also said he had noticed that he had grown considerably as a person as he needed to manage all aspects of his life by himself. He was satisfied with the job he had, as he thought he could use this employment to apply for a visa to stay in New Zealand. He said that immigration is costly, and very strict nowadays, but he was confident that he would get a visa, as employers would want skilled workers. He was too busy to make new friends, but he talked to elderly people to practise English.

Mohit put a great deal of effort into his studies. He always aimed for high grades and scored around 70-80 % tests and assignments after the first failed assignment. The challenge was, however, to use his own ideas for his studies as previously, in India, learning had been based on book contents only. He noticed underperforming classmates amongst the domestic students. He thought he had good support for his studies. He could follow the lesson when the teachers gave clear explanations of difficult vocabulary and slowed down their speech. He made use of the guide sheets about APA referencing and academic writing from Learning Services.

Mohit had problems with the Kiwi accent at the beginning as it was too fast and unclear, and he did not understand some words and jokes. Also, his writing suffered from lack of vocabulary knowledge, but his reading ability was good. Learning English showed proof of rapid knowledge development. Initially, he was shy and used only 1-2 words to answer others. Then he started to pretend that he understood but he felt bad about this, so he wanted to improve his English and started listening to the radio and TV news. Six months later, he had started talking in longer sentences and was less shy. He discovered that people were interested in talking about cricket and Indian culture, so he started conversations on these topics. After two years of studying at the HEI, he was more confident, and he thought his knowledge of English had reached almost the level of a New Zealand speaker.

4.2. Summary

Learning about these students' lives through the narratives showed some findings related to the three research areas:

> 1. EAL students' academic and social adjustment, while studying and using English as an additional language (EAL), at a higher educational institute (HEI) in NZ.
>
> 2. The role of language in EAL students' academic and social adjustment, as well as their second language identity development.
>
> 3. The role of the HEI in students' academic and social adjustment.

The student perspective on these three areas will be reported in more detail in Chapter 5; however, some basic findings derived from the narratives are summarised below. The findings related to these three points will be outlined in more detail in Chapter 5.

1. Findings related to the first problem area, adjustment to the academic and social life, showed that most of them had a high qualification gained in their home country. This meant that they had experience of other educational systems, which is both positive and negative for their adjustment. The negative influence of previous studies is that they knew how to study in their own system, which might make it harder to adjust when faced with a different educational system and culture. Nancy, who only had high-school studies previously, had to adjust to a different level of qualification, similar to that which domestic students faced. The positive influence of previous schooling is that they were already familiar with demanding studies at a high level. According to the narratives, the first 3-6 months for the students who had recently arrived in the county were the most challenging period, during which they needed the most support. The students who had been in the country for some time were also challenged, for example Sofia, who was very scared of taking up higher educational studies using her additional language, English. For the newcomers, this was also the time when they faced most of the challenges in their social lives. They had to find jobs, accommodation, and learn about Kiwi culture. They also made great efforts to manage their study and work balance in their new lives. Seven of the students had jobs, which for them meant that they could not be very active outside their work and studies.

2. One striking finding is linked to the role of language for adjustment. Many of these students attained very high study results; six of them even became top students in their classes. One reason might be that this cohort of students were self-selected into the study and that they represented the more capable members of the student population at the HEI. Another reason could be that these students put considerable effort into their studies, and they made sure they understood English vocabulary, jargon, and the meaning of all concepts in the course. After about six months, they typically adjusted well to understanding English, particularly New Zealand English. After two years, their English had improved to a level with which most of them were satisfied.

3. The HEI played a role in their adjustment process through teacher support and encouragement in their studies. The students had some suggestions for support that they thought the HEI should provide, such as implementing a buddy system, organisation of social

154

activities where domestic and international students could meet, and some thought that the HEI should also adjust more to them. However, on the whole, they thought they had received the support from the institution that they needed for their studies. They were especially appreciative of their teachers, with whom they had developed much closer relationships than most had experienced with teachers previously.

As mentioned above, the following chapters will cover findings related to the three research areas, using more of the data sources. Chapter 5 covers a student perspective on: academic and social adjustment, the role of English as an additional language (EAL) in this situation, and the role of the HEI from a student perspective. Chapter 6 will also cover these three research areas but from the perspective of the HEI, in which teachers and advisors are the main representatives at the interface of giving the support that enables EAL learner success.

Chapter 5 Findings – A Student Perspective

5.1. Introduction

This chapter reports on findings related to all three research problem areas: how EAL students adjust academically and socially while studying and using English as a second language at a higher educational institute (HEI) in New Zealand; and the role language and the HEI play in this adjustment process. The findings are based on a deep analysis of data from the nine interviewed students, as well as the narrative and cross-case analyses, and are presented from a student perspective. Data from teacher and learning advisor interviews, focus group discussions, the observations, as well as HEI documents, were used to triangulate the findings. Table 5.1, in Section 5.2, shows an overview of the findings from the narrative and cross-case analyses. Additionally, it shows some attributes for each of the nine students who were interviewed. This table gives an at-a-glance understanding of differences, similarities, and identified patterns amongst the students. The table was also used for the cross-case analysis, to establish types of students, which are referred to throughout Chapter 5.

As outlined in 3.4, data was analysed using a range of methods. The analysis process entailed a thematic analysis in which themes related to the research problem areas were established. Then, to gain a deeper understanding of the nine interviewed students' lives, the interviews were used to write up narrative analyses of each of them. These nine students were seen as cases and were analysed across the cases to discover similarities and differences between types of students. This allowed multiple perspectives to form, and it facilitated a longitudinal ethnographic understanding of the adjustment processes that the students faced, related to the main research questions. Other themes emerged throughout the analysis process, for example themes related to adjustment in their social lives outside the HEI which may have had an impact on EAL students' ability to succeed, how students took charge of their new lives, and the impact of language proficiency at different stages over the two years of interviews. These are, therefore, also reported in this chapter.

As established in Section 2.2, adjustment in this context is a process that occurs as a result of establishing new foundations for comfortable experiences when substantial changes occur to one's life situation (Berry, 1997). This chapter will focus on key challenges that the EAL students faced. Section 5.3 outlines how they adjusted to the socio-culture, and the role of language in this context.

This is followed by 5.4, the challenges and the triggers for change that the EAL students faced in their academic adjustment, i.e., how they adjusted to the new educational culture, what strategies they applied, and the role of language in this. Section 5.5 comprises a longitudinal report on students' second language identity development. Section 5.6. reports on the provision of academic and language support by the HEI and its uptake by the students. Findings related to student adjustment as experienced by teachers and learning advisors, as well as the role of the HEI for students' adjustment, are reported further in Chapter 6.

5.2. An overview of the students

In order to make data more visible and to aid the cross-case analysis, the narratives are summarised in Table 5.1. The items covered are firstly a short biography of each of the students, then information related to the three research areas: challenges in the educational culture and socio-culture and strategies; language-based challenges and strategies; and support at the HEI. An additional theme related to the research problems, self-formation, is included as well. The table also provides an overview of the several student types in this study.

Table 5.1. An overview of information about the nine interviewed students.

Themes/ Students	- Background: gender, home country, age, length of stay in NZ before studies, study path, reasons for coming to /staying in NZ. - In NZ for immigration purpose	- Challenges & strategies in the new educational system - Study results	- Challenges & strategies in the socio-culture - Employment -Living arrangements: Family or friends from home/ on their own /NZ partner	Language-based challenges & strategies	Support in the HEI	Self-formation	- English level before studies and after about 2 years - Second language identity development
Sofia	Female, German, 31, bilingual, had travelled, met a partner in NZ, studied Project Management and Marketing Two years in NZ before the course. Had permanent residency.	Thought it would be a challenge before she started. Studied hard, achieved excellent study results. Was a top-of-the-class student.	Worked in sports medicine which was close to her previous qualification. Blended in well and made friends through her NZ partner, with whom she also lived.	The NZ accent was a challenge in the beginning. She had studied English in a language school, got useful feedback from friends and partner. Using English at work was challenging so she asked colleagues for help	She used support in the HEI: tutorials, lessons at Learning Services and other international students meant a supportive study environment.	Actively forming her life. Self-assured and goal oriented. Knew where to access help if needed. Became a manager in her workplace.	High level at both the start and after studies. Shy at the beginning. Applied strategies to learn more English. More fluent but felt embarrassed about mistakes. Became more assertive and asked for help. After two years, more secure and did not care much about mistakes
Yinxi	Female, Chinese, 35, bilingual, wanted a different living style than in China, studied on the International Marketing programme. Came to NZ close to study start. Wanted to immigrate to NZ	Studying was easy and she studied hard, excellent study results. Was a top of the class student	The directness in NZ was different from her previous experiences. She learned to be more direct. Did not want to blend in too much in NZ society. Lived with her daughter.	Had a high level of English proficiency from the start. Kiwi English was difficult. Learned Kiwi English by listening to locals and trying to imitate them	Did not need HEI support She suggested that HEI should arrange some casual meeting opportunities between domestic and EAL students.	Learning English before NZ was the trigger to make changes to her life. She actively made plans for her adjustment, relying mostly on herself. Tried to create a comfortable life for herself and her daughter.	High level of English at the beginning. Still room for improvement. After six months she felt shy and uncomfortable when she made mistakes and decided to learn more. Felt like a near-native speaker of English after two years

Themes/ Students	- Background: gender, home country, age, length of stay in NZ before studies, study path, reasons for coming to /staying in NZ. - In NZ for immigration purpose	- Challenges & strategies in the new educational system - Study results	- Challenges & strategies in the socio-culture - Employment -Living arrangements: Family or friends from home/ on their own /NZ partner	Language-based challenges & strategies	Support in the HEI	Self-formation	- English level before studies and after about 2 years - Second language identity development
Hua	Male, Taiwanese, 29, trilingual, wanted a different lifestyle, went travelling, and met partner in NZ. Studied on the Applied Management degree programme. In NZ more than 1 year before his studies. Has permanent residency	Had to study hard to understand everything, excellent study results. Was a top-of-the-class student	Had made Taiwanese friends, and Kiwi friends through his partner. He learned to be as direct as Kiwis. Felt excluded sometimes because he looked Asian Did not want to blend in too much in NZ. Worked as a store manager. Lived with his partner.	The NZ accent, was a challenge at the beginning, got useful feedback from friends and partner. Started to speak like a Kiwi. Practised using the right register for situations.	Did not need HEI support. He thought the teachers were supportive, and students needed to take on most of the responsibility for their adjustment.	Wanted a relaxed lifestyle in New Zealand. Solved most problems on his own, made friends amongst both Kiwis and the Taiwanese community	High level at both the start and after. Using English changed his thinking. He actively engaged in his language learning development. Thought about his SLI process as, 'honeymoon' - difficulties - recovery.
Biren	Male, Indian, 30, trilingual, Difficulties finding a suitable job in India, wanted to immigrate to NZ, studied on the Graduate Diploma in ICT Came to NZ close to study start. Wanted to immigrate to NZ	Challenged by the educational system in NZ, compared to India, more student responsibilities in NZ. Studied local students' approach to teachers and did the same. Put great effort into his studies. Was a top of the class student.	Refused offers of help from friends as he wanted to learn more about NZ and practise Kiwi English, e.g. by taking the bus. Manager at a liquor store Enjoyed meting many different people at work. Lived on his own initially.	Understood only 20% of lessons at the beginning. Struggled for about 2 months. Understood 80% after 2 years. Made efforts to talk to local people so he could learn from them.	Learnt to approach teachers differently than in India. Got support with assignments from teachers. He suggested that teachers should check that EAL students had understood the lessons.	He was independent and dealt with all aspects of his life himself - finding a flat and a job, making food, and learning how to study.	Felt lost at the beginning. Struggled but learnt more English in the first six months. After two years, he understood much more and felt good, but needed to continue learning English.

Themes/ Students	- Background: gender, home country, age, length of stay in NZ before studies, study path, reasons for coming to /staying in NZ. - In NZ for immigration purpose	- Challenges & strategies in the new educational system - Study results	- Challenges & strategies in the socio-culture - Employment -Living arrangements: Family or friends from home/ on their own /NZ partner	Language-based challenges & strategies	Support in the HEI	Self-formation	- English level before studies and after about 2 years - Second language identity development
Ying	Female, Malaysia, 39, trilingual, returned to NZ after 10 years, studied on the Resource Integration Management Programme. Came to NZ close to study start. Wanted to immigrate to NZ	Theoretical in Malaysia and in NZ practical, learning critical and logical thinking. Studied hard to understand everything. Was a top-of-the-class student.	Employed strategies to cope, opened her mind and learned about the culture, environment, and language. She did not work, and lived on her own. Became confident over time. Made friends with many international students.	Asked for clarification to understand. She prepared small talk topics to talk with classmates and improve her spoken English. She phoned helplines to practise listening and speaking	Did not need much HEI support except help with assignments and how to do referencing. She suggested mutual responsibility for adjustment by the HEI and students	Dealt with most of the daily chores herself. Helped others and grew as a person. Learning English was a tool and 'eye-opener', to explore the world and to learn to appreciate other cultures. She became confident in the NZ society.	High level at both the start and after. Wanted to learn more. After six months she decided to use strategies to learn small talk. After two years she was satisfied with her level and felt confident even if she still made mistakes.
Neethu	Female, India, 26, trilingual. Encouraged by friends in NZ to make the move. Studied Resource Integration Management. Came to NZ close to study start. Wanted to immigrate to NZ	Challenged by the different educational system in NZ, compared to India, class sizes and approach to teachers. Learnt to take more responsibility over her studies in NZ. Achieved high study results	Had some difficulties making Kiwi friends and understanding the local culture, and subtle jokes. Started living with Kiwis, made friends and found a job, and became more confident.	The Kiwi accent was a challenge. Had a low level of English in the beginning, after about 6 months she became more proficient. Talked with Kiwis to learn the accent. After 2 years her level of English was very high.	Got support from teachers. Suggested mutual responsibility over student adjustment. She suggested more interactive activities for students at the beginning of their studies.	Became much more confident, independent, and self-motivated as she had to manage on her own. Learning the Kiwi accent helped her blend in.	Low English level in the beginning. Wanted to "run away" when people approached her. Improved her English by talking to "just anyone". She felt almost like a native speaker after 2 years.

160

Themes/ Students	- Background: gender, home country, age, length of stay in NZ before studies, study path, reasons for coming to /staying in NZ. - In NZ for immigration purpose	- Challenges & strategies in the new educational system - Study results	- Challenges & strategies in the socio-culture - Employment -Living arrangements: Family or friends from home/ on their own /NZ partner	Language-based challenges & strategies	Support in the HEI	Self-formation	- English level before studies and after about 2 years - Second language identity development
Nancy	Female, New Caledonia, 23, bilingual, studied Business Heritage Culture and Sustainability 1 year in NZ before study. Had permanent residency.	Studying was easier in NZ than in her home country, more practical and well-organised in NZ. Studied hard to understand everything, which led to high study results.	She did not want to belong to the English-speaking society. She met a Kiwi partner and was living with him. Later she changed her mind and wanted to blend in, in the NZ society. She did not work.	Her language challenges were about using long sentence structures for both speaking and writing. Her listening skills was good, but she was afraid of speaking. She improved her English through her NZ partner.	Nancy assisted other EAL students. She did not need much support herself, but she appreciated the well organised courses, teacher support, the Moodle site, and the 24/7 access to study rooms.	She felt she had changed during her studies. She felt more mature, and she was speaking as an adult. She felt more independent, because she was on her own and had become capable of managing most things by herself, without much help from others.	High level at both the start and after. But after a while she became sensitive to judgements, so she worked on improving her English. Then she realised that people did not care and that she even understood some concepts better than native speakers, and after 2 years she saw herself as just another one who has a second language in New Zealand.
Mardeep	Female, India, 26, studied Resource Integration Management. Came to NZ close to study start. Wanted to immigrate to NZ	Challenged by the different educational system in NZ, compared to India, but preferred the practical approach with games and activities in NZ over the more theoretical approach in India. She achieved average study results.	The main areas that had been difficult for her were language and the food culture. She lived with her sister and was too busy to make new friends.	Kiwi English was a challenge, the speed and clarity of speech. She listened carefully to locals and started participating in conversations. She always thought in Punjabi, which made her slower than native speakers. Talked to elderly women to practise English.	She knew where to find support if needed. The teachers had helpfully adjusted their speech in the classroom.	Even if she dealt with most of the challenges herself, she always knew who to go to for things she could not solve. She enjoyed her new NZ life, going to the mountains and beaches, and going for walks. She wanted to focus on making more friends in the future.	Low level at the start and relatively low level after 2 years. She was quiet in the first 2-3 months, which led to low self-confidence. Six months later, she started to talk to people. She imagined her future self as so proficient so nobody could hear her Indian accent. After 2 years she was proud of her English even if it was at a low level, but she learnt something new every day.

161

Themes/ Students	- Background: gender, home country, age, length of stay in NZ before studies, study path, reasons for coming to /staying in NZ. - In NZ for immigration purpose	- Challenges & strategies in the new educational system - Study results	- Challenges & strategies in the socio-culture - Employment -Living arrangements: Family or friends from home/ on their own /NZ partner	Language-based challenges & strategies	Support in the HEI	Self-formation	- English level before studies and after about 2 years - Second language identity development
Mohit	Male, India, 30, studied Resource Integration Management Came to NZ close to study start. Wanted to immigrate to NZ	Challenged by the different educational system in NZ, compared to India, e.g. level of student responsibility. He failed the first assignment, but passed the following ones as he got help from teachers He put in a lot of effort into his studies. Was a top of the class student.	He liked it in NZ. He loved being able to go for drives in his car and see all the nice sceneries in New Zealand. He had been too busy to make new friends. He lived with friends from his home country.	The Kiwi accent was a challenge as people spoke too fast and unclear. He had problems with writing, vocabulary, and understanding jokes. He had good reading skills. To practise English, he talked with elderly people, listened to Radio News, and watched TV News.	Teachers were supportive: gave clear explanations of difficult vocabulary and slowed down their speech. He had made use of the guide sheets about APA referencing and academic writing from Learning Services.	He was more active in NZ compared to when he was in India. He worked, studied, and had a life outside of work and studies. He had noticed that he had grown significantly as a person as he needed to do everything himself.	Low level of English in the beginning Only 1-2 words at a time. He pretended to understand and felt bad, so he wanted to improve his English. After 6 months he communicated using longer sentences. After about 2 years his English was native like, and he was much more confident.

The following types of students can be noted in table 5.1.

1. Students who had already established their lives in New Zealand (Sofia, Hua, and Nancy), having spent one or two years in the country before they took up their studies. All of them had New Zealand residency and partners.

2. Students who came and studied in New Zealand with the purpose of attaining a permanent residency visa, like Yinxi, Biren, Ying, Neethu, Mardeep, and Mohit also after a while. They all arrived in the country close to the start of their studies.

3. Students who had a high level of English from the start (Sofia, Hua, Yinxi, Ying and Nancy), and the ones who had a relatively low level, although at a level deemed to be sufficient for the course (Biren, Neethu, Mardeep, and Mohit). Two of the latter four, Mohit and Neethu, reported having a very high level of English after two years of studies, whereas the other two, Biren and Mardeep, had made some progress but were not at a level that they wanted to be after two years.

4. Students can also be placed into types according to age. The youngest, Nancy, was 20 years old when she started at the HEI. Two of the students, Neethu and Mardeep, were 24. The others were somewhat older (Sofia, Hua, Biren, and Mohit), in their late twenties. The oldest, Yinxi and Ying, were in their mid- and late thirties, respectively.

5. Students correlated according to their living arrangements: living on their own (Ying, and Biren initially); living with family or friends from their home countries (Yinxi, Neethu, Mardeep, and Mohit); or living with a New Zealand partner (Sofia, Hua and Nancy).

6. Students grouped according to their study results. Six of the nine students were top students in their classes (Sofia, Yinxi, Hua, Biren, Ying, and Nancy), two students got high results (Neethu and Mohit), and the ninth student had just above average results (Mardeep).

5.3. Socio-cultural adjustment

Students who study in a country other than in their home country have left their familiar networks behind, sometimes very far away. This may affect their academic adjustment, and their wellbeing, as they are trying to build up new networks and adjust to using English in the new socio-culture. Building new supportive networks was one of the challenges the EAL students in this study faced. Previous studies have shown that students benefit from belonging to social and work groups, for example Skyrme (2016). This study supports this and adds more information about the importance of making friends in the new environment far from familiar networks. The analysis of data revealed that the new network is crucial for students' well-being, their English language development, and therefore also for their ability to succeed with their studies. The cross-case analysis showed that although the circumstances for these students differed, they were all aware of the benefits of, and the need for, establishing friendships. Not only did this reduce their feelings of loneliness, but it also helped with language development, and it made the adjustment process easier. Section 5.3.1. outlines how challenges while creating networks with locals and others who can provide friendship and opportunities for English language development, triggered adjustment. This is followed by 5.3.2, which outlines adjustment issues and strategies for English language development outside of the HEI. The findings in Section 5.3.3 adds the significance of English language development through workplaces to previous findings about the importance of part-time work for international students (Skyrme, 2016). It also reports findings around workplace challenges and adjustment issues, for example the importance of understanding norms and rules so they can fit in more easily. Additionally, the following sections will report on findings related to strategies that the students typically employed to deal with challenges in their social life.

5.3.1. Adjustment in New Local Networks

Making new friends and thereby establishing a local network, was a different undertaking for these students, depending on their living arrangements. For the students who lived with Kiwi partners, Sofia, Hua, and Nancy, it was easy to become part of their partner's circle of friends. They actively used them to ask for clarification and feedback to improve their English. Hua said: "I think as I have a Kiwi partner, that actually helps me a lot, you know" (Hua, interview 2). His statement shows that the help and connection with local New Zealanders led to easier adjustment.

Two of the students, Biren and Ying, lived on their own and both showed some inventive strategies to create a helpful network and understanding of New Zealand society. Ying, for example, stated that she built up a network to rely on, in case she needed advice on problematic issues. She had lived in New Zealand 10 years prior to this time and came well prepared for how to make friends. She decided at an early stage to learn about the country, environment, and the culture. She also planned for, and utilised, some topics of interest which she later introduced in small talks with classmates. She also offered to help other EAL students, who might struggle or be in need of help in some ways, as she had found that this led to a friendship emerging. Biren strategically avoided too much help from co-nationals as he wanted to rely on himself to learn as much as he could about his new life in New Zealand.

> For the first time when I come here, my friend said, "I will come and pick you up" but
> I said "No, I will come to here by public transport" but he said, "you are new" and I
> said, "No, I will manage". (Biren, interview 1)

Biren became confident that he could manage on his own. He did not make many new friends, but he was friendly and always offered help to other EAL students in his classes.

Neethu was the only one of the students who sought friendship with Kiwis by moving to shared accommodation with some locals. She found it difficult to make friends at the beginning, and to find a job. When she then decided to share a flat with Kiwis, it led to friendship, extended knowledge about New Zealand society, and clearly benefited her use of English. She also found a job which gave her more opportunities for language practice and enhanced confidence within the socio-culture.

> I feel fine because earlier I wasn't talking much so I didn't know how to say things to
> them but now it's like, again I'm speaking more frequently and I'm staying with a few
> Kiwis as well so it's kind of good for me and I find it easy (Neethu, interview 2)

This shows that students plan for, and take, active initiatives which, in the case of Neethu, led to the desired outcome of improving her English and creating a network with locals.

Three of the students, Yinxi, Mardeep, and Mohit lived with family or friends from home. This led to Mardeep and Mohit making fewer local friends, but both talked about creating a bigger network in

165

the future. Yinxi, on the other hand, lived with her daughter, and had no problems making friends. She was a proficient English user already when she arrived in New Zealand, and her use of English, outgoing manners, and the determination to form a new life for herself and her daughter, led to many friendships with both Asians and local Kiwis. One of the students, Mardeep, did not have the same need for making new friends as the others. She had a sister in New Zealand, so during the time of this study she felt content having only her sister as a friend. Nevertheless, she had become friends with one woman from her own hometown in India, who studied in one of her classes. However, she was aware of the benefits of having local friends and wanted to make more Kiwi friends in the future, even if that could take some time for her. "No, not yet. I will take, I take some time to make friends. That is my … I don't know if that is my problem or not, but I take some time." (Mardeep, interview 1). This shows that close relatives to rely on in the adjustment process can be sufficient for students' social life during their studies. Furthermore, even though Mardeep did not make many new friends, she thought the friendliness of locals that she experienced was important to her. On many occasions, she met people who greeted her nicely when she went for walks in the forest, and she was both pleased and fascinated by this. Mohit also stated that he could adapt easily because he met very friendly people in New Zealand.

> Yeah, I feel good because you know, I've been in some countries, you know, the
> native peoples, feel some, you know, uncomfortable around other country people,
> but here people, you know, like just so friendly, easily they're welcoming foreigners,
> I feel good here, I can easily adapt. (Mohit, interview 3)

This indicates that adjustment to the new life may be easier if locals are welcoming and friendly. Studies, work, and other commitments took up much of Mohit's time, so creating new social networks was not prioritised. However, he also expressed a wish to extend his network in the future,

> I didn't get any network because I was busy, I studied in class and I was not good in
> English, and I don't have enough confidence to talk with people at that time, like I got
> a part time [job] so yeah I was busy, I didn't care about that, but I feel bad now, maybe
> I could get, you could create a social network. (Mohit, interview 3)

This comment is an example of the dilemma some students faced; their busy lifestyles prevented them from building networks that they knew would benefit them, as they were juggling jobs, studies, and other commitments. Besides, connecting with locals was not always easy, so they had to apply

some strategies to better connect with them. For example, Mohit realised that he could improve his English and connect with neighbors by talking about his culture, and especially about cricket, as that was an interest he had in common with many New Zealanders. However, he noticed that he had to take the first step in making contact: "I think initiating, it is initiating, you know, just go talk nicely, actually the domestic people also like to hear about the different culture, they also like, but they don't initiative" (Mohit, interview 3). Thus, for the students, it was effective to initiate talks by walking up to people and talking about their culture or something that they knew was a common interest. From the narratives, it is evident that they especially liked talking to elderly people. For example, three of the students, Biren, Mardeep, and Mohit, took all opportunities they could to connect with and learn from them, as these citizens had the time and were happy to talk with them. Mohit said:

> I like to talk to people, here people you know like to listen … here people got the time
> you know when you talk, they like to hear, especially the old people they got a lot of
> time (Mohit, interview 3)

As shown above, meeting and talking with people who have time to listen, can be very encouraging for students, like Mohit, who in fact liked to talk to people, but had been very quiet in the first six months. Mardeep talked with elderly ladies when she was travelling on the buses to and from work. "When I'm going to my job, so in between I meet many people, sometimes if I have much time then I speak to them [elderly ladies]" (Mardeep, interview 3).

As most of these students were very pre-occupied by their classes when they were at the HEI, they created a local network of friends outside, rather than at the HEI. Moreover, as Nancy pointed out, they were in many different classes with different students in each, so there were fewer opportunities for building up friendships. For most of the students, creating these circles of friends outside the HEI meant that it was easier to adjust to their new lives, which in turn impacted positively on their studies. They were also aware of, and open to, opportunities for improving their language proficiency, and thereby also making the adjustment process easier.

5.3.2. Adjustment to Using English in Society

Using and developing English was one of the main challenges in EAL students' new lives in the beginning. As mentioned above, a close relationship with locals helped some of the students with their language development. This was, for example, apparent for three of the students - Sofia, Hua, and Nancy - as they had established a romantic relationship with Kiwis and were introduced to their partners' circle of friends. This gave them a platform to develop their spoken English, and they found it helpful to ask their partner for any clarifications when they did not understand. Sofia explained:

> I didn't know what they were talking about, and that made me really uncomfortable, and then you had this weird smile on your face... and you just have no idea what they are talking about, and at that time I didn't want to ask either as sometimes I have already asked twice what they said and I still don't get it, and didn't want to ask again, and I was thinking "Oh God! Oh!" It doesn't happen too often, and usually I have my partner with me and then I just like [shows a nudging gesture with her elbow], "what did they say?". (Sofia, interview 2)

As this comment shows, Sofia felt awkward when she pretended to understand, so she avoided further embarrassment by asking her partner for clarification, instead of having to repeatedly ask the other group members.

