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**Exploring The Impact of Acculturation Strategies on
Academic Achievement: Case of Nigerian Students at
University of Ain Temouchent**

*An Extended Essay Submitted in Partial Fulfillment of the Requirement for a
Master's Degree in Didactics and Applied Languages*

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Statement of originality

I hereby declare that this dissertation submitted for the evaluation of a Master Degree in Didactics and Applied Linguistics, is entirely my own work. All the sources used in this research have been duly acknowledged and cited appropriately in the bibliography section.

I affirm that this dissertation has not been previously submitted for any other degree or qualification at this university or any other university. Furthermore, I acknowledge that while this work is influenced by the ideas and findings of others, the interpretation and synthesis of data, as well as the conclusions drawn herein are the result of my independent research and have not been plagiarized from any other resource.

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Dedication

This dissertation is dedicated to

My sister, as I sit down to express my gratitude, words seem to fall short to express the depth of my appreciation I hold for you, my sister. I want to thank you for being my steadfast companion, and my unwavering source of support. I am endlessly thankful for your presence in my life.

My parents, brothers, and aunt, I am overwhelmed with gratitude for the love and support you have showered upon me.

My dearest best friends, your presence is a reminder of the beauty of a true friendship, you have been a source of immeasurable joy and comfort. Thank you is not enough to express my gratitude of every moment spent with you, yet thank you so much for being the incredible people that you are.

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Abstract

In recent years, Algeria has experienced a significant influx of foreign students in higher education, resulting in a notable shift towards blended classrooms. Amidst the cultural diversity prevalent in today's universities, foreign students embark in a journey fraught with challenges and opportunities that influence their cross-cultural and academic journey. In response to this phenomenon, the present study examines the socio-cultural and academic journey of foreign students, with a particular emphasis on their acculturation and its influence on their academic achievement. Additionally, this study aims to uncover the impact of the transitional phase on students' identities. The investigation centers on an exploratory case study that consists of Nigerian English as a Foreign Language (EFL) students from University of Ain Temouchent. To explore these aspects accordingly, the researcher opted for a mixed method design, implementing two distinct interviews; one for EFL teachers and another for students, besides an adjusted acculturation measure on a total of eight Nigerian EFL students. To ensure validity and reliability of the results, the selected tools were subject to thorough analysis using mixed methods approach. The results revealed that five students adopted integration strategy, while two adopted separation strategy, however, the majority exhibited low levels of academic success. Moreover, students maintained a strong ethnic affiliation. Overall, the findings indicated that there is no direct influence of the acculturation strategies on neither students' identities nor their academic achievements, as the latter is attributed to other factors including academic competence and language proficiency. As a result, this study represents a significant contribution to the literature of acculturation among international students within the educational environment, more precisely within the Algerian context.

Table of Contents

Statement of originality	I
Dedication	II
Acknowledgement	III
Abstract	IV
Table of Contents	V
List of Tables	VIII
List Of Figures	IX
List of Abbreviations and Acronyms	X
General Introduction.....	2
Chapter One.....	7
Theoretical Framework and The Literature Review	7
1.1 Introduction	9
1.2 Acculturation	9
1.3 Assimilation.....	12
1.4 Integration.....	14
1.5. Adaptation.....	16
1.6. Cultural Competence	18
1.7. The Contact Hypothesis Theory	19
1.8. Language and Culture Nexus.....	21
1.9. Identity	24
1.9.1. Ethnic Identity:.....	25

1.9.2. Cultural Identity:	26
1.9.3. Social Identity:.....	27
1.9.4. Personal Identity:	28
1.10 Review of previous Studies	29
1.11 Significance of The Study.....	30
1.12 Conclusion.....	31
Chapter Two.....	32
Research Design and Methodology	32
2.1 Introduction	34
2.2 Research Aims and Motivation	34
2.3 Research Design.....	35
2.4 Data Collection Tools	39
2.5 Data Collection Procedures	48
2.6 Data Analysis Procedures	49
2.7 Reliability and Validity	52
2.8 Ethical Considerations.....	53
2.9 Conclusion.....	54
Chapter Three.....	55
Data Analysis, Interpretation and Research Conclusions.....	55
3.1 Introduction	57
3.2 Results Obtained from The Interviews	57
3.2.1 Teachers' Interviews Results	57

3.2.2	Students' Interviews Results.....	62
3.3	Acculturation Measurement Result and Findings	66
3.3.1	Acculturation Orientations.....	66
3.3.2	Acculturation Strategies	68
3.3.3	Acculturation Outcomes	72
3.4	Data Discussion and Interpretation.....	76
3.5	Limitations of The Study	79
3.6	Suggestions and Recommandations.....	80
3.7	Conclusion.....	82
	General Conclusion	83
	Bibliography	87
	Appendices	97

List of Tables

Table 1.1 Acculturation Strategies Model by Berry 1997.	11
Table 2.1. Demographic Composition Of Foreign Students In The Department Of English Language And Literature.....	42
Table 2.2. Social Affiliation With Locals	42
Table2.3. Main Challenges Foreign Students Face.....	43
Table 2.4. Perceived Achievement.....	44
Table 2.5. Academic Engagement	44
Table 2.6. Measures Of Central Tendency (MCT)	51
Table 2.7. Measures Of Variability	52
Table 3.1. Acculturation Stressors	66
Table 3.2. Descriptive Statistics Of Students' Cultural Comfort.....	68
Table 3.3. Descriptive Statistics Of Students' Social Comfort	69
Table 3.4. Descriptive Statistics Of Students' Academic Comfort.	69
Table 3.5. Frequency Distribution Of Lifestyle Similarity.....	70
Table 3.6. Frequency Distribution Of Community Life Difficulty.....	70
Table 3.7. Frequency Distribution Of Neighborhood Differences	71
Table3.8. Academic Satisfaction	73
Table3.9. Social And Cultural Integration	73
Table3.10. International Students' Immersion Program	80

List Of Figures

Figure 1.1. Intercultural Adaptation Stages	17
Figure 3.1. Acculturative Stressors	66
Figure 3.2. Academic Support.....	69
Figure3.3. Frequency Distribution Of Students' Adaptation.....	72
Figure3.4. Rules Of Discipline And Behavior.....	73
Figure 3.5. Academic Satisfaction.....	73
Figure 3.6. Social Integration	74
Figure 3.7. Cultural Integration	74
Figure3.8. Students' Overall Experiences	75

List of Abbreviations and Acronyms

AS: Acculturative Stressors

BCE: Before Christian Era

CDT: Cognitive Dissonance Theory

EFL: English as a Foreign Language

IIP: International Immersion Programme

ISIP: International Students Immersion Program

L1/L2: License

LMD: License, Master, Doctorate

M2: Master 2

MAS: Multicultural Acculturation Scale

MAXQDA: MAX Qualitative Data Analysis

MCT: Measures of Central Tendency

MMR: Mixed Method Research

MV: Measures of Variability

N: Number

P: Percentage

PCH: Parasocial Contact Hypothesis

PSI : Para-Social Interaction

SD : Standard Deviation

SDB: Social Desirability Bias

SES: Socio-Economic Status

SMAS: Stephenson Multi-group Acculturation Scale

US: United States

USA: United States of America

VIA: Vancouver Acculturation Index

General Introduction

Globalization has become the defining feature of the modern world, reshaping every aspect of human life, from economics, culture, and societies to education. One of the most visible hallmarks of this phenomenon in the educational context is the rapid increase of foreign students globally. This pattern reflects how interconnected the globe is, as well as the growing recognition of the need for cross-cultural interactions between nations. Algeria, like many, is experiencing the profound effects of globalization, particularly in education; it possesses the privilege of welcoming foreign students to enrich foundation of cross-cultural exchange. The Higher Education Ministry's website reveals that Algeria welcomes over 7,851 foreign students from 62 nationalities, with 48% hailing from Mauritania, Mali, Western Sahara, and Palestine, and 60% pursuing the LMD (License, Master, Doctorat) cycle (International Cooperation – ministry of higher education and scientific research, 2024).

This rapid reception of students from distinct cultural backgrounds ushered in an increasingly diverse university. This dynamic shift in blended classrooms, driven by globalization within education sparked a surge in academic discourse and scholarly works aimed at understanding the cultural mix in educational settings. Many of these literature works have explored the acculturation process. While traditionally the process emphasizes on migrants' experiences, the scope has expanded to cover a broader range of individuals, including sojourners and short-term immigrants.

Despite the qualities these international students can bring with their diverse cultures and perspectives in the educational setting, their presence can also introduce certain disparities and challenges, often resulting from the differences that pose potential clashes with local peers or students. These challenges vary from cultural adjustment to norms, social dynamics, communication styles, and academic expectations. Navigating the challenges inherent in cultural aspects are interconnected with students' adaptation within the new environment, which is closely tied to the degree of individuals' acculturation within the dominant group (Berry,

1992). The greater the integration of international students are in the host society, the occurrence of these challenges is likely to decrease; this notion is based on two main dimensions, including rejection or retention of the host culture.

In this regard, this dissertation is an attempt to delve into the intricacies of foreign students' journey, more precisely the cultural and academic journey, reviewing how students approach the new cultural environment, explore what challenges they face and how they navigate the novelties of the academic context. The study extends its interest to examine the resultant influence on students' identities. In addition, including teachers provides valuable insights into the acculturation of foreign students because teachers interact with students daily and observe their adaptation processes firsthand. They can offer perspectives on how students navigate cultural differences, adjust to new educational systems, and integrate socially. Teachers also play a crucial role in facilitating acculturation through their support and understanding, making them ideal participants to explore challenges and successes in this context. Their observations and experiences enrich the research by highlighting practical strategies and areas needing improvement. Pertaining to this issue, the concern is to examine to what extent does the socio-cultural transitional phase affect the learning process of EFL Nigerian students.

In account for this, the current study aims to address a scarce in the Algerian context, where there is an absence of research focusing on international students, particularly their academic experiences, adaptation process, and socio-cultural patterns. As a contribution in the field, the researcher explores the acculturation process of Nigerian EFL students using Berry's model of acculturation (1992) as the foundational framework. The students' acculturation process is assessed through their adoption of four primary strategies: integration, assimilation, separation, and marginalization. Furthermore, the researcher's objectives for conducting this study are to:

- Explore the adopted acculturation strategies by foreign students
- Investigate the influence of the acculturation strategies on students' academic achievement
- Explore how teachers manage and bridge the gaps between diverse student backgrounds.
- Examine how the socio-cultural shift impacts the development and expression of students' cultural identity.

To fulfill the primary objectives of the study, the researcher devised the following three research questions:

1. How does the level of adaptation differ between Nigerian students?
2. How do the acculturation strategies employed by students affect their academic achievement?
3. What is the impact of the acculturative process on Nigerians' identity development and expression?

To answer the subsequent questions, the following hypotheses are proposed:

1. Students who have spent a longer period in the host country may display greater adaptation compared to recently arrived students.
2. Students who adopt proactive acculturation strategies may exhibit higher levels of academic satisfaction and success.
3. Acculturative process may have no impact on students' cultural identity and its expression.

In order to provide a clear exploration of Nigerian EFL students' experiences, and answer the research questions, the investigation procedure is organized in a structured manner, in which the research was divided into three main chapters. The first chapter introduces the

relevant literature review, conducting an extensive exploration of previous works regarding the process of acculturation and its four main strategies, highlighting models and theories to apply on Nigerian EFL students in Algeria. Next, it provides key elements in culture, identity and language to draw the relationship between them, intentionally to explain the diverse ways students integrate themselves culturally in an educational environment. Lastly, the chapter introduces previously conducted studies on the process of acculturation on a multitude of aspects that are somehow related to the investigation.

The second chapter describes the methodological procedures and design of the study. It starts with the primary aims of the research, then the chapter progresses to detail the research design. Employing a mixed method approach, the researcher conducted two interviews, one for teachers and one for students, and an adjusted acculturation measure from online measures. Moreover, the chapter highlights the data analysis procedures, ending with ethical consideration to ensure the study is object to universal ethical standards of research.