As mentioned above, the students in this study thought it was important that local people employ a welcoming attitude to new EAL students, as that also helped them with their language and adjusting to their new situation. One of the students, Biren, applied a different adjustment strategy compared to the others. Despite being new in the country, he was very determined, already from the beginning, to try and establish his own knowledge about his new situation. As his refusal of his friend's offer of a ride to the HEI indicates. He instead went by bus in order to connect with people, learn more about Christchurch, New Zealand, and learn more English.

This shows that students are aware of strategies that they can apply to improve their English, and to increase their knowledge about the society at the same time. They used friends and partners as support, they listened to the radio news and watched TV news, and initiated topics to talk with neighbours and friends.

The cross-case analyses of the narratives showed that all of the students actively applied some of these strategies to improve their use of English and also to adjust to their new situation better. Some students were very inventive with this. For example, Ying called helplines to practise listening and speaking on the phone. She was conscious of not wasting the time of the operators, so she made sure she called at off-peak times in order not to occupy them at their busiest moments.

> The call centre, you just call in and ask some questions and talk to them so you practise and that's a good way I think, although, although I think that I might have you know wasted some time of that call, call consultant but you, you pick the off-peak hours, don't call during the peak hours you know, you know during lunch time they are very busy. (Ying, interview 3)

This comment shows that EAL students can be very inventive when it comes to improving English in their new situation.

One of the strategies that was found through the analysis process was used by five of the students: Yinxi, Hua, Biren, Neethu and Nancy. This included listening to native speakers and imitating their way of using English. Biren, for example, actively tried to learn and change. He took the opportunity to learn some Kiwi English while he was travelling to the HEI on the bus. He started listening to, and imitating, Kiwi bus drivers even if this was not easy in the beginning, as he explained:

> The thing is pronunciation … there are this, some pronounce it like 'Recreation Mall', some said it is 'Riccarton' and some say 'recreation', so it is very hard to say to the driver I want to go to this place … like when I said to the driver to go to the Riccarton Mall he said, "Recreation Mall?" so I decided that he might understand if I say, "Recreation Mall" So, for the next time I said the same as the person had said. I think the person has to adopt the style that … try to live, to change. (Biren, interview 1)

Biren's statement shows that to succeed with the strategy of improving English by listening to, and learning from, locals, it is useful to have a plan and be persistent in executing it.

However, some language features can be difficult to adjust to. Two of the students who came from a Chinese culture, Hua and Yinxi, for instance, experienced the directness in common New Zealand speech as one such area of difficulty. This was mainly because in the culture they grew up in, people were not as direct when they talked to each other as people in New Zealand are. Hua explained:

> Yes, the way they're saying things like they are pretty straightforward, style. For example, "What time are you arriving home?" They would say "7 o'clock", but in Asian culture we probably think further, "I will be home by you finished cooking dinner", because when you ask me what time you are home, you are actually meaning "What time would you like to have dinner?", sort of things (Hua, interview 1)

New Zealand directness may thus be interpreted as rude, unfriendly, and provocative. This was dealt with similarly by both of them. Once they understood that the Kiwis meant well and that they were not intentionally rude, then they tried to learn to be more direct themselves by copying Kiwis.

> …it is the way that you think that is very different and I find that people here are more straightforward. If they like you, they say, "I like you", if they don't agree with your, even your friends, they will just tell you "this is wrong and I don't want to do it", and at the beginning, I feel that I was being offended or offensive, because people say "no" even I feel though that they are my friend. But it is not because… they are purely just speaking of the fact. (Yinxi, interview 3)

Yinxi adjusted to the new cultural behaviour by understanding that the intention in the locals' directness was to be straightforward, and not offensive or rude. As this became clear, both Hua and Yinxi practised being more direct. Yinxi practised being more direct with her daughter which was very different from her previous approach to her. This caused some confusion for her daughter, who started accusing her of not loving her. She had to carefully explain the intention in her changed behaviour and reassure her daughter that she still loved her. Interestingly, two years later both Hua and Yinxi expressed the view that they did not want to become 'real' Kiwis. Nancy, on the other hand, was determined, at the beginning, not to become a New Zealander, nor to belong to New Zealand society. However, she had changed her mind after two years, because she had been introduced to,

170

and included in, her Kiwi partner's social contacts, and she had gained more confidence over the years.

> Just a few months earlier, I used to think that I was international, and there was Kiwi people putting like a barrier and I'm trying to think that I'm just a person that speaks English as well as other people speaks English. So, it's more like I tried to fit in more, cos I'm more confident, and I think I'll get more and more confident with years, I think. (Nancy, interview 3)

Self-confidence can be empowering, for example for Nancy, who could more easily adjust to the Kiwi speaking society as she had become more confident and her attempts to fit in gave her even more confidence.

The findings around language adjustment show that these students were aware of their shortcomings and that they actively applied strategies to make improvements, for example by being exposed to language use in many different situations, in the city, and with neighbors, friends, and work colleagues. The findings related to students' second language identity development are reported in Section 5.5.

5.3.3. Adjustment and Part-time Work

As previous studies have shown (Skyrme, 2016), part-time work plays a significant role for the type of students who wants to immigrate to New Zealand. This study supports this, and adds that it is especially sought after at the beginning of the studying period, and that it is an important step in the adjustment process. Through part-time work, they were able to establish social belonging, learn more English, and later use these work connections for the much-needed permanent positions.

However, it was not easy for some of the students to find a job, for instance if their English level was too low, as experienced by Mardeep:

> OK, like as I'm a student and I'm searching for part-time job so I searched about many places, so sometimes they, I give some interviews also, so at that time I feel some problems like, I can't understand the question so then I say, "Please repeat the

171

question for me", so, that was a problem … I was not selected in any interview, so it

is affecting … Maybe my qualification is not the proper for that int… for that post or

maybe my language … I like to interact more people so that I can improve my English

(Mardeep, interview 1)

Mardeep realised that she needed to improve her English so she could understand more in the interviews to have a better chance of securing a job. After six months, she had managed to find a job, although not through an interview but by filling in a form which did not expose her English level as much. She worked as a cleaner, and she was happy that she had many Kiwi colleagues who all spoke English with her, so she could improve her level.

Work colleagues had played an important role in these students' lives. They helped students adjust to, and understand, Kiwi culture better. The students who had work were also exposed to locals, with whom they could speak English and, as a result, they had opportunities to improve their use of English, which in turn meant that their self-confidence grew.

A recurring theme in the analysis was the idea that there were situations for the students in which their wellbeing increased. It was clear that the experiences these students had at work formed their opinions about the socio-culture and contributed to a feeling of wellbeing which helped them also to succeed with their studies. Mardeep, for example, was well treated in her workplace. She met many understanding locals who were interested in her background and who helped her when she felt miserable.

Like, these people are very cooperative. Yes, if I have some problems then they come

forward to me and ask what happened, like at my job sometimes my mood is very off,

so they come to me and they speak with me. They take initiative to speak with me

and that feels like great (Mardeep, Interview 3)

This indicates that work colleagues who take initiatives to connect with EAL students help them to build up their English. It also leads to a sense of wellbeing amongst the students, which is important in any newcomer's life, and especially for international students, who live far away from their old networks of family and friends.

The benefits of learning English and adjusting to the socio-culture through work were also evident for the three students, Hua, Sofia, and Biren, who had managed to get managerial roles involving many interactions with Kiwi customers. Another challenge the students with work had to deal with was situations in which they found it difficult to know whether they used the right register with managers and customers. Sofia's strategy was to ask her colleagues, as she was confident in her use of English, whereas Neethu and Mardeep, with lower levels of English, instead found out what was appropriate over time.

The level of English proficiency definitely played a role in work situations; for example, Mohit and Biren, whose English was at a low level of proficiency when they first took up their jobs, had to learn more English suitable for their positions at work. Sometimes they were given pointers about their use of English by customers; for example, Biren, who worked in a liquor store, said:

> I feel just that they are very… I think they are very clear about the things, some customers. So, they want that it should be said very properly. Like one day I just forgot to ask one customer, "do you need a sip?". So, she just said to me, "why did you not ask me for a sip?". So, I feel that they are very like… in the way that there should be a … step and you have to follow (Biren, interview 3)

This is an example of how local people's attitudes clearly affect people with EAL; sometimes they may feel somewhat intimidated by a situation in which they have not used English as expected. Therefore, the comment below by Hua shows that it is important for an EAL person to be shown respect and relatedness, despite not always being understood. Hua assisted when the communication between customers and other EAL staff members broke down. When he reflected on these situations, he stated that:

> You will sort of notice that I am not really sensitive about people … I don't know what they are thinking, but they will just glance at you and probably just think, "foreigners". I don't like that. I do have a few team members, my team members are Chinese, and I really don't like the feeling when Kiwi travelers look at them and say "do you have this?" and they cannot understand it the first time, so they think they don't speak English. Well on this occasion, I always speak up and say, "let's try to solve their

problem", so try to get away from that embarrassment, because I don't want my staff

to feel like outsiders (Hua, interview 3)

Hua's statement shows that avoiding embarrassment is important for EAL students. Hua's higher level of English compared to other staff members, played a significant role in this situation, as it made it possible to assist with misunderstandings and lack of clarity. He also stated that forcing students to speak in the classroom was not acceptable as he had experienced many times that EAL students felt very embarrassed by this.

The students who did not work initially - Yinxi, Ying, and Nancy - built up other networks outside of the HEI which influenced their adjustment process. Yinxi had decided to focus on her studies for one year and then she found a job. Before she started working, she made many Kiwi friends from whom she learnt about New Zealand society, which also helped her adjust. Ying also wanted to focus on her studies and she proactively built up a network of old and new friends to make the adjustment easier. Nancy, who was the youngest of the students, and who already had a visa to stay in New Zealand, had never worked and she also wanted to focus on her studies and did not try to find a job. Her support through adjustment and learning about New Zealand society came from her partner and his circle of friends, and also from some French-speaking new friends.

The EAL students in this study clearly had to adjust to an unfamiliar life in New Zealand society as they had plans to migrate and work in New Zealand. They were challenged to understand how to cope well with their many new commitments. Previous studies have shown that international students are often very capable of forming their own lives, for example Marginson (2014). One of the emerging themes in this study supports this, and it shows how capable these EAL students were in forming their own lives in the new academic environment and the new socio-culture. The narratives and the cross-cases analyses gave a good understanding of these students' overall situation and their capacity to adjust in this situation. It seems that they all adjusted skillfully, not entirely on their own, but they seemed to be in charge of their own progress. Some managed to find work which meant they had great learning opportunities with regard to learning about NZ society and developing their English.

Over two years of the study, all of the students learnt to rely more on their own decisions than they had been used to previously. Furthermore, most of them had built up supportive networks to replace their previous ones, which had decreased in importance over time. Biren, for instance, experienced his home country network contacts becoming less influential.

> In the starting I was very used to call parents, friends, and all my colleagues where I worked, but day by day I was getting busy here in my work and it is like they disappear and I just call once a week, to my mother. (Biren, interview 3)

Biren's comment is an example of shrinking contacts with family, old friends, and colleagues as they are replaced by new networks, work, and studies in the new situation. However, there are some connections that are not possible to replace in their new lives, such as that with a mother, and they would continue to play a role, albeit on a less frequent basis.

These students realise that they are on their own and that they need to make plans and adopt strategies to succeed. Nancy said, for example: "Cause, I'm not like … I'm just by myself so I have to adjust" (Nancy, interview 3). The comment shows that she realised that she had to rely on herself to adjust and find a way to live comfortably in NZ society.

Another strategy to motivate and take control over one's own life is exemplified by Ying. Her motivation for relying on herself was her plan to contribute more to New Zealand society in the future. She thought her independent experiences were valuable so she could guide others. She became very helpful to other EAL newcomers, and she guided them when they had similar problems.

> So, I think it is a good way to help other people to contribute and to share our experience, and yeah, and hopefully more people can be successful and be happy about what they have achieved. (Ying, interview 3)

Ying showed that she wanted to use her experiences to benefit other newcomers and inspire people to help each other and society overall. The comment shows that students have the capability of managing on their own and that they can potentially contribute to the new socio-culture.

All the students in this study showed a strong willingness to adjust to their new study and life situation, and they had successfully met the challenges and made reasonably comfortable lives for themselves. This had an impact on their study success too, which will be reported in the next section.

5.4. Academic Adjustment – Student Perspective

Previous studies (Berry, 1997; Holmes, 2004; Zhang & Goodson, 2011) have shown that as EAL students have taken up studies in what is, for them, an unfamiliar educational environment, and also by using an additional language in this situation, they inevitably need to adjust to their new situation, i.e., the differences between students' previous and new education settings, created some challenges that triggered them to adjust. This study supports these studies and adds findings related to academic and language challenges within the new teaching and learning setting, and how students adjusted to these. The following three areas related to academic adjustment are covered: (1) managing the study – life balance; (2) using an additional language, including academic language; (3) understanding the new academic teaching and learning approach, including taking responsibility for own studies. The findings show that students learnt how to balance their studies with other commitments, and that they put considerable effort into succeeding with their studies. Excellent study achievements by international students are also noted in some HEI documents, for example the institution's investment plan 2019-2021, which reports that "our international graduates achieve exceptional results recording a programme completion rate in 2017 of 90.1%, higher than domestic learners" ([The HEI 3] p. 58). Moreover, the achievement rate of international students was 89.4% in 2019, thus still higher than that of the domestic students ([The HEI] Annual Report 2019, p.xi).

5.4.1. Adjustment to the Study-Life Balance

The analysis of the interviews showed that there was a common theme of students typically leading very busy lives. This was, for some of the students, very different from their previous lives as they had lived with their parents and had not taken an active part in domestic chores and they had not had work commitments. In their new situations, they had to manage everything in their lives themselves and balance their work and study time. The time-consuming workload some students faced was also noticed by teachers and learning advisors (reported in Chapter 6).

The six students who had both jobs and studies to cope with - Sofia, Hua, Biren, Neethu, Mardeep, and Mohit - had to adjust to managing their time especially well. One of the students, Yinxi, had a daughter, so apart from studying she spent a large amount of time with her, building up their new life and future in the new country. After a year, she became even busier when she started work. As outlined in 5.3.2, two of the students - Ying and Nancy - had chosen to focus solely on their studies, so they did not lead lives as busy as those of the other students. They both put a great deal of effort into their studies, but they had more time for other activities. Ying, for example, took time to make plans to improve her English and Nancy developed her relationships with her French-speaking friends.

Obviously, time had to be managed to make life work for the students who were very busy. Hua, for example, reflected that time management was the second biggest challenge, after using English.

> Of course language. Second thing is time management because I was doing part time job at the same time and changed to full time job halfway. So, it was really challenging … You just have to improve your time management and improve your language to overcome those difficulties…You just have to go home, get up, study, go to class, go to work, go back home and shower, and then just make it tight (Hua, interview 3)

The comment by Hua, shows how busy EAL students are, and how little time they have for attending to their own wellbeing, and for things in their lives other than studying and working. Nevertheless, the students in this study all seemed to have found a balance between their commitments, as Hua said above, they "just make it tight".

The students needed to prioritise studies because of the visa requirements for international students, which stipulate that they must be 100% present in their classes, and that they are only allowed to work for 20 hours per week. Those who had jobs had sometimes to choose between work and study commitments and they occasionally missed out on some work hours, which then impacted their finances and their socialising at work.

Doing a job and studying at the same time. Like sometimes you get the job and class at the same time, so you have to juggle it, like you have to postpone your job to some other time. So, you get few hours lost there (Neethu, interview 2)

This shows that they could not often prioritise work, even if they wished to for economic reasons.

5.4.2. Adjustment to the New Academic Teaching and Learning

A welcoming environment at the institution was very important for EAL students, as many of them spent a lot of time at the HEI, for example, for Ying:

Second home, I guess. You know because you spend most of your time here and then, and you have friends here and you have, you have tutors here you know, yeah and I guess it is a really familiar place. (Ying, interview 3)

This means that the atmosphere and environment at the institution is important as it becomes almost a 'second home', where EAL students spend considerable amounts of time, meeting friends and tutors. It was found that, for some of the students, the physical study environment in their previous schooling had been of a better standard than what they met in their new institution. Sofia pointed out that here they sometimes had rooms that were too small for the number of students in the classes. Hua, who had graduated at a top university in Taiwan, mentioned that the facilities, and the size and capacity of the library, was not at a satisfactory standard for him.

The analysis of the student interviews showed that it was somewhat difficult to make friends at the HEI. For example, Nancy, who was younger and the only one of the nine students who had adjusted from previous studies at high school, reflected that this was because there were many classes to participate in, and they all had different students in them.

It's really different from high school cos in high school you have the same class, and you stay with the same people, so you become friends with them. But, here, because it's not the same people, it's not the same classes, and you have this only three hours a week so you can't really make any real friends. (Nancy, interview 3)

This implies that the timetables and shifting classes may hinder friendships between students, especially if students have not studied at an HEI previously.

Hua had a high qualification from Taiwan and sometimes he felt that other students were not able to discuss concepts at a deeper level.

> I'm actually talking about the meaning behind the tax itself, why they would want to create this tax, you know, but they can't catch my point so I would just keep my mouth shut. I just "oh, you don't know what I'm talking about. I don't want to talk to you". (Hua, interview 2)

This shows that some students may have deeper knowledge about, or interest in, some concepts related to the lessons, and that they might not make the effort to voice this in the classroom. Neethu was somewhat embarrassed to speak in front of the whole class, and she pointed out that it was not as easy to speak for EAL students as it was for native speakers. However, she appreciated the lighter atmosphere in the New Zealand classroom in comparison to her previous study experiences:

> … when it comes to native speakers, like the people in New Zealand, they just, they like, now, they speak more easily, they just make jokes, and you know, we are not used to it, and we just like, we don't make jokes in class in India, so it's good here. (Neethu, interview 1)

Some teaching methods in the new educational system also presented adjustment issues. For example, group work was new to all these students, except for Sofia. This learning mode worked well for some of the students, but others found it inefficient. One of the problems they faced was that sometimes they could not communicate with the other members of the group, for at least two reasons: firstly, the native speakers were much more fluent English speakers so the EAL students, as they had a lower English language proficiency, and therefore had difficulties being heard; secondly, even if group work might work well in the classroom, they did not have time to meet up in groups outside the classroom, so this led to individual learning. If there was a choice of groups, Nancy, Sofia, and Mardeep tried to be in groups with Kiwis only. Mardeep explained:

> …in my class, the teacher give me, give us, a project which is a group project, and that I opt that group where the Kiwis are, so that I can interact more. (Mardeep, interview 1)

This shows that they realised that, if they were the only EAL student in the group, they could take advantage of this and work more efficiently, as well as improve their English.

It was also evident that, despite some challenges in being heard in some groups, the EAL students found that one of the benefits of working in groups for them was that it increased their self-confidence, as this presented a less threatening situation for speaking than talking to the whole class. For example, Ying stated:

> I know I'm a person who will not take the initiative to speak up in the public, so in class I will try to push myself to answer questions and that's a way to know if you understand, and also to let the tutor know whether you understand. So that is what I do in class. But of course, when we have group projects, I participate actively in group projects. (Ying, interview 2)

The self-awareness of communication limitations in different learning situations is also exemplified in the comment above. For some students, group work presented a platform for learning how to work with other people and to be more patient. Nancy said "… it's just great because you learn how to work with people … Yeah, it push you to understand more, and be more patient" (Nancy, interview 1). Nancy's statement shows how aware students can be about their learning ability. She realised, for example, that the pressure of the group dynamics meant increased understanding of the subject of study.

However, not all students appreciated the many group presentations they had to listen to. Sofia, for example, thought it was a very inefficient way of learning as she could not easily focus on all of the presentations, especially if the presenter had a low level of English. Her strategy in those situations was to focus only on the content in her own presentation, and then she did not listen to the others, but she studied their topics on her own, even if that meant a large amount of extra study. "If it takes too long and people are slow at talking, then I just turn off… and then I have to work a lot on it, or in tutorials" (Sofia, interview 2). The comment by Sofia indicates that students have the capability of taking responsibility for their learning, and that they may follow this option, even if this means not participating in the lesson planned by the teacher, and even if this caused considerable extra work. The analysis of data from the focus group discussions also showed that language capability was an issue for performing efficient group work, affecting both EAL and domestic students. Students in the focus group discussions stated that the more capable users of English dominated the group, because

it took longer for EAL students to produce verbal input in group work. Additionally, data from the individual student interviews showed that the more communicative and proficient EAL students saw groupwork as a chance to improve their English even more, by interacting with domestic students. It was also found that, once the students gained more English language proficiency, which typically happened after about half a year, they adjusted better to learning in the classroom, especially to group work. Mohit, for example, slowly adjusted to this form of learning as he became a more proficient English speaker. At the beginning, he did not participate in the group interactions. His strategy was to just be in the group and try to learn. After about four months he could contribute better, and he understood how to fulfil the aim of the teacher's intentions within the group work. "So, now, I can say what I think and what the lecturer expecting in the groups, and it is better compared to in the start" (Mohit, interview 1). Students were thus aware of the impact of their increased language proficiency.

One of the challenges the EAL students faced in the new educational system, revolved around unfamiliarity with taking more responsibility as students, rather than relying on teachers, which was what most of them were used to from their previous schooling in universities in India, China, Taiwan, Germany, Malaysia, and at high school in New Caledonia. In all of these former educational systems, the students had relied much more on the teachers for their learning, i.e. what and how to learn, whereas in New Zealand, teachers gave them some information and guidelines about the required knowledge in order to pass the course units, then they had to learn how to accomplish this themselves. The students found that this new learning approach was not always easy to adjust to as it was much more aimed at self-study. They had to learn to make their own judgments regarding the importance of information, what knowledge they should acquire and what they did not have to focus on. Mohit explained the difference:

> Yeah definitely, I studied engineering in my country. There are no assignments... Only exams, so one year there are 2 semesters in India so first 6 semesters it's completely the lecturers took the classes, take a lessons and in the 6 months we had to read everything and in the final day, you know, we had to ... do some exams. So, we just wrote the exams and get a marks, that's all. Here it's like a semester, here there is also semester, but they have assignments, like after two class finished we have

181

assignments. That's quite useful because erm … in the assignments the questions they has is practical things. So, the practical is we have to use the own ideas and implement the own ideas, based on the class the lecturers took. So, that's completely new thing. (Mohit, interview 1)

This comment is an example of how teacher-dependent students are in some overseas educational systems, and that rote-learning is often the mode of learning, i.e., learning takes place when students replicate a teacher model.

Another example of a challenge related to the different teaching and learning approach they encounter in New Zealand was explained by Mohit. He had noticed a difference in how and what to study, which also triggered a change in his behaviour. He struggled with his first assignment, and this made him apply a strategy of seeking advice from the teacher to improve his marks in his second assignment. As he discovered that he could easily approach teachers for support for this, he adjusted himself to approaching teachers in a different way than he had previously done in India.

My lecturer, they are very supportive, a lot of my lecturers are very supportive, my human resource lecturer [X], that lecturer she's really good. I like her class, you know the way they connected the class, and the way of assignments (Mohit, interview 1)

This comment reveals how important it is for students' wellbeing, to meet supportive teachers who make them feel relatedness and being connected to the class.

One of the differences these students faced was that in some overseas countries, like India, assessment of learning is based on exams, whereas in New Zealand, assessment may be based around on-going assignment tasks. Moreover, finding one's own information related to assignments is required in New Zealand. The students were unaccustomed to all of this and therefore it took at least one first assignment to learn and then adjust efficiently to a different approach to the assignment tasks.

Students clearly appreciated that they could seek help easily from the teachers, in the drop-in sessions, tutorials, and after class. For example, Ying was aware of the possibility of seeking assistance from the teacher via drop-in times or emails.

If I am not able to understand so much stuff. And if sometimes I don't ask immediately because I have to digest it when I get home. I digest the material and if I have questions if I can't meet the drop-in time, I will email the tutor (Ying, interview 2)

Ying tried to find out the answers herself first. Moreover, she could confidently focus on the challenge of understanding something as she knew she could rely on teacher support if it was too difficult. This is an example of students taking own responsibility over their studies.

The closeness and ability to approach teachers at the New Zealand HEI clearly benefited the students. Mohit's experience is a typical example of this:

The lecturer, one of my lecturer [X], is so friendly, I mostly talk with him after class. Last time we just talked about what happened in the last class, and discuss about my future, and how to search and, yeah mostly, mostly, he talked with me so friendly. That was nice. (Mohit, interview 2)

This describes a very different situation compared to what almost all of the EAL students in this study had experienced prior to studying in New Zealand. In India, for example, they could not approach teachers this way, and not with questions around any type of problem outside the classroom. Neethu's reflection exemplifies this:

The teacher speaks, and we don't speak much [In India], then the teacher asks the questions. It's like, I feel we can't ask the questions sometimes. It's kind of strict, like we got, we think of teachers like more, higher level than our friends. But over here it is like, we can ask any question and they are even ready to answer silly small questions. They just say, "ask anything" so if you like it, I like it here (Neethu, interview 2)

This shows that EAL students have a positive feeling about the relationship with their teachers and that they are respected by the teachers. All of the students adjusted to having a closer connection with the teachers, and the possibility of asking questions directly to the teacher on a one-on-one basis in their new learning environment, which was different from their previous educational experience. The main adjustment strategy entailed becoming aware of these differences and then acting according to expectations in the new situation.

However, it was not always easy to adjust and change behaviour. Biren, for example, hesitated to approach the teacher in a more intimate way. At the beginning, he could not even call the teachers by their names. Therefore, he employed a strategy to slowly adjust to the situation and thereby achieve a different relationship. This included studying how the domestic students approached their teacher, which involved using the teacher's first name and being more direct. He then took small steps towards doing the same, and after one week he had managed to establish a closer relationship with the teacher, and he could also call the teacher by his name.

> I ask a short questions a number of times, and after a week I find a problem and I surrender. This is the problem, can you solve it for me? So, it takes a week to slowly approach the level the domestic students are, and in our class the domestic students just "Hey Matt I've got a problem". We are seeing that how he is taking his name. But, later on, now on my behalf, even I do, I raise my name and take the name and I say, "This is my problem, how can I solve this". Now it is working for me, but it takes time.
> (Biren, interview 1)

The strategy described in the comment above probably worked very well because Biren was so determined to adjust to the new situation and create a different relationship with the teacher. Students were sometimes unfamiliar with what was expected of them. Ying's reflections (below) show that one of the challenges in New Zealand was that they had to learn to think more critically and discuss course content to a greater extent:

> In Asia, Malaysia especially, … they are more conservative, and they focus a lot on academy, where you stress on exams, your marks, and a lot of people tend to memorise a lot of things, but over down here, they encourage people to be outspoken and to probably give your feedback, give your thought kind of thing. And you meet a lot of critical thinking and logical thinking, which is quite different from our country. (Ying, interview 1)

The comment shows that memorisation rather than personal knowledge is appreciated in some overseas educational establishments; however, in New Zealand, EAL students have to learn to think logically and to be more assertive, even with critical viewpoints which may present some difficulties for the students.

Nevertheless, the differences between educational systems did not present too much of a challenge for all of the EAL students. Three of the students - Neethu, Nancy, and Ying - indicated that it was easier to study in New Zealand than in their home countries. For example, Neethu and Nancy appreciated the more practical approach at this particular tertiary institution in New Zealand. Nancy pointed out that she experienced a more modern way of teaching in New Zealand, with more support from the teachers, and Neethu valued the regular assignments. Likewise, Ying thought she did not have any barriers to learning because she received assistance when she needed it, and her relatively high level of English also played a role.

> Cause I don't feel any barriers, first of all, yeah cause, I mean the institute has been very supportive and then the staff and students I have met so far they have all, been able to help and they are friendly, you know, I don't feel a thing, you know, and probably because my command of English is not that bad. (Ying, interview 2)

Thus, it is important for EAL students to have a friendly, supportive learning environment, in which there are fewer barriers. Equally important is that EAL students have a good grasp of the new language and that they are confident enough to use it.

5.4.3. Adjustment to Using an Additional Language for Studies

All of the nine interviewed students acknowledged that a proficient use of the English language was the most important factor for success. This was regardless of their level of proficiency in English, as even the students who had a high command of the language on arrival, as well as those who had been in the country for a while, mentioned use of English as the most important factor for their ability to succeed. Sawir (2005) found in a previous study that students often referred to difficulties with English as an initial problem. This study found a similar issue but related to New Zealand English. The predominant language challenges they mentioned were understanding the accent and the typical New Zealand pronunciation of words, the speed at which native speakers and some of the teachers spoke, the unclear articulation of words by some New Zealanders, and the typical idioms of New Zealand English, all of which made it difficult for them to adjust to using English as their language of study, especially in the first three to six months. The contact with Kiwi English was mainly outside of the HEI, but some teachers were Kiwis and there were domestic students as well. After the first months, when the students had adjusted somewhat to their new study situation, they

185

started to ask teachers to slow down their speed of speech, and they asked for clarification. One of the teachers in this study was a Kiwi and he was very aware that his Kiwi English might interfere with students' understanding of the lesson. He consciously slowed down the speed and he also took time to explain typical New Zealand words and concepts. One of the class observations also confirmed that a teacher spoke rapidly in Kiwi English, but also that this teacher slowed down the speed to accommodate students' understanding. Another strategy that students relied on was accessing study materials before the lesson. It was crucial that teachers made, for example, the PowerPoint slides available to them, so they could familiarise themselves with them in advance and revise the information after the lesson.

Six of the students - Yinxi, Hua, Biren, Neethu, Mardeep, and Mohit - said that New Zealand English was one of the first challenges to which to adjust. Members of one of the focus groups stated that understanding the Kiwi accent, especially as New Zealand people also tend to speak very fast, was one of the main challenges in the first two to three months.

> Erm, I haven't learnt New Zealand English. We study American English and when I,
> first time I came here, I couldn't understand a word, so I just smiled and said 'yes'.
> (S4, focus group discussion 1)

All of the students in the focus group laughed approvingly at this comment, which probably meant that they were all familiar with the situation that student 4 described. This shows that many of the EAL students face this challenge when they first arrive and meet the New Zealand accent, and that they know they need to overcome this barrier. For example, students in one of the focus groups agreed that understanding and making themselves understood amongst native New Zealand speakers was a priority for them as they had plans to find a job and stay in New Zealand. One strategy they applied to adjust to the Kiwi accent was to approach their Kiwi classmates after the lessons and ask for clarification about the content of the lessons. This helped them to both understand the accent and the subject better. Others watched New Zealand TV programmes and YouTube clips featuring the New Zealand accent. Some also said they minimised their use of their first language. However, the students in the interviews admitted that they spent most time with people who spoke the same language and they also tended to sit together in the classroom. Mardeep, for example, said that she always spoke Punjabi with one of her classmates in the classroom, but she switched to

English when the teacher came close. This may, in addition, have resulted in less improvement in her English.

The analysis of the observation sessions of students in the classrooms (see Appendix B), confirmed that some EAL students spoke less than domestic students in general. Analysing the behavioural pattern on the SCORE sheet, there was evidence that EAL students did not interact with others in the classroom as often as the domestic students did. The focus group discussions also revealed that the EAL students spoke less than the domestic students. In these discussions, students verified that they often took longer to process questions and also had to think longer before producing an answer, so the opportunity to answer or say something passed too quickly and they stayed silent.

One of the findings related to adjustment to the new academic life revolves around study effort. All the interviewed students reflected that they had put much more effort into their studies than the domestic students had. They thought the domestic students aimed for just a pass whereas some of them were not satisfied with just a pass because it was important to them to get good grades, as that would help them with their plans of staying in New Zealand. They knew that obtaining a visa was dependent on finding a job and that high grades would increase their chances of success. Those who were already permanent residents were high achievers as that increased their chances of a finding a good job.

Previous studies (He & Banham, 2009; Stoynoff, 1997) have indicated that some EAL students succeed by applying self-study strategies and by increasing their study effort, thereby compensating for their lack of language proficiency. This study adds to their findings by showing that using an unfamiliar language for studies may lead to very successful study results. For example, the EAL students in this study studied very hard in order to understand new concepts. In addition, this caused them to apply some diligent strategies for success. Sofia, for example, was very scared before she started her studies because she doubted her ability to study using her second language, so she employed some efficient learning strategies already from the start. She found out about, and participated in, many of the HEI support initiatives for students, for example tutorials and drop-in times with teachers, and seminars led by the library or Learning Services. She made sure to sit at the front of the class so she could connect with the teacher and follow the lessons easily, and she also

stayed behind to ask the teacher questions directly after class. She participated actively in the lessons, answered questions from the teacher, and willingly participated in discussions with classmates in group work. Others had a similar approach. Yinxi, for example, was a proactive learner who connected well with the teacher and class members. She took the initiative to lead discussions in group work, participated in classroom work, and engaged in her own learning:

> … so I entering the classroom and greeting the tutor in the morning or afternoon so I engage a little bit before the class starts, and then whenever the tutor or teacher asks the question, I, if I know the answer, I just do the hands up or I 'll just speak out, just say it. And then if there are discussions in group, I tend to, kind of, lead the discussion. And then if the tutor says each group will get one person to write on the whiteboard or speak to the group I'll just go ahead and talk … Yes, proactively engaged. (Yinxi, interview 2)

The two examples above show proof of how efficient adjustment strategies may result in very high study results, as well as improved language knowledge.

The findings indicate that using an unfamiliar language can play a significant role in successful learning. For example, just because these students were EAL students, they typically made sure that they understood all of the unfamiliar vocabulary and concepts in the courses by looking them up in dictionaries and checking their meaning. As a result, learning concepts at this deeper level might have led to five of the students becoming top- of-the-class students - Sofia, Yinxi, Hua, Biren, and Ying, as well as the high results by Neethu, Nancy, and Mohit. Mardeep's results were a little lower than the others but still above average.

The analysis showed that students also had some problems with academic English, especially with paraphrasing and summarising, but also expressing themselves in writing in a meaningful way. For example, Nancy stated that academic language requirements were challenging, for example using longer sentences in both speaking and writing. Mohit added that his academic writing suffered from lack of vocabulary knowledge.

Problems with paraphrasing were common. For instance, Yinxi, who was a very proficient English user, still had problems with paraphrasing.

I can't paraphrasing it in the similar word of the author. You know, they use the word

and how they structure the sentence is just very good, concise and clear, but when I

do the paraphrasing in my length of the words, the sentences could go from a

sentence to a paragraph… I feel OK to paraphrasing cause I really understand what it

means, so it's easy for me to do the rewriting, but that's the part I can't" (Yinxi,

interview 1)

This comment gives a clue about students' interpretation of paraphrasing. Some seem to think it is

just about replicating the sentences, trying to be as concise and clear as the original author, however

failing to understand that they need to convey their own understanding of the text in a meaningful

way, which could be either short or long if it is readable and makes sense. One of the more English

language proficient students, Sofia, understood how to paraphrase, but she nevertheless found it

difficult. For example, she said that once, when she was trying to paraphrase key information in her

own words without looking at the text, she ended up with the exact same sentence as the original.

5.5. Second Language Identity Development

One of the themes that surfaced in the narrative and the cross-case analyses is related to the role of

language for adjustment, both socio-cultural and academic, which was reported in more detail in

sections 5.3. and 5.4., for example how they applied some inventive strategies to meet the

shortcomings they became aware of, and how they studied hard to make sure they understood the

content of the subjects.

This section deals with second language identity (SLI) development, as related to research problem

area two. It describes the role that the awareness of language capability played in these students'

view of themselves at different levels of proficiency, i.e., their SLI development. The findings are

based on the analyses and the framework around SLI, by Block (2007) and Benson, et al. (2013).

SLI development in this context meant increased confidence as they became more capable of using

English in daily communication with local Kiwis and other EAL students with whom they needed to

use the language, both inside and outside the classroom. Analysing these EAL students' narratives

through the lens of the above frameworks made it possible to examine what role language levels,

and awareness thereof, played for the students over the two years of the study.

There seems to be three identifiable stages apparent in the second language identity development for most of the participants:

1. During the first stage, which was when they started studying, the students were aware of their language levels and shortcomings, which made some of them, for example, Sofia, Neethu, Nancy, Mardeep and Mohit, shy and reluctant to use the new language. Some of them actively avoided talking to English speakers. The other four - Yinxi, Hua, Biren, and Ying - did not care that much about how they were received as second language users at the beginning. In the cases of Yinxi and Ying, this was because they thought they had a high level of English already from the beginning. Hua and Biren, on the other hand, saw themselves as just new users of the language and, therefore, they did not expect themselves to be too proficient. However, all of the nine students realised the need to improve their English in order to succeed in their studies and to adjust to their new life in New Zealand.

The level of language proficiency played an important role in the well-being of these students; therefore, awareness of shortcomings triggered action by the students towards improvement. This can be exemplified by Biren's story. At the beginning, he was aware of his shortcomings, which made him feel that he did not fit in, and he stated that he felt lost. He only understood about 20% of the lessons at this stage. This was very uncomfortable for him, so he realised he needed to apply strategies to overcome this challenge, and he applied a step-by step learning strategy.

2. During the second stage, after about six months, students had reached a higher level of self-confidence and were using English more often and more confidently. It was evident from the analysis of the narratives that all the students applied strategies for improvement of their English in the period after the first development stage. They typically more often took the initiative to talk with native English speakers. Hua, Biren, Neethu, and Mohit stated, for example, that they had improved their English proficiency considerably in these first six months. However, at this stage, the awareness of more shortcomings also increased, and they became more sensitive to others' judgement of their use of English. Even Yinxi, Hua, and Nancy, who had not cared much about others' judgement in the first stage, became more

sensitive to this. Sofia felt embarrassed by mistakes that she made, and Hua even explained that it was like a 'breakdown' from which he had to recover. The discontent students felt regarding their English language level at this stage, prompted them to apply some more strategies. For example, Yinxi did not want to stand out in New Zealand society, so she tried to adjust her English to sound more like local New Zealanders, by copying their accent.

How native speakers talk. I alter my accent … so now it is more of a local, so it's my way of improving my English. That's my way of improving my English. Listen, always listen to the way they talk and their sentences structures and their habit when they talk and then I try to alter mine. (Yinxi, interview 2)

A comment by Neethu shows that she had a similar experience: You start speaking in their accent, yeah like it is good now because I have a Kiwi, I have few Kiwi friends they are like you speak like you were born here when you speak with us. (Neethu, interview 3). The comments above show that copying native speakers was thus one of the strategies that played a role in language adjustment and development towards becoming confident English language speakers.

Biren's strategies exemplify how EAL students can plan for, and invent, strategies to use, and how they execute them.

Like the first week I didn't understand what they were saying. But day by day, day by day, I just judged the key words, the words they are saying on the slides [PowerPoint slides in the lessons], and I just started to collate with the slides and their words and what they were speaking. So, with that I get to know what they are saying actually. (Biren, interview 3)
This is a good example of how active planning, and using methods to improve English, resulted in increased language knowledge.

3. In the third stage, which was around two years after the start of their studies, these nine students had all become much more confident users of English. Six of the students - Yinxi, Hua, Ying, Neethu, Nancy, and Mohit - even said that they had reached a near native-like proficiency. Moreover, with the realisation that their English was good enough for their

needs for communication and understanding, they also relaxed the pressure they had applied on themselves in the second phase. This meant that the expectation of being perfect English users, that they had of themselves in the second stage, decreased and their self-confidence was clearly enhanced by their accomplishments. Sofia, for example, who had come to terms with her German accent and the fact that she made some small errors, felt confident with her level of English. She even thought that she was more interesting as her accent made her unusual in comparison to others. Some found encouragement in the fact that they, in some situations, had a better command of English than some of the native English users. Hua, for example, discovered that he understood many more English expressions within his field of study, than local Kiwis did. Besides, Nancy's point, which was related to adjusting to the study environment and use of a second language, was that it was "Comfortable at [name of the HEI] as they are all international students, so nobody criticises their use of English" (Nancy, interview 3). Because they were accepted by others in this environment, they felt more confident with, and encouraged by, their level of English at this stage.

5.6. Academic and Language Support

The findings from the student interviews show that their need for, and uptake of, academic support and language support varied. For example, students with a high level of English - Yinxi, Hua, Ying, and Nancy - did not make use of the wider HEI support although they knew it existed. They thought that the support the tutors provided was enough for them. Help from the teachers was important also for Biren, Neethu, Mardeep, and Mohit, who had a lower level of language proficiency at the beginning. For example, Biren appreciated when he had extra time to think before he answered questions in the classroom, Mardeep and Mohit were thankful that teachers slowed down their speech, and Mohit also sought assistance from the teacher when he failed his first assignment, as well as making good use of the academic guide sheets from learning services. However, Sofia was an exception. As mentioned above, she was afraid of taking up studies in her additional language, so she used all support that the institution had on offer, even if her language level was high already at the beginning. She went to tutorials, sought clarification from the teachers, and she appreciated the academic advisory lessons held by the library and Learning Services personnel. She also enjoyed the supportive study environment with many international students. However, she soon realised that

her English level was at an appropriate level and the support then became more of an opportunity to review course content.

The nine students had some suggestions for how the HEI could support language development amongst students. These ranged from individual support in the HEI to organisation of meeting opportunities outside of the HEI. For example, Nancy suggested compulsory language courses for low-level students, and she would have liked to have model answers to assignments so she could understand them better. Biren stated that easy access to a language expert would be useful and he suggested that the questions posed in the classroom needed to be asked directly to the EAL students to prevent domestic students from answering first. He would also have liked more support with assignment requirements, and he wanted teachers to check better that EAL students had understood the lessons. Neethu said she would appreciate it if there were language improvement sessions available. She also suggested more interaction activities between students at the beginning of their studies. Yinxi proposed that students who were struggling with their language use should be advised how they could improve English outside of the class. For example, they could be informed about extra resources to help them learn in a different way from that which they were used to. She also suggested some casual meeting opportunities between domestic and EAL students to support English language learning, especially for speaking improvement.

Students in the focus groups also had some suggestions for support that they thought that the institution should provide. These were, for example: language programmes promoted amongst EAL students; seminars for networking and cultural exchange between domestic and international students; an organised buddy system; more opportunities to interact and become friends with Kiwi students; all course content in all classes should be put onto Moodle; and it was important that teachers spoke slowly and clearly.

5.7. Challenges and Strategies

The findings regarding EAL/international learners' adjustment to their new life (the six international students) showed that they faced most of their challenges in the first 3-6 months of study, which also applied to the permanent resident/EAL learners, as studying using an additional language was new to them too. The challenges they faced in society, learning at the HEI, and developing their

English language, as well as the strategies they employed, are summarised in the two tables below. They are explained in more depth and compared to the tables for staff experiences, in Section 6.5.

Table 5.2. General/socio-cultural, academic, and language challenges – as experienced by students.

Challenges – as experienced by EAL students		
General/socio-cultural challenges	**Academic challenges**	**Language challenges**
Building new supportive networks	Adapting to new teaching approaches with a more active student role	Understanding New Zealand English
Understanding Kiwi culture	Learning new academic practices, e.g., groupwork and assignments	The speed at which teachers spoke
Adjusting to new cultural behaviour – Kiwi directness	The different level of responsibility for own studies	Understanding new vocabulary and concepts related to the subject
Finding their way in the new city, e.g. taking the bus	Learning new assessment methods	Speaking in front of the class
Finding accommodation	Understanding the relationship between students and teachers in New Zealand, as teachers were more approachable in this new educational system	Answering teachers' questions
Finding employment		Use of Academic language, written and spoken
Coping with the many new commitments, e.g. learning time management		Paraphrasing and referencing
Managing on their own		Understanding the teacher, at the beginning
Relying on themselves to adjust		Following the lesson as some vocabulary may be missed
Social belonging		Appropriate use of English at work, formal vs informal and local slang
Building confidence		Understanding locals, e.g. bus drivers
		Using and developing English outside of the HEI

As shown in Table 5.2, students had many challenges when studying in their life outside of the HEI, and experienced some language shortcomings. They had to learn to manage their time and find a balance between studies, work, and other commitments. Typical challenges revolved around making

local friends and learning about the Kiwi social culture, academic practices and language, and understanding locals.

Table 5.3. Strategies that EAL students employed to cope with adjustment challenges.

Strategies to cope with adjustment challenges		
General/socio-cultural area	Academic challenges	Language challenges
Initiated contacts with neighbours talking about things in common, or their culture	Went to tutorials and drop-in times with teachers	Committed to understanding concepts in their courses
Shared accommodation with locals to make friends	Participated in seminars led by the library or Learning Services	Studied PowerPoint slides before the lessons to follow the lessons better
Used their outgoing manner to connect with locals	Took initiatives to lead discussions in group work	Approached Kiwi classmates and asked for clarification regarding the content of the lessons
Learnt about the country, environment, and the culture	Made an effort to connect with the teacher and class members	Watched New Zealand TV programmes and YouTube clips featuring New Zealand accents
Established own knowledge about the new society, by exposing themselves to it e.g. going by bus	Sat in the front of the class to connect with the teacher	Asked teachers to slow down their speech
	Participated actively in the lessons	Pro-actively prepared themselves for interaction with others
	Asked the teacher questions directly after class	Minimised use of their first language
	Proactively engaged in own learning	Participated willingly in discussions with classmates in group work
	Took a step-by-step approach to changes, e.g., saw what others did and imitated one thing at a time	Committed to understanding concepts
	Helped other EAL students	Planned common topics of interest to introduce in small talk with classmates, friends, and neighbors
		Called helplines to improve listening and speaking skills
		Listened to native speakers and imitated their way of using English
		Chose to be exposed to English by taking the bus to meet people
		Used friends for language feedback
		Talked with elderly people
		Spoke English in their workplace

Table 5.3 shows that they used many strategies to cope with life both inside and outside the HEI. For example, they built networks in their social lives, learnt about Kiwi culture, found accommodation,

part-time jobs, and their way around the city. The main finding related to the problem area of socio-cultural adjustment was that these students, as they moved to a new life-changing situation, showed that they were capable of efficiently and confidently forming their own lives, regardless of the challenges they faced, and despite having their previous familiar networks remotely positioned. Although their individual lives and situations differed, they had all transformed themselves in the first two years of their New Zealand experience, and they had applied some inventive strategies for this transformation. This had increased their self-confidence. which led to coping with their studies better too.

As shown in Table 5.3, they also typically applied some strategies to improve their English, some of which were very inventive, for example talking to elderly people and phoning helplines to improve listening and speaking. They also saw opportunities to develop English in the classroom, especially in pair and group work. Presentations in front of the class were less popular, particularly in the first 3-6 months, because it generally took at least this time to adjust to classroom studies, and to start talking with others in English without, like Neethu, wanting to "run away".

5.8. Summary
Chapter 5 covered findings related to the research problem areas from the student perspective, whereas Chapter 6 will cover these from the HEI perspective.

Relating to the problem area of social and academic adjustment, the students in this study had to adjust to an unfamiliar life while taking up studies in New Zealand. This meant new demands for time management and learning how to balance studies and other life commitments. All the nine interviewed students adjusted well to their new study and life situation. They successfully met challenges and took charge of their lives. Previous studies, for example Andrade (2006), have indicated that this is not always the case. However, the findings in Chapter 4 and 5 shows that the students in this study typically made considerable effort to succeed, and they became very proficient in managing their lives, for example by building supportive networks outside of the HEI, through part-time work, and a circle of friends. These findings show that the adjustment challenges in these students' social lives, and how they managed them, influenced their adjustment within the academic

environment too. This was evident in how their capability increased their self-confidence, which in turn led to good study results.

The academic adjustment challenges with which the students were faced were triggered by the different educational system that they met, which applied a teaching and learning approach they were not familiar with. It took them between 3 – 6 months before they felt more confident in their student role, during which time they met challenges such as how to establish a relationship with the teachers, learn new assessment methods, and learn what was required of them as students. As Table 5.3 show, they managed this by employing strategies such as participating in Learning Services workshops and one-on-one tutorials. They studied domestic students' behaviour and copied that. There were challenges that were more difficult to cope with, such as speaking in front of the class, participating efficiently in groupwork, and the assignments, especially at the beginning.

The findings related to English language challenges showed that English played an important role in their new lives. Even if their English was at an acceptable level at the start of their studies, as they all had to fulfil the language requirement for the course, it was seen by most of them as the main factor for success, and that using a somewhat unfamiliar language was the most challenging adjustment they had to face (see Table 5.2). The findings in Chapter 4 and 5 show that the reasons for their desire to improve their English language and succeed in their studies were somewhat different depending on the type of student. One group sought a way to get New Zealand residency (Yinxi, Biren, Ying, Neethu, Mardeep and Mohit). They put great effort into attaining high grades which they could include in their CVs for future employment, as a job offer was needed for a work visa. The second group, represented by those who were already residents (Sofia, Hua, and Nancy), were highly motivated to adjust so they could succeed in their future plans of securing a job based on a high qualification. They realised that language improvement was crucial for their self-confidence and a requirement for study success; therefore, they adjusted to using their additional language by applying language learning strategies whenever they faced language challenges (see Table 5.3). Second language identity development during the two years of the study followed a similar pattern for all of them. Firstly, they were aware of their language level and wanted to make improvements. Then, after about six months, they had become more fluent but also unsatisfied with the level as they became more aware of their shortcomings and how others saw them. In the third

phase, after about two years, most of them had improved their language to a level with which they were satisfied, which had also led to increased confidence. Furthermore, their part-time work was a very important factor in their English language development.

However, even if the adjustment to their social lives had a positive impact on their studies, the HEI had not taken an active role in their lives beyond the institution. Some students thought they themselves had the main responsibility for adjusting to the new educational system, and not vice versa. Two of the students, Ying and Neethu, suggested that the students, teachers, and the institution should mutually adjust to each other. Mohit and Hua, on the contrary, thought the students had to solely take on the responsibility of adjusting. They all had suggestions for how to make it easier for EAL students to adjust. They suggested integrated language courses, seminars for networking and cultural exchange, ongoing accessibility of course content on Moodle, and opportunities for interaction with other students.

Overall, within two years of this study, these students:
- became more confident, independent, active, and self-reliant, while the on-going adjustment process impacted on them during these first two years;
- found sufficient social networks to count on, which led to heightened study confidence;
- knew where to access academic assistance if they needed support;
- became more proficient in English, which in turn had a positive impact on their study success;
- had different views on where the responsibility for adjustment lay – on students or on the HEI, or on both.

The next chapter (Chapter 6) outlines student adjustment from the perspective of the HEI, teachers and advisors, and the role of the HEI in student adjustment. It also shows possible areas for mutual adjustment by students and the HEI.

Chapter 6, Findings – A HEI Perspective

6.1. Introduction

Chapter 5 covered the three research problem areas from a student perspective; this chapter includes findings based on the analysis of data related to teachers, advisors and the HEI. The focus here is on the internationalisation approach of the institution, the role of the institution in student adjustment, student adjustment as experienced by teachers and learning advisors, and support offered by learning advisors and teachers. Official documents are studied for evidence of the role institutions play in students' adjustment process through their internationalisation intentions and actions. Teachers and learning advisors represent the HEI within the institution, and they work at the interface in the institutional support structure; therefore, this chapter reports on staff experiences of internationalisation and challenges related to EAL students' adjustment to academic studies. Support initiatives in the HEI related to adjustment issues, as well as some suggestions for support, are also covered.

The findings in this chapter are based on thematic analysis of official institutional documents in the HEI, and iteratively analysed interviews with five teachers (T1 -T5) and two learning advisors (LA1 & LA2), which were conducted on three occasions over a period of two years, as described in 3.3.1. In cases where these findings were verified by student data, notes about these were also included in this chapter. To analyse data from the teacher and advisor interviews in relation to student adjustment, the analysis software NVivo was used to narrow down the amount of data into themes, as described in Section 3.4.1.1. The analysis of the student interviews, focus group discussions, and the observations, complemented and verified findings from the staff interviews. Studying all data together by comparing staff and student findings to discover similarities and differences, comparing data from the interviews with data related to the HEI's intentions regarding internationalisation, and using observations to triangulate findings, a deep understanding emerged of students' adjustment experiences. The documents and policies were analysed for intentions and actions regarding internationalisation as related to the research problem areas. The observations of classroom lectures were analysed to give a better understanding of teaching and learning in the classroom.

6.2. Internationalisation in the HEI

The internationalisation approach of the HEI affects international students as they are one of the targets for the actions that the HEI chooses to take. For example, internationalisation typically covers cultural exchange and student support, which affect international student adjustment; thus, it is germane to the research problem areas in this study.

This section firstly explains the rationale behind the choice of institutional documentation related to internationalisation and the research areas, then it lists them, in Table 6.1. All of the institutional documents included in this study were publicly available. The documents were analysed using the "three concurrent flows of activities" (p. 10) as suggested by Miles & Huberman (1994), explained in Chapter 3. The activities in the analysis process were: data reduction - the process of selecting suitable documents; data display – an organised compressed assembly of information, permitting the drawing of conclusions; and the last activity was drawing conclusions and verifying findings. In the final part, the findings are reported, focussing on the intentions regarding internationalisation to which the institution aspires, as well as other concepts that emerged in the analysis of the documents.

In order to understand more of the situation and the environment these students find themselves in, a search was undertaken for institutional documents that included aims and content regarding internationalisation. Additionally, documents that mentioned international students, and those that inferred inclusivity and diversity, were also analysed, as well as documents, or parts of documents, that did not include international students, when this appeared relevant.

The first step in the analysis of the documents, data reduction, included a selection of relevant documents. This started with a search on the institution's website using the keywords 'international' and 'internationalisation'. A range of documents became available, so they were narrowed down to include the ones that best fitted the research problem areas in relation to internationalisation and international students. To make sure these documents were publicly accessible, the links to the institute's documents were inserted into a web browser and if they could be accessed there, they were deemed suitable for the analysis. When analysing some of the documents, it was found that they referred to other documents; for example, the Charter (The HEI 1) included references to

guiding principles as set out in documents produced by the New Zealand Government. Thus, those documents became part of the analysis as well.

The documents selected for this study are listed and described in Table 6.1, below. This table also includes comments on whether or not the documents relate to each other, and, if so, how.

Table 6.1. An overview of the documents analysed in this study.

Document	Description	Comments and how they relate to each other.
1. Internationalisation Charter [The HEI] annual report 2019 (The HEI 1)	A charter for internationalisation of the institution.	It describes intentions regarding internationalisation of the institution.
2. [The HEI] Strategic Focus Area and Priorities 2020-2021 (The HEI 2)	The strategic intentions of the institution 2020-2021.	General intentions regarding the educational approach of the institution.
3. Investment Plan 2019 to 2021 - The HEI (The HEI 3)	The investment plan of the institution.	Only the publicly-available pages of the institution's investment plan were part of the analysis.
4. [The HEI] Annual Report 2019 (The HEI 4)	An institutional report	Reports on equal education and employment opportunities, achievements, economy, and service performance, etc.
5. Preparing to Study - A Guide for International Students (The HEI 5)	A student guide for international students.	Students can access this online before they take up studies at the institution.
6. International Study Guide 2020 (The HEI 6)	A student guide for international students.	Students are informed about where to access this at the compulsory orientation sessions at the beginning of their studies, and in The HEI 5
7. International Mainstream Student Handbook (The HEI 7)	A practical handbook for international students in mainstream classes.	Students are informed about where to access this at the compulsory orientation sessions at the beginning of their studies.
8. Learner Support at [The HEI] – Document App511a (The HEI 8)	A model of the learner support structure at the HEI.	This document outlines the content and responsibility regarding support by academic staff, as the primary support.
9. [The HEI] Student Magazine, nine issues from 2018-2020 (The HEI 9)	A magazine for students at the institution.	This magazine is produced by current students of the institution.