The final chapter addresses the practical implication of the theoretical background and the methodological procedures. Here, the researcher provides a detailed description of the two data collection tools: the interviews, and the acculturation measure scale, adhering to both qualitative and quantitative data analysis principles. Additionally, the key findings of the study are interpreted, concluding with suggestions in the latter part of the chapter.

Chapter One

Theoretical Framework and The Literature Review

Theoretical Framework and The Literature Review

Chapter One: Theoretical Framework and The Literature Review	7
1.1 Introduction	9
1.2 Acculturation	9
1.3 Assimilation.....	12
1.4 Integration.....	14
1.5. Adaptation.....	16
1.6. Cultural Competence	18
1.7. The Contact Hypothesis Theory	19
1.8. Language and Culture Nexus.....	21
1.9. Identity	24
1.9.1. Ethnic Identity:.....	25
1.9.2. Cultural Identity:	26
1.9.3. Social Identity:.....	27
1.9.4. Personal Identity:	28
1.10 Review of previous Studies	29
1.11 Significance of The Study.....	30
1.12 Conclusion.....	31

Theoretical Framework and The Literature Review

1.1 Introduction

The first part of the study is an exploration of the relevant literature regarding the intricate dimensions related to international students' acculturation into the host society. This chapter is divided into two main sections; the first one encompasses a myriad of concepts and theories that correspond to the introduced work. The second section is devoted to the correlation of language with culture along with the concept of identity. It starts with the language and culture nexus, tackling how culture is encoded through verbal and non-verbal behavior. Then, identity and its types. All the mentioned concepts, theories, and models can be applied to refugees, sojourners, and immigrants. In the current case study, they are implied for foreign students in Algeria.

1.2 Acculturation

Immigration often leads to the formation of culturally plural societies in which individuals from diverse backgrounds co-exist. Within these societies, distinct cultural groups emerge, sometimes characterized by imbalances in power, whether in terms of numbers, economic influence, or political clout (Kiylioglu & Wimmer, 2015). This dynamic has fostered the creation of terminology in both popular discourse and social sciences, such as 'mainstream', 'minority', and 'ethnic group', among others (Berry, 1996). Recognizing power imbalances among these cultural groups can shape social dynamics, influencing access to resources, opportunities, and decision-making within the society. Addressing these differences is a step towards fostering inclusivity, equality, and social cohesion within culturally plural societies (Berry, 1996).

Theoretical Framework and The Literature Review

The coexistence of diverse cultural groups within plural societies conceptualized the term ‘acculturation’. The concept of acculturation emerged as a literary term during the 1960s, by researchers in sociology and anthropology who sought to understand and describe the interactions and changes occurring between different cultures. Particularly in the context of colonization, migration, and contact between diverse ethnic groups after World War II (Rothe et al., 2010).

Acculturation is a group-level phenomenon (Graves 1967), that describes “the process of cultural change that occurs when individuals from different cultural backgrounds come into prolonged, continuous, first-hand contact with each other” (Redfield, Linton, & Herskovits, 1936, p. 146). More specifically, the adoption of beliefs and behaviors of the core culture (Berry, 2006). The process is marked by external adjustments, such as changes in clothing, language, and outward displays of emotions, which tend to occur more rapidly than internal shifts in values, norms, or religious beliefs. These internal changes typically require a longer period to adapt or change (Gordon, 1964). Acculturation often leads to cultural diffusion, wherein both immigrant groups and the receiving culture are introduced to new mindsets and behaviors. This exposure fosters a process of intercultural exchange and mutual influence, known as interculturation (Gordon, 1964). One must acknowledge that acculturation does not imply only to those “who are forced to change their nationality because of political events. Immigrants and short-term ‘foreign workers’ or ‘guest workers’ also experience the acculturation process as they change their residence and are exposed to a new culture.” (Organista et al., 2010, p.102).

The process of acculturation, as outlined by Berry (2006), involves three dimensions that correspond to Gordon’s (1964) insights on internal and external changes: sociocultural, which involves visible adjustments in social norms and practices. Psychological, which encompasses shifts in attitudes and identity. Academic, it pertains to acquiring skills for success in a new cultural context. It leads to three potential outcomes: acceptance, adaptation,

Theoretical Framework and The Literature Review

or reaction. Reaction often refers to rejection of the host culture (Rothe et al., 2010). Immigrants, including voluntary migrants, refugees, sojourners, or asylum seekers, face challenges such as cultural maintenance, contact, and participation. These challenges are addressed through separation, assimilation, integration, or marginalization (Berry, 1997 & Nesdale, 2002). Separation as an approached strategy defined by Garbade et al. (2023) “describes the wish of the individuals to maintain their cultural identity, whereas there is no orientation toward the host country.” (p.02), i.e., individuals tend to avoid contact with members in the host society and culture in order to preserve their own (Ng et al., 2017). In contrast to assimilation and integration strategy that include the adoption of the dominant culture, marginalization is the rejection of both cultural groups, this strategy is adopted by individuals who display a lack of orientation with both the dominant group and their native cultural group (Garbade et al., 2023). Marginalization is a critical strategy, as it results in serious psychological problems, marginalized individuals experience the most acculturative stressors (Berry, 2003), he added that is most likely a failed attempt to integration due to experiences of discrimination and social exclusion (Berry, 2003).

Table 1.1 Acculturation Strategies Model by Berry 1997.

Maintenance of the heritage culture	High	Cultural adaptation		
		High	Low	
	Low	Integration	Assimilation	Separation

Source: Adopted from Kiylioglu, L., & Wimmer, H. (2015).

Theoretical Framework and The Literature Review

The diversity in outcomes can be attributed to various factors. The theory of acculturative stressors by Berry (2006) suggests that individuals shifting to a new cultural and social background might encounter stressors stemming from the mismatch between their original culture and the new culture. The stressors vary from cultural difference, social acceptance and integration, prejudice and discrimination, identity conflict, difficulty learning a new language and preserving the mother tongue, mastering new social conventions related to group and interpersonal behavior, and learning and respecting new cultural values (e.g., individualism, competition, sense of fair play, trust in civic institutions) (Organista et al., 2010). The emotional distress associated with these adjustments can be profound and sometimes traumatic. It has been given many special names (Sandhu & Asrabadi, 1994), terms like ‘cultural shock’, ‘acculturative stress’, or ‘migration stress syndrome’. Zwingman (1978) calls the migration experience a phenomenon of ‘uprooting disorder’ with identifiable psychological symptoms of alienation, nostalgia, depression, and a sense of helplessness. These stressors can highly affect individual’s adjustment to the new context (Cited in Sandhu & Asrabadi, 1994).

1.3 Assimilation

By the end of the 19th-century, assimilation was introduced by the sociologist Robert Park in 1914 (Laubenthal, 2023). From a sociological perspective, this study is interested in how societies with growing complexity maintain their unity and coherence, particularly under changing circumstances, while investigating the mechanisms responsible for social cohesion in these contexts (Laubenthal, 2023).

Park’s perspective on assimilation posits it as a reciprocal and natural process involving the adaptation and embracing of values, language, and religious aspects of the dominant culture (Laubenthal, 2023). The process of assimilating means a progressive change from a more diverse to a less diverse behavior (De Palo et al., 2006). In their conceptualization, Park&

Theoretical Framework and The Literature Review

Burgess (1921) approached assimilation through a cultural lens, highlighting its dependency on societal perceptions and the dominant group's acceptance of immigrants:

Assimilation is a process of interpenetration and fusion in which persons and groups acquire the memories, sentiments, and attitudes of other persons or groups, and, by sharing their experience and history, are incorporated with them in a common cultural life. (...) assimilation denotes this sharing of tradition, this intimate participation in common experiences (...). (p.735)

Assimilation, as elaborated by Park & Burgess (2019) entails the submission and denationalization of individuals into the dominant culture, Gordon (1964) described this cultural erosion as 'the price of assimilation', this process erodes cultural diversity, as:

- It requires conformity to dominant norms, values, and practices, leading to the loss of unique identities and traditions. (Cabaniss and Cameron, 2017)
- Disregards racial or ethnic identities, emphasizing a unified identity over race consciousness. (Alba & Nee, 1997).
- Suppresses diverse cultural expressions, histories, and practices by asserting the superiority of the host culture, described as 'the basis of ordered liberty' (Martinez, 1999)

The assimilation process occurs at different steps and speeds. First, the straight-line assimilation model, introduced by Srole (1945), describes immigrants' gradual adaptation within the host society in a smooth and uniform progression without significant setbacks or deviations. However, this model did not depict the reality of assimilation. In this regard, Gans (1979, 1996) proposed the bumpy line assimilation model to show that assimilation is a far more complex and varied process.

Theoretical Framework and The Literature Review

Factors such as socioeconomic status, discrimination, access to education, and the resilience of ethnic communities significantly influence the pace and extent of assimilation. Based on these two models, Porter and Zou (1993) developed the segmented assimilation paradigm. In this model, different immigrant groups experience diverse assimilation trajectories. Unlike the linear and bumpy progressions, segmented assimilation acknowledges that assimilation paths can vary significantly based on factors such as socioeconomic status, ethnic community networks, and societal opportunities (Porter & Zou, 1993).

1.4 Integration

Integration is a dynamic process where individuals or groups assimilate into a broader social structure or system (Heckmann, 2005). He elaborated that integration refers to “the stable, cooperative relations within a social system which has distinct borders to its environment” (p.08). In this regard Gordon (1964) added that integration fosters unity and collaboration while acknowledging “cultural differentiation within a framework of social unity. It recognizes the rights of groups to be different so long as the differences do not lead to dominion or disunity” (p. 68). The concept is implied to refer to how immigrants immerse themselves and become a part of society and culture. Furthermore, the integration of immigrants into the host society is fundamentally tied to the process of assimilation of migrants as a subset of social integration (Bosswick & Heckmann, 2006). Integration can only be ‘freely’ chosen and successfully pursued by non-dominant groups when the dominant society is open and inclusive in its orientation toward cultural diversity (Berry, 1991).

Theoretical Framework and The Literature Review

Integration extends across cultural, economic, political and social dimensions. The degree of integration within a society can vary depending on the value ascribed to the minority group and the struggle to be recognized by the dominant group (Honneth, 2018). Integration can take various forms to describe the different ways how immigrants become active participants in the host society. Bosswick & Heckmann (2006) proposed four dimensions of integrations: social, interactive, structural, and identification integration.

a. Social Integration

Social integration, as a phenomenon “stands for the inclusion of new individual actors in a system, for the creation of mutual relationships among actors and for their attitudes to the social system as a whole.” (Heckman, 2005, p.9). Furthermore, social integration delineates the intricate process where individuals or collectives coming from various backgrounds coalesce to forge a unified and inclusive societal fabric. It is a crucial aspect of immigrants’ adaptation and adjustment to the host society, and their ability to connect themselves with members of society (Dabrinze, 2020).

b. Interactive Integration

Interactive integration is the active engagement and participation of individuals or groups within a society. According to Heckman (2006), “interactive integration is indicated by peoples’ private relations and primary group memberships. Indicators are social intercourse, friendships, partnerships, marriages, and membership in voluntary organizations.” (p.17). Interactive integration emphasizes the importance of mutual understanding, cooperation, and collaboration for full engagement and requires communicative competence (Heckman, 2006).