Document	Description	Comments and how they relate to each other.
10.Leadership Statement for International Education (New Zealand Government, 2011)	A Government statement on international education	The institution relates its internationalisation intentions to this government document, especially in respect of revenue.
11. Tertiary Education Strategy - Growing International Linkages (Ministry of Education, 2019)	A Government-produced strategic document on internationalisation.	The institution relates its internationalisation intentions to this government document.
12. International Education Strategy: He Rautaki Mātauranga A Ao 2018-2030. (New Zealand Government, 2017).	A Government-produced strategic document on international education	The Government's intentions regarding internationalisation are outlined in this document.
13. The New Zealand International Education Industry Strategic Roadmap, final summary. (Education New Zealand, 2014)	A Government produced roadmap for the New Zealand International Education Industry.	The institution relates its internationalisation intentions to this government document.
14. Education (Pastoral Care of International Students) Code of Practice 2016 (New Zealand Legislation, 2016).	A Government code of practice for pastoral care of international students.	All educational establishments must follow this code of practice and it is referred to in The HEI 1-8 documents. Students are also informed about this at the compulsory orientation sessions at the beginning of their studies, and via leaflets.

This table shows that a range of documents were analysed: institutional documents, documents produced by the Government, as well as those produced by students for students. How the documents were analysed and what the findings were follows below.

The first step in the analysis process, data reduction, also included content analysis to reduce data. The next step in the analysis process was thus to glean a general knowledge of the content by reading through all of the selected documents. Then, they were read through more thoroughly, one by one, firstly focussing on the key topics of internationalisation and international students, what the intentions of the HEI are and what they mean for international students. During the reading, key passages were highlighted, and notes were taken. Some additional concepts emerged because of this first read-through as they related to the research problem areas. They related to: functions - interculturalism, globalism, inclusivity, and diversity; purpose - economic benefits and pedagogy; and delivery - actions and strategies. Thus, the subsequent read-through focussed on the concepts: interculturalism, globalism, inclusivity, diversity, economic benefits, pedagogy, actions, and

strategies; and notes were made on key information as it arose. One more read-through was conducted, in the same way, focussing on whether or not international students could have been included in any parts of the documents but had, in fact, been omitted.

The subsequent paragraphs will report on findings within the areas of: (1) the current definition of internationalisation in the HEI; (2) the institution's internationalisation intentions; (3) the purpose of internationalisation; (4) the actions the institution takes in respect of internationalisation; (5) economic benefits of internationalisation; (6) the provision of support for international students; (7) pedagogic implications of internationalisation; and (8) inclusivity.

1. The institution's concept of internationalisation is *defined* in the Charter by citing Knight (2003): "Internationalisation is the process of integrating an international, intellectual, or global dimension into the purpose, functions or delivery of postsecondary education" (The HEI 2, p. 17). As a comparison, a definition of internationalisation at HEIs in the world, which adds notions regarding the enhancement of education and research, as well as contributions to society, is offered by De Wit, Hunter, Howard, and Egron-Polak (2015), as noted in the literature review (Chapter 2). They state that it is,

> The intentional process of integrating an international, intercultural or global
> dimension into the purpose, functions and delivery of post-secondary education, in
> order to enhance the quality of education and research for all students and staff and
> to make a meaningful contribution to society. (p. 29)

This definition covers a broader range of intentions regarding internationalisation, which the analysis showed that the HEI intends to adhere to as well. For example, there is a strong emphasis on the growth of educational excellence in the institution, which also features in the Government documents. The Tertiary Education Strategy (Ministry of Education, 2019) states that one of the priorities is to "deliver high quality and internationally recognised qualifications…" (p. 19). Moreover, goal number 1 in the Government's International Education Strategy (New Zealand Government, 2017) is "delivering an excellent education…" (p. 9), and it also states that success is when "international students receive a high-quality education" (p. 13). This is echoed in: the institution's investment plan (The HEI 3) - " … we strengthen our position in the market by maintaining our reputation for excellence in programme delivery…" (p. 58); [The HEI] Annual Report 2019 (The HEI

4) - "… delivery methods are leading edge…" (p, iv); and the [The HEI] Strategic Focus Areas and Priorities (The HEI 2) - "Inspire learners with our products and delivery methods" (p. 1).

2. The *intentions,* priorities, and actions of internationalisation at the HEI are set out in a charter (The HEI 1), which also includes the reasons for internationalisation. The approach is also set out in an investment plan (The HEI 2), which outlines how the institution intends to grow international linkages. In the charter, the institution states that the internationalisation approach is guided by principles suggested by the New Zealand Government. One of the key guiding documents is the Tertiary Education Strategy (Ministry of Education, 2019) document. It outlines priorities for future HEI development, which mainly covers excellent delivery, economic growth, and increased research activities, as the intention is to compete for international students with other HEIs in the world - "Competition for international students is strengthening, with more nations also pursuing the revenue and other benefits – for example, research collaboration, trade opportunities, skilled migrants, and diplomatic advantage – provided by international education" (p. 4). The institution then especially refers to "Priority six - Growing international linkages" (p. 18-19) in the Tertiary Education Strategy document. Another government document that the Charter mentions is the New Zealand International Education Industry Strategic Roadmap (Education New Zealand, 2014). This document outlines the changes needed for a competitive New Zealand education and it calls for change actions by all educational institutions to meet the target of doubling revenue from the education sector. It states that with an increase in the number of students in the world, New Zealand education has "…many opportunities to grow and succeed if our education packages are flexible and continue to meet student expectations" (p. 2). These two government documents seem to emphasise economic benefit as a main driver of internationalisation.

3. Regarding the *purpose* of internationalisation, again, the HEI is following advice in a government document, the International Education Strategy (New Zealand Government, 2017), which states that the core of international education is "… a strong equitable, high-quality education system with a vibrant international focus, and globally connected students, workers and education providers" (p. 3). Along these veins, the institution states that its vision is to:

> … provide a culture of internationalisation where all staff and students are prepared for working in a global environment and where students coming to study from overseas are made to feel welcome and supported to achieve their desired outcomes.
>
> (The HEI 1, p.2)

These are the overall institutional intentions, and the responsibility for achieving them is placed on the teachers, who are at the interface between the HEI and the students. For example, with regard to responsibilities, the Investment Plan (The HEI 3) states:

> These include ensuring staff are knowledgeable about how to internationalise the curriculum and response [sic] to the culture and learning styles of learners, the importance of offering enriching academic and cultural experiences, cultivating a sense of belonging among international learners at … [the HEI] and strengthening our academic quality through international linkages (p. 59)

4. The main principles regarding internationalisation *actions* in the charter are as follows: firstly, support staff in their knowledge development regarding how to internationalise the curriculum; secondly, ensure international students will be "enriched academically and culturally by their HEI experience" (The HEI 1, p. 6), as well as being supported in an integrative way, thereby gaining a feeling of belonging; and thirdly, the benefits for the institution, which are envisaged as, establishment of stronger academic outcomes relating to "international linkages" (p. 6) and achievement of "greater financial sustainability through its international activities" (p. 6).

Table 6.2, below, shows actions for internationalisation suggested by Knight (2010), Deardorff (2006), and Rizvi (2007), (as outlined in Section 2.5.), in comparison with the institution's intentions in this study, as found in the analysis of the documents.

Table 6.2. A comparison of internationalisation in the literature review and the institution's intentions.

Internationalisation actions suggested by Knight (2010), Deardorff (2006), and Rizvi (2007)	Institutional documents in which the actions are mentioned	Comments
1. Preparing students for work internationally	Internationalisation Charter (The HEI 1, p.2); Investment Plan (The HEI 3, p. 59); Student guides (The HEI, p. 5-7)	This is part of what is offered at The HEI, according to these HEI documents. Probably a marketing point. A strong focus on being work-ready for the New Zealand market only.
2. Learning about languages and cultures	1. Investment Plan (The HEI 3) 2. The Annual Report 2019 (The HEI 4) 3. International Study Guide 2020 (The HEI 5) 4. Preparing to study (The HEI 6) 5. International Mainstream Student Handbook (The HEI 7)	1. An "opportunity to develop their English language skills before enrolment" (p. 59) and "… ensuring staff are knowledgeable about how to internationalise the curriculum and response [sic] to the culture and learning styles of learners" (p. 59) 2. Mentioned in the foreword by [The HEI] Council Chair and [The HEI] Chief Executive in [The HEI] Annual Report 3. "This included 1,852 international students from 49 different countries who chose … [the HEI] for a quality education and a cultural experience that is part of our overall internationalisation development." (p. N/A) 4. Mentions learning language and culture through the Japanese and Maori language programmes. 5. Mentions culture shock (p. 2), and cultural costumes (p. 4) and states language requirements. Has a reference to a website about culture shock (p.3)
3. Staff exchange programmes: academics working abroad as well as teachers from other countries teaching at their institution	Internationalisation Charter (The HEI 1, p. 4-5) Investment Plan (The HEI 3, p. 59) Student guides (The HEI 5-7)	This is part of what is offered at the HEI according to these documents No mention of this in the student guides
4. International students enrolled in study programmes	A clear intention in all of the documents.	This is a revenue opportunity, and the number of students is envisaged as growing. (pre-covid)

Internationalisation actions suggested by Knight (2010), Deardorff (2006), and Rizvi (2007)	Institutional documents in which the actions are mentioned	Comments
5. Students studying abroad for different time spans	Internationalisation Charter (The HEI 1, p. 3) Investment Plan (The HEI 3) Student guides (The HEI 5-7)	… "enrich the lives and potential of our learners … both in New Zealand and abroad." (The HEI 3, p. 59) No mention of this possibility in the student guides
6. International theme-based courses	N/A	No theme-based courses are offered
7. Exchange programmes resulting in joint or double degrees, accomplished at two or more separate countries and HEIs	Investment Plan (The HEI 3, p. 59) Student guides (The HEI 5-7)	This is part of what is offered at The HEI, No mention of this possibility in the student guides
8. Research collaboration between HE institutions in the world	Investment Plan (The HEI 3, p. 55)	Lists a number of collaboration institutions in the world.

A comparison of the internationalisation actions at the HEI and actions suggested by Knight (2010), Deardorff (2006), and Rizvi (2007), shows that the institution clearly includes number 1, 2, 3, 4, 5, 7, and 8 in its intention of internationalising its delivery, but number 6, "international theme-based courses", is not mentioned in any of the policies, brochures, or in the Charter. Culture is, for example, dealt with as learning about costumes, culture shock, and meeting other cultures as part of studies at the HEI. The charter (The HEI 1) envisages that the institution's international relationships with other institutions all over the world is expected to promote exchange and academic collaboration and give staff and students the opportunity to "enrich their knowledge and appreciation of other cultures" (p. 5).

5. The *economic benefit* of internationalisation was another key concept that emerged in the analysis. This concept was compared with those described in an OECD report by Hénard, Diamond and Roseveare (2012). Their recommendations are aligned to a strong business case, with the focus mainly on strategic and economic benefits for institutions, and not so much on core values. This is in line with the internationalisation intentions at the institution. For example, the Charter (The HEI 1) states that the institution will follow the advice in some Government publications, which give advice on growing the educational business at the institution. Two of these publications are, the Leadership Statement for International Education (New Zealand Government, 2011), which predicts

the future economic implications; and the New Zealand International Education Industry Strategic Roadmap (New Zealand Government, 2014). The Leadership Statement for International Education states that, "… taking up international opportunities will be a key way for our institutions to broaden their revenues and enhance their capacities" (p. 5). The purpose of the "Roadmap", then, is to give more detailed guidance for future growth and success towards 2025. The target by the Government includes doubling the economic value of international education to $6 billion by 2025. The roadmap contains a number of 'strategic choices' and 'specific actions' identified as key enablers of future success, all aimed at increasing the economic benefits of internationalisation. For example, it states that "to achieve transformational economic growth, we will leverage the New Zealand country brand…". Moreover, the institution states that it aims to deliver consistent growth in the "export education industry" (The HEI 1, p.5). According to the institution's investment plan 2019-2021 (The HEI 3), the HEI aims to strengthen its position in the market through the following actions: "… maintaining our reputation for excellence in programme delivery and graduate outcomes, developing new, sustainable pathways for learners aligned to immigration policy and deepening the internationalisation of [the institution]" (p. 58).

6. As outlined above, the analysis of the documents also included finding out about the intentions for *support* of EAL students. The institution's policy Learner Support at [The HEI] (The HEI 8) outlines that the responsibility for "designing the learning experience and holding the primary duty of care for the student" (p. 1), is the role of the teachers. The overall support is here divided into three levels: (1) primary academic support, which includes teachers listening to the student, finding out their support needs, and referring them to secondary support, if needed; (2) secondary and generic support, which include pastoral care and, for example, library, learning services, health centre, recreation centre, careers centre, and international advisors; and (3) tertiary support, which is independent from, but available through, the institution, for example Student Advocate, Citizens Advice, Study Link, and Work and Income New Zealand (WINZ). The investment plan (The HEI 3) also brings up the support offered at the institution. It states that the HEI is committed to "preparing learners for a multi-cultural and globally connected world" (p. 59). Furthermore, the plan indicates that the support for wellbeing will exceed the expectations set out in The Education Code of Practice 2016 relating to the pastoral care of international students (New Zealand Legislation, 2016).

There are other documents which directly address guidance and support of international students. As seen in Table 6.2 above, three student brochures which support international students at different stages of studying abroad were included in the analysis. They were: The International Study Guide 2020 (The HEI 5), Preparing to study (The HEI 6), and the International Mainstream Student Handbook (The HEI 7). They were read through multiple times to find out: firstly, the aim of the publication; secondly, what content the brochures focussed on; thirdly, whether or not there was any advice on adjustment; and they were also analysed for inclusion of internationalisation actions, as suggested by Knight (2010), Deardorff (2006) and Rizvi (2007). The aim of the International Study Guide (The HEI 5) is for prospective international students prior to enrolment. This brochure includes detailed information about courses to enrol in, with two thirds of the guide describing available courses and pathways. There is information about adjustment support that students can access, such as student advisors, learning services, the library, and supportive language learning through the Language Self-Access Centre. "Our team can help you, from adjusting to living in New Zealand to course and study related issues" (p. 7). This brochure also gives students a first idea of how it will be to live in New Zealand, the events and activities they can engage in to make friends with both domestic and international students, accommodation options, and how to get around via public transport. There is an emphasis on preparing students for work after graduation: "Our focus is always on balancing theory with practical learning to ensure you're work-ready when you graduate" (p. 3), and there is information about rights to work. The pedagogy that is mentioned in this brochure revolves around internationally recognised degrees with tutors having "real-world experience and industry contacts" (p. 3). Moreover, it states that the institution "… provides a personalised learning experience, one that is flexible and respectful of our students' educational needs and goals" (p. 3).

The second brochure, Preparing to Study (The HEI 5), aims to support and guide international students with regard to practical issues when studying, working, and living in New Zealand, both before they arrive and when they start studying. It encourages students to share thoughts, knowledge, skills, and stories, to enhance the learning journey for all. It also gives information about the general support available at the institution, advisors, learning services, career support, and the library. There are detailed instructions on how to apply for a study visa and students can learn about the visa requirements: "… you need to make sure that you attend all classes and make satisfactory progress. If you don't do this it can become very difficult to keep your visa" (p. 5). It mentions that

there is "specialist support and guidance for international students" (p. 22); however, it does not give any specific information as to what this entails. There are two paragraphs about "adapting to life in New Zealand" (p. 18). They mention that it can be overwhelming to arrive in a new country and that the adjustment to a new culture can be difficult, but students are ensured that this is normal and that it will only take a short time to settle in.

The third brochure, the International Mainstream Handbook (The HEI 7), aims to inform prospective students about similar topics to those in the International Student Guide (The HEI 5) and the Preparing to Study (The HEI 5) brochure. However, it has more detailed instructions on studying at the institution as it includes: campus maps, ICT resources and log-in details, a brief list of tips for successful study, including tutorial support - "Ask questions and seek clarifications from your tutors" and "Ask for and use feedback from your tutors to improve your work" (p. 10). There is also a link to a Moodle site for support of international students. The main information on this Moodle site relates to how to succeed in studies at an HEI in New Zealand. It describes main features of teaching and learning in New Zealand, for example the necessity of learning critical thinking skills. It also has video clips with tips on how to succeed presented by other international students and advisors, which gives some student perspectives on the role of language for success. Other topics in the handbook are time management, finding accommodation, successful learning in English, learning strategies, and academic language support, all aiming to assist students with mastering the typical approach at an HEI and also, to some extent, coping with life in New Zealand.

7. The *pedagogy* underpinning the intentions in the documents was also studied. It shows that the HEI places the main responsibility for internationalisation actions onto its administrative and teaching staff. For example, the Charter (The HEI 1) states that managers will: "… ensure their staff are accountable for the principles of internationalisation in their work as this is incorporated over time into the institute's capability and performance assessment framework" (p. 7). The documents were analysed for information about any guidance for suitable pedagogy, i.e., suggestions for how internationalisation through teaching and learning is to be accomplished. In the analysed documents, the key concept, as well as the main commitment, is providing high-quality education. However, there is very little guidance on pedagogy suitable for international students, i.e. how internationalisation through teaching and learning can be accomplished. In the investment plan, for

example, there is a section on how teaching and learning should respond to the needs of Maori students (The HEI 4, p. 43). In comparison, the needs related to international students are not dealt with in a similar way in this document. In relation to international students, it mentions the reputation for excellence, pathways, deepening of internationalisation by preparing students for multicultural and global connections, with no suggestions of suitable pedagogy. This is one example of a document omitting information related to international students which could have usefully been included. However, the HEI has a clear intention to support staff with how to approach internationalisation, by:

> … ensuring staff are knowledgeable about how to internationalise the curriculum and response [sic] to the culture and learning styles of learners, the importance of offering enriching academic and cultural experiences, cultivating a sense of belonging among international learners at … [The HEI] and strengthening our academic quality through international linkages. (The HEI, 3, p. 59)

There are teaching and learning guidelines available for teachers at the institution, but they are not publicly available, so they could not be quoted. A read-through of these guidelines showed that the advice is useful for teaching at a higher educational institution; however, no specific suggestions for a pedagogic approach suitable for international students are included. The intentions and advice in the guides, and in the other documents in this study, need to be interpreted and transferred into such practice by the teachers.

8. Other documents that were analysed were the student magazines (The HEI 9, 2018-2020) which are published by students for students. They were read through to detect whether any of the articles included references to international students, culture, or adjustment, and whether or not they could have included more content related to international students. It was assumed that the presence of these concepts would indicate *inclusivity*.

Nine magazines were analysed: two issues from 2018, four from 2019, and three from 2020. In issue 12, 2018, they quote from the Student Council: "We are working in partnership with [The HEI] to build a learning environment that benefits everyone" (p. 2). However, the magazines seem to address a general cohort of students from a 'Western' viewpoint. For example, when reviewing

movies and books, the movies are predominantly from the US, the UK, Australia, and New Zealand. Of 27 movies in these nine issues, only one movie from another country was reviewed: a Japanese Manga movie. Moreover, when reporting about an international film festival, only movies made in Belgium and New Zealand were mentioned. There are articles which could easily have mentioned international students, but they did not. For example, one called, "New to Christchurch" has general information about history, arts, nature, activities, and intercontinental cuisine. The article seems to address domestic students from other parts of New Zealand, and it does not mention international students.

The analysis found only a few references to international students in these magazines. There are 13 pages in each magazine, which means there are 117 pages in these nine issues. Of these pages, only five are related to international students or other cultures. In issue 13, 2018, the popular Korean music K-Pop is mentioned (p. 4), and a page to introduce international students from Thailand, Scotland, and Denmark (p. 12). Issue 15 from 2019 acknowledges the Muslim community after the tragic shooting at the Mosques in Christchurch. "There are no words that can be said that haven't already been said that can describe the events against our muslim [sic] friends and family" (inside the front cover page). In the same issue, there is an article written by an international student in which he reflects on his first year of study. It encourages international students to be in charge of their lives: "You're gonna shock yourself with the number of capabilities you have in your possession that makes [sic] you unique and irreplaceable." (p. 4). In issue 20 from 2020, there is an "Ask the tutor" page with the question: "How do your personal and professional interests contribute to your teaching in multicultural/multilingual education?" (p. 8). The responses by two tutors were: "It is said that travel broadens the mind. Travel lets you see how others live and view the world, and that helps me understand how I can describe things from a perspective, others will, hopefully, understand" (p. 8), and

> Communication is the most important element in education. We live in a world that is becoming smaller and smaller as technology and business allows us to work across geopolitical boundaries. This means that we need to develop great, clear communication skills, and we cannot assume that what we say has been understood. (p. 8)

It was noted that neither of these two tutors mention how their interests contribute to a useful pedagogy for multicultural/multilingual education.

The main finding from the analysis of the student magazines is that the magazines included some content for and by international students, but this was minimal compared to the rest of the content, which seems to address a general student cohort, and mainly from a 'Westernised' perspective.

To sum up, the HEI is committed to internationalisation by increasing the economic benefits of internationalisation, providing high quality education, and enabling international linkages. This includes maintaining a good reputation amongst prospective students and diversifying possible pathways for international students. The main responsibility for internationalisation actions that the students will experience first-hand lies with the teachers through the curriculum. The HEI documents acknowledge the need for the HEI to help students adjust, but they do not envisage adjustment on the HEI side, i.e. mutual adjustment. Thus, there is not much guidance available to the teachers on pedagogy suitable for international students. The students are guided via brochures and the support offered at the HEI, sometimes via teachers who may refer them to other support venues.

The following sections will to some extent cover internationalisation at the interface between teachers, advisors, and students, as well as adjustment issues related to study-life balance, teaching and learning, and language use, mainly through data gained from the teachers and advisors, and in relation to findings in the documents and student data.

6.3. Academic Adjustment – Staff Perspective

As found through the analysis process, there is no doubt that EAL students meet challenges to which they have to adjust in the new academic culture. This section reports findings related to EAL students' academic and language challenges within the new teaching and learning setting, and how they adjusted to these, as experienced by teachers and advisors. It will cover the following three areas related to academic adjustment from the perspective of the HEI and its staff, teachers, and learning advisers: (1) Managing the study – life balance; (2) Using an additional language, including academic language; (3) understanding the new academic teaching and learning approach, including taking responsibility for one's own studies.

6.3.1. Adjustment to the Study-Life Balance

Although, the Internationalisation Charter (The HEI 1) does not suggest that teachers have responsibility for students' life outside of the institution, the teachers noted the busy lives that these students lived. For example, T3 (short for teacher 3; the same abbreviation pattern is applied to teachers 1-5) emphasised that many EAL students were under stress as they faced so many different commitments: "borrowing money, having to work while living, dealing with culture shock, dealing with language changes, they're not getting the best grades or they're failing and they might not get the visa" (T3, interview 3)

Thus, teachers acknowledge that students have many pressures to deal with in their new lives - making money, for example, which according to T3, might lead to some EAL students prioritising work instead of studies. Moreover, T5 admitted that he thought the reason for not prioritising studies was that the main purpose of being in class, for some students, was to fulfil their study visa requirements, with the goal of obtaining a work visa when they finished their studies.

> They won't admit it [visa as the main purpose] but you can see it… because they will get jobs on night work, so that they're tired in class. You know, they kind of are not that committed and not that serious [about the studies], and you can see with the international students, which are the ones that are serious because they will do the grind, they will do the work (T5, interview 3)

This shows that teachers notice a range of study commitment levels by the EAL students, some of which are related to obtaining a visa. The student advisors did not have the same experience of unmotivated students. Learning Advisor 2 (LA 2; the same abbreviation - LA - is used for Learning Advisors 1, 3, 4 and 5) explained that,

> … some of those issues in the classroom about students not wanting to attend, or coming late or being more interested in a job, we don't see that because generally those students don't turn up to us, ... So, although I hear all that, generally our interaction with the international students, that is not what comes up, it's about this assignment, this essay, what does this question mean? (LA 2, interview 1)

214

The analysis of the six interviews conducted with the two learning advisors shows that they had also noticed that students many times face a heavy and demanding workload, which sometimes means that this is just "one thing too many" (LA2, interview 2). The learning advisors also noted that EAL students often have very little time, especially for any focused English language improvements once the term starts. LA2, for example, expressed the view that students sometimes did not keep to their much needed advising appointments, and questioned whether these students could fit in any language studies at all, as they seemed too preoccupied by their mainstream studies and part time work:

> … they believe their English is adequate enough to cope with the course and when they get here it isn't. When are they going to fit that extra studies in? Erm, and that's quite frustrating because you know they've got part time jobs and they're trying to earn some money when they are here, and whether they actually turn up to you is … erm, I don't know… so this is at that level where I feel we are not really helping. They are not getting the help that they need because we are not really set up for it. (LA 2, interview 1)

The heavy workload was echoed by the students and they had to learn to manage their time; for example, as reported in 5.4.1, Hua, one of the international students, considered that time management was the second biggest challenge, after using English.

This brings up the challenge of really meeting the international students' needs on a practical level, which includes study and language support, as well as for life outside the HEI. The HEI adheres to the Pastoral Care of International Students (New Zealand Legislation, 2016), and has committed to exceeding the expectations outlined in this policy (The HEI 3), so there might be an opportunity for more institutional support in respect of the whole lives of these students. Sometimes students are referred to the LAs by the teachers, mainly if they see that students are at risk of failing the course, but they do not seem to follow up on students' lives outside of the institution. However, even if the referral system is in place, students also have to take initiatives to seek assistance themselves, which does not always happen, according to the teachers and learning facilitators. T3 said, for example, "there are some students that are just, they don't really care too much, I guess, as long as they pass. They don't come to tutorials where they can get extra help".

215

6.3.2. Adjustment to the New Academic Teaching and Learning

Evidence from the data analysis indicates that the students, coming from educational systems where teachers dominated the lessons, had to learn what was required of them in the new learning environment. For example, from the analysis of the teacher interviews, teachers had noticed that there were some EAL adjustment challenges that students struggled with, mostly in their first 3-6 months. The most significant challenges according to the teachers, were: problems with engagement and contribution in the classroom; they were typically not familiar with classroom discussions, critical thinking skills, and group work; and they were more silent in the classroom than domestic students, as they did not usually answer questions and were reluctant to speak in front of the class. Some teachers think they can help students by forcing them to say something in class, but that was not popular amongst the students as Hua pointed out, as he had noticed how embarrassed the students were in that situation. Both LA1 and LA2 said that the biggest challenge for EAL students is the different way of teaching in New Zealand compared to where they come from, for example the use of investigative approaches in which learners have to find out information on their own, then also apply this to an imagined case, often with NZ concepts included.

> I think the different way we teach here compared, compared to the, the way they,
> often the way they learn at, at home must be one of the, be the biggest challenges
> because the, they sort of, if you come from a culture where you have really succeeded
> in the education system, where the teacher writes everything on the board, the
> teacher gives you everything you need to know, you copy it down, learn it, go in to
> an exam and re-write it and you get high marks… (LA 2, interview 3)

This comment shows that LA 2 was aware of the difference in teaching between the students' previous schooling and the approach in New Zealand. LA 2 also pointed out that students have succeeded in their own educational system and that makes it a big challenge to understand how they need to perform in this different system.

Moreover, some students had also complained that the teachers did not satisfactorily clarify what they expected from the students. One of the students, Ying, mentioned the differences that she had noticed:

> Where I was brought up, you know, they are more conservative and they focus a lot
> on academy, where you stress on exams, your marks, and a lot of people tend to
> memorise a lot of things but over down here, they encourage people to be outspoken
> and to probably give your feedback, give your thought kind of thing. And you meet a
> lot of critical thinking and logical thinking, which is quite different from our country.
> (Ying, interview 1)

Adjusting to this was quite difficult when she first came across this approach and she felt quite sad and upset:

> It was tough for the first semester where you need to adjust yourself. Cause you are
> not used to that kind of method and you probably would be feeling sad or upset about
> yourself cause some of the thing, you couldn't do it. (Ying, interview1)

Ying said she dealt with this by focusing on what she was able to do, and then learned other skills later.

Another challenge that staff perceived was that EAL students often had problems understanding how to approach assignments. Both LA1 and LA2 stated that EAL students often struggle with these. LA2 pointed out that this is especially if there are any New Zealand concepts involved, or if they have to use imagination, and then also linking the assignment to hard facts, theory, and analysis. The learning advisors typically helped EAL students with clarification on what was required for the assignments. LA1 had also noted the difficulties and described it thus:

> There is comprehension and then understanding the expectations of the assignment,
> reading the assignment questions and comprehending what it is they are supposed
> to do. They struggle with it because education is so different in their country. (LA2,
> interview 1)

This struggle often led to students supporting each other with the requirements for assignments, as T2 and T5 noted. However, assistance by friends happened on a broader scale, with classroom content for example. This was confirmed in the focus group discussions, where one of the students said: "Some of my friends … they better understand the accent of Kiwis so after the class we ask them 'what the teacher told?' and like this; in this way we understand the lecture" (S1, focus group discussion 1). This shows how important it is for some EAL students to interact with, learn from, and be supported by, fellow students. Moreover, T1 echoed the findings from the student interviews

217

that the HEI was a very important "home base" for many of the EAL students, as they spent much time there. T1 had also seen that they built networks within the institution as they tried to establish themselves in New Zealand.

Teachers also reported that there were some emotionally-based challenges. For example, they saw that some EAL students lacked confidence, were homesick, and worried that other people would not understand them. Like T3, T2 had also experienced that the uptake of the one-on-one tutorials on offer had not been great. This was even though students who made use of tutorials became a bit happier. T2 had also noticed that the international students gained more confidence when they had participated in self-awareness and culturally-aligned lessons.

The teachers pointed out that EAL students had a different view of taking responsibility for their studies compared to domestic students. Teachers found that the international students were somewhat dependent on teachers telling them what they needed to know, and that they generally did not want to argue against the teacher. However, T3 confirmed the finding that some international students were amongst the highest achieving students:

> There are some very diligent ones who love being international, non-English speaking
> students, and my top student last year was a German student, and she was petrified
> of doing the assignment, but her assignment was amazing, better than many Kiwi
> students, it was like "can I use this as an example?". (T3, interview 1)

The LAs had also seen that EAL students succeed by putting a large amount of extra work into their studies. However, they pointed out that students were unfamiliar with the classroom routine in New Zealand, which led to confusion about how to interact with teachers and engage in classroom activities. This was one reason for seeking help from Learning Services (LS).

Teachers noticed how they were addressed by the students, and they informed them about the closer working relationships teachers in New Zealand have with their students and that it was, for example, acceptable to call teachers by their first name. T1 said, "they often call the teachers 'Sir' or 'Mam' and I try to get rid of that as quickly as possible" (T1, interview 1). The information from the teachers was helpful as the international students were sometimes appalled by the way domestic students approached the teachers, for example Biren, who thought they were disrespectful and rude

218

before he understood that it was culturally-acceptable behaviour in New Zealand. Moreover, LA1 thought that the students' lack of experience with the different role they play in the classroom in this new study environment, might hinder them from communicating in classroom situations.

T1 had often been told by their department leaders not to change the teaching approach too much because EAL students are coming to New Zealand to be educated. The directive was that the students should adjust to the institution, and not vice versa. T1 said:

> We have often been told not to change too much because they are coming here for a Kiwi education. So, we can't make it a non-New Zealand style, so we are not supposed to integrate their greetings and things like that. Which is perhaps what you should do of course, but we are sort of told not to do that. I personally don't mind either way. I don't have strong feelings about that. So we sort of, the directive from our department is that they should be assimilating to us and we should not be adjusting to them. (T1, interview 2)

Teachers were, thus, told to use a New Zealand style of classroom approach and not even integrate greetings in other languages. This is in line with the strong emphasis on excellent education as a marketing item in both of the government documents - the Tertiary Education Strategy (Ministry of Education, 2019), and the International Education Strategy (New Zealand Government, 2017), as well as in the institutional documents - the Investment Plan (The HEI 3), and the [The HEI] Annual Report 2019 (The HEI 4). T2 agreed with this view, whereas T3's view was that the approach should be adjusted to the needs of the students. T3 pointed out that, as EAL students had paid substantially more compared to the domestic students, the HEI was obliged to give them something extra, and to be more accommodating of their needs. T4 agreed with the institution's view as he thought teachers should make some adjustments, without compromising their teaching too much, because international students come to this institution to get a New Zealand based qualification. This is this teacher's interpretation of the intentions of providing quality education as set out in the internationalisation policies and documents. Thus, quality education was in these cases interpreted by the teachers and they decided what it really meant in practice, and obviously this differed between teachers.

LA1 stated that assisting the learners was everyone's responsibility, but that staff need to give support and assistance, and communicate with each other to share best practice to better

understand EAL students' needs and how to teach these students. LA2 had noticed that the teaching of international students was not prioritised in the professional development courses offered to staff:

> When they do the DTLT [a teaching and learning course], they do a cultural course around the Treaty of Waitangi, and they do, and they do some about teaching Maori and Pasifika and strategies for that, but they do an embedded literacy and numeracy course, how to teach students with learning difficulties and students with low level literacy, but there is no course on how to teach international students. (LA 2, interview 3)

The same information was found in the Investment Plan (The HEI 3). As pointed out in Section 6.2., there was advice on how to teach Maori, Pacifica, and literacy students, but no guidance on pedagogy suitable for international students. This is another example of how the intentions are interpreted at the level of interaction with the students, which then leads to a missed opportunity to provide an even higher quality education, one in which international students feel that they are really listened to.

Previously, LA2's approach had been to place the main responsibility for adjusting to the new educational environment on the students. The role of staff was then to facilitate and help them with this. However, LA2's view had changed after listening to a presentation about international students and their studies at HEIs. LA2 had understood that many overseas students expected teachers to give them information so they could succeed; thus, LA2 now thought that staff should take on more responsibility for this, through negotiations with the students.

6.3.3. Adjustment to Using an Additional Language for Study

Some of the teachers noted that the first 3-6 months was the most challenging period for many of the students. Understanding the Kiwi accent in the first two to three months was confirmed as the main challenge amongst the members of one of the focus groups, especially as New Zealand people also tend to speak very fast. Moreover, the teachers experienced EAL students not being very confident using English in the first 3-6 months. Thereafter, they noticed that students opened up more and that they felt more comfortable. For example, T4 had seen a difference in EAL students after the first semester. "This semester, they started, you know, they just seem a little bit happier and a little bit more comfortable with the way that we do things" (T4, interview 2). This shows that

teachers notice a change in the EAL students' self-confidence in the second semester, after about six months. T5 added that they become more "comfortable with time … when they realise that they can … [answer questions]" (T5, interview 3). Thus, students seem to increase their wellbeing and adjust better as they become more aware of their language ability. T1 said, moreover, that this also shows that teachers are aware that students may be quieter in the beginning, although this might depend on the situation. T1 pointed out that they were more talkative in some situations:

> As I said, they don't usually open up and discuss at a whole class discussion, but if you are going around individually talking to them, they very quickly do open up and you realise that they can actually articulate themselves relatively well. It is just a bit intimidating in a group setting. (T1, interview 1)

However, the students pointed out that even if they had adjusted to using English more, this was also a time when they started to feel a little more dissatisfied with their English use. For example, Hua stated:

> I just of kind of, like breaking down a little bit because I'm not ever going to catch up, after a few months you realise it is impossible for you to catch up that native speaker level, because they will catch the meaning straight away. (Hua, interview 1)

As a result, from this time they put more effort into learning more English and became more proficient. For example, Neethu said, "Because I can, last semester I wasn't speaking, and now I speak to more Kiwis and I get the accent, so I feel a bit more confident" (Neethu, interview 2). The participating teachers also brought up some language related challenges for EAL students that they had observed in the classroom. For example: the Kiwi accent; some New Zealand based concepts used in the lessons; understanding key ideas and explanations; problems expressing themselves orally, as they had problems with pronunciation; problems expressing themselves in writing, mainly because of lack of knowledge of grammar and sentence structure; not understanding specific jargon in the classes; not making themselves understood; and their use of language not being sufficient to convey their knowledge. Moreover, just because they were second language speakers, they needed more thinking time before they could answer questions and, as a result, they were often silent participants in the classroom. This was confirmed by most of the interviewed students and the students in the focus groups.

This study found that some international students were more silent than domestic students in the classroom. For example, T1 and T4 said that some EAL students do not adjust easily to speaking in front of the class and may avoid situations where they have to perform in this way. For example, T4 had found that some students did not come to class when they were scheduled for their presentations. The situation with silent students was confirmed in observation of classes using the SCORE approach (see Section 3.3.3. for a more detailed explanation). It showed that the number of times international students interacted and talked was much lower than for the domestic students. This was also confirmed by the participants in the focus groups, as well as by Ying, who hesitated to speak in front of the class, even though her English level was quite high. The two learning advisors and all five teachers had also noticed some silent students. LA1 thought they were more silent because of their self-consciousness: "They can be self-conscious about accent, about the level of English, whether they would be understood, er, it could just be unfamiliarity with speaking up more in class" (LA1, interview 1). This comment indicates that the reasons for students being silent in the classroom are complex. In the interviews with the individual students, as well as in the focus group discussions, students confirmed that they sometimes hesitated to speak because they felt unsure of how to express themselves and uncertain that they were going to be understood.

Another reason for being silent in the classroom was stated by T4 and T5. They thought that EAL students process language internally before they answer, which would take time. For example, T4 had noticed that:

> You have students whose mind, I believe, works in this basic way, they listen to English and translate it to their own language, think about it in this language, re-translate it to English and then talk, so there is a difference sometimes in the how fluent, or how, smoothly that process works (T4, interview 1)

To facilitate speaking amongst typically silent students, T1, T4, and T5 regularly asked direct questions to individual students, as they had found that EAL students speak and report back if they are forced to do it.

T5 was not afraid of the silence that sometimes occurred when students were asked a direct question, as it was just a matter of waiting it out. "I do a lot of questioning in class and I'm not scared of uncomfortable silences, you know, so I'll ask a question and I'll wait until I get an answer…" (T5,

interview 1). The focus group discussions also revealed that EAL students found themselves to be more silent than the domestic students. These discussions verified that EAL students often had to process questions for longer and think longer before producing an answer, so the opportunity to answer or say something passed too quickly. Like the teachers, Biren suggested that teachers should ask questions directly to the EAL students to prevent domestic students from answering first. This was like Mohit, who would not answer if he were not addressed directly:

> Mostly I, even if I know the answer, I don't tell. I just don't do it. I don't express that
> I know that and that. I don't like that. But if he particularly asks me, I just answer him
> so that's right. (Mohit, interview 2)

However, one of the students, Hua, thought forcing students to speak was not acceptable, as he had found many times that EAL students felt very embarrassed by this:

> This is an aggressive way. I think they could just point at students and say, "What do
> you think about this?" but in that situation you may get the result that you
> embarrassing that student, so most of the teachers they don't want to do that, no.
> (Hua, interview 1)

This shows that this could be an area in which teachers could negotiate their approach with the students. Analysis of the observation sessions of students in the classrooms (see Appendix B) confirmed that some EAL students were, in general, more silent than domestic students. By analysing the behavioural pattern, using the SCORE model, there was evidence that EAL students did not interact as often as the domestic students did, and that the presenters in all the groups were Kiwi students.

All the teachers had found that EAL students talked more when they only had to talk with one other student, for example in pair work. However, T2 also reported that some EAL students withdrew and did things other than following the lesson, for example using their mobile phone, thereby becoming silent students. Another obstacle for speaking English in the classroom was pointed out by Hua:

> Ah, yeah, the reality is you probably have six tables with six students at each table.
> When you look at the classroom you will probably see all Asian people sitting with
> Asian people, the Kiwis with Kiwis, and the Indians with Indians. When it comes to

that situation, they are more talkative because they can use their native language,

another tongue. (Hua, interview 1)

This is an example of students hesitating to mix with other cultures if they have a choice. This is in line with the behaviour described by Gomes (2018) - siloed diversity, which explains "how diversity within the transient migrant space takes place because transient migrants form siloed physical and digital networks based on their identities" (p. 65). This siloed diversity behaviour was addressed by one of the teachers, as observed in one of the classroom observations:

Students come in and goes to tables with friends. They seem to be of the same nationality. One table has only L1 students, three tables have only EAL students, one table has three EAL students and one L1 student. The teacher tells them to not become too comfortable in their seats as he will move them into new groups. (Observation notes, 02 March, 2017)

The teacher then organised groups by giving each student a number which created random groups across nationalities. The siloed diversity behaviour was noted by focus group students too: "once you get into groups, then automatically you sit together in that group, country group, so that's not working the way how it should be" (Focus group discussions, 25 May, 2018). In another focus group discussion, they said they wanted to work in mixed groups and one student had tried to change this:

I once went to business department to say this, like "you should try mixing the countries and languages" … that they should try to make groups of mixed genders, languages, countries; that would be really helpful. (Focus group discussion, October 2016)

The analysis of student focus groups and student interview data also showed that language capability could be an issue for performing efficient group work, affecting both EAL and domestic students. "In my group work, there are two, Kevin and Stan, and they are from China, and even the other person not understanding what they are saying" (Biren, interview 2).

There were some other situations that typically hindered language development as noticed by some of the teachers. For example, T1 stated that EAL students do not seem to prioritise improving their spoken English during their three years of studying in the mainstream classes. Four of the teachers (T1, T2, T4 & T5) had found that EAL students typically spent most time with others who spoke the

same language and that they tended to sit together in the classroom. T2 had noted that their writing, on the other hand, did improve due to the many written assignments.

In the focus group discussions, it was revealed that the more capable users of English dominated the group, because it took longer for EAL students to produce verbal input into the group work. However, data from the individual student interviews showed that when the EAL students became more communicative and proficient, after six months or so, they saw group work as a chance to improve their English even more, as they then interacted more with domestic students: "I was very active in my group activities because we can share our thinking, our views and we learn so many things by other people" (Mardeep, interview 3). On the other hand, according to the teachers, some domestic students refused to be the language expert in the group, and therefore some of them asked for permission to carry out projects on their own.

LA1 and LA2 revealed a range of academic language challenges that they thought EAL students are faced with. These were, in short: listening skills, notetaking of relevant details; reading, especially academic literature and interpreting articles; academic writing, paraphrasing, quoting, and referencing (even in their 3rd year); writing overly long, complicated and confusing sentences; answering questions orally, struggling with assignments so they needed help clarifying questions and checking writing for grammar, sentence structure, and coherence; too low an English level at the beginning and therefore not being up to the demands of the course; inefficient use of dictionaries; and teachers speaking too fast and with a, for them, unusual accent. However, they thought most EAL students have sufficient English language skills when they arrive, but the majority of them would still benefit from improving their English.

Both teachers and learning advisors found that the main problems EAL students have with their written academic English were, for example, paraphrasing and summarising, and also expressing themselves in writing in a meaningful way. For example, LA2 had noticed that despite having a good grasp of the content, they could not express that in their writing. The sentences became too long and sometimes they did not make much sense. T3 had also noted that EAL students understood the concepts but had problems incorporating them in their writing: "…they understand the material, they understand what's asked, but they can't articulate it back" (T3, interview 1). According to the

teacher, this was related to their writing, as the teacher had found that EAL students could often explain the content orally when asked for explanations of some unintelligible writings. This shows that the students have knowledge, but it is difficult for them to express it in writing.

Information about students using the Language Self-Access Centre (LSAC) to improve their academic English is included in both the International Study Guide (The HEI 7) and the International Mainstream Handbook (The HEI 8). However, very few of the international students use this opportunity, even if they would probably benefit from it, as noted by LA 2.

> We often send them to you, [the LSAC] but I don't know how often they turn up, because part of the problem is that they have these full timetables and they have been told, or they believe their English is adequate enough to cope with the course and when they get here it isn't. (LA2, interview 1)

It was found that no one of the nine interviewed students had made use of the LSAC; some students did not know about the centre, others knew but said they did not have time for any supplementary language studies. However, two of the students in the focus groups had discovered the benefits of studying there and they used it regularly.

6.4. Academic and Language Support

Both the LAs and the teachers supported EAL students in many ways. LA 1 reflected on the situation and challenges these students faced, many of which were related to unfamiliarity, both with the institution and New Zealand society:

> Being new in almost everything, new to the country, new to the city, among new people, English is spoken here you know by nearly everyone, so everything is new and it's quite different and a new academic system. Even if they come from a tertiary, you know, institution elsewhere, it's a different institution, yeah, so they need to accept the differences, the newness of things but they need also to know what they should do and to be focussed on improving. (LA1, interview 3)

The recommendation by LA1 was that students needed to take on the responsibility of meeting these challenges.

The analysis of the teacher interviews showed that the teachers typically adjusted their lessons to suit EAL students. They realised that reading and speaking tasks took much longer for EAL students, especially when answering questions orally. Another challenge was understanding vocabulary. As found in the interviews with the teachers, they supported students with this in many ways. For example, T1 initiated a kind of debate speaking task, which led to increased confidence to contribute once the EAL students had become familiar with the model, after about four weeks. However, T1 stated that culture probably plays a more significant role in students' adjustment than their English language skills. Nevertheless, all of the teachers adjusted their speech to speaking more clearly and slowly. T2 gave definitions of unusual vocabulary and T1 often explained New Zealand based concepts. T3 adjusted to the lower level EAL students by explaining words in much simpler language, as well as giving examples of how to use academic language.

T1 and T3 gave extra thinking time to EAL students when they struggled with oral answers in the classroom. T1 set group work in the classroom with the more capable English users mixed with less capable ones, "cause, as soon as they collaborate and talk to each other their English improves" (T1, interview 1). The comment by T1 shows an example of how this teacher actively supported spoken language development. T3 had a similar approach, setting up groups with students from different countries, but also facilitating the group interaction by assigning specific roles to all of the members. This was also noted in one of the observed classes. In this class the teacher made an effort to assist students to interact more across cultures in the classroom; however, this was not always easy as the summary from the observation shows:

> Despite good intentions by the teacher, to make students interact outside their own
> cultural or language groups by allocating members of the groups, it seems like there
> is a clear trend for L1 students to be more interactive and active than EAL students,
> with regard to solving tasks and reporting back. The reporting back was done by 100%
> L1 students and seven of the EAL students were quiet the whole lesson. (Notes,
> observation 3)

This observation shows that good intentions by teachers do not always give the desired results. Besides, LA2's experience of students doing group work was that some of them were not familiar with this style of learning:

Group work might not be a known way of learning for international students, as they don't know about this. So, they do need some guidelines and explanations, especially for new students. This is group work, and this is how it works and what the students need to do yeah, that kind of thing. (LA 2, interview 2)

This shows that when using approaches to learning in the classroom which are unfamiliar to students, teachers may need to think it through thoroughly and prepare the students for what it entails, by making the approach explicit and negotiating it with the students.

However, T3 had found that pair work was more efficient than group work with EAL students, as they became more engaged and active when they talked with only one more person. T5 video recorded all lessons and posted them on Moodle as some EAL students could not follow the lessons well. This enabled students to review all lessons in their own time. T1 often used a "think-pair-share-technique" for improving EAL students' ability to give oral answers. In this activity, students had time to think through the answers, then discuss them with a peer and finally share their answers with the whole class.

Teachers and learning advisers had some additional ideas about how to support EAL students in language improvement. For example, T3 suggested compulsory language courses for students with low levels. However, the main issues might be communication style and classroom conventions, which could be dealt with by discussing them with the students. LA1 thought it was important to give timely advice, i.e. relating it directly to the students' courses. T1 saw a need for giving students more chances to communicate in English and therefore suggested a communal area where students could meet and interact under more informal conditions. Learning Services (LS), where the advisers were based, had developed support on a Moodle site with information related to studying in New Zealand. They had made use of some international students for advice on the content. Interestingly, LA2 stated that advice on how to improve English language was not included in the original version, but this was added when the students who trialled the first version recommended it.

The analysis of data also showed that both teachers and learning advisers supported EAL students in their academic development in many ways too. They typically targeted the academic challenges that they had seen students needed assistance with. For example, they made themselves available

for one-on-one tutorials. However, there were only a few students who took up this offer, according to T4. T2 encouraged students to ask questions before and after class and at break times, and found that this worked well for building rapport with some students. All of the participating staff members, T1-5 and LA1-2, wished that they had more information about typical EAL student adjustment challenges as they were willing to meet the needs of the students if they knew what these were.

Apart from one-on-one sessions, LA1 and LA2 were involved with Learning Services' lunch-time seminars on academic writing, for example, how to paraphrase, quote, and reference. If there were some EAL students at these seminars, both LA1 and LA2 simplified their language to make it easier to understand. They pointed out that many students come to LS in the hope of getting help with essay proofreading, which is not part of their service. However, LA2 always checked a smaller part and elicited answers from the students about their mistakes. Then, when students were aware of why they made this mistake, they had to find and correct similar ones themselves. LA2 pointed out that students who regularly seek help from LS are able to practise communicating using academic language to a greater extent. LA2, for example, asks academic questions and students are required to formulate academic answers. LA1 recommended that learners record lessons, so they can review the lesson in their own time, and LA1 also teaches them to take notes efficiently.

As assignments were often a big challenge for students, T3 offered to give advice on the assignments before the due date, but only a few students took up this offer, and few students handed them in on time. T5 supported EAL students by marking their assignment writings with an open mind, focusing on the meaning and not too much on grammar mistakes. The support the LAs provided was also mainly around assignments.

One of the lunch-time seminars held by LS was on how to form study groups. They especially encouraged EAL students to form these groups. LS also publishes some study advice sheets, targeting use of academic language and proper referencing, which are free for the students to pick up. LA1 often hands these out at the seminars. LA1 pointed out that they always have to check that EAL students have understood the advice they are given, and then they simplify the instructions if needed. LA2 adjusts to speaking slowly and clearly whilst making eye contact, and also explaining

any difficult vocabulary in the assignments, then asking them to repeat it back to them to find out if the students have understood.

Learning Services also arranged a compulsory introductory week for international students on studying in New Zealand, in which students are informed about the help services that they can access. LA2 visits classrooms to inform students about the services, thereby increasing the awareness of help provided by the institution.

The analysis found some suggestions from the participants for further support to alleviate the challenges of adjustments regarding teaching and learning. For example, T1 suggested making cultural aspects more accessible by showing students what a 'pōwhiri'[2] is, instead of just teaching them about the concept. A system for early detection of the challenges that may lead to failure was suggested by T3. EAL students having access to a buddy, who would assist with English language needs and also other student related challenges, was suggested by both T3, LA2, and by Ying, one of the interviewed students.

LA2 proposed stronger links with the subject tutor and visualized a four-pronged approach, to help some of the more challenged students, a group consisting of a student, the teacher, one of the international advisors functioning as a pastoral care person, and an LS staff member. LA2 also thought it would be useful to offer drop-in time with an English language tutor rather than with LS personnel. LA2 suggested that all LS staff should be offered English language professional development (PD).

T2 thought it would be very useful to arrange PD sessions for staff, for them to learn about these students' country, educational systems, and cultures. T5 suggested lunch-time seminars for teachers to share good ideas for teaching international students. Moreover, T4 reflected that it would have

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[2] A Māori welcoming ceremony involving speeches, dancing, singing, and the hongi (a greeting in which people press noses)

been preferable if the teachers had had some kind of introduction to teaching EAL students, so that they could have avoided being introduced to a new situation without adequate preparation.

> When you've got a class of 70% L2, you have to adjust your teaching somewhat to suit their learning needs erm, I guess I have kind of had some experience in doing that, but it would have been really nice when I first got thrown in, in the deep end in that, in the NZ education system of the amount of fee paying students in business courses, has been pretty much my whole career, of teaching here, it would have been really nice to have some support with that when I first started, What do you do? How do you go about it? What are some strategies you can adopt? That sort of thing, erm, even now, it would be nice to have that kind of conversation, occasionally, cause I'm sure that other people have really good ways of dealing with it. (T4 interview 1)

The comment shows that, despite the intention in the Internationalisation Charter (The HEI 2), and teachers having some experience with teaching international students, teachers in this study would have liked more information on how to teach international students.

6.5. Focal Points in Chapter 4, 5, and 6

The intention of internationalising the HEI is expressed by the higher management level of the HEI and set out in policy documents, a charter, and planning documents. These documents emphasise the intention of providing qualifications useful both nationally and internationally, creating thriving contacts with other institutions in the world, supporting student learning, as well as encouraging acceptance of cultural differences. The HEI is faced with a dual commitment; it has to balance the costs of internationalisation and support against economic growth. As set out in the Internationalisation Charter (The HEI 1), and Learner Support at [The HEI] – Document App511a (The HEI 8), the teachers have the main responsibility for the support provided to students. They are expected to listen to the students, find out their support needs, act on this information and refer them to other support structures, both inside (e.g. Learning Services) and outside of the HEI (e.g. NZ Study Link), if needed. The Charter also sets out the principles for action: (1) supporting staff with internationalisation of the curriculum; (2) enriching international students academically and

culturally; and (3) creating international links for useful worldwide connections, and the economic benefits of the HEI.

The following two tables (Table 6.3 & 6.4) show a summary of the student challenges that teachers and learning advisors had noticed. The content of these tables is explained and compared with the student experiences of their challenges (Table 5.2, in Section 5.7.) below.

Table 6.3. Students' general, academic, and language challenges; noticed by teachers.

Student challenges – as experienced by teachers		
General challenges	**Academic challenges**	**Language challenges**
Study and work balance	Group work	Understanding key ideas & explanations
Homesickness	Critical thinking skills	Worry that other people will not understand them
Lack of confidence	Classroom discussions	Not understanding New Zealand concepts
	Assignments	Silent in the classroom
	Engagement and contribution in the classroom	They need thinking time
	EAL students generally do not want to argue against the teacher	English proficiency - progress
	They want the teacher to tell them what they need to know	Problems expressing themselves, both orally and in writing
	Answering questions in the classroom	Pronunciation
		Using correct grammar
		Problems understanding the Kiwi accent
		Problems understanding specific language of the classes
		Other students or the teacher do not understand them
		Their use of language is not sufficient to convey their knowledge
		Slang expressions
		Speaking in front of the class e.g. reporting back in the classroom

Table 6.4. Students' general, academic, and language challenges; noticed by learning advisors

Student challenges – as experienced by learning advisors		
General challenges	**Academic**	**Language**
The workload was just "one thing too many"	The different way of teaching and unfamiliarity with the classroom routine in NZ, which leads to confusion about how to interact or engage with teachers	Most have sufficient English language skills but the majority of EAL students will still benefit from improving their English. Some students are not at the right English level when they start.
Put great deal of effort into their studies, which was time consuming	Unfamiliar expectations, if not clarified by the teacher	Tutors speak too fast and with a different accent
	Struggling with assignments so they need help with clarifying how to accomplish them.	Listening - notetaking of relevant details, understanding New Zealand concepts
	Using imagination and pretending is difficult	Reading - especially how to interpret academic literature
	Difficult to link hard facts, theory, and analysis	Writing; grammar, sentence structure, and coherence. Academic writing, the genre, and complicated vocabulary (even in their 3rd year). Writing long complicated and confusing sentences
		Speaking - answering questions
		No time for language improvement
		Paraphrasing and referencing

The next part of this section explains and compares the adjustment challenges using the information from all three findings Chapters, 4-6, as well as the three tables (Table 5.2, in Section 5.7., and tables 6.3 and 6.4 in Section 6.5.), which show the challenges as experienced by students, teachers, and learning advisors.

There was an overall agreement between students and staff as to what the challenges were. However, the staff were generally not aware of some challenges that the students brought up. The following eleven points show the challenges and how they were met by staff and students. The support for the challenges and how students adjusted will also be mentioned in these points. They

were: (1) general/socio-cultural challenges, time management; (2) challenges in the academic area, new teaching approach; (3) expectations and the level of student responsibility; (4) new assessment methods, assignments; (5) relationship with the teacher; (6) language challenges, understanding new vocabulary and concepts; (7) speaking; (8) writing; (9) the Kiwi accent and tutors speaking too fast; (10) sufficient language level; (11) using English outside of the HEI.

1. The student table (Table 5.2, in 5.7.) shows that students experienced a range of general/socio-cultural challenges that the teachers and learning advisors generally did not notice in detail. For example, they built networks in their social lives, learnt about Kiwi culture, found accommodation, a part-time job, and their way around the city. Staff knew that students had a heavy workload and other commitments, but they indicated that students had to learn to manage their study time, and they were not aware of the benefits of the working environment for student adjustment. The difference in noticing the challenges in students' life outside of the HEI might be due to staff drawing a line between what they are responsible for and not responsible for. Their main responsibility lies in teaching the course, thus focusing on supporting students in succeeding with their studies. In the classroom, students appreciated the groups that teachers sometimes arranged with students from different countries, including Kiwis, as it helped them mix with other cultures and thereby become more culturally aware.