Theoretical Framework and The Literature Review

c. Identification Integration

This integration, as described by Heckman (2006), encompasses feelings of belonging and identification with various groups, including ethnic, regional, local, or national identities, without necessarily requiring full assimilation into a singular group. It is a gradual process that takes time for both immigrants and the receiving society. In the same line of thought, Erikson's (1968) lifespan development theory illustrates identity integration that generally corresponds to "a subjective sense of invigorating sameness and continuity" (p. 19). (Cited in Syed & Mclean, 2016).

d. Structural Integration

Structural integration describes how immigrants are fully incorporated into the social, economic, and political structures of the receiving society. Heckman (2006) summarized it as follows "structural integration means the acquisition of rights and the access to positions and membership statuses in the core institutions of the immigration society: economy and labor market, education and qualification systems, housing system, welfare state institutions including the health system, and citizenship as membership in the political community." (p.15)

1.5. Adaptation

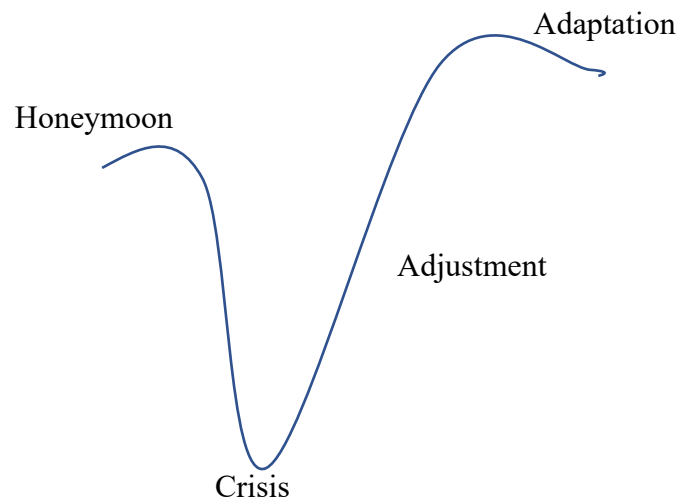
Cultural contact involves the interaction of diverse societal and cultural paradigms, which often triggers cognitive dissonance as individuals encounter disparities between their own culture and that of others. This process of cultural learning, as explained by Shaules (2015), is usually perceived by either resistance or acceptance; which eventually leads to the adaptation stage. Shaules (2015) defined adaptation as the process of "changing ourselves to better fit into our new environment. It implies that we learn new things, adopt new behaviors, see things in a new light and so on. It is an internalizing process by which patterns from the new environment are integrated into the self." (p.83). In essence, intercultural adaptation is a process of transition

Theoretical Framework and The Literature Review

from cultural norms and societal practices of the core culture, to those that correspond to the host culture, including communication patterns (Shaules, 2015).

The adaptation journey commonly adheres to a standardized model, often represented by the Lysgaard (1955) U-curve. Each stage represents a psychological and emotional response to the challenges and opportunities presented by the new cultural context. The process typically begins with excitement and fascination, transitioning to disorientation and frustration. However, the longer people reside in a new environment, the more accustomed they become, and thus adapted (Aisha, S., & Mulyana, D., 2020).

Figure 1.1 Intercultural Adaptation Stages



Source: Adopted from Aisha, S., & Mulyana, D. (2020).

Adaptation among foreign students encompasses a myriad of challenges from language barriers to academic expectation, particularly in adapting to the academic, sociocultural, and psychological aspects of their new environment (Makeeva et al., 2022). Culturally adjusting to the host country and academic setting is crucial for their success, as it minimizes stress and facilitates adaptation (Makeeva et al., 2022).

Theoretical Framework and The Literature Review

1.6. Cultural Competence

Cultural competence according to Cross et al. (1989), encompasses a cohesive blend of behaviors, attitudes, and policies within systems, agencies, or among professionals. It enables effective engagement in cross-cultural contexts, emphasizing the harmonization of actions, mindsets, and organizational guidelines. Additionally, true cultural competence requires integrating knowledge into tailored practices and policies, emphasizing the importance of functionality and respect in diverse environments (Williams, 2006). Culturally competent individuals recognize the diversity of backgrounds among patients, students, or workers, and prioritize mutual respect and understanding to achieve positive outcomes (Williams, 2006).

a. Cultural Competence in Education

Cultural competence is a foundational framework in education. Immigrant or culturally diverse students often bring cultural expectations, that can clash with the new cultural context, leading to internal conflicts and confusion. The divergence in learning styles, educational systems, and teaching methodologies between cultures affects how these students engage with and approach education. This disconnect often results in issues with classroom dynamics and social adaptation. Consequently, many culturally diverse students experience academic underachievement, leading to a noticeable achievement gap compared with mainstream learners (Pang et al., 2011).

Consequently, cultural dissonance arises in schools due to varying worldviews, expectations, and motivations among students and educators (Grant, 2008). Nonetheless, educators' adeptness in cultural competence benefits their students' diverse cultural backgrounds, promoting a meaningful and understandable learning (Pang et al., 2011).

Theoretical Framework and The Literature Review

Moreover, the caring-centered multicultural education was developed as an approach to teaching and learning in cross-cultural competence (Pang et al., 2011). This education approach places emphasis on empathy, inclusivity and acknowledgment of cultural nuances; in order to create an inclusive curriculum and a nurturing learning environment that supports and respects different values and students' identities...etc. The caring-centered multicultural education is a blending of three different theories developed by multiple practitioners, and academics, who have focused on the necessity to include social justice, empathy, and cultural proficiency in the learning process. The theories that this approach is built upon are: first theory is the ethic of care (Noddings, 1992), the second theory is the sociocultural theory of learning (Cole, 1996), and the third theory is education for democracy (Dewey, 1916, as cited in Pang et al., 2011).

1.7. The Contact Hypothesis Theory

The contact hypothesis introduced by Allport in 1954 explains how prejudice can be reduced when different groups interact, mitigate intergroup conflict, and improve social relations between individuals from different background, particularly in the context of racial segregation prevalent at that time (Jim, 2013). When these groups engage directly, their beliefs encounter reality, potentially leading to a shift in attitudes. According to Vezzali & Stathi (2017), the premise of this hypothesis is that contact between individuals belonging to different groups can lead to more positive out-group attitudes, prompting a reconceptualization of group categories (Schiappa et al. 2005), where individuals modify their beliefs about entire categories based on their experiences with individual members.

Theoretical Framework and The Literature Review

Allport (1954) justified Prejudicial attitudes can arise from negative experiences, stereotypes, or socialization. These attitudes form cognitive schemas that are resistant to change due to their connection to core beliefs. Challenging these beliefs can lead to cognitive dissonance, highlighting the inconsistency between existing beliefs and new information. (Herek, 1986-1987, as cited in Schiappa et al. 2005).

Emerging from Horton and Wohl's work in 1956, 'Parasocial interaction' (PSI) refers to the sense of connection viewers develop with media figures, akin to face-to-face interaction. This concept, central to the 'media equation' proposed by Reeves and Nass (1996), suggests that people's responses to media mirror those in real-life interactions. PSI has been linked to reduced prejudice, influencing ingroup members' attitudes towards outgroups and perpetuating stereotypes about minority groups (Rothbart and John, 1985).

Schiappa et al. (2005) expand on this with the 'parasocial contact hypothesis' (PCH), which posits that exposure to mediated messages and representations of minority groups can alter behavior and foster affective ties, leading to a reappraisal of one's beliefs about ingroups and outgroups. This underscores the significant role of mass media in shaping attitudes towards minority groups, particularly when direct interpersonal contact is limited, highlighting the potential of television to either increase or decrease prejudice (Schiappa et al., 2005). PSI and PCH broaden the understanding of intergroup interactions beyond face-to-face encounters. Both illustrate how indirect forms of contact, such as through media figures or characters, can still promote positive out-group attitudes and diminish prejudice, mirroring the effects anticipated in direct intergroup contact predicted by the contact theory (Schiappa et al, 2005).

Theoretical Framework and The Literature Review

1.8. Language and Culture Nexus

The relationship between culture and language is quite complex, due to the multifaceted and vast nature in both concepts. Language and culture are interwoven and connected in many ways, their connection could be seen in “proverbs, politeness, linguistic relativity, cooperative principle, metaphor, metonymy, context, semantic change, discourse, ideology, print culture, oral culture, literacy, sociolinguistics, speech acts, and so forth.” (Kövecses, 2010, p.1).

To begin with, both language and culture shape one another, language in communicative contexts is bound up with culture in any means. “The words people utter refer to common experience. They express facts, ideas or events that are communicable because they refer to a stock of knowledge about the world that other people share. Words also reflect their author’s attitudes and beliefs, their point of view, that are also those of others. In both cases, language expresses cultural identity” (Kramsch, 1998, p.1). In the interplay of language and culture, it is significant to tackle two things, first; the fundamental definitions and how scholars conceptualized each concept. Second, how these two concepts interact and their synergy when brought together (Völkel & Nassenstein, 2022).

Language, a concept fraught with complexity, has been defined through varied lenses in linguistic discourse. Some scholars defined it from a structural approach such as (Richards & Schmidt, 2013). Alternatively, Sapir (1921) suggested that language is a learned behavior rather than an instinctual one, describing it as a human activity involving the use of consciously created symbols to convey thoughts, emotions, and desires. This perspective highlights language not only as a system of structured elements but also as a dynamic practice embedded in human interaction, expression, and cultural nuances (Sapir, 1921).

Theoretical Framework and The Literature Review

Culture is highly intertwined with the mind, individuals adhering to certain cultural norms, behaviors, and beliefs, eventually form a mental representation. These mental frameworks guide how individuals perceive and conceptualize the world, interpret experiences, and make sense of their surroundings. Over time, as individuals engage repeatedly in these cultural practices, neural connections linked to these activities may strengthen and become more efficient. Moreover, cultural practices often involve various sensory experiences, emotional connections, and cognitive processes. As individuals immerse themselves in these practices, the brain processes associated with perception, memory, attention, and emotional regulation may be consistently engaged and refined. (Kitayama & Uskul, 2011).

Culture is therefore, the collective human experience shared by individuals who belong to a community characterized by language, geographical proximity, and shared traditions. (Saghar, 2023). In this context, Kövecses (2010) provided a comprehensive definition of culture, where he stated that:

Culture when a group of people living in a social, historical, and physical environment make sense of their experiences in a more or less unified manner. This means, for example, that they understand what other people say, they identify objects and events in similar ways, they find or do not find behavior appropriate in certain situations, they create objects, texts, and discourses that other members of the group find meaningful, and so forth. (p.2)

Additionally, Kroeber (1924) said, "... culture, then, began when speech was present, and from then on, the enrichment of either means the further development of the other." (p.2), he asserted the inseparability of culture and language, underscoring their coexistence, co-evolution, and mutual impact throughout human development. According to Kroeber (1924), culture's origins coincide with the emergence of speech, marking language as the cornerstone

Theoretical Framework and The Literature Review

of cultural inception, human expression, and societal progress (cited in Saghar, 2023). The interconnection between language and culture manifests through diverse expressions, spanning gestures, proverbs, disciplinary practices, work ethics, and more. These manifestations are so deeply intertwined that language serves as a window revealing cultural nuances and individual characteristics such as individualism versus collectivism, diligence versus laziness, and other personal traits (Saghar, 2023).

In addition to using signs as non-verbal communication, gestures play a significant role in conveying intentions, interests, feelings, and ideas during conversations (Nana, 2023). Gestures are deeply intertwined with culture, reflecting shared norms, values, and social conventions within a society. Different cultures attribute varying meanings to gestures, making understanding and interpreting them crucial for effective communication across cultural boundaries (Nana, 2023). An example of gestures known among native Americans, is scrunching the nose and eyes together to signify no, while raising the eyebrows and widening eyes means yes.

Kramersch (2014), summarized the interplay of non-verbal communication with culture through the implementation of three emblemized studies:

a) *Cross-cultural speech act realization research*: this area involves studying how speech acts such as requests, apologies, compliments, or refusals—are performed and interpreted across different cultures and languages. For instance, apologies in some cultures, taking direct responsibility and expressing remorse might be more valued, while in others, apologizing indirectly or using mitigating language to avoid direct blame could be more common without explicitly stating the offense which is a common thing in Algeria.