2. Teachers had noticed that EAL students were unfamiliar with group work, classroom discussions, and how to engage and contribute to learning in the classroom. This was echoed by the learning advisors, who added that using imagination, which some tasks required, was challenging. The students also said they were challenged by this, as well as learning to take a more active role than they had in their previous studies in their home countries. Teachers assisted EAL students with the challenges in the new teaching approach by explaining and clarifying the intentions if they were aware of any students who were challenged by this. They also offered one-on-one tutorials to give struggling students an extra chance to understand, by giving encouragement and clarification before and after class.

3. It was pointed out by both teachers and learning advisors that students wanted the teachers to tell them what they needed to know, and the students were uncertain about the level of their

responsibility. Learning advisors had noticed that some students were not clear about the expectations by the teachers regarding participation in the class, and they suggested that teachers needed to clarify this.

4. Teachers supported EAL students with their assignments. They offered extra help before the due date of assignments, and some of them marked for content instead of grammar mistakes. The learning advisors provided help with how to decipher the assignment tasks, which was not always taken up by the students, at least not until they had failed the first one. Students also wanted teachers to clarify the requirements for the assignments better.

5. The students had no previous experience of the relationship between students and teachers in New Zealand, so according to the learning advisors, this led to confusion amongst the students about how to interact and engage with the teachers. This confusion was confirmed by some of the students. The teachers had interpreted this as an unwillingness to argue against the teacher. Some students resolved this by studying the behaviour of domestic students and then trying to copy this behaviour.

6. The students were challenged by new vocabulary and concepts, which sometimes led to not understanding lessons. However, they familiarised themselves with the PowerPoint slides before and after class, and they typically put considerable effort into learning the jargon and new concepts. The teachers usually adjusted their speech so that it was slower and clearer, gave definitions of unusual vocabulary, explained some New Zealand based concepts, explained words in much simpler language, and some even video-recorded all lessons, which allowed students to revise concepts they did not understand. The learning advisors interacted with a simplified language and checked that the EAL students understood. They also held lunch-time seminars in which they simplified their language to convey information and they made sure to speak slowly and clearly. Moreover, the HEI, through Learning Services, had developed an on-line advisory site, which also included some language support.

7. Another challenge was speaking in front of the class and answering questions asked by the teachers. Students did not always have sufficient time to process both the question and the answer before a domestic student had answered. The teachers were aware of this challenge, so some of

them actively supported spoken language development, for example by setting such speaking tasks as the "think-pair-share-technique" which helped students think and share with a partner before they had to speak in front of the whole class, leading to increased confidence. One of the teachers thought pair work was more efficient with EAL students, as they became more engaged and active. The teachers also used group work to enable interaction between more capable English users and the less capable ones, which did not always work according to the intention. This uneven language proficiency meant that the less capable ones, often the EAL students, became relatively silent in the groups. Some teachers forced students to speak, which was not always popular with the students as they would feel embarrassed.

8. Using academic language for writing caused problems for many of the students, especially paraphrasing and referencing. This challenge was noted by both teachers and learning advisors. Teachers could not assist much with this but one of them marked assignments for content rather than for grammar mistakes. Supporting students in this was the main task for the learning advisors, who arranged lunch-time seminars and one-on-one sessions for struggling students. These seminars were mainly on paraphrasing, quoting, and proper referencing, and they also taught them to take notes efficiently. Advice on these areas was also available on documents that students could access online and in the library.

9. The Kiwi accent and tutors who were speaking too fast were big challenges, especially at the beginning of their studies, which was noted by all participants. The students tried to familiarise themselves by listening to locals on busses and at work. The teachers, on the other hand, slowed down their speech and tried to articulate clearly.

10. The language level amongst the students was at a sufficient level at the beginning although some students had problems understanding everything in the first three months. One of the LAs said that even if all the students had met the language requirements, they still needed to improve their English to cope well with the demands of the course. Teachers had experienced that students' use of English was not always sufficient to convey their knowledge.

11. The challenges students faced using English outside of the HEI were basically to develop their English for other means than for their studies. They needed to know the appropriate use of English for socialising and work situations, for example formal and informal use and slang. They also needed to learn how to get around on the busses, making themselves understood to the drivers and people they met in the city. They typically employed many strategies to learn this: eavesdropping, imitating locals, asking friends for clarification, and talking with work colleagues. Teachers and learning advisors were typically not aware that this was an important area for language development and that it had a positive influence on students' study success.

Staff and students had suggestions about support that could lessen the challenges, such as compulsory English language courses, and a meeting area for domestic and EAL students to enable interaction and, thereby, improvement of their English. They also suggested a student drop-in time with a language teacher. A system for early detection of struggling EAL students was also suggested, as well as stronger links between learning advisors and teachers. Setting up a buddy system was another suggestion from both staff and students. Students typically sought assistance when they encountered challenges, but some of them suggested that teachers and the HEI should take more responsibility for students' adjustment. Teachers also felt that they needed and wanted more support themselves, for example professional development on how to internationalise the curriculum, and on how to support English language development amongst EAL students. Their suggestions included introductory sessions on how to best work with EAL students, and lunchtime seminars to share good teaching ideas suitable for them.

6.6. Summary

The findings in Chapter 4 and 5 show that students responded well to challenges in the educational setting, as well as in the socio-cultural environment. Overall, the nine interviewed EAL students were motivated to succeed in their own future pathways, and they typically developed and made use of coping strategies in both their academic and social lives.

It was found that the reasons given by the interviewed students for the desire to improve English language and succeed with their studies were somewhat different depending on the type of students they were. One group sought a way to get New Zealand residency. Another group, represented by

those who were already residents, were highly motivated to adjust so they could succeed with their future goals of finding a good job. Moreover, the use of English as an additional language led to second language identity development for all of these students. They typically went through a period of contentedness as they were new users of English in this situation. Later, they noticed shortcomings despite some having a fairly high level of proficiency, which both impacted on and triggered adjustment in certain situations, for example from wanting to run away to confidently talking with English speakers, and from uttering just a couple of words to using the strategy of approaching other students, work colleagues or neighbors to improve language use. After a couple of years or so, they felt like more confident users and did not worry about accents or minor language problems as they had noticed a significant improvement. A positive impact of being an EAL student was that it led to favourable study results, possibly due to the effort they put into their studies, and also due to learning new English concepts and vocabulary within their subject, which enabled learning the topics at a deep level.

Chapter 6 then outlined the fact that there were support structures in place at the HEI for both language and academic adjustment challenges, but not so much for students' lives beyond the HEI. The support at the HEI is set out in the Internationalisation Charter (The HEI 1), and the Learner Support at [The HEI] – Document App511a (The HEI 8). They state that the teachers have the primary responsibility of care for the students. The institutional documents point to the dual function of internationalisation, keeping up to the reputation of delivering a high-quality education and assuring economic gain. Nevertheless, there was a clear tension between the HEI and the teachers related to an uncertainty regarding how to support the international students best. Mutual adjustment was not mentioned in any HEI documents; however, the teachers wanted more advice on a pedagogy aligned to international students, whereas the message they got was to not change the New Zealand way of teaching too much.

The following chapter (Chapter 7) discusses the major findings in relation to previous research; it evaluates and justifies the study; and then Chapter 8 reports on the conclusions, contribution to the research field, limitations, and suggestions for further research.

Chapter 7, Discussion

7.1. Overview

The purpose of this study was to understand how EAL students adjust to a new educational system and new sociocultural environment, using a second language. Three problem areas were the focus of the investigation:

1. EAL students' academic and socio-cultural adjustment while studying and using English as an additional language (EAL) at a higher educational institute in NZ.

2. The role of language in EAL students' academic and social adjustment, as well as their second language identity development.

3. The role of the HEI in students' academic and social adjustment.

Adjustment is the key concept in this study and, therefore, the discussion will revolve around what it entails, i.e., what experiences the students had, why adjustment happened, when it happened, and who should adjust to whom. Following the cautions by Littlewood (2000) and Montgomery (2010), the nine EAL students who were interviewed in this study are not seen as a homogenous group of international students. Although there were similarities related to adjustment, there were also some differences, both of which are discussed in this chapter. It discusses adjustment that EAL students are faced with when they move to a foreign country to study, in the socio-cultural and the academic areas, using evidence from the participants, both staff and students. These areas are discussed separately; however, they are inseparable in the process of adjusting to studying abroad. Therefore, there might be some overlap in the discussions.

In the next section, the major findings in the study are listed, and in the following sections the findings are contextualised within previous research and theory, and the findings in this study.

7.2. Major Findings

The following findings, as evident in this study, will be discussed in this chapter:

1. The students participating in the interviews adjusted well in this, for them, unfamiliar environment. Their experience contributed to a deeper understanding of the concept of adjustment and mutual adjustment.

2. The study showed that language proficiency, and how to improve this, both inside and outside the HEI, plays a role in adjustment, and that language use impacted the students differently depending on the second language identity development phase they were in. Also, for some students, being an EAL learner contributed to receiving high study results.

3. It was found that internationalisation at the HEI had a dual function - income and provision of excellent education - which created a tension amongst staff around fulfilling students' needs and adhering to the prevalent teaching and learning, which in turn caused adjustment challenges amongst the students.

4. The multifaceted methodology helped to fulfil the purpose of a broad and deep understanding of EAL students and their adjustment. Comments about the methodology are also included in Sections 7.3. – 7.5, where appropriate.

7.3. Adjustment

Adjustment is an ambiguous concept as it had an array of diverse meanings for researchers and authorities over time. This study will now re-conceptualise the concept, based on some studies which were outlined in more detail in the literature review, and in the findings in this study. The studies are, for example, Redfield, Linton, and Herskovits (1936), who used the concept of acculturation for adjustment in society, covering cultures changing as they adjust to each other, and Searle and Ward (1990), who also used the acculturation concept but in psychology, related to coping with stress, satisfaction, and wellbeing, as well as the ability to fit in. Berry (1997), also a psychologist, asserted that adaptation changes take place in response to demands in the environment, and added a dimension of economic adaptation. Thus, these early acculturation concepts did not cover where the responsibility for adjustment lies - with the society or the individual? Other studies that cover adjustment were, for example, Marginson (2014) who criticised cross-cultural notions from a psychological viewpoint. He rejected the concept of adjustment in academia entirely, and instead introduced the idea of higher education as self-formation, not as other-directed

adjustment to the prevalent educational system, and Sawir (2011), who used the concept of adjustment for alteration of teaching when student difficulties are discovered. There was, however, no mention of whether or not negotiations with students should precede these changes. Devlin (2013) raised the issue of mutual adjustment involving HEIs and those domestic students who are not familiar with the higher educational system because of their low socio-economic background, and Tran (2011) suggested negotiations with students as a method of mutual adjustment. Kettle (2017) echoed Marginson's notion that students engage in forming themselves and their study-life in their specific situation, and added that they engage in discernment, agency, and negotiation of social conditions, which was also asserted by Matsunaga, et al. (2020). Also, as outlined in the literature review, linguists are studying the adjustment concept. Block (2007), for example, described it in second language identity development, as a process in which destabilisation plays a role as a change trigger. This is reiterated by Benson, Barkhuizen, Bodycott, and Brown (2013), who added the concept of reflexive identity, a balance between expressing one's own language and culture and articulating acceptance of the new cultural environment.

In this study, students adjusted to the educational system with regard to assignment requirements, classroom behavior, and cultural differences. One example is that for some students it was unthinkable to call teachers by their first name in their previous schooling; however, they overcame this and eventually they felt all right with this. There are many other examples in this study, some more significant than others. Amongst the more important ones was that adjustment was on the level of a life-changing experience for the students in this study as they, by moving from their home country and taking up studies in New Zealand, had made a significant change to their life situations. This was a change that went beyond the adjustment needed to fit into the new educational establishment as they also established themselves in work environments and in the society at large. They all left their familiar networks and entered a new phase in which they successfully managed most life aspects on their own, which included building up new networks for support, i.e., partners and new friends. This is clearly in line with Marginson's (2014) and Kettle's (2017) self-formation ideas, thus not compatible with the view of students fitting in (Searle & Ward, 1990).

Some previous researchers have typically placed the responsibility for adjustment on students (Al-Sharideh & Goe, 1998; Li & Campbell, 2008; Searle & Ward, 1990; Zhang & Goodson, 2011). However,

as outlined in the literature review, in Section 2.7, Table 2.1, there are some studies which place the adjustment responsibility onto both the HEI and the students mutually (Devlin, 2013; Marginson, 2014; Sawir, 2011; Tran, 2011). Nevertheless, this study encountered mixed views on who should take on the responsibility to adjust, both amongst the students and the teachers. Most of the students humbly accepted that they had to learn to fit in. Hua, for example, felt that he did not have a choice as he wanted to belong to the new society. Other students, Ying for example, thought it was better if both sides adjusted. Two of the teachers were clearly against adjusting too much to the students, highlighting the view that the reason for these students coming to New Zealand was its different kind of education. However, there were teachers who thought joint adjustment would be more appropriate because they wanted to give them value for money, as international students were faced with higher costs, but also as they wanted to give them a positive overseas educational experience. Some teachers slowed down their speech as they understood that they spoke too fast for EAL students to follow; they also explained difficult vocabulary, colloquial expressions, and concepts. However, there was no evidence that they negotiated what and how to change with the students.

Drawing on the ideas above and the evidence in this study, adjustment in the context of HEIs can be conceptualised as: The reactions and actions triggered by experiences of destabilisation within students and teachers, caused by a realisation that old knowledge, routines, and/or behaviours are not sufficient in the new situation, opening up the need for negotiations around best pedagogy practice. This involves not only reactions to adjustment challenges, but it also implies that some actions can be taken to stabilise the situation, suggesting negotiations as a tool for mutual adjustment. Moreover, by following the thoughts and ideas by Devlin (2013), Marginson (2014) and Tran (2011), the concept of "mutual adjustment" in the context of international education at HEIs, is conceptualised in this study as a preparedness to acknowledge opposing stances as exposed in situations with differing experiences and views of appropriate study behaviour, policies, and/or pedagogy, by students and institutions, using negotiations as a way forward. The re-conceptualisation of adjustment and mutual adjustment leads to a broader interpretation of adjustment in educational settings than those found in previous literature. It requires teachers and students to learn about challenges that cause destabilisation, and what changes to both teaching and learning are needed to reduce the impact of the challenges. Learning to negotiate and agree on

a way forward is, then, a natural part of mutual adjustment. This study argues that implementing mutual adjustment would increase the educational quality for both students and institutions.

Many studies have investigated and reported about international students as a homogenous group, for example, Ehrman (1996), Holmes (2004), Li and Campbell (2008), Shackleford and Blickem (2007), Welikala and Watkins, 2008). In this study, the choice of an ethnographic methodology, the range of data gathering methods, and the analytical approaches including narratives, allowed for a broader investigation of both similarities and differences, i.e., an understanding emerged of the international students both as a group and as individuals. Thus, this study reports about both similarities and differences between students' adjustment challenges and how they cope with these. The main similarity was that all of the students had made the life-changing move to New Zealand. The challenges these students experienced, and how they managed them, were somewhat different for each of them. For example, one type of student had considerable help from partners, whereas others lived and managed life on their own. Some were young and some more mature with a high-level qualification from their own country, which meant challenges related to studying at an HEI for the first time for the youngest, and challenges to learn to adapt to a new educational culture for others. They also had different purposes in studying in New Zealand: some to gain a visa to stay, and some to improve their chances of finding a suitable job as they already had permanent residency. All of this impacted on their motivation to succeed, as was evident from the student data presented in the narratives (Chapter 4), and in the findings based on the analyses of the student and staff interviews.

Previous studies have shown that there are adjustment challenges in both students' social and academic lives (Andrade, 2006; Kim, 2015; Kettle, 2017; Marginson, 2014, 2018; Shackleford & Blickem, 2007). This study adds that even if both the socio-cultural area and the academic area can be described with distinctly different concepts, they are closely intertwined, and are thus linked to students' adjustment process. The longitudinal ethnographic methodology that was applied to the study enabled a holistic investigation of the challenges EAL students face, and from the point of view of both the students and the institution. It found that while the adjustment process takes time and requires effort and determination on the part of the students, in this new and different socio-culture and educational system, all nine students in this study typically adjusted well. A common trait was that they were very resilient and coped well with the different challenges, most of which occurred

in the first six months. Over the years of this study, there were constant changes and new challenges, which caused the level of contentment to vary over time, especially during the various phases of their second language identity development. As the narratives show, their adjustment was a result of their capability of adjusting by taking charge and being in control of their own lives. This in turn enhanced their self-confidence and affected their studies positively. Their individual capability is exemplified by how one of the students, Biren, preferred to actively organise his own life instead of relying on friends, and by how strategic some of the other students were in the inventive ways they dealt with challenges: talking to elderly people as they found out they had time for them (Mohit, Biren and Mardeep), and, in the case of Ying, preparing topics for small talk and calling helplines to improve listening and speaking.

As outlined in the literature review, language learning strategies used in the socio-cultural area lead to improved proficiency (Taylor-Leech & Yates, 2012). However, only a few studies focus on how both the social and the academic areas influence international students (Gebhard, 2012; Montgomery, 2010; Skyrme, 2016). This study shows that the socio-cultural environment plays an important role in students' academic adjustment, for example the importance of the working environment for language development and, therefore, also for study success. The importance of students' social life for adjustment was evident in the narratives in this study, which show that students related their adjustment, and their feeling more confident about being a student, to experiences outside the classroom, especially at work. The students who worked clearly benefitted from this for various reasons, as responsibility and acceptance of workload was helping them develop both their language and their confidence. A few students had significant responsibilities in their jobs as they became managers and team leaders. The findings in this study also found that it is beneficial for international students to share accommodation with locals, which leads to opportunities to talk with locals, and both to learn about the culture and develop English. This is exemplified in this study by Neethu, who expressed the benefits when she got a job and started to share accommodation with locals after about six months.

The benefits of connecting with locals is disputed by some researchers. For example, Andrade (2006) indicated that many are satisfied with their limited social lives as they mainly focus on their studies and therefore have very little time to have a social life outside their study time, although others felt

very lonely, isolated, and homesick, and therefore would like more social interactions. Al-Sharideh and Goe (1998) also stressed the importance of building close relationship with both local students and students from overseas. However, the students in this study did not show a homogenous view regarding contacts with locals and people from their home countries, as some deliberately shared accommodation with Kiwis (Neethu) to improve cultural knowledge as well as the language, and some lived on their own (Biren and Ying). For some it was important to build networks with people from their own country (Hua and Nancy), and some spent most of their time with family (Yinxi and Mardeep). Therefore, there might not be a strong correlation between local social connections and students developing their independence. As shown in this study, and without viewing international students in a stereotypical way, the process of learning about and relating to the new environment in the first year of study equipped these EAL students with a strength that they could draw on to build their lives. Besides, being an international student, and new in a country, gave some of them a positive feeling of freedom. Kim (2015) explained that "…experiences of going through adaptive challenges bring about a special privilege and freedom – to think, feel, and act beyond the confines of any single culture" (p. 10). This was evident in some of the students' narratives, for example in those of Mardeep and Mohit, who appreciated the freedom of going out into nature and going sightseeing by car, and that of Nancy, who realised she had grown up by being in sole charge of her own life.

As shown in Section 2.5.1, the number of international students at ITPs in the age group 20-24 is almost double, compared to the number of students in the 25-34 years age group (Education Counts, 2019). Nevertheless, age, marital status, or maturity, are not often explicitly stated or factored into studies about international students (Holmes, 2004; Montgomery, 2010; Sawir et al., 2008; Searle & Ward, 1990; Shackleford & Blickem, 2007). However, in this study the age of the students is clearly stated as being based on students within the 25-34 years age group (except one student below and one student above this age range). This contributes to knowledge in the field about study and life amongst a more mature group of students. Some students, in this study, were already accustomed to forming their own lives as they were in their thirties or older, but others had to learn how to form their lives on their own, even at an older age. For example, the narrative about one of the students, Ying, who was 37 when this study started, indicates that her move from family meant that she had to learn to manage her life on her own, and as a result of this, she became more confident. The

narrative about Nancy also shows a similar insight. She felt so much more grown up as she had to deal with everything in her life by herself. Biren's experience also indicates that he managed better and better on his own as the former networks inevitably became less important. These findings also show that students are successfully engaging in forming their own lives, however not necessarily entirely on their own as they actively build up new networks for assistance. This ability is also emphasised by Marginson and Sawir (2011) who even state that for some students, the whole point of crossing borders and seeking HEI qualifications is to engage in self-formation.

There are many reasons for students' successful adjustment, such as, for the students in this study, for example, high motivation to belong to a new society or to succeed with studies which give them better opportunities later in life if they wish to immigrate. When the students in this study felt safe and secure in the classroom and the educational environment, and they were supported both with their studies and their well-being, they thrived. This is contrary to some other studies (Li & Campbell, 2008; Searle & Ward, 1990) which suggest that international/EAL students are vulnerable students and that they present problems for teaching and learning as they adjust to the prevailing educational system at the HEI, problems that the HEI needs to assist them with to facilitate success. The starting point for adjustment initiatives in these studies seems to be assisting students with their adjustment, implying that it is the students' responsibility to adjust to the new educational environment. Li and Campbell (2008) even indicated a positive relation between the degree of adaptation and learning experience. This was also initially the view of the researcher of this study as meeting international/EAL students over the years, and interacting with them at the HEI, led to the view that they struggled, and mostly because of language shortcomings. However, as the study developed, and by meeting the students in this study for two years, a new view emerged. The students turned out to be very capable of using their agency and confidently making changes to their lives, which is vital for adjusting well (Kettle, 2017). They were also self-motivated and had solid self-confidence.

There might be a relationship between student adjustment and successful learning. However, the concept of adjustment also needs to include *what* it involves, and *by whom* adjustment is expected. One problem with adjustment is that the prevailing HEI educational culture in New Zealand is different from the educational cultures familiar to international students from their previous schooling. This is similar to problems students from low socio-economic background may face fitting

in because of the difference between the discourse in their upbringing and the new educational culture (Devlin, 2013), which is also applicable to the international students' adjustment issues. The prevailing educational system is then seen as superior, so, as the local educational culture dominates the delivery mode, students must learn to fit in. The students are then perceived as being in deficit compared to the HEI culture. Students have a value to society as well as to academia (Marginson, 2014) and, therefore, mutual adjustment by students and institutions seems reasonable. This seems a necessity as there are signs of discrimination and marginalisation in society, and international students are not normally seen as contributors to the society (Tran & Dempsey, 2017). This is confirmed by some of the students' experiences in this study, as they mentioned that they contributed both inside and outside of the classroom, but around such mundane information as the weather and cultural dress in their home country, etc.

Previous studies, for example by Li and Campbell (2008), asserted that adaptation to new cultural environments affects learning experience positively. However, according to Marginson (2014) there is no evidence that students, who are culturally distant from the host culture, perform worse or show lower levels of well-being than domestic students. This was also the finding in this study as all, except one, of the nine interviewed students achieved very high study results and they were all positive about living and studying in New Zealand. The area of socio-culture affecting academic studies has not previously been fully investigated. One of the gaps in this area revolves around the awareness levels of teachers around *how* students' socio-cultural adjustment affects academic performance. This study shines a light on this as it shows that the teachers were generally not fully aware of students' adjustment outside the classroom. Even if they were aware that students had a life outside the classroom, they did not necessarily see the full picture of what the students were faced with in their lives. This might be because the teachers were only responsible for students' academic progress and wellbeing (HEI 8, 2020) as revealed through their contact in the classroom. One very strong contradiction between students and teachers in this study was that the teachers seemed to think that the students were really busy because they had jobs, so that was why some students were not good at studying. Students, on the other hand, found that having a job helped them adjust to their new situation and also to learn English better, which in the end benefitted their studies. For example, T3 thought students prioritised work instead of their studies due to the desire to make money. Moreover, the visa requirements, and the goal of obtaining a work visa when they finished their

studies, were reasons referred to by T5. Whereas the students seemed to accept the situation as it was, that it was a normal student situation, and that this was what they were going to do, and they successfully balanced studies and other duties, the teachers seemed to see the jobs as time taken away from study, thus having a different conception of adjustment more related to studying than to the whole life situation of the students.

As mentioned in chapter 2, Giddens and Sutton (2013) argued for a 'baseline' to measure change, i.e., by establishing what needs to remains stable. However, there are studies that argue that the parameters to measure adjustment at HE institutions by international students, seem to follow the norms and culture of the host educational system (Marginson, 2014), when instead students are very capable and self-forming. Overall, students in this study did not fail to adjust; however, the adjustment challenges were many, especially in the first six months. This study confirms the idea that students are capable and self-forming if they are given opportunities to use their agency. For example, the students demonstrated this when they, after an initial period of difficulty in the new educational culture, started to adjust to the new way of teaching and learning in the classroom, and when they became more adjusted to using English in the classroom and beyond. To avoid shortcomings and deeming students a failure because they have not adjusted well, an investigation of necessary changes of the 'baseline' should be undertaken. In discovering suitable areas for change, the strength and value of influences from students from other educational cultures should be acknowledged in HEIs. Students should be regarded as valuable contributors towards making an excellent education even more excellent. Their academic challenges should be studied for indications of areas that could be changed. The students in this study said they had contributed to classes; however, the contributions were not related to teaching and learning experiences. They revolved around more pragmatic things, like general information about their country, cultural differences, previous work experiences, and the weather in their country.

As described in the literature review, Tran (2011) suggested an approach to mutually adjust to a writing procedure in an HEI setting - a model that suits international as well as domestic students. It includes negotiations around the tasks followed by appropriation and repositioning until practices may be transformed. Her suggestions are limited to writing tasks; however, her ideas of mutual adjustment through negotiation could be applicable to most academic challenges. Students in the

current study also suggested that students and teachers/institutions should mutually adjust to each other, albeit not providing any examples of suitable areas. This study, then, contributed by giving some clues as to areas that could be part of changes to lessen the impact of adjustment challenges, by discovering academic challenges as reported by both staff and students, thereby making studying less challenging and more student-centered, as well as suitable for all students, international and domestic.

A close examination of the challenges that students, teachers, and advisors had noticed in this study, shows that they can be divided into three areas of challenges: (1) student challenges – due to language shortcomings; (2) student challenges – due to emotional challenges; and (3) challenges due to teaching and learning. The first area requires students to improve their language proficiency. However, students accepted into mainstream programs should all have passed the English language requirements, so, in an ideal world, language should not be a problem for them, but it often is. However, if students have passed the language test and been accepted into the program, it should be the institution's responsibility to assist struggling students with their language use, perhaps with additional free language classes. This was not available for the students in this study, and they found their own ways of making language improvements. The second area of challenges, emotionally based challenges, were very well supported at the HEI in this study, as there were routines and policies provided for pastoral care and wellbeing, following the Government requirements in the document Pastoral Care of International Students Code of Practice 2016 (New Zealand Legislation, 2016). Nonetheless, it is within the third area, teaching and learning challenges (as outlined in Section 6.6.), that clues to mutual adjustment areas might be found. It is argued here that the prevalent pedagogy may cause some challenges for many of the students, and that these could be acknowledged, and a changed pedagogy negotiated.

Transformation of teaching and learning as a result of curriculum alteration is a rather new thought and it might present some difficulties. However, if students have the sole responsibility for adjustment to the new situation and environment, the chance of improving teaching and learning to suit EAL students, and all students, might be missed. Teachers could harness this opportunity and adjustment could happen with deliberate changes, for example, as suggested above through negotiation. When a situation triggers disequilibrium, parties affected by that could find out the

causes, and if this happens in a teaching and learning situation, students and teachers could negotiate a way to deal with it, taking both sides into account. HEIs will thus transform the teaching and learning practice, resulting in an improved practice that would suit all students, including domestic students.

As there are not many examples of successful implementation of mutual adjustment in the world, institutions who are willing to investigate the impact of adjustment challenges this way need to make some ground-breaking changes. Both students and institutions need to understand how they can take on joint responsibility, the policies should reflect the intention of pedagogic changes, and staff should be supported and taught how to implement these in practise. In this study, teachers wanted more information on how to align their teaching better to international students' needs. This is possible if, as a starting point, HEIs realise the value of international students as indicators of necessary change, and thereby seize the opportunity to improve their already excellent teaching and learning. That would give the HEIs a marketing edge, and students would benefit from a more student-centred teaching and learning experience, which would probably also increase the number of students willing to pursue an education at the HEI.

7.4. The Role of Language in Adjustment

There is evidence in previous research that EAL learners' English language use causes language adjustment issues, for example in academic studies (Zhang & Goodson, 2011), in academic writing (Fox, 1994; Skyrme, 2013) and when speaking in the classroom (Andrade, 2006). Other issues are encountering new concepts based on new cultural assumptions, and inadequate opportunities in place within the institution to develop language and academic skills once students are accepted into a mainstream programme (Shackleford & Blickem, 2007). Fox (1994) asserted that students' writing is bound by their cultures, worldviews, and identities. Therefore, different ways of writing need to be understood better, especially as the Western way of academic writing actually represents a minority style in the world. An investigation into how teachers and institutional pedagogy could adjust to this notion would lead to a deeper level of multiculturalism in HEIs. By involving a broad range of sources in interviews in this ethnographic study, i.e., teachers, students and learning advisers, this study contributes with more information around language challenges and how they are overcome, as well as how language proficiency levels and identity development affect students.

The teachers in this study had observed similar EAL student problems as those mentioned above, for example: understanding some New Zealand based concepts used in the lessons; expressing themselves orally, which the teachers put down to problems with pronunciation; expressing themselves in writing, which teachers attributed mainly to lack of knowledge of grammar and sentence structure; not understanding specific jargon of the classes; not making themselves understood; and problems conveying their knowledge. Students themselves also said they had problems with writing assignments. The teachers in this study added the specific problems EAL students had with the Kiwi accent. That this was a main challenge in the first 3-6 months was confirmed by all of the nine interviewed students, as well as the students in the focus group discussions. The students typically improved their Kiwi language knowledge by talking with people at work, exposing themselves to communication situations with classmates, neighbors, and elderly people, and using partners or friends as providers of explanations. Even if there were not much time for the students in this study to improve their English outside the classroom, once they took up mainstream studies, they constantly applied strategies to improve their language skills throughout their studies.

It is clearly during the first half a year of study that most of the language challenges surface. Knowing this, and what the challenges are, the teachers can adjust their approach to better suit EAL students, preferably through negotiations. Some ideas that emerged in this study were: giving clear instructions for writing assignments, explaining the requirements clearly, and teachers adjusting their language use by speaking more slowly and clearly, and by explaining colloquial vocabulary. Students also wanted access to lesson notes and PowerPoint slides, even before the lessons, which some, but not all teachers provided. The students asserted that this helped them prepare themselves before the lessons, as well as review the content after the lesson.

Previous research reports that respect for teachers can prevent students from participating fully in classroom activities (Ehrman, 1996). This study adds to knowledge around this, as well as to information about how students overcome this problem. This problem was evident for some students, especially at the beginning, before they learnt what was expected of them in this new educational environment. For example, one student (Biren) found it challenging to know how to address the teacher as relationships with teachers in his previous schooling were so different.

251

Additionally, another student (Neethu) had the same challenge related to the relationship with her manager in her work environment. One of the teachers also experienced how they often had to encourage EAL students to ask questions more freely, and to address them by their first name. However, these issues seem not to have been too challenging for the students in this study as they soon started to use teachers' first names and to talk more freely, learning this by studying the approach by domestic students, and by being encouraged to do so by the teachers.

Andrade (2006) and Li and Campbell (2008) asserted that interactions in the classroom can be obstructed by such language challenges as difficulties with listening and reading comprehension, lack of vocabulary, and use of academic speaking and writing language. This study shows that these problems surfaced for some of the students. The biggest challenge for both the interviewed students and the students in the student focus groups was hesitation to answer questions in the lessons, often caused by the time it took them to process both the question and a possible answer before they could offer an answer. This prevented them from participation as this time-delay often meant that the domestic students had already answered, so the opportunity to contribute passed too quickly. The teachers in this study had also noticed that these students needed more thinking time before they could answer questions, and, as a result, they were often silent in the classroom. Therefore, some teachers in this study helped students by applying methods which gave students more thinking time, for example by using a think-pair-share method. Students were given time to think on their own, then share their answers with a classmate, and finally they could answer the question in front of the class. This is an excellent way of adjusting teaching and learning to the needs of international/EAL students. However, this would also help those domestic students who tend to talk too much, especially those who talk before they think through answers. Consequently, this method would increase the quality of classroom interactions for all students. Teacher's use of idioms, accents, humour, as well as choice of examples in the lessons, are other difficulties for EAL students (Andrade, 2006), which teachers in this study had noticed too. Therefore, when they became aware of the problems, they targeted these difficulties by, for example, speaking slower and explaining colloquial vocabulary, idioms, and local aspects. However, this also shows that teachers altered their behaviour according to their perception of the situation and not as part of negotiations with the students.

The role of language proficiency level for study success has been the focus of some studies, most of which have asserted that a high level is more beneficial than a low level, for example Sawir (2005). However, all EAL students do not necessarily struggle with academic tasks, even at a lower language proficiency level as asserted by Fass-Holmes and Vaughn (2015), and there is evidence that this does not seem to negatively affect teaching and learning (Andrade, 2006). Thus, this indicates that low English language proficiency is not a crucial factor in academic failure. This study confirms this and adds to a suggestion for EAL student study success. With regard to communication issues in the classroom, the study showed some conflicting data. One of the teachers believed some students were worried that teachers and other students could not understand them, which could not be confirmed by the participant student data. On the contrary, students did not seem to worry too much about their language performance. Research shows that some EAL students succeed by applying self-study strategies and by increasing their study effort, thereby compensating for their lack of language proficiency (Stoynoff, 1997). This study also shows this, and it adds knowledge about strategies used to improve language use. Some students prepared small talk topics for interaction with peers and neighbours, and others practised in their workplaces. Thus, although students hesitated to speak in front of the class and answer questions posed by the teacher, this triggered ideas on how to make language improvements.

Research around high performing international/EAL students suggests that the effort the students put into their studies partly explains their study success (Stoynoff, 1997). This study makes a new claim; it argues that by being international EAL students they put great effort into learning new concepts and vocabulary in their courses, which leads to favourable study results, as this intensified learning may contribute to their understanding the subject at a deeper level. In comparison, domestic students with English as their first language, are probably not inclined to do any deeper study of the jargon and concepts in the course, as they would already have the basic understanding of all concepts. The evidence in this study was the striking finding that most of the nine interviewed students managed to achieve very high study results and outperformed the domestic students in their classes; six of them were top students in their classes, two attained high results, and one achieved an average result. However, the ambition to succeed might be another motivator for success. Motivation was very high amongst all these students; for example, more than half of them needed high results to increase their chances of finding work after graduation, and thereby also

253

increase their chances of obtaining a visa to stay in New Zealand. The three students who already had permanent residency were equally motivated, however, by their wish to get a good job in New Zealand. The high results were due to their motivation, but perhaps also due to the fact that they typically studied hard and made sure they understood all new vocabulary and concepts. This confirms the findings by He & Banham (2009), that international students sometimes outperform domestic students. Their study showed that the outperformance was evident in the first year, but they did not have an explanation for this. However, this study suggests that if the international students in their study had also put substantial effort into their studies, learning about their new study environment and making sure they understood the new language of study, this might have resulted in high grades for them too.

Studies of second language identity development shows that this typically takes place within students who are leaving their own country and studying in another country for an extended period of time, using a, for them, unfamiliar language (Benson et.al., 2013; Chik & Benson, 2008). The current study was an ethnographic study with data gathered over a period of three years, so the findings likewise showed that students faced language identity development. This study also finds that language use impacted the students differently depending on which phase they were in. One of the students, Hua, explained this in terms of a process of three stages which started with a 'honeymoon', when he did not worry too much about mistakes, followed by a period with shortcomings and a 'break down', which is a 'destabilisation' in Block's (2007) words. Then there was a period of recovery, in which he reached an almost native-like proficiency. This development unfolded over a period of about two years. These three stages evidently occurred similarly for all of the interviewed students in this study. In the first stage, the honeymoon, students accepted who they were. They were typically using English sparsely and most of them were not too worried about making mistakes. However, if they had a lower level of proficiency, they just uttered a couple of words to English speakers and did not like to approach people for conversations. They might even feign understanding so as to not 'lose face'. They were typically confident with this as they were new and did not have high expectations on themselves. In the next phase, they reached an identity crisis, a typical step of identity change in the SLI development (Block, 2007). The students started to worry that they might not ever catch up with the native speakers. This was especially evident for the high proficiency level students. The shortcomings caused a period of destabilisation in which their self-

confidence became low. However, it also triggered them to improve their language knowledge. They typically made use of communication opportunities at work and at the institution. After about two years they were ready to accept themselves and their proficiency level again. Many of the students had improved their English very much, and some had even reached a very high level of English. Most of them felt confident and satisfied with themselves in relation to their use of English at this stage. For example, Biren, who had only understood about 20% of the lessons in the beginning and after two years he was satisfied even if he understood only 80%, as he realised he had improved his language knowledge a lot.

Considering the development of second language identity for the EAL learners in this study, and that it happened as they were busy managing all other new commitments in their lives, any demands for adjustment, from the institution or from within themselves was bound to be an extra burden. Especially when they face the linguistic 'breakdown' period, the period in which the EAL students in this study realised shortcomings and started to apply strategies to counteract the effects of this. Realising that this might happen, HEIs can make a difference to student retention and success, by making informed changes to pedagogy, using negotiations with the EAL/international students to meet their needs.

7.5. The Role of the HEI and Teaching and Learning

The internationalisation policies at HEIs define the intention to take action and implement ideas around international education. Nevertheless, this has been widely discussed amongst scholars, which has led to some amendments of the concept over the years. From a definition of purpose, function, and delivery (Knight, 2003), to more assertive suggestions for mutual benefits and capacity building (Knight, 2013). As institutions developed and implemented intentions of internationalisation which included more competition and commercialisation (Knight, 2013), some scholars thought a new agenda was needed (De Wit & Leask, 2015; Leask & De Wit, 2016), one that took the quality of education, research, and contribution to society into account, as well as including the concepts of international, intercultural, and global dimension (De Wit, et.al., 2015).

There are studies that emphasize that a change of pedagogy might be needed (Hénard, Diamond, & Roseveare, 2012), however, without giving any details as to what these changes might include, except implying that HEIs need to become aware of how to act on knowledge around global issues,

meeting the needs of students with different languages and from different educational systems. As mentioned in the literature review, these views do not consider a change of a "Western" pedagogy, which leads some researchers to see today's internationalisation at HEIs as a "Western academic imperialist endeavour" (Ryan, 2013, p. 281). Some researchers have suggested a change of the pedagogy (Tsolidis, 2001; Hellstén, 2008; Hellstén & Reid, 2008; Sawir, 2011; Kettle, 2017) and some have also given examples of how to accomplish this (Tran, 2011 & 2013), and how to suit those who have previous knowledge and practice of culturally different pedagogies (Devlin, 2013; Kim, 2015). Internationalisation conceptualised in other academic cultures provides a viewpoint that includes mutual understanding in the exchange of cultures and values (Gu, 2001, as cited in Ryan, 2013, pp. 280-281).

In this study, the heavy emphasis on a quality education and revenue were found to be the drivers of the New Zealand Government policies for internationalisation, which was then also followed by the institution where this study is set. It is clear, judging by the Government's goals, that institutions are expected to be marketing their product, the 'New Zealand Education', extensively, and as an excellent education. In complying with this, the HEI in this study emphasises the excellence of a New Zealand education leading to an internationally recognised qualification. Moreover, as mentioned in Chapter 3, the competitive edge at this HEI is that it is expected to prepare students for employment directly after graduation, which impacts positively on the visa application to stay in New Zealand. The institution clearly has the intentions of making the study for international students worthwhile by providing study and pastoral care support, as well as globally recognised qualifications. However, the main driver is to keep up the reputation of an institution with high quality education as that will attract more students, as there is an expectation that this is a highly lucrative business. (What effect the 2020 global Covid 19 pandemic has on the educational sector is not part of this discussion, however the future revenue opportunities are rather minute, as the stream of international students seeking education abroad has shrunk considerably in the world).

Important internationalisation actions at a HEI lie within the interaction between students, teachers, and learning advisors. It is also there a gap in how to accomplish the intentions for internationalisation at the "chalk-face" was noted in this study. This gap seems to cause a tension between staff and the institution as the teachers have not enough guiding for how the teaching of

international students is meant to be accomplished, and change of pedagogy was not mentioned in any of the HEI documents that were analysed in this study. They pointed out that internationalisation should be present in every staff members' actions, but then the internationalisation does not seem to easily filter down to the level of interaction with the students. The study shows that the teachers requested more guidance and that they were faced with some conflicting information. They had often been told by their department leaders to not change the teaching approach because the EAL students are coming to New Zealand to be educated. The directive was that the students should adjust to the institution and not vice versa. The teachers were pressured from both the institutional rules and the students, which caused confusion about how to respond, and the study did not find any evidence of consultations with the students regarding their preferred choices of learning. The advice by the department may prevent teachers from making the kinds of adjustments needed for a more international student-centred approach. This confirms that the acknowledgement of contributions by international students to the host country, is not fully realised in practice (Tran & Dempsey, 2017). Therefore, this seems to be an area where the HEI could improve its approach.

The students in this study dealt with several challenges as they established themselves in their new educational environment. The narratives show how the most pressing challenges, and therefore the need for adjustment, seemed to take place in the first three to six months. The difference between their previous educational experiences and the new one was a major challenge. For example, the teaching methods, involving active engagement in the classroom, group work, and the way knowledge was assessed, were new to most of them. Students were also expected to volunteer their opinions and to speak up in the classroom, even if their views went against the view of the teachers. This was quite difficult especially in the first six months, when everything was foreign to the students and their language use was somewhat faltering.

The evidence in this study suggests that there is a need to change the pedagogy, so it suits all students, even the ones with different languages and educational backgrounds, in any intentions of internationalisation at HEIs. Teachers should have the knowledge, time, and freedom to make the changes they find necessary. The institution should organise at least one professional development (PD) workshop per semester around, learning about these students' previous educational experiences and meeting international students' needs. By exploring this, the teachers could become clearer about how to attend to these students, what they could change, and it would also

clarify and establish what pedagogy they should keep. Such a PD should be held in the middle of term one as by then the teachers would have many opportunities to detect challenges in the classroom. By then the students have probably passed their first phase of adjustment too, so their self-confidence may allow them to participate better in such negotiations. Prior to this PD session, teachers should gather clues around what causes the challenges by writing down reflections on challenges and by asking the students, perhaps via a short feed-back survey. This study found that both teachers and students agreed on some student adjustment challenges. The discussions at the PD meeting could revolve around what category the challenges belong to; are they student problems that students themselves must deal with, albeit with support, or are they problems caused by the prevalent teaching methods. Then after the PD session teachers could negotiate learning and assessment methods with the students, thereby taking students' previous learning experiences into account. For example, one area to discuss could be speaking in the classroom. One of the teachers said, "I do a lot of questioning in class, and I'm not scared of uncomfortable silences you know, so I'll ask a question and I'll wait until I get an answer…" (T5, interview 1). However, this approach might cause students to feel embarrassed, especially if the questions were posed to just one student. One of the students, Hua, had observed that other students became embarrassed, so he hoped that teachers could understand that this is an aggressive way and that they should stop doing this. Therefore, discussions and negotiations around speaking in class could inform teachers about a better approach.

Thus, to accomplish a pedagogy suitable for EAL/international students, they should be regarded as important contributors, not only with cultural and geographical knowledge about their country, but also with their previous experiences of efficient teaching and learning. This would enable a real mutual adjustment in which both the HEI and the students learn to teach and learn, respectively.

7.6. Methodology

This study aimed to add to, and build on, the growing body of research in the field of adjustment by students with an EAL background studying at a HEI in another country than their own, while using English as an additional language. Research within this area has included a variety of methodologies, sources for data gathering, and analysis approaches. They have usually focused on students participating in short term study exchange programmes abroad (Jackson, 2008 & 2013), or secondary

258

school students (Searle & Ward, 1990; Besser & Chik, 2014). Using qualitative methodology is common in this area (Li & Campbell, 2008; Montgomery, 2010; Skyrme, 2016) as this allows for feelings and deeper thoughts to emerge. Also, this matter is investigated using an ethnographic approach (Holmes, 2004; Jackson, 2008) and case studies (Chik & Benson, 2008; Jackson, 2008), however, mainly for short term sojourns. Moreover, there are also examples of using a quantitative approach (Hechanova-Alampay, Beehr, Chirstiansen, & Horn, 2002), and mix-method approaches (Wright & Schartner, 2013). The data gathering methods have usually involved interviews with students, typically only once (Li & Campbell, 2008; Marginson, 2014; Sawir, et.al., 2008; Welikala & Watkins, 2008) and questionnaires only (Searle & Ward, 1990). Qualitative investigation, using interviews with teachers as the source to complement the studies based on student data, is also an approach used in this area of research, for example, internationalisation at HEIs, (Sawir, 2011). Some researchers have used narratives (Barkhuizen, Benson, & Chik, 2013; Benson et al. 2013; Benson, 2014; Chik & Benson, 2008; Kim 2015), or narratives and images (Besser & Chik, 2014) to analyse data. Kettle (2017) applied a holistic approach which gave a broad understanding of students and their study life.

This study applied a longitudinal ethnographic holistic approach, however, considering a broader range of sources than most of the studies in this area; EAL students, teachers, and advisors in the educational environment at a HEI, as well as focus group discussions, observations, and institutional documents. By applying this approach, as well as using a range of analysis methods; thematic and narrative analysis, and a case study, it gave a broader and deeper understanding of EAL students and their adjustment issues at a HEI, than many of the aforementioned research. The narratives describing EAL students' study and social life while studying at a HEI in New Zealand, gave an especially broad insight into their experiences. Data in this study was gathered over a three-year period, which allowed detection of changes over time, which is longer than most studies in this field. By gathering data from several sources, using a variety of methods, like semi-structured interviews with both students and staff, and leading focus group discussions, rich and varied information emerged. Thus, the study created its own ethnographically aligned rich version that Merriam (2014) alluded to.

A study of EAL adjustment could have been designed as a quantitative study, with questionnaires as the only source. However, this would probably have lessened the understanding of the students' situation as the opportunities for deeper information in face-to-face interaction would be missing. Writing narratives to describe participants is common in ethnographic studies (Eriksson & Kovalainen, 2008). Building on notions within narrative studies and analysis (Polkinghorne, 2006; Benson, 2014; and Benson et al. 2013), this study contributed with narratives about nine interviewed students, and provided an example of how to achieve a deep analysis of the individual academic and social adjustments that the nine students faced in relation to the three research problem areas. The comparison across the student cases, based on both the thematic analysis and the narratives, also enabled detection of similarities and differences between the members of this group of EAL students. This led to establishing a richer understanding of the students, their challenges, adjustment, and their studies at a HEI than found in many other studies.

Chapter 8, Conclusions

The findings in this study show that previous notions of international/EAL students as generally being vulnerable and weak is not necessarily true. Instead, this study established that many are highly competent and self-forming students who endure changes, learn coping skills from experiences in their situation, and use their agency to establish themselves in the new environment. Thus, the study fulfilled the purpose of better understanding EAL students' adjustment in a for them unfamiliar study and socio-cultural environment. It also unveiled that their additional language, English, played a significant role in their adjustment process, impacting differently at different development stages. As indicated in the discussion chapter, for some students, use of English as an additional language also played a role for their study success, due to applying such an intense study effort.

The literature review established that there were some gaps in our understanding of, (1) how both the socio-culture and the academic environment contribute to students' adjustment, (2) the role of language for adjustment and study success, and how the second language identity development affects students' adjustment, and (3) what kinds of mutual adjustment is necessary.

8.1. Contributions of the Study

The main contributions to research and knowledge related to the three research problem areas were:

1. EAL students' academic and social adjustment, while studying and using English as an additional language (EAL), at a higher educational institute (HEI) in NZ.

2. The role of language in EAL students' academic and social adjustment, as well as their second language identity development.

3. The role of the HEI in students' academic and social adjustment.

More specifically, these contributions were:

1. *A broader holistic picture of EAL/international students' adjustment; how socio-cultural adjustment influences academic adjustment and success.* The capabilities and the autonomy that students develop (Kettle, 2017; Marginson, 2018; Montgomery, 2010) are echoed in this study, but this study gives a somewhat broader holistic picture of the students as extensive data was gathered, not only built on student interviews, but also on staff interviews, observations, and institutional documents. This allowed a perspective on adjustment in the socio-culture as a source affecting

students' academic adjustment, especially in regard to gaining increased language proficiency through interactions in the socio-culture. The narratives contributed a longitudinal view of EAL students' adjustment over a period of two years. Furthermore, applying case study methods afforded an understanding of both the individual students and the students as a group. It was found that their English levels differed and that they all employed a variety of individual strategies to increase their level of language proficiency. In addition, most of the adjustment issues took place in the first 3-6 months, and they all skillfully adjusted to their new situation, using newly created networks when needed. The study also showed some academic implications not earlier considered, such as the potential to use international/EAL learners' challenges as sources for making informed pedagogic changes.

2. *The role of language for adjustment, the strategies students use to develop their proficiency, at the HEI as well as in the socio-culture.* This study emphasises the socio-culture as an important area for language improvement, especially through working. Students who had jobs improved their English levels by actively seeking out opportunities for speaking with colleagues. This affected their self-confidence, and, thus also, their academic lives.

The study contributes a deeper insight into how the different phases in students' second language identity development influenced students' view of themselves and their ability to communicate and perform daily tasks, including their studies. The study contributes additional information regarding second language identity development. It confirms the notions by Benson et al. (2013) that EAL students who are engaged in deep learning face a "destabilisation" (Block, 2007) of their identity at a certain point, because of their development of their additional language. The contribution of this study is related to when and why this point occurs in the development stages. During the two years of repeated interviews in the study, the students showed a similar pattern - first a period of not being too worried about making mistakes and not being able to communicate, then a period of increased language proficiency, although with shortcomings, resulting in lower self-confidence and destabilisation, which triggered strategies for improvements, and then, after about two years, a period in which they became more confident and certain of who they were in relation to their English use.

A deeper insight into the role of using an additional language for study, and its potential for successful studies, depending on hard study and learning subject-related concepts and vocabulary. This original idea shows that not only does studying hard play a role in international students' success (Li, Chen, & Duanmu, 2010), but it also seems to be *what* they pay attention to that plays a significant role. This study shows that because of the very fact that they were EAL students, and therefore did not have prior knowledge of specialised vocabulary in their chosen subject, they would focus all the more on learning the details of these words and concepts - what they mean, how they are used, in which context, and when, etc. Consequently, they developed a deeper understanding, not only of the words, but also of the whole subject.

3. *The role of the HEI in students' academic and social adjustment.* This study generated suggestions related to how HEIs, via teachers, can make changes to pedagogy to suit all students, i.e., by targeting international students' teaching and learning challenges, and using negotiation as a tool to effect changes in the HEI. Moreover, it has shown how an HEI can improve its approach to internationalisation and promote excellent education as a way to attract students, by making changes to suit not only international/EAL students, but also the range of domestic students. For example, teachers can use knowledge about student challenges to inform initiatives to adjust to the students, i.e., altering their view of students as being problematic, and instead starting to see students as sources of information, not only for cultural exchange, but also for pedagogic conversations, an ongoing, productive development of teaching practices. This may create a marketing edge by offering a real student-centred education with the best methods, influenced by international students, other educational cultures, contemporary-based research, and the best of the prevailing pedagogy.

The study re-conceptualised the key concepts of adjustment and mutual adjustment in the HEI context, using previous research notions and the findings in this study, as well as incorporating the idea of mutual adjustment, i.e., "The reactions and actions triggered by experiences of destabilisation within students and teachers, caused by a realisation that old knowledge, routines, and/or behaviours are not sufficient in the new situation, opening up for negotiations around best pedagogy practice". This new concept establishes the view that mutual adjustment is needed in HEIs, and that a suitable pedagogy change could be negotiated with the students. This was established

through the analysis of common student challenges reported by students and teachers in this study. This analysis led to consideration of the type of challenges, if they were caused by students alone or by the prevalent pedagogy at HEIs, thus the opportunity to engage in mutual adjustment became clearer.

The above conclusions add to the growing body of research about mutual adjustment (Clifford & Montgomery, 2015 & 2017; Kettle, 2017; Marginson, 2014 & 2018; Montgomery, 2010; Tran 2011 & 2017). It leads to the conclusion that HEIs around the world need to take responsibility for supporting teachers in working towards mutual adjustment, and allowing them to develop pedagogy that gives students agency to play an active role in taking responsibility for their studies, so that they feel they are being heard and that they are having an influence on teaching and learning in their HEIs.

8.1.1. The Originality of the Methodology in this Study

In order to investigate student adjustment challenges in society, as well as in relation to the culture of the institution, an original methodology was applied to this study. Building on studies such as Holmes (2004) and Kettle (2017), this study went a step further by applying a holistic ethnographic approach over an extended period of time. Moreover, it applied a more thorough approach than most other studies of its type, i.e., a qualitative, longitudinal ethnographic approach, in combination with a case-study, using multiple data sources, and conducting a variety of forms of data analysis. Qualitative studies of adjustment by international students have been carried out previously. For example, as outlined in Table 2.1, several studies have had a similar approach to the one adopted in this study, but some using a smaller amount of data, some with fewer interviews, others including only one kind of participant - teachers or students, mostly with younger students, and some which were not set in an HEI. Thus, there have to date been no ethnographic studies of this duration covering student adjustment and the New Zealand HEI educational approach to international students using interviews, observations, and institutional documents, and applying thematic, narrative, and cross-case analyses. The qualitative holistic ethnographic approach, with three different kinds of analysis methods, provided a deep and broad understanding of student adjustment challenges over time, in the HEI as well as in the socio-culture. As data was gathered using a range of sources, over the time frame of three years, it meant that a more considerable amount of data was gathered in this study than in most other studies. Additionally, it gave a better understanding of the participants' longitudinal changes.

8.2. Recommendations

This study has shown that there is a lack of understanding of students' adjustment issues, for example, how life outside the HEI affects them, and how different stages in their second language identity development impact their language use. Also, amongst the teachers, there seems to be a lack of information about how to align pedagogy to suit international students. This study suggests the following recommendations.

HEIs should understand that students are faced with adjustment challenges that typically may not be known by the HEI, or by teachers - challenges brought on by forming new lives outside the institution, in this case, for example, learning about New Zealand work culture, building networks of support, and taking on chores that they have never done before. Also, HEI and teaches may not be aware that part-time work has positive effects on students' academic success. In their academic lives, students learnt how to strategically deal with obstacles such as, understanding the new educational approach, new teaching methods, language challenges including unfamiliarity with the academic language in the HEI, and how to balance studies and other life commitments like work, building social networks, and caring for children. Thus, international/EAL students can be valuable sources of information for an HEI if it is prepared to engage with them to draw on their experiences, for example, to support the following year's new students.

Considering the development of second language identity, a process which was a reality for the EAL learners in this study, any demands for adjustment, from the institution or from within the students themselves, is an extra burden, especially when they face the linguistic 'breakdown' period, in which EAL students realise their shortcomings and start to apply strategies to counteract the effects of this. Realising this, HEIs can really make a difference to student retention and success, by using a supportive pedagogy adjusted to this situation.

Moreover, the students in this study were challenged by the new jargon relating to their chosen study path, and by other new vocabulary, and they studied hard in this area, and also put a great deal of effort into their overall studies, which resulted in excellent results. This method of deep learning could be presented as a good example for any student, domestic or international. The

acknowledgement would confirm and validate efficient study techniques by EAL/international students, thereby confirming their importance as influencers with regard to teaching and learning.