Theoretical Framework and The Literature Review

b) *Culturally inflected conversation analysis*: it involves studying and interpreting conversations while considering the influence of cultural factors on the interaction dynamics, based on the work of Moreman (1988).

c) *cultural frames*: cultural frames refer to the lenses through which individuals perceive, interpret, and make sense of the world based on their cultural backgrounds, values, beliefs, and experiences. These frames influence how people understand and navigate various aspects of life, including social interactions, behaviors, norms, and communication styles. These ‘frames of expectation’ were studied as social roles (e.g., what men and women expect of each other in conversation) or characteristics of a conversational style (e.g., California vs. New York Jewish style) (Kramsch,2014).

1.9. Identity

Identity is known as a multifaceted and a complex concept, Hall and Bucholtz (2012) view it as “an outcome of cultural semiotics that is accomplished through the production of contextually relevant sociopolitical relations of similarity and difference, authenticity and inauthenticity, and legitimacy and illegitimacy” (p.382). their definition highlights how language contributes in the construction and articulation of one’s sense of self within social groups.

The development of identity in children begins as they start comprehending their surroundings. Multiple aspects contribute to identity formation as individuals grow; environmental, physical, and cognitive aspects, with language playing a crucial role in shaping one's identity. Language serves as a tool for self-identification within social groups and reflects individuals' gender, race, class, ethnicity, and other characteristics (Norton, 2017).

Theoretical Framework and The Literature Review

Language learning, particularly in childhood, forms an integral part of identity realization and is deeply intertwined with social, cultural, and socioeconomic aspects “the language we learn as children at home is formative of our identity; we cannot quickly change it or replace it. Owing to the fact that language learning serves as a tool for the realization of one’s identity in varying social environments, it is a reflection of our socioeconomic status (SES), race, ethnicity, gender, nationality, and so many other aspects of speakers’ identities”. (Shahrebabaki, 2018, p. 221).

According to Benwell and Stokoe, (2006), research on identity formation should be specified first whether it is social or individual identity, as both are different in their nature. For that reason, it is prominent to acknowledge the distinctions between the diverse types of identity to create a precision and deep understanding of how individuals navigate social, cultural aspects and create their sense of self in different contexts.

1.9.1. Ethnic Identity:

According to Trimble and Dickson (2005), breakdown and interpretation of ethnic identity provides a clear understanding of the concept. By breaking down the term “ethnic identity” they connect its etymology to elucidate its core essence, ethnic being traced back to the disposition; both together produce “a band of people (nation) living together who share and acknowledge common costumes” (p.415).

The bond between language and ethnicity goes beyond communicative aspects between individuals as “language is not only an individual’s possession, but it also belongs to the whole speech community that practices it.” (Granhemat & Abdullah, 2017).

Theoretical Framework and The Literature Review

In line with this understanding, Noels (2014) refers to the concept of ethnic identity as “a speaker’s construction of a sense of self within her/his social world that pertains to ethnic group membership.” (p. 89) cited in (El Ouali, 2022). According to Noels (2014), ethnic identity is the individuals’ sense of affiliation towards an ethnic group. The idea of ethnic identity being a "speaker's construction" underscores the active role individuals play in shaping and defining their ethnic identity, emphasizing that it's not merely an inherent characteristic but a consciously constructed affiliation to an ethnic group (Noels, 2014).

1.9.2. Cultural Identity:

Identities are expressed through language, behaviors, and interpretations within a shared culture. Individuals possess multiple identities, including national, ethnic, religious, and more, which serve both to unite and differentiate them within groups. While cultural identities are inherently tied to beliefs and practices, they lack the potent emotional appeal of national or ethnic identities, which people often defend passionately. Despite this, all identities, whether perceived as natural or constructed, play a crucial role in human social dynamics (Joseph, 2012).

Phinney (2013), proposed a cultural identity model, to describe the three stages individuals undergo to acquire their cultural identity:

a. Unexamined Cultural Identity: the first stage often occurs in childhood; it is marked by a lack of exploration on one’s culture and cultural differences. Individuals in this phase often accept cultural ideas and norms without actively questioning or exploring them.

b. Cultural Identity Search: in the second stage, individuals begin to be more aware of their own culture and the cultural diversity by engaging in exploring and understanding their culture, its origins.... etc.

Theoretical Framework and The Literature Review

c. Cultural identity achievement: in the final stage of cultural acquisition/development, individuals acquire a strong sense of their cultural belonging, therefore, building and forming their unique cultural identity. At this level, individuals exhibit a capability to adeptly navigate in the interconnected and intercultural world.

1.9.3. Social Identity:

Humans are social beings, and the creation of societies stems from humans interacting and bonding together. Recognizing oneself as a social being lays the groundwork for establishing a sense of belonging within various social groups, consequently forming a social identity (Guan & So, 2022). Harwood (2020) associated an individual's social identity is deeply tied to their feelings about their affiliation to a certain social group. In this sense, language and discourse act as a powerful tool in the creation and negotiation of social identities. As such, communication helps individual express and defines their affiliation to social groups (Guan and So, 2022).

Social Identity Theory (SIT), proposed by Henri Tajfel and John Turner in the 1970s, explores how individuals categorize themselves and others into social groups, leading to the formation of social identities. The theory focuses on the psychological mechanisms behind group membership and its impact on intergroup behavior and relations. Harwood (2020). SIT posits that social identification involves multiple components: (i) cognitive components; the awareness of group membership, (ii) evaluative components; it explains how individuals derive a sense of self-esteem towards the ingroup, (iii) emotional component; it's the attachment to the ingroup, (iv) behavioral component; it refers to the ways individuals express their identification to the social group (Guan & So, 2022).

Theoretical Framework and The Literature Review

1.9.4. Personal Identity:

The concept of personal identity is a complex and multifaceted one, explored through various philosophical and psychological perspectives. Psychologist proposed two main theories to approach personal identity; the body theory and the soul theory (Çelik & Oral, 2019). The distinction between the body theory and the soul theory of personal identity echoes the traditional debates about what constitutes the essence of an individual's identity.

The body theory posits that personal identity is grounded in physical continuity—the same body equates to the same person. On the other hand, the soul theory emphasizes the role of an immaterial essence (the soul or consciousness) as the core element defining personal identity (Çelik & Oral, 2019).

Similarly, Noonan (2004) in his book personal identity proposed five main criterion that take part in personal identity: the bodily criterion; according to this view “personal identity is essentially no different from the identity of material objects in general” (p.2). The brain criterion suggests that the brain controls human behaviors and certain characteristics that are special to the person in particular. The physical criterion, it refers to how an individual's identity is primarily tied to their physical attributes or characteristics. This criterion is a modification to the original bodily criterion. The memory criterion, this view is much more psychological, the essence of this idea is that “given the importance for our attitudes towards persons of their memories, character and their personality traits, continuity in respect of these should be taken to constitute personal identity” (Noonan, 2004, p. 9).

Theoretical Framework and The Literature Review

1.10. Review of previous Studies

The cultural adaptation of international and immigrant students has always been a center of attention in the culture studies. Understanding the adaptation process and its patterns is essential for both teachers and students to accomplish positive academic outcomes. Researchers within this scope have examined the process of foreign students' acculturation and its outcomes on various aspects from academic success to psychological well-being. These researches originate in multiple disciplines with different perspectives, however each compliments the other. Yet in Algeria, there's a notable lack almost to the absence of studies exploring social, academic or cultural aspects of international students. Addressing the experiences of students from variety of cultural background distinct to the Algerian culture is essential to develop a comprehensive of cross-cultural classroom dynamics.

Krsmanovic (2020) conducted a study in the university of southern Mississippi, USA exploring the acculturation strategies defined by Berry's acculturation model (1974, 1980, 1997) emerged from social experiences of international first year undergraduate college students in the US, using a descriptive phenomenological research design. The examination revealed that all students adopted separation strategies both voluntary and involuntary, i.e., imposed by the dominant culture. Through the exploration of students' strategies towards approaching the dominant culture, educators develop a solid background to understand the various patterns of students' academic performance and success.

Similarly, within the same scope and interest, Kumi-Yeboah et al. (2019) in this study, the researcher approached acculturation from a different perspective, in which they explored the multitude of factors that contribute to facilitating immigrant West Africans' acculturation strategies, and the resultant influence of these strategies on their academic success in US. In this exploration they conducted a qualitative research design, applying a semi-structured

Theoretical Framework and The Literature Review

interview to 20 immigrants from Ghana and Nigeria. The results showed that teacher, parent, and peer support; social and electronic media; and extracurricular activities were the most frequent factors. The findings were discussed for teachers to help West African students integrate and acculturate better.

1.11 Significance of The Study

The main aim of this study is to provide a clear investigation on how foreign students are approaching the Algerian society and culture, and the influence of their strategies and adaptation process on their academic performance and achievement, including the thorough exploration of the main factors that's impeding both their adaptation and academic success.

Through engaging in a thorough investigation, the research is aiming to bridge the existing gap in the Algerian research field pertaining to cultural and social studies regarding the international students socio-cultural and academic experiences, especially with the rise of foreign students' reception across various cities in Algeria. The current work represents a significant stride towards future investigations aimed at facilitating the adaptation and acculturation processes of international students, thereby, ensuring their overall well-being and academic competence.

Additionally, the study pertains to a wide array of stakeholders, starting with teachers, this work aims to shed light on the intricate academic experiences of their culturally distinct students. By considering the exploration of these aspects, educators can gain enough insights to understand their needs, learning patterns, allowing them to tailor their pedagogical approaches to accommodate their diverse competencies effectively, and fostering more inclusive learning environment, the latter can significantly decrease the acculturative stressors students encounter and promote comfort, success, smooth adjustment, overall well-being, enhanced integration, etc.

Theoretical Framework and The Literature Review

1.12 Conclusion

In conclusion, the extensive review of significant literature has provided a comprehensive understanding of the multifaceted dimensions associated with international students in the host society. This chapter covers up a wide array of concepts, theories and research studies that correspond to the needs of this study, comprehensively addressing the multifaceted nature of the subject matter concerning international students in their adopted cultural milieu.

Chapter Two

Research Design and Methodology

Research Design and Methodology

Chapter Two: Research Design and Methodology	32
2.1 Introduction	34
2.2 Research Aims and Motivation	34
2.3 Research Design.....	35
2.4 Data Collection Tools	39
2.5 Data Collection Procedures	48
2.6 Data Analysis Procedures	49
2.7 Reliability and Validity	52
2.8 Ethical Considerations.....	53
2.9 Conclusion.....	54

2.1 Introduction

The present chapter provides a clear background of the practical part of the research and the way it was designed, implemented, and analysed. It describes the procedure undertaken to achieve the study's objectives. This section of the study explains the systematic process followed in implementing the research questions on Nigerian EFL students at the University of Ain Temouchent to investigate their acculturation process with its varying interrelated aspects. Furthermore, this chapter offers a clear chronology of events, from participants' selection to data collection and analysis methods. Finally, it addresses ethical procedures implemented, such as informed consent, to ensure that this study follows universal standards.

2.2 Research Aims and Motivation

The primary objective of this study is to conduct an exploration of the acculturation level of international EFL learners in Ain-Temouchent, regarding their adaptation and immersion, and the socio-cultural aspects that exert an influence on their academic journey. This exploration particularly focuses on the transitional phase to a new educational system and being immersed in an unfamiliar social and cultural environment in Algeria, precisely Ain Temouchent city. Additionally, the study aims to analyze the resultant influence of the examined socio-cultural aspects of acculturation on their overall academic performance and identity development.

The research topic initially stemmed from the researcher's previous experiences with international students in academic settings, where foreign students displayed struggles adapting to the social context and the new academic system. Furthermore, a few teachers occasionally used local dialects or languages in the classroom, creating a barrier for foreign students. Besides, foreign learners' adaptation journey within the distinct social and cultural Algerian context was overlooked in previous research works.

Research Design and Methodology

This study seeks to offer valuable insights into the challenges and strategies employed by foreign EFL students navigating linguistic and cultural barriers within an educational system. This broader perspective aims to contribute to the development of inclusive and adaptable educational strategies that can be applied across the spectrum of cultural groups, fostering a more equitable and supportive environment for all learners engaged in EFL learning.

2.3 Research Design

Research design is a foundational blueprint for the research process, explaining each strategy and step undertaken to investigate a particular research topic. As Kothari (2004) stated, research design involves “the advanced planning of the methods to be adopted for collecting the relevant data and the techniques to be used in their analysis, keeping in view the objective of the research” (p.32). Designs are either qualitative, quantitative or mixed method approach (henceforth MMR).

The quantitative approach involves testing objective theories by examining the relationship among numerical variables. This approach relies on deductive logic and systematic measurement (Payne & Payne 2004; Creswell & Creswell, 2018). Contrastingly, within the qualitative paradigm, reality is rather viewed as socially constructed (Corbetta, 2003; Marcon & Gopal, 2005; Kroeze, 2012). Simply, exploring subjective meaning of individuals or groups towards human or social phenomena, emphasizing on lived experiences, feelings and behaviors, through non-standardized statistical methods. (Strauss & Corbin 1990; Kothari, 2004; Flick, 2014; Creswell & Creswell, 2018). However, an MMR approach involves the concurrent utilization of qualitative and quantitative methods within a single research design. (Hase-Biber, 2010).

Research Design and Methodology

The study at hand was performed following an MMR approach to provide a comprehensive understanding of the research phenomenon. This decision was driven by the recognition that employing a mixed approach offers a multitude of qualities that correspond to the needs of the researcher in investigating and collecting data regarding the acculturation of EFL foreign students and a number of other related dimensions and aspects. Researches (Bergman, 2008; Plano Clark & Ivankova, 2016; Poth & Munce, 2020) have listed a number of advantages of an MMR which can be listed as follow:

- MMR provides a nuanced understanding of a certain phenomenon; researchers can capture rich insights from different lenses and dimensions.
- Integrating multiple methods allow researchers to unravel intricate aspects of a research questions, that may be overlook by a singular method.
- It functions as a bridge to overcome differences in qualitative and quantitative methods, paving the way to a genuine knowledge acquisition.
- The strategic combination of both approaches helps in the development of effective and refined conclusions and findings.
- Increases the validity and reliability of research findings.

a. The Present Case Study

This research is investigating the journey of foreign students as EFL learners, since this investigation is interested in a single group; a case study was investigated at the Department of Letters and English Language, Ain Temouchent University, Algeria. A case study is defined as “the intensive study of a single case where the purpose of that study is – at least in part – to shed light on a larger class of cases (a population)” (Gerring, 2006, p.20). The case undertaken falls under the classification of a qualitative exploratory case study, an investigation of a phenomenon in its natural context, typically with limited prior understanding or theoretical framework (Gerring, 2006). It focuses on the acculturation of foreign students, to understand

how they navigate cultural differences, integrate into the academic, social and cultural environment, and negotiate their identities within the new cultural context.

George and Bennett (2005, as cited in Rebolj, 2013) highlighted four main advantages of case studies:

- Conceptual validity, it ensures that the chosen measures accurately capture the theoretical construct
- Generating new hypotheses
- Exploring causal mechanisms
- Modelling and assessing complex causal relations among variables

Choosing a case study allowed the researcher to generate in-depth data concerning the sample population. By focusing on a specific group of foreign students _Nigerian EFL students in Ain Temouchent_ the researcher was able to explore a group that has received little attention outside Algeria, shedding light to an understudied group and contribute to the broader literature on acculturation. The outcomes of this study aid uncover valuable insights that may inform other researchers and educational policies within the Algerian context.

b. The Sample Population

“A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample.” (Kothari, 2004, p.73). According to him the sampling method should accurately represent the population of interest, and that the sample selection process is rigorous and systematic to minimize bias.

Research Design and Methodology

The sample population of this study involves the participation of both foreign students and teachers, the researcher aimed for a broader participation base; however, due to uncontrollable circumstances and acknowledging the specific scope within which the study operates, the sample size was limited to three teachers and eight foreign students.

- **Students' Profile**

The initiation of the students' sampling procedure was perceived by an administrative request, with the explicit purpose of providing a counting for all the international students enrolled in Faculty of Letters, Foreign Languages, and Social Sciences within the University of Ain Temouchent. This procedure was undertaken to quantify the international students, their departmental distribution and their nationalities, in order to choose a specific group from the department with the highest number of foreign students.

Upon conducting the counting, it revealed that the department of foreign languages, more precisely the English department had the highest population of international students. Therefore, it was the chosen department to further analyze, due to the limited data provided by the administration staff; a pilot questionnaire was further conducted focusing on multiple aspects among them the sample demographics, academic level and enrollment semester. The pilot questionnaire indicated a total of eight Nigerian students enrolled, all of whom are male. These students represent diverse academic backgrounds, spanning various academic years from both undergraduate (license: L1-L2) and postgraduate (master 2) programs. Additionally, the sample is composed of individuals with different entry points, with some students joining from the first semester and others during the second semester. The selection of foreign students only was to line up with the research objectives, in order to measure students' acculturation and explore the varying ways of navigating this process.

- **Teachers' Profile**

In addition to students, the researcher opted for a purposive sampling, focusing on two teachers of oral expression and one teacher of culture with either a prior or a current experience instructing foreign students. This purposeful choice was strategic to explore specific aspects of students' acculturation, namely interactive and cultural integration, along with their academic performance and rate the teachers' overall cultural competence. These two modules are the optimal match for the researcher's objective, firstly, oral expression provides an inclusive and interactive communication, through debates, discussions, and presentations, thereby, foreign students have the opportunity to express themselves and foster connection with their local peers. Secondly, culture modules often immerse students in different cultural aspects; they provide an environment for students to share their cultural backgrounds, experiences, therefore, promoting cultural awareness, integration, and developing intercultural competence.

2.4 Data Collection Tools

No research endeavor can be undertaken without a thoughtful and systematic selection of appropriate research tools. To achieve the aims of the present study effectively, researchers must carefully choose specific data collection methods based on the unique nature, context, and objectives of their research. According to Wilkinson & Birmingham (2003), "research instruments are simply devices for obtaining information relevant to your research project, and there are many alternatives from which to choose" (p. 3). This selection process involves considering various factors such as the research questions, the population under study, the desired depth of analysis, and the available resources. By coordinating the chosen data collection tools with the specific objectives of the study, researchers can ensure the collection of relevant and reliable data that will contribute to meaningful insights and conclusions.

Research Design and Methodology

This study was performed through a pilot questionnaire, the findings of this questionnaire led to the design of the following data collection tools: interviews, and a measuring scale.

a. The Pilot Questionnaire

The study implemented a pilot study that preceded the main study performance. Pilot study is a smaller-sized study that assists the planning and modification of the larger-scale study to analyze its feasibility (In, 2017). “The preliminary study refers to initial exploration of the related issues that were formerly made when conducting any scientific inquiry and its outcomes influence the study itself” (El Ouali, 2022, p.78). Pilot studies help researchers:

- Select the adequate research methods
- Validates the feasibility and validity of the main study
- Obtain preliminary data for the calculation of the sample size

However, the present work did not conduct a full pilot study due to the time given, but rather selected a single instrument to apply, which is a pilot questionnaire. The initial motive for this decision was due to the absence of previous works regarding foreign students in Algeria, and the aspects chosen to investigate. Therefore, designing a preliminary questionnaire was prominent to:

- Obtain preliminary data regarding the sample’s demographic, characteristics, and variations.
- Identify investigative aspects of the research topic
- Assess whether the chosen topic was viable to research in the Algerian context
- Refine the research design and determine the correct data collection instruments due to the variety of tools provided.

Research Design and Methodology

- Test the clarity of wording to ensure the upcoming tools accurately reflect the language proficiency of participants and provide appropriate answers.

The pilot questionnaire consists of a set of eight questions, divided into three distinct sections, with six open-ended questions and two multiple-choice questions. Each section is designed for a specific aim. The first section of the questionnaire was an exploration of essential demographic data through three open-ended questions revolving around participants' nationality, academic level, and entry point into the academic year. The second section, the focus is on social integration with the Algerian context. The final section of the questionnaire directs attention to academics and classroom engagement, seeking responses regarding participants' levels of activity in the classroom and their perceived academic achievements since relocating to Algeria. The aim is to have primary insights into their academic adaptation and engagement upon their arrival.

- **Results Obtained from The Pilot questionnaire**

The pilot questionnaire was administered and handed manually to a total of eight students at the level of the English department, however, results were received from seven participants. Following the dimensions of acculturation, the questionnaire focused on addressing three aspects: social-cultural-academic. Yet, the first section was fully devoted for the participants' profile; including their cultural background and educational level. The following table summarizes the whole section:

Q1: where are you from?

Q2: your level?

Q3: you joined in? o 1st semester

o 2nd semester

<i>Students</i>	<i>Gender</i>	<i>Nationality</i>	<i>Level</i>	<i>Entry phase</i>	<i>Course</i>
1	Male	Nigerian	M2	2 nd semester	EFL
2	Male	Nigerian	L2	2 nd semester	EFL
4	Male	Nigerian	L1	1st semester	EFL

Table 2.1. Demographic Composition of Foreign Students in The Department of English Language and Literature.

Table 2.1. indicates that all participants have a unity in their cultural background, of whom are all Nigerian males enrolled in three different academic level, ranging from first year license to second year of master’ degree. The variance in their academic enrollment semester, with some joining since the first while others till the second semester.

The following section focused on their social affiliation with the local students, the following table summarizes the findings:

Q4: Do you have friendship with citizens?

Social affiliation	N	P
Yes	5	71%
No	2	29%

Table 2.2. Social Affiliation with Locals

Research Design and Methodology

Table 2.2. indicates that a considerable number of students are socially integrated with a rate of (71%) equaling five students. Unlike the ones who reserve themselves, which they represent the minority with a total of two students being isolated from local students.

It is noteworthy that the variation in social connections is contingent upon several factors, some of determinant factors or challenges are highlighted in the following table:

Q5: Have you faced any challenges in the Algerian society?

Challenges		Frequency
Yes : 85.7%	No : 14.3%	
Language barriers		3
Racism		1
Arabic use in courses		1
Cultural mis-match and ethnicity		1
Food and weather adaptation		2

Table2.3. Main Challenges Foreign Students Face

The table 2.3. highlights that the majority (85.7%) of students encounter hurdles both in adapting to the cultural and academic environment. The most common challenge is the language barrier, followed by difficulty adapting to the new natural setting and the cultural food. The other issues such as racism, culture, and the local language were the least stated.

The last section was designed to tackle the academic dimension of acculturation, focusing mainly on classroom engagement and achievement.

Q6: In the classroom are you:

- Active
- Passive
- Depends

Academic achievement	N	P
Positive	6	86%
Negative	1	14%

Table 2.4. Perceived Achievement

Table 2.4 illustrates the number of students with a positive academic achievement, in which the majority of students reported to be satisfied with their overall academics, with total of six students, whereas one student reported negative feedback on their academic success.

Q7: Your academic achievement is:

Better

Worse

The same

Academic engagement	N	P
Active	6	86%
Passive	1	14%

Table 2.5. Academic Engagement

Table 2.5 highlights the same rate of students who reported a positive academic achievement, claimed to be actively engaged in the classroom. There is a significant difference between students' engagement, where it is shown that (86%) is active and (14%) is demonstrating a lower level of engagement.

b. The Interview

The interview is one of the most common qualitative data collection tools, as it provides deep data about the sample's experiences and perspectives rather than quantifying answers. The interview "involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses." (Kothari, 2004, p.114). He highlighted a range of qualities, solely an interview can offer as primary data collection, which are the reasons behind the researcher's optimization of this data collection tool, they are listed below:

- In depth data is obtained
- The ability to observe the interviewee in verbal questioning and catch reactions
- The flexibility to restructure questions
- The avoidance of misinterpretations as the interviewer can collect supplementary information about participants.

The primary data of this study were collected through two distinct interviews; a semi-structured interview format was conducted for teachers, aiming to glean their observations and reflections concerning international students' engagement within the classroom environment, their cultural competence and efforts to engage and integrate them, also to draw comparison between students' responses and their teachers' perspectives regarding the academic performance. The interview consists of eleven questions, a mixture of closed-ended (yes/no) and open-ended questions. The questions were thoughtfully designed to explore various dimensions including language proficiency, behavioral dynamics, peer interactions, and academic achievements among international students.

Research Design and Methodology

For foreign students, a focused interview was tailored, seeking to delve deeply into their personal narratives, adaptation journeys, and academic life. Consisting of twenty pieces organized into three distinct sections, to address students' experiences across different domains. The initial section was dedicated to probing adaptation and integration experiences, while the second section delved into the influence of the new socio-cultural context on their identity development. The final section of the interview focused on students' academic pursuits and challenges. To ensure clarity and mitigate potential ambiguities, the interview script included precise definitions and illustrative examples for key terms and concepts.

By designing these two distinct interviews format, the study aimed to capture both students and teachers' perspectives and provide an understanding of international students' experiences within the educational context. The structured yet flexible nature of the interviews facilitated data collection procedure, allowing for the exploration of emergent themes and insights.

c. The Measuring Scale

Measurement scales are tools used in research to quantify and categorize variables or attributes; measuring is “a process of mapping aspects of a domain onto other aspects of a range according to some rule of correspondence.” (Kothari, 2004, p.88). Measurement scales are of great importance in social sciences. Devellis (2016) highlighted its prominence as follows:

- Precision and accuracy of data obtained about variables.
- The ability to capture the relationship of primary interest between unobservable variables.
- Measuring scales provide standardized frame for data collection and minimizes subjective bias.

Research Design and Methodology

- Measurement scales are always linked to a certain theory in social sciences, therefore, recognition and correction of error-induced attenuation.
- Promoting validity and reliability, as they measure the intended constructs and provide consistent results.

In response to the challenges encountered during the students' interview phase, the adoption of a different tool was necessary. Given the utility of measuring scales in previous anthropology and social studies, implementing an acculturation measure was the most suitable choice. First, acknowledging the complex relationship between the variables explored, the researcher recognized the need for a measure that can capture the intricate relationships and the nuances of participants' experiences. Second, the need to quantify various aspects of acculturation: social, cultural and academic, from stressors faced up to their adaptation process including feelings and behaviors. Lastly, to line up with the study's objectives, this measure aimed to explore the influence of these elements on students' academic performance and identity development.

Consequently, the researcher adopted and adapted an acculturation measure, drawing inspiration from previously developed measures, namely the Multicultural Acculturation Scale (MAS), Stephenson Multi-group Acculturation Scale (SMAS), and Vancouver Index of Acculturation (VIA). However, online measures did not align with the research objectives and aspects to be explored, this adjustment aimed to accommodate the preferences, linguistic proficiency and the characteristics of participants and facilitate the acquisition of clearer and more succinct responses. As a result, a 13-item measure was designed consisting of a variety of question formats, including closed-ended, open-ended, multiple-choice, and Likert scale items. Each section of the measure targets specific aspects of acculturation.

2.5 Data Collection Procedures

The process of collecting data was done at different times in order to gather information on international students' acculturation. Before initiating the process of gathering data, the researcher conducted a counting for international students at the level of Faculty of Letters, Foreign Languages, and Social Sciences within the University of Ain Temouchent. After deciding on the sample, a pilot questionnaire was designed and handed to students during the early phase of the first semester to know more about the sample, and examine the variables feasibility.

Furthermore, the qualitative data were gathered through an in-depth interview for students and a semi-structured interview with teachers of oral expression and culture studies. The quantitative data, as the last option, the researcher chose a measuring scale inspired from online acculturation measures.

a. Interviews Administration

The two interviews were designed following specific aspects of the acculturation process, both were carefully crafted under the provision of the supervisor and further modified. The teacher's semi structured interview was done face-to-face with teachers, with the permission to record. Students' in-depth interview was done with two students only, it included explanation, definitions and examples ensuring their comprehension, along with a consent form and a clear description of what the interview aims for. Students were allowed to contact the interviewer for any clarification or inquiry. Participants also allowed the researcher to further contact them for an elaboration on certain aspects.

b. Measuring Scale Administration

The acculturation measure was done by reviewing multiple online measures, analyzing their main aspects being measured, then selecting items from three measures, namely: VIA-MAS-SMAS. Furthermore, the selected items were modified and reviewed by the supervisor. After the correction, it was administered during the beginning of the second semester, some were directly handed to students and the rest was handed to their teachers. Some students handed their answers within two weeks up to a month.

2.6 Data Analysis Procedures

According to States (2018), “Data analysis is more than number crunching. It is an activity that permeates all stages of a study. Concern with analysis should (1) begin during the design of a study, (2) continue as detailed plans are made to collect data in different forms, (3) become the focus of attention after data are collected, and (4) be completed only during the report writing and reviewing stages.” (p.10). Simply, data analysis is not just a standalone activity but also an ongoing process. The process of data analysis can be broadly classified into three distinct approaches, each suited to different purposes and types of data.

Similar to the process of data collection, data analysis can be qualitative, quantitative, or mixed method. Qualitative data analysis is making sense of non-numeric data such as text, images, or video to identify themes, patterns, or insights. Whereas, quantitative data analysis is purely numerical and measurable (Kothari, 2004; Creswell & Creswell, 2018). A mixed method analysis acknowledges the strength of both approaches and integrates them in a single study (ibid.).

Research Design and Methodology

This study undertook a mixed approach of analysis to thoroughly examine the findings of the designed research tools. Both interviews were analyzed qualitatively due to their qualitative nature. However, the analysis of the acculturation measure implemented a mixed method analysis to correspond to the structure of the measure, where the researcher combined between a variety of qualitative and quantitative questions. Though measures are generally analyzed quantitatively, the measuring scale in this study was designed through a mixture of qualitative and quantitative questions to adequately reflect and address the research objectives.

Data after being collected have to be processed and analyzed in line with the structured research plan and objectives (Kothari, 2004). The very first step after receiving responses from written forms (interview and measure) was field editing, coding, the codes were classified according to attributes, both descriptive (interviews data) and numerical (acculturation measure), and finally the data underwent the process of tabulation; in which data were organized in a logical order.

a. Interview Data Analysis Procedure

Thematic analysis served as the primary methodological method to dissect and interpret the interviews, initiating the analysis with the transcription of recorded responses from teachers', then the researcher proceeded with the coding process for both interviews using MAXQDA (Max Weber Qualitative Data Analysis) as a second-hand tool. Lastly, after the coding process, the themes were derived respecting the acculturation dimensions and analyzed according to principles of qualitative data analysis.

b. Acculturation Measure Data Analysis Procedure

The analysis procedure of the adjusted acculturation model followed a structured approach based on the acculturation assessment model proposed by Arends-Tóth & van de Vijver (2006). This model divides the process into three main parts (Celenk & Van de Vijver, 2011):

- a. **Conditions:** this phase tackles factors that influences the acculturation process, it can be group or individual level characteristics of the receiving and the society of origin. In this study the researcher decided to go for acculturative stressors as factors, eventually these factors define the characteristics of each group.
- b. **Orientations:** also defined as strategies; the ways individuals relate to the host culture.
- c. **Outcomes:** they vary, the model focuses on understanding both ethnic and the dominant culture, as well as psychological well-being. In this regard, following the objectives of the study, the researcher focused on academic outcomes.

The Likert scales items were analyzed using measures of central tendency; the center or average point in dataset. Measures of variability; that quantify the spread of dispersion of data points around the central tendency. (Kothari, 2004):

Measures of central tendency (MCT)	Function
Mean (\bar{x})	The average value
Median	Middle value
Mode	Most frequent value

Table 2.6. Measures of Central Tendency (MCT)

Measures of variability (MV)	Function
Variance	Average squared deviation from the mean
Standard deviation (sd)	Square root of variance

Table 2.7. Measures of Variability

2.7 Reliability and Validity

a. Validity

Validity refers to the extent of accuracy a measure or an instrument reflects the truth of a given concept or construct under consideration. Research instruments are considered valid once they can effectively capture the intended phenomenon being studied. (Trochim & Donnelly, 2008; Babbie, 2016; Creswell & Creswell, 2018). Validity is divided into internal and external, Creswell and Creswell (2018) highlighted specific steps to consider in order to ensure internal validity, including data triangulation, member checking, peer examination, long terms and repeated observations, participatory modes of research, clarification of researcher bias.

More so, the study ensures a robust internal validity, given the depth of understanding provided from a thorough explanation of methods for collecting and analyzing data. However, the primary issue lies in external validity, particularly in terms of generalizability to broader population of foreign students. Although the study applied a mixed method approach, it is highly qualitative in nature, generalizing findings beyond the specific context of the study may not be feasible, meanwhile, the study aims to explore and understand a human phenomenon more than to generalize.

b. Reliability

According to Kothari (2004), Babbie (2016), and Creswell and Creswell (2018), reliability is the extent to which the operation of a research can be repeated, producing consistent and stable results across different conditions and over time. Considering the small scope of the case study and the dynamic nature of acculturation process that keeps evolving over time, the results lack stability and consistency. Besides, the adjustment of valid measurement tool can potentially affect reliability of data collection measures, with the possibility of introducing errors or inconsistencies, however, the impact is minimal. Consequently, in line with the researchers' perspectives; the study does not guarantee high reliability and replicability. However, the focus has been set on credibility and accuracy of the findings.

2.8 Ethical Considerations

Ethical considerations are a set of principles, guidelines to ensure the research respects the rights of individuals, groups and society, in a way that it aligns with universal human values and rights (Resnik, 2018). These principles are not only essential for protecting participants but also for ensuring public trust in research.

The researcher prioritizes ethical considerations throughout the study that aligns with universal ethical standards of research. First, a clear consent form is distributed outlining every aspect of the research including its purpose, data collection procedures that they were part of their identity autonomy, the voluntary nature of participation, and the study's outcomes. Participants are approached in a non-coercive manner assuring confidentiality and autonomy. Transparency, honesty and integrity is upheld throughout the study, avoiding deception, coercion and falsification. The researcher is fully aware of the cultural nuances, avoiding any form of cultural appropriation, or including potentially triggering content.

Research Design and Methodology

Overall, no individual is compelled or pressured to participate, and all identities remain anonymous. This approach upheld the principles of voluntary participation, informed consent, and confidentiality, demonstrating the researcher's commitment to ethical conduct in research.

2.9 Conclusion

This chapter provides a clear plan to achieve the aims of the study, the researcher highlights the chosen research design, including the sample population, along with the selected data collection instruments; which is a mix between qualitative and quantitative tools to create balance in the data. Additionally, the data analysis process for each selected instrument, in order to provide a clear image on how the data are encoded and categorized into comprehensive aspects that correspond to the drawn objectives of the study. Finally, the chapter includes the ethical procedures applied that ensures the study followed universal ethical standards.

Chapter Three

Data Analysis, Interpretation and Research Conclusions

Data Analysis, Interpretation, and Research Conclusion

Chapter Three: Data Analysis, Interpretation and Research Conclusions	55
3.1 Introduction	57
3.2 Results Obtained from The Interviews	57
3.2.1 Teachers' Interviews Results	57
3.2.2 Students' Interviews Results.....	62
3.3 Acculturation Measurement Result and Findings	66
3.3.1 Acculturation Orientations.....	66
3.3.2 Acculturation Strategies	68
3.3.3 Acculturation Outcomes	72
3.4 Data Discussion and Interpretation.....	76
3.5 Limitations of The Study	79
3.6 Suggestions and Recommendations.....	80
3.7 Conclusion.....	82

Data Analysis, Interpretation, and Research Conclusion

3.1 Introduction

The last chapter is the crux of the whole research work, with objectivity, thoroughness, and clarity as our guiding principles; we set out on a journey through the process of data analysis within these pages. Indeed, this chapter is divided into two main parts, the first is dedicated for the data analysis of three instruments: two interviews, unstructured observation and an acculturation measure. Each tool is analyzed carefully following principles of qualitative and quantitative analysis. The second part is the interpretation of data, implications, suggestions, and limitations.

3.2 Results Obtained from The Interviews

In conducting qualitative inductive content analysis for both teachers and students' interviews, the approach was characterized by an exploration of the data to identify emergent themes and patterns. Through an iterative process, themes arose organically from the raw interviews' transcripts. The data collected were filtered then coded using MAXQDA, subsequently, these codes were reviewed and categorized into themes.

3.2.1 Teachers' Interviews Results

After the coding process, the teachers' interview findings were divided into three main themes 1) cultural integration: in this theme, we discussed teachers' awareness of integrating culture in courses, how they approach culture, etc. 2) classroom environment which further divided into sub-themes exploring patterns of participation, engagement and motivation. 3) The nature of students' relationship within the classroom. The themes were formed according to the objectives of the interview.

Data Analysis, Interpretation, and Research Conclusion

3.2.1.1 Theme One: Cultural Integration

In this section, the emphasis was on the multiple aspects of cultural integration within an educational context. The data obtained were not limited to integration, but it extended to the teachers' perspectives on culture and the strategies they undertake in order to promote diversity and exchange between foreign and local students. It is noteworthy that cultural integration is an essential aspect in the participants' courses; however, the question here lies in whether they integrate specific aspects of the foreign students' culture or focus only on the target one (British/American).

In the context of EFL, teachers assign a great emphasis on culture integration in their lectures, both the target culture and the integration of a variety of cultures and this is clearly illustrated in the following excerpt:

Teacher 1: Yes, I integrate culture and I even had like special topic for them, which is for tradition and customs.... and I encourage them to engage on this topic and ask them like, what is unique about their culture and how they can see the difference since they are foreigners, especially in the culture because culture is like lenses, like wearing glasses, you can see it until you see another or different culture.

The significance of culture was a central focus across all interviews. Each teacher approaches culture in their own manner in their courses. Upon reviewing the interviewees responses, the main strategies used were assigning discussions, designing specific talks regarding the students' own cultural practices, traditions, and culinary culture. The following excerpts exemplify the afore-mentioned:

Data Analysis, Interpretation, and Research Conclusion

Teacher 2: Generally, yes, British American English! But we try to talk about all kinds of cultures.... few weeks ago, we talked about food, their favorite food, and so on. So, the Africans talked about theirs, that kind of culture, culinary culture, if I may say, yes

Teacher 3: I teach culture studies. All the teaching is based on analysis and discussion.

3.2.1.2. Theme Two: Classroom Environment

Within the educational context, engagement and overall academic performance plays a significant role in students' experiences, in which it profoundly influences their learning process and outcomes. In this section, the researcher explores students' academic performance, participation, and engagement, in order to explore the main challenges encountered, the observed participation patterns and the level of interaction with both teachers and students in the classroom.

Throughout the interview, teachers displayed a variety of methods to engage foreign students in their courses and sustain their motivation. Despite teachers' centered efforts through tailored interventions and inclusive strategies, the results often fall short of expectations, with foreign students exhibiting low levels of motivation, participation and engagement.

Teacher 1: I try to include them or make them engaged in the session, especially in L1, they were still new to university and to this country. So, I always invited them to sit in the front and always try to explain the activities for them individually unlike the others, so they can understand more and be more engaged in the session.

Data Analysis, Interpretation, and Research Conclusion

Teacher3: Encourage mix group work

Participants identified certain challenges they often face with foreign students within the classroom, notably, centered around the language incompetence and communication barriers.

All these aspects are evidenced in the following table:

Teacher1: They are still beginners; they have some difficulties expressing themselves in a second language.

Teacher2: Yeah. I haven't seen some kind of motivation from their parts as compared to the previous one in 2011, as I said, they were really more motivated than this.... They were vicious, they were speaking English very well, but they were pretending that they don't understand anything during the classroom..., but for these students, really, the level is not enough. I don't know why.

Teacher3: They are shy through communication

3.2.1.3 Theme Three: Students Dynamics

As part of education and classroom environment, students invariably form relationships with their peers, regardless of their cultural or linguistic differences. These interactions often give rise to a multitude of outcomes varying from cultural appropriation, misunderstanding to sometimes harmonious relationships. Thus, it is of paramount importance to acknowledge the nature of such relationships. The last theme of the interview, explores the nature of foreign and local students' interaction within the classroom, this includes examining group work, collaboration, overall relationship, and investigate any instances of stigmatization discrimination.

Data Analysis, Interpretation, and Research Conclusion

Overall teachers explained that the local students are the ones who are mostly willing to interact and engage with foreign students, with little interest and exchange from the part of foreign students, some participants explained it as an outcome of their slow adaptation process, others simply justified it by a lack of interest to integrate with locals.

Teacher 1: They are interested to know more about these foreign students. They ask them a lot of questions, they ask them about their culture, about like what the languages they speak about, what kind of different customs they do, so they are good.

Teacher 2: I haven't seen any interaction between the two groups, the Nigerians and the local ones. They don't want to get integrated. I see it like this. I don't know. They are sitting alone in groups.

Teacher3: No, most of them are isolated

No other reason captured, especially that all the participants confirmed that none of them noticed any instances of prejudice, racism or discrimination from local students towards the foreign ones.

Teacher1: I never noticed like a case like this, but I don't think that there is like prejudice against them or anything.

Teacher2: Inside the classroom I have noticed nothing like this, but the behavior is pushing us to stay far from them.

Data Analysis, Interpretation, and Research Conclusion

3.2.2 Students' Interviews Results

Students' interview underwent the same process as the teachers', it was designed following three main aspects, social, cultural and academic, these aspects were further categorized into themes.

3.2.2.1 Theme One: Adjustment and Expectation

Adjustment and adaptation are the fundamental aspects of any transitional process, especially for students. This theme delves into students' experiences in acclimatizing to the new environment, it explores multiple aspects, including expectations students bring with them that influences that perception of Algeria. Additionally, it investigates their efforts to adjust and significant challenges encountered.

During the interview both participants expressed their disappointment over the seeming discrepancies between what they had anticipated and what they had really experienced. Both arrived with positive preconceived notion about the new environment, only to be confronted by the stark reality.

Student 2: To me this is a Muslim country full of Arab but then, sometimes the citizens of the country behavior somehow with the non - Algerian people that's us in particular that's all for me.

Moreover, participants showed varying and contrasting approaches towards cultural adjustment. With participant 01 being resistant to fully engage with the new environment, participants somehow justified their resistance by stating a variety of issues that challenges their adaptation.

Data Analysis, Interpretation, and Research Conclusion

Student 1: No..., culture, language, religious practices and educational system.

Student2: To begin with the French language and your Algerian ways of life and also the Algerian Arab language... I did face racism, as I heard some Algerian students calling me names in their local language, thinking I cannot understand them.

3.2.2.2 Theme Two: Learning in Algeria

The second crucial aspect of the interview is learning, as this is the most significant part of students' experience. This theme is devoted for solely exploring the academic environment in Algeria for foreigners as EFL students, including the classroom setting, challenges in learning, language use, and availability of support resources. The results obtained highlight varying experiences of participants almost contradicting each other on all academic aspects.

Regarding language, participant 01 expressed frustration at the constant judgments they receive during conversation with either peers or teachers. This judgment and criticism as affirmed by the participant, created a sense of stigmatization within the academic setting and discomfort with local peers. However, participant 02 did not witness any instances of criticism towards their accent.

Student1: Yes, when I engage my colleagues in conversation more often than not, I've to be repeating myself, so exasperating..., I felt absolutely abused.

Data Analysis, Interpretation, and Research Conclusion

Within the context of learning English as a foreign language, students expressed distinct levels of satisfaction regarding the quality of learning. For instance, one participant seemed to be very dissatisfied with learning in the new environment, due to the multitude of disparities in learning they encountered. Whereas, participant 02 was somehow happy or satisfied with the overall academic system, since they did not witness many differences.

Student1: 3 out of 10... Innumerable they are, the forerunners are the richness of content, unlessen system of education, quality of education and instructional materials..., from scratch..., the continuous assessment should be updated to suit international standards.... Put it best, they're(teachers) biased, they're not treating foreigners as students instead we're others.

Student2: It's okey and awesome too.... There are not much differences to me but the style of learning between the two countries likewise in Nigeria it's a little bit harder in terms of others things

3.2.2.3 Themes Three: Assimilation

The assimilation process of international students encompasses a variety of aspects ranging from students' level of integration within the new society and culture while maintaining their own cultural affiliation. In this theme, we explored how students navigate diversity, how they perceive themselves in the new environment, etc. As part of acculturation process, foreigners tend to internalize conflicts and insecurities about their own cultural identity, or feel inferior compared to the host culture.

Data Analysis, Interpretation, and Research Conclusion

In this case, both participants demonstrated a strong affiliation to their own cultural group, and identity. Participants affirmed their Nigerian identity affiliation unequivocally, expressing confidence in maintaining their heritage and cultural authenticity. This strong attachment to who they are is highlighted in the following excerpts:

Student1: As the saying goes, no culture is superior than another, ... I remained who I am, Hausa based Nigerian.

Student2: No of course, I am still in with my full identity as who I am always happy and interacting with everyone normally as it should be

Both students acknowledge the validity of other cultural perspectives and the need to be socially active; however, the participants highlighted a significant issue that affected them to fully engage and integrate with Algerians, both of them conveyed a sense of being judged or marginalized based on their cultural background. Participant 01 confirmed that if Algerians are more open to such differences it will help them adapt and be more socially active. Whereas participant 02 remained positive towards integration, that enthusiasm is explicitly exhibited in the second excerpt:

Student1: Yes, it will, only Algerians are somewhat indoor cats.

Student2: People have different diversity in the way they see things other than the way you do so they might question you about what you are doing for a reason or two that's just it... Not really easier to me but with time everything will be fine I think.

Data Analysis, Interpretation, and Research Conclusion

3.3 Acculturation Measurement Result and Findings

As the last data collection instrument, the study opted for a multidimensional acculturation measure to capture foreign students' life experiences from different aspects. To achieve the primary aims of the study and cover up all the contextual variables, the researcher followed a comprehensive analysis approach proposed by Arends-Toth & van de Vijver, 2006 (as cited in Celenk & Van de Vijver, 2011). This approach is based on three main characteristics that affect and determine the process of acculturation, which are acculturation conditions, strategies, and outcomes. However, the conditions were simplified into stressors rather than each group's characteristics; therefore, the analysis is divided into three parts.

3.3.1 Acculturation Orientations

In this section of the acculturation measure, two questions were formed, the first question is about acculturative stressors that individual encounter during the acculturative process, this question unveiled certain characteristics of the in-group and out-group. This question was previously designed in the pilot questionnaire and further repeated in the measure, the decision to repeat a specific question across two measures stemmed from the emergence of notable issues during the in-depth interview. Recognizing the possibility of overlooking or being pressured about certain issues, the researcher sought to provide a second change in a mixed-format question, the results were as follow:

<i>Acculturative stressors (AS)</i>	<i>AS total</i>
Racism	1
Home sickness	1
Academic bias	1
Language barriers	6
Administration issues	2

Table 3.1. Acculturation Stressors

Data Analysis, Interpretation, and Research Conclusion

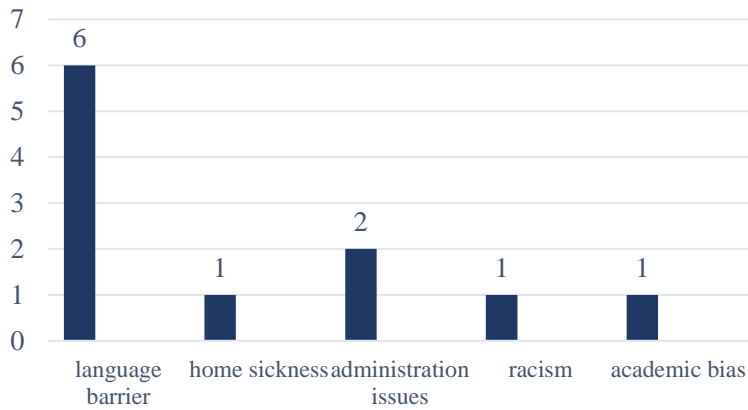


Figure 3.1. Acculturative Stressors

According to the data collected, the language barrier, a common universal stressor among individuals from a different cultural and linguistic background, is the most frequently cited acculturative stressor by six out of seven respondents. With no common language shared between Algerians and Nigerians, the number was expected to be reported. The following most frequent stressor indicated that students appeared to be having trouble adjusting to the new academic policies and procedures, which was illustrated in administrative issues (not specified which one). The rest of the stressors had the lowest frequency.

The second question delves into students perceived academic support and its source. The aim of this question is to check the accountability of teachers and the institutional administration towards foreign students. The data is summarized in the following nested pie chart:

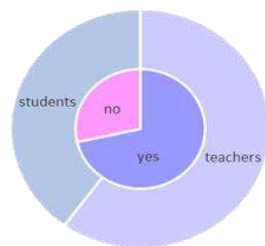


Figure3.2. Academic Support

Data Analysis, Interpretation, and Research Conclusion

The nested pie chart illustrates the academic support foreign students' have received; the inner pie indicates the percentage of students who have been academically supported which equals (71.42%). The outer doughnut chart is a representation of the support source, among the respondents who received academic assistance, students reported that teachers accounted for 60% of the support and peer colleagues for the remaining 40%, making these two the most prevalent forms of support, none of the participants mentioned any support provided by the administration or a different kind of aid. Perhaps the administration overlooked the necessity to provide a support in any form.

3.3.2 Acculturation Strategies

In the acculturation section, strategies are often used to describe the four stages of this process: integration, assimilation, maintenance and marginalization. The questions were not direct; however, through the analysis of each question we could draw a conclusion on students' acculturation strategies towards the host community/culture.

The first question aims to measure students' comfort level through three statements in a five-point Likert scale form (1= very uncomfortable, 2= uncomfortable, 3= neutral, 4=comfortable, 5= very comfortable). The statements regarding comfort give us insights into their assimilation and integration strategy.

	MCT			MV	
	mean	median	mode	variance	SD
I am comfortable practicing and sharing my culture and norms in Algeria.	2.8	3	3	1.48	1.22

Table 3.2. Descriptive Statistics of Students' Cultural Comfort.

Data Analysis, Interpretation, and Research Conclusion

The table 3.5 represents the typical central point around which the data tend to cluster through MCT, and its dispersion. The first statement indicates that a significant number of respondents tend to feel neutral about sharing their culture as the mean=2.8 (which would be 3). With a variance of 1.48 and SD of 1.22, this means that there is a little variation among the ratings.

	MCT			MV	
	mean	median	mode	variance	SD
I am comfortable speaking and being around local students	3	2	Bimodal (2-5)	2.8	1.67

Table 3.3. Descriptive Statistics of Students' Social Comfort

Data of the second statement indicates that respondents feel moderately comfortable with a mean=3. However, the distribution is not uniform, the existence of bimodal mode indicates that there are two distinct groups with a peak at 2, being uncomfortable and another peak at 5 with a group being very comfortable. The variability measure ($v=2.8$, $sd=1.67$) suggests a moderate to high variability in the comfort level=3.

	MCT			MV	
	mean	median	mode	variance	SD
I am comfortable speaking English in the classroom	3.2	3	5	2.56	1.6

Table 3.4. Descriptive Statistics of Students' Academic Comfort.

Last statement indicates that students on average feel moderately comfortable (mean=3.2), the mode peaking at 5 suggests that a significant number of respondents feel very comfortable. However, variance=2.56 and $sd=1.6$, this means that the spread of the comfort level of respondents vary considerably around the mean (3.2).

The following table represents three distinct statements, each serving a specific purpose. For the first statement, it is a 4 points Likert scale item aiming to measure the similarity of students' everyday life with Algerians' daily life. The question was designed to capture the average level of adaptation to the host-society's lifestyle.

Data Analysis, Interpretation, and Research Conclusion

The second item is a 3 points scale that measures the level of difficulty of living in a different community. The last item is a 5-points scale designed to determine how different living in an Algerian neighborhood is compared to theirs.

Statement1:	Frequency			MCT Mean	MV	
	Too similar	Slightly similar	Slightly different		Variance	SD
Lifestyle similarity	1	/	2	3.2	1.84	1.35

Table 3.5. Frequency Distribution of Lifestyle Similarity

The first statement is a 4point Likert scale, measuring the similarity rate between participants' daily life with the locals. The data indicates that on average respondents perceive their daily life as slightly different than the Algerians' with a mean=3.2. The mode and median= 4 means that a significant rate of participants have a "too different" lifestyle. The measures of variability ($v=1.84$, $sd=1.35$) indicate a moderate spread around the mean and variability in the perceptions of similarity among respondents.

The second item is a 3point scale that measures the level of difficulty of living in a different community. The last item is a 5point scale designed to determine how different living in an Algerian neighborhood is compared to theirs.

Statement2:	Frequency			MCT Mean	MV	
	Not difficult	A little difficult	Too different		Variance	SD
Community life	1	2	4	2.4	1.56	1.24

Table 3.6. Frequency Distribution of Community Life Difficulty

Data Analysis, Interpretation, and Research Conclusion

The second statement is a 3point scale, it aims to measure difficulty level of living in a new community. The mean (2.4) suggests that on average respondents find living as “a little difficult”, the mode (3) and median (3) indicate that a considerable number of students perceive living as “too difficult”. The variance=1.56 and sd=1.24 mean that the responses vary moderately from the mean and there is a moderate variability in the level of difficulty.

The last item is a 5point scale designed to determine how different living in an Algerian neighborhood is compared to theirs.

Question3:	Frequency					MCT		MV
	Not at all	A little	Somewhat	Much	Very much	Mean	Variance	SD
Neighborhood difference	1	2	1	1	1	2.8	2.72	1.64

Table 3.7. Frequency Distribution of Neighborhood Differences

The final statement is a 5point scale, it measures the level of difference between the two countries neighborhood according to students. The mean (2.8) reveals that on average students perceive it as somewhat different, the mode (2) and median (2) suggests that a significant number find it a little difficult. With a moderate spread of responses ($v=2.72$) and a moderate variability in perception of neighborhood differences ($sd=1.64$).

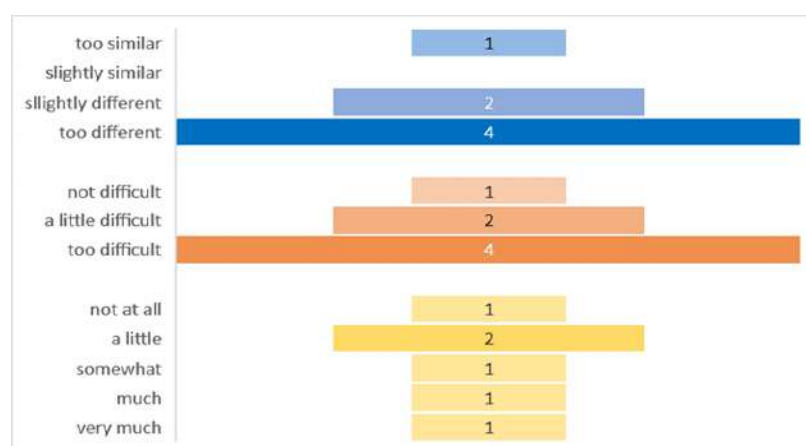


Figure 3.3. Frequency Distribution of Students' Adaptation

Data Analysis, Interpretation, and Research Conclusion

The following question was designed in order to see whether students are adjusting to the new environment and immersing in it by adopting the behaviors of the locals.

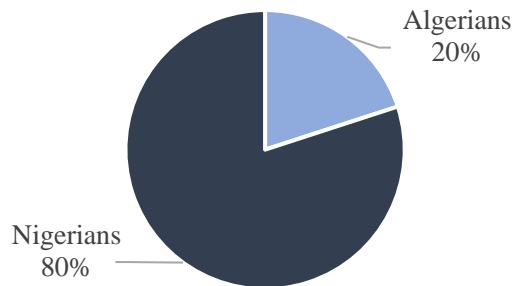


Figure3.4. Rules of Discipline and Behavior

The figure3.2 demonstrates the choices made by students regarding their behavior in a new setting. The data indicates that a significant number of students prefer to maintain their original behavior rather than adopting the behavior of Algerians. Despite, this strong affiliation to one's original norms, still a minority of students (20%) adopted some patterns of the host culture's behaviors.

3.3.3 Acculturation Outcomes

In the final section of acculturation theory, the questions were designed to conclude the outcomes of their strategies on the socio-cultural and academic level. The first part of the analysis is dedicated for the academic aspects with two simple questions, second part combines the social and cultural aspects. Whereas the psychological aspects were derived from their overall experiences part, applying a broader perspective of analysis without approaching it directly.

The first question aimed to explore students' satisfaction with their overall academic performance and achievement, alongside the reason behind the satisfaction or dissatisfaction more precisely.

Data Analysis, Interpretation, and Research Conclusion

Academic satisfaction	
Yes: 3/7 = 42.86%	
No: 4/7 = 57.14%	Reasons:
	Bad grades
	Transferring issues

Table3.8. Academic Satisfaction

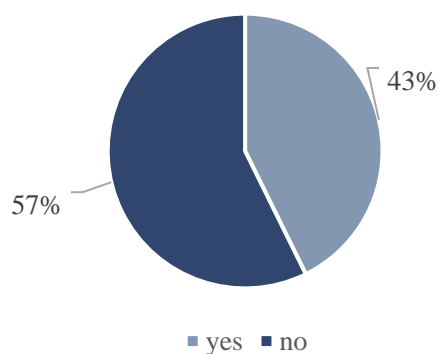


Figure 3.5. Academic Satisfaction

The data reported indicates that the transitional phase to a new academic setting highly influenced students' performance leading to a dissatisfaction among the majority. More than half of the population (57.14%) were dissatisfied with their overall academic performance and achievement. This dissatisfaction was further justified by the lack of achievement upon their arrival, bad grades, and issues regarding transfer.

In an open- ended two distinct questions, students were asked about whether they have participated in a social or a cultural event, in order for the researcher to detect instances of integration in the two contexts.

	Yes		No	
	N	P	N	P
Have you participated in any social event?	5	71%	2	29%
Have you learned any cultural values, practices etc.?	4	57%	3	43%

Table3.9. Social And Cultural Integration

Data Analysis, Interpretation, and Research Conclusion

The table 3.12 combine the number of people being socially and culturally integrated, the questions were followed by an explanation or an illustration. However, majority of students either did not provide an answer or provided an ambiguous response.

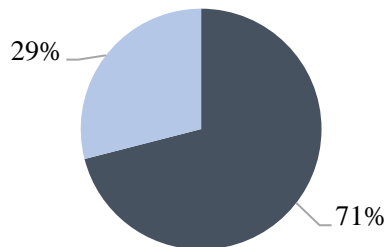


Figure 3.6. Social Integration

The figure 3.5 demonstrates the range of people being socially integrated in any event or even a talk, majority (71%), answered positively. Whereas, the rest (29%) was reluctant.

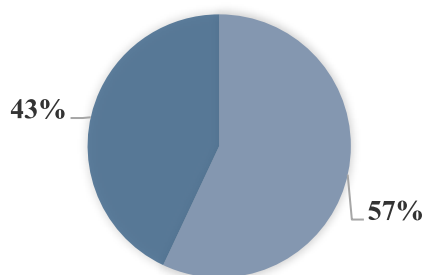