The academic challenges students face can be studied from a perspective of whom they belong to and why they appear. Thus, to implement a pedagogy suitable for EAL/international students, they should be seen as important contributors, not only in terms of their cultural and geographical knowledge about their countries, but also with regard to their previous experiences of efficient teaching and learning, as well as the study challenges they have faced. This would lay the foundations for, and enable, mutual adjustment, in which both the HEI and the students learn to learn and teach, respectively. This study recommends that HEIs, via teachers, should find out what adjustment challenges students face and then analyse them to understand the reasons behind them. Once it is established that the reason for the challenges lies within pedagogic methods that can change, they should negotiate a way forward, thereby taking on more responsibility for mutual adjustment. Students, on the other hand, need to apply strategies to become proficient language users, to realise their self-efficacy and their own agency, and then be assertive as to how they best acquire new knowledge, and be prepared to suggest ideas about how they could be assessed on this.

The findings in this study could be considered by HEIs when they re-evaluate and improve their internationalisation initiatives. Mutual adjustment can be achieved if higher educational establishments, teachers, and advisors create supportive policies and practices, which enable self-formation, acknowledge students as capable and self-responsible, and recognise the challenges as being valuable sources for creating a real student-centred and supportive practice that suits all students - EAL/international as well as domestic.

8.3. Limitations
This study was set in a polytechnic institution. This kind of HEI normally attracts students who prefer a practical education aligned to the New Zealand job market, which is different to cohorts in universities. Furthermore, the pedagogy at polytechnics (ITPs) and universities differs somewhat, with universities applying more theory-based lessons, and some lectures being held in large assembly halls, whereas polytechnics traditionally apply a more practical approach, with fewer students at lectures in classrooms. Therefore, the generalisability might be limited to similar

institutions who use similar teaching and learning methods, for example within the recently merged New Zealand-wide ITP organisation (see section 1.5. for more information).

The very small number of EAL student and staff participants might be seen as a limitation of the study, as they represent a minor percentage of all international students and teachers at the HEI; besides, the study was situated in only one HEI. Therefore, the study does not claim that this study is representative of all international students at all HEIs. However, there might be parallels in similar contexts and with similar groups of students.

Nevertheless, generalisability might be of some importance as the choice of applying a broad methodology to this study, with a qualitative longitudinal ethnographic approach including both narratives and a case study, with data gathered over a period of three years, led to some important new knowledge about EAL students and their lives, which would apply to all international students studying long term in another country. Moreover, it is hoped that this thesis could inspire a replication in other similar settings, as it provided a rich account of the participants' experiences, the setting, and the research process.

The study suggests that negotiations between students and teachers over suitable pedagogy could be conducted successfully. However, as this suggestion is based on these findings only, it is largely speculative and the study cannot determine whether negotiations and mutual adjustment are possible in the prevailing educational system, and whether or not this would effect changes in the pedagogy of HEIs. Consequently, this study did not cover *how* to make the changes.

The reliability of the findings might be seen as being impacted by the researcher's professional role in the HEI, as it could mean a conflict of interest or suggest biased interpretations and conclusions. The researcher had a privileged position, being familiar with the HEI and having easy access to data gathering and understanding of the setting, which are normally not granted to many researchers. However, the immediate contacts with the students and teachers in the School of Business was not part of the day-to-day work of the researcher. Furthermore, the previous experiences of the researcher, both as a teacher and as an immigrant and as a person with English as an additional

language, allowed a pre-understanding of the participants, as well as creating a closer relationship with them.

The selection process may have had some impact on the outcome of this study. For example, the sample selection process may have resulted in a sample of students who were largely successful in their studies as these would be the ones first to react to advertisements for participation in research. Some of the students saw this as an opportunity to interact in English and thereby become more proficient users of the language; others, like Ying, had a genuine wish to assist others in whatever way she could. However, this also meant that the study shone a light on this particular group of students. Moreover, even though the particular demographics of the student sample might be considered a limitation of the study, because the students had an adequate level of English, it also meant that the researcher could speak English in the interviews without any misinterpretations, thus facilitating the collection of rich data that was important for the outcomes of the study.

8.4. Future research

Based on the findings in this study, the following recommendations for practical implementation or further research are suggested. Firstly, more research within the area of mutual adjustment should be undertaken. By building on previous research, for example by Marginson (2014, 2018), Tran (2011, 2017) and others, as well as the findings in this study, discovery and understanding of areas appropriate for negotiating teaching and learning with students could be established. Future investigations should include: mapping out challenges by carrying out awareness raising activities, conducting negotiations, as well as implementing changes. Research of this kind could result in more examples of practical methods for establishing good internationalisation practices. It could determine and fill gaps that this study was unable to fill, such as trialling and evaluating the use of negotiation in the classroom, and generating ideas for teachers on how to make their teaching more international student friendly, i.e., this could help teachers to internationalise the curriculum with international/EAL students' needs at the forefront. Research into this area could establish a baseline to help both staff and students determine when and what to adjust to, i.e., at what stage learning to fit in would be best and when mutual adjustment would be preferable.

Future studies could dig deeper into what role the socio-culture plays in learning and using a new language. This study established the influence employment had on the students' language development. They became more confident users of English as the study progressed, and part of this was due to their hours at work and in the socio-culture when they were able to interact with locals. Future studies should then build on the fact that students like these manage to juggle their commitments without failing their studies, but then take a step further and investigate how the HEIs and their teachers can support this out-of-class language development.

Further research is needed to establish if there is a real connection between international students' study success and the learning of vocabulary and concepts in their study programme, as suggested in this study. This type of research could build on the findings by He & Banham (2009), which showed that international students outperformed domestic students in the first year, which they did not determine the reason for. Furthermore, it could also build on Stynoff's (1997) view that EAL student study effort compensated for lack of language proficiency.

This study also drew the conclusion that students' second language identity development had different impacts at different stages, as this became evident based on the longitudinal data gathering. However, the study did not investigate this in any great detail, so any future research could study the significance of the impact of this development process at different stages. Finding out about this could lead to more appropriate adjustment initiatives by the HEIs and the teachers as they could reduce their demands if they knew students were passing through a more difficult time. Besides, if such research were passed on to EAL students, they could also learn when to be more assertive and when to just bide their time and apply strategies as they experienced a "destabilisation" (Block, 2007) period.

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[3] References referring to institutional documents use 'The HEI' + a number instead of the real reference. This is to safeguard the anonymity of the institution.
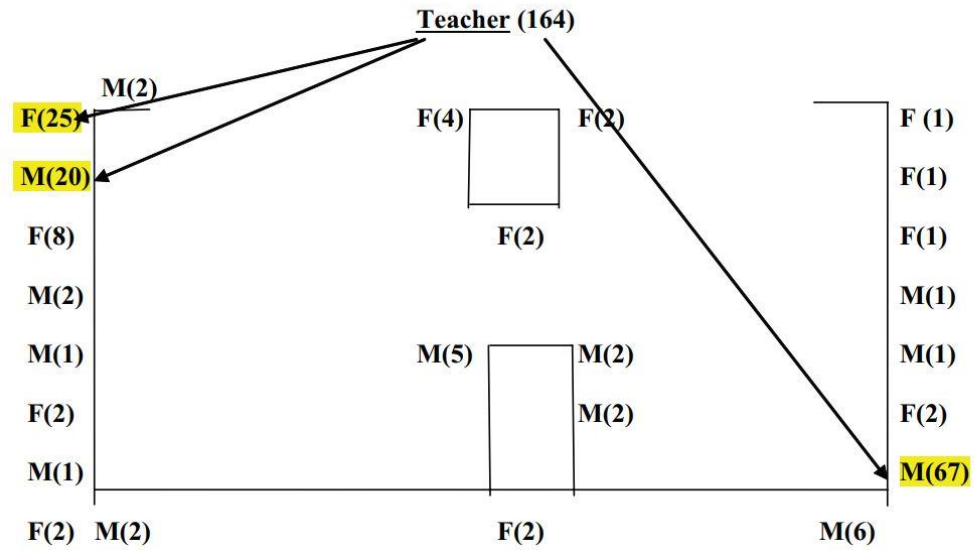
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Appendix A. – A SCORE Chart

An example of the SCORE chart (Farrell, 2011) (See Section 3.3.3. for more information).
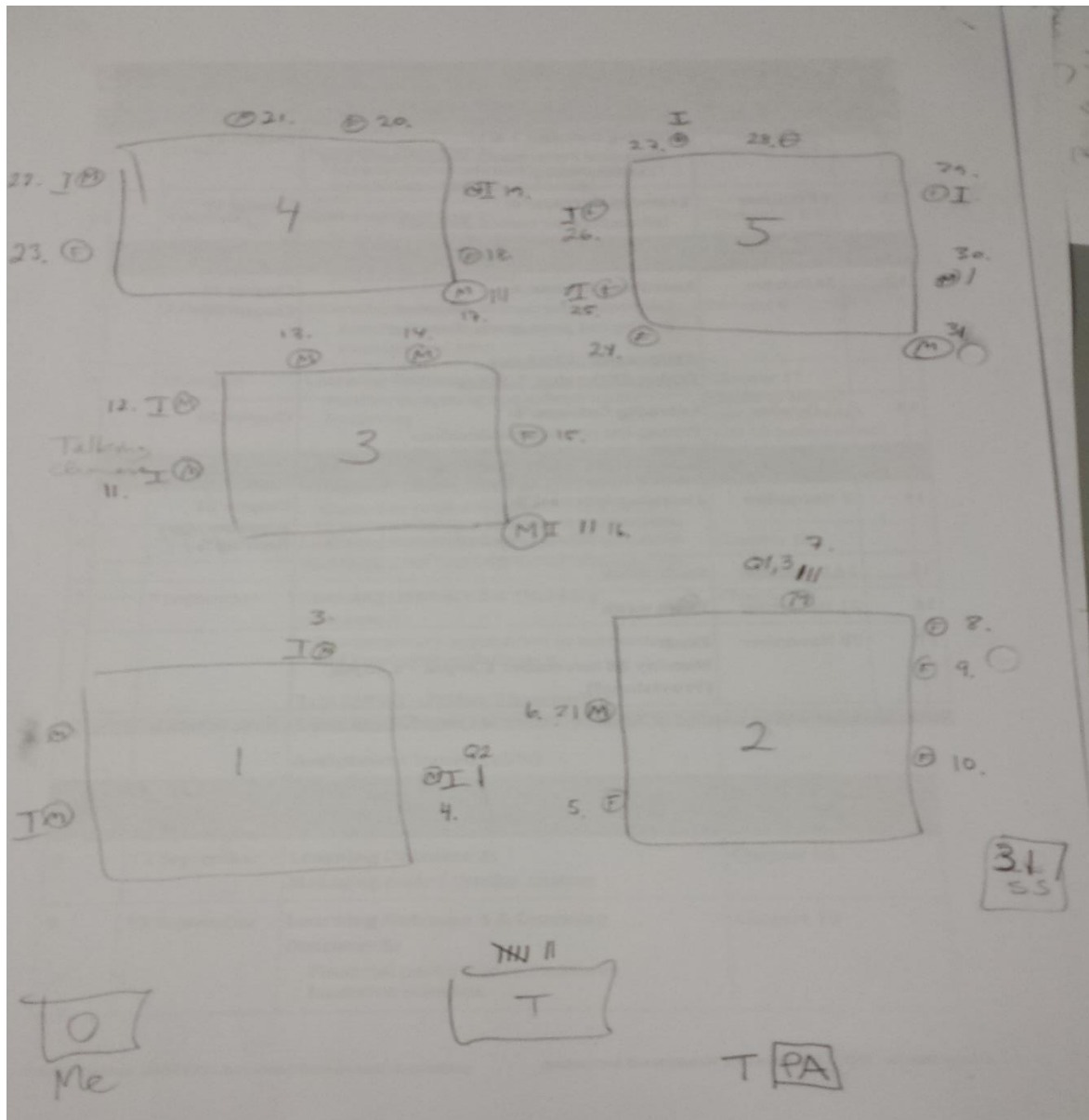
Figure 1. SCORE I

Teacher (164)

M(2)

F(25)   F(4)   F(2)   F (1)

M(20)   F(1)

F(8)   F(2)   F(1)

M(2)   M(1)

M(1)   M(5)   M(2)   M(1)

F(2)   M(2)   F(2)

M(1)   M(67)

F(2) M(2)   F(2)   M(6)

Note. F = female student; M = male student. The long arrows show the directional flow of the questions and answers.

Appendix B. – An Example of a SCORE Chart in This Study

An example of a SCORE chart used in a classroom observation. (See 3.3.3. for more details)

Appendix C – Ethics Final Approval

OFFICE OF THE DEPUTY VICE-CHANCELLOR
(RESEARCH)
Research Office
CSC East Research HUB, Level 3

MACQUARIE
University
SYDNEY-AUSTRALIA

11 February 2016

Professor Phil Benson
Department of Linguistics
Faculty of Human Sciences
Macquarie University NSW 2109

Reference: 5201500908

Dear Professor Benson,

FINAL APPROVAL

Title of project: Internationalisation and Study Abroad EAL Student Adjustment at Higher Educational Institutions

Thank you for your recent correspondence. Your response has addressed the issues raised by the Faculty of Human Sciences Human Research Ethics Sub-Committee. Approval of the above application is granted, **effective 5th January 2016** and you may now commence your research.

This research meets the requirements of the National Statement on Ethical Conduct in Human Research (2007). The National Statement is available at the following web site:

http://www.research.mq.edu.au/for/researchers/how_to_obtain_ethics_approval/human_research_ethics/policy

The following personnel are authorised to conduct this research:

Chief Investigator: Professor Phil Benson

Co-Investigator: Ms Kerstin Irene Dofs

Please note the following standard requirements of approval:

1.   The approval of this project is conditional upon your continuing compliance with the National Statement on Ethical Conduct in Human Research (2007).

2.   Approval will be for a period of five (5) years subject to the provision of annual reports.

Progress Report 1 Due: 5th January 2017
Progress Report 2 Due: 5th January 2018
Progress Report 3 Due: 5th January 2019
Progress Report 4 Due: 5th January 2020
Final Report Due: 5th January 2021

NB. If you complete the work earlier than you had planned you must submit a Final Report as soon as the work is completed. If the project has been discontinued or not commenced for any reason, you are also required to submit a Final Report for the project.

Progress reports and Final Reports are available at the following website:

http://www.research.mq.edu.au/current_research_staff/human_research_ethics/application_resources

Appendix D – Participant Information and Consent Form – Student Interviews

**DEPARTMENT OF
LINGUISTICS**
Faculty of Human Sciences

Macquarie University

NSW 2109 Australia

T: +61 (2) 9850 8756

philip.benson@mq.edu.au

Supervisor: Professor Phil Benson

PhD Student: Kerstin Dofs

Participant Information and Consent Form – Student Interviews

Internationalisation and Study Abroad EAL Student Adjustment at Higher Educational Institutions

You are invited to participate in a study of how international English as an Additional Language (EAL) learners adjust, to a new learning environment with a new culture and new language. The purpose of the study is to better understand how students who do not have English as their first language adjust and what support they may need.

The study will be done by Kerstin Dofs as part of a Doctor of Philosophy degree through the Department of Linguistics, at Macquarie University in Sydney, Australia.

Professor Philip Benson, +61 (0) 2 9850 8756, will be the supervisor. His email address is philip.benson@mq.edu.au

If you decide to participate in this research you will be asked to participate in 3 interviews at 3 different occasions: in term 1 and 4 in year 1, and in term 3 of year 2. They will take between 30 minutes and 1 hour per session. The aim of the interviews is to find out what you do to adjust to this new environment, what you think the institution should do to support you, and if you have any good ideas around student adjustment and what support international EAL students would need. You do not have to answer all of the interview questions if you do not want to. You can ask to switch off the recorder at any time during the interview. You will be given $30 for each of the two interviews in year one and $40 for the last one in year 2, NZ$100 in total. This is a small gift to show that we appreciate that you take time to participate in this research. You may be asked to be observed in the classroom sometimes. The reason is that the researcher

wants to learn more about, and better understand, the educational background and the present situation of students and teachers. The notes the researcher make when observing will be a help to interpret information from the interviews and focus group discussions.

The interviews will be digitally recorded and transcribed by Kerstin. Any information or personal details gathered in this study will be confidential. If any of your quotes are used in any publication based on this research, the researcher will ensure that you will remain anonymous by using participant codes instead of your name in all reports as well as on all documents with data gathered from and about you. The researcher, Kerstin Dofs, and her supervisor, Phil Benson, are the only people who will have access to the recordings and transcripts. You can get a summary of the results of the data when the research report is written up if you email Kerstin Dofs, kerstin.dofs@students.mq.edu.au

Participation in this research will not influence your academic progress. You do not have to participate in this research. If you decide to participate, you are free to withdraw at any time, before it is written up. You do not have to give any reasons for not wanting to continue participating and there will not be any consequences if you withdraw.

Please ask the researcher any questions about the research and what you do as a participant. You are also welcome to contact the researcher on kerstin.dofs@students.mq.edu.au, if you have any more questions about the research.

DEPARTMENT **OF**
LINGUISTICS

Faculty of Human Sciences

Macquarie University
NSW 2109 Australia
T: +61 (2) 9850 8756

philip.benson@mq.edu.au

Supervisor: Professor Phil Benson
PhD Student: Kerstin Dofs

PARTICIPANT'S COPY

I, _____

              (Name of participant)

have read and understand the information above and any questions I have asked have been answered to my satisfaction.

I agree to participate in this research.

I know that I can withdraw from participation in the research at any time without consequence.

I know that I do not have to answer all the questions in the interview and that I can ask to have the recorder switched off at any time during the interview.

I have been given a copy of this form to keep.

Participant's Name:_____

  (Block letters)

Participant's Signature: _____   Date:_____

Investigator's Name:_____

  (Block letters)

Investigator's Signature: _____ ___   Date:_____

The ethical aspects of this study have been approved by the Macquarie University Human Research Ethics Committee. If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the Committee through the Director, Research Ethics & Integrity (telephone (02) 9850 7854;

Email ethics@mq.edu.au). Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

Appendix E – Participant Information and Consent Form – Focus Group Discussions

DEPARTMENT OF LINGUISTICS
Faculty of Human Sciences

Macquarie University
NSW 2109 Australia

T: +61 (2) 9850 8756

philip.benson@mq.edu.au

Supervisor: Professor Phil Benson
PhD Student: Kerstin Dofs

Participant Information and Consent Form – Focus Group Discussions

Internationalisation and Study Abroad EAL Student Adjustment at Higher Educational Institutions

You are invited to participate in a study of how international English as an Additional Language (EAL) learners adjust, to a new learning environment with a new culture and new language. The purpose of the study is to better understand how students who do not have English as their first language adjust and what support they may need.

The study will be done by Kerstin Dofs as part of a Doctor of Philosophy degree through the Department of Linguistics, at Macquarie University in Sydney, Australia.

Professor Philip Benson, +61 (0) 2 9850 8756, will be the supervisor. His email address is philip.benson@mq.edu.au

If you decide to participate in this research you will be asked to participate in 3 focus group discussions, led by Kerstin, at 3 different occasions: in term 1 and 4 in year 1, and in term 3 of year 2. They will take around 1 hour per session. The aim of these discussions is to find out what you do to adjust to this new environment, what you think the institution should do to support you, and if you have any good ideas around adjustment and what support international EAL students would need. The discussions will be digitally recorded and transcribed. You do not have to answer all of the discussion questions if you do not

want to. You can ask to switch off the recorder at any time during the discussions. You will be given $15 for each of the discussion sessions, NZ$45 in total. This is a small gift to show that we appreciate that you take time to participate in this study.

Any information or personal details gathered in this study will be confidential. If any of your quotes are used in any publication based on this research, the researcher will ensure that you will remain anonymous by using participant codes instead of your name in all reports as well as on all documents with data gathered from and about you. The researcher, Kerstin Dofs, and her supervisor, Phil Benson, are the only people who will have access to the recordings and transcripts. You can get a summary of the results of the data when the research report is written up if you email Kerstin Dofs, kerstin.dofs@students.mq.edu.au.

You do not have to participate in this research. If you decide to participate, you are free to withdraw at any time, before it is written up. You do not have to give any reasons for not wanting to continue participating and there will not be any consequences if you withdraw.

Please ask the researcher any questions about the research and what you do as a participant. You are also welcome to contact the researcher on kerstin.dofs@students.mq.edu.au, if you have any more questions about the research.

DEPARTMENT   **OF**

LINGUISTICS

Faculty of Human Sciences

Macquarie University

NSW 2109 Australia

T: +61 (2) 9850 8756

philip.benson@mq.edu.au

Supervisor: Professor Phil Benson

PhD Student: Kerstin Dofs

PARTICIPANT'S COPY

I, _____

                           (Name of participant)

have read and understand the information above and any questions I have asked have been answered to my satisfaction.

I agree to participate in this research.

I know that I can withdraw from participation in the research at any time without consequence.

I know that I do not have to answer all of the questions in the focus group discussions and that I can ask to have the recorder switched off.

I have been given a copy of this form to keep.

Participant's Name:_____

   (Block letters)

Participant's Signature: _____   Date:_____

Investigator's Name:_____

   (Block letters)

Investigator's Signature: _____ ___ Date:_____

The ethical aspects of this study have been approved by the Macquarie University Human Research Ethics Committee. If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the Committee through the Director, Research Ethics & Integrity (telephone (02) 9850 7854;

Email ethics@mq.edu.au). Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

**DEPARTMENT OF
LINGUISTICS**
Faculty of Human Sciences

Macquarie University

NSW 2109 Australia

T: +61 (2) 9850 8756

philip.benson@mq.edu.au

Supervisor: Professor Phil Benson
PhD Student: Kerstin Dofs

**Participant Information and Consent Form – Staff interviews –
Participant's copy**

Internationalisation and Study Abroad EAL Student Adjustment at Higher Educational Institutions

You are invited to participate in a study of how international English as an Additional Language (EAL) learners adjust, to a new learning environment with a new culture and new language. The purpose of the study is to better understand how students who do not have English as their first language adjust and what support they may need.

The study is being conducted by Kerstin Dofs to meet the requirements of Doctor of Philosophy under the supervision of Philip Benson, +61 (0) 2 9850 8756, with the email address philip.benson@mq.edu.au of the Department of Linguistics, at Macquarie University in Sydney, Australia.

If you decide to participate in this research you will be asked to be available for 3 interviews at 3 different occasions: in term 1 and 4 in year 1, and in term 3 of year 2. They will take between 30 minutes and 1 hour per session. The aim of these interviews is to find out what you know about student adjustment to this new environment, what you think the institution should do to support them, and if you have any good ideas around adjustment and what support international EAL students would need. The interviews will be digitally recorded and transcribed. You do not have to answer all of the interview questions if you do not want to. You can ask to switch off the recorder at any time during the interview. You will be given $30 for each of the two interviews in year one, and $40 for the last one in year 2, NZ$100 in total. This is a

small gift to show that we appreciate that you take time to participate in this study. You may be asked to be observed in the classroom sometimes. The reason is that the researcher wants to learn more about, and better understand, the educational background and the present situation of students and teachers. The notes the researcher make when observing will be a help to interpret information from the interviews and focus group discussions.

Any information or personal details gathered in this study will be confidential. If any of your quotes are used in any publication based on this research, the researcher will ensure that you will remain anonymous by using participant codes instead of your name in all reports as well as on all documents with data gathered from and about you. The researcher, Kerstin Dofs, and her supervisor, Phil Benson, are the only people who will have access to the recordings and transcripts. You can get a summary of the results of the data when the research report is written up if you email Kerstin Dofs, kerstin.dofs@students.mq.edu.au.

Participation in this study is entirely voluntary: you are not obliged to participate and if you decide to participate, you are free to withdraw at any time, before it is written up, without having to give a reason and without any consequences.

Please ask the researcher any questions about the research and what you do as a participant. You are also welcome to contact the researcher on kerstin.dofs@students.mq.edu.au, if you have any more questions about the research.

DEPARTMENT **OF**
LINGUISTICS
Faculty of Human Sciences
Macquarie University
NSW 2109 Australia
T: +61 (2) 9850 8756

philip.benson@mq.edu.au

Supervisor: Professor Phil Benson
PhD Student: Kerstin Dofs

PARTICIPANT'S COPY

I, _____

               (Name of participant)

have read and understand the information above and any questions I have asked have been answered to my satisfaction.

I agree to participate in this research.

I know that I can withdraw from participation in the research at any time without consequence.

I know that I do not have to answer all the questions in the interview and that I can ask to have the recorder switched off at any time during the interview.

I have been given a copy of this form to keep.

Participant's Name:_____

  (Block letters)

Participant's Signature: _____ Date:_____

Investigator's Name:_____

  (Block letters)

Investigator's Signature: _____ ___ Date:_____

The ethical aspects of this study have been approved by the Macquarie University Human Research Ethics Committee. If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the Committee through the Director, Research Ethics & Integrity (telephone (02) 9850 7854;

Email ethics@mq.edu.au). Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

297

Appendix G – Teacher advertisement

Invitation to participate in a research project titled:

Internationalisation and Study Abroad EAL Student Adjustment at Higher Educational Institutions

Dear Teachers in the Business Degree,

I am looking for participants as part of a PhD research study to increase our understanding of how students, who do not have English as their first language, find the studies at a higher educational institution. I am particularly interested in what they do to adjust to this situation with a new educational environment, culture, and language. As a teacher for these students who have another first language than English (EAL) you are in an ideal position to give us valuable first-hand information from your own perspective.

I need volunteers for interviews. The interviews take between 30 minutes and 1 hour and will be conducted 3 times in 18 months, starting in term 1. Your responses to the questions will be kept confidential and I will ensure that personal identifiers are not revealed at any time and in any write up of findings.

Your participation will be very valuable for this research and the findings could lead to greater understanding of EAL students' situation at Higher Educational institutions. As a small token of appreciation, there is a small gift of $100 to be had for participating in this study.

If you are willing to participate please contact Kerstin Dofs on email kerstin.dofs@cpit.ac.nz or phone her on 940 8131.

If you have any questions please do not hesitate to contact me on the email address or phone number above.

Thanks!

Kerstin Dofs

Internationalisation and Study Abroad

I am a PhD student in the Department of Linguistics, Macquarie University, Sydney, Australia. I am recruiting participants who can join my project "Internationalisation and Study Abroad" from **Term 1 2015 to Term 3 2016. (18 months).** The purpose of the study is to discover how it is to study at a higher educational institution for students with a Non-English language background.

❖ Requirements
Please join if you:

- are over 18 years old
- your first language is not English
- are from overseas and studying here at CPIT
- started your business studies this year

❖ What's involved
You can participate in either one of:

- 3 interviews (once every half a year)
- 3 group discussions (once every half a year)

❖ Rewards
If you participate in all of the:

- Interviews, you will get $100
- Group discussions, you will get $45 in return for your time.
  (You will only be asked to participate in one of them)

- if you are interested in joining, **please email me**
- if you have any questions, or want to know more details, please feel free to contact me via email, below

Contact:

Kerstin Dofs

Invitation to participate in a research project titled:

Internationalisation and Study Abroad EAL Student Adjustment at Higher Educational Institutions

Dear Learning Services staff members,

I am looking for participants as part of a PhD research study to increase our understanding of how students, who do not have English as their first language, find the studies at a higher educational institution. I am particularly interested in what they do to adjust to this situation with a new educational environment, culture, and language. As an advisor for students who have another first language than English (EAL) you are in an ideal position to give us valuable first-hand information from your own perspective.

I need volunteers for interviews. The interviews take around 30 minutes up to 1 hour and will be conducted 3 times in 18 months, starting in term 1. Your responses to the questions will be kept confidential and I will ensure that personal identifiers are not revealed at any time and in any write up of findings.

Your participation will be very valuable for this research and the findings could lead to greater understanding of EAL students' situation at Higher Educational institutions. As a small token of appreciation, there is a small gift of $100 to be had for participating in this study.

If you are willing to participate please contact Kerstin Dofs.

If you have any questions please do not hesitate to contact me on the email address or phone number above.

Thanks!
Kerstin Dofs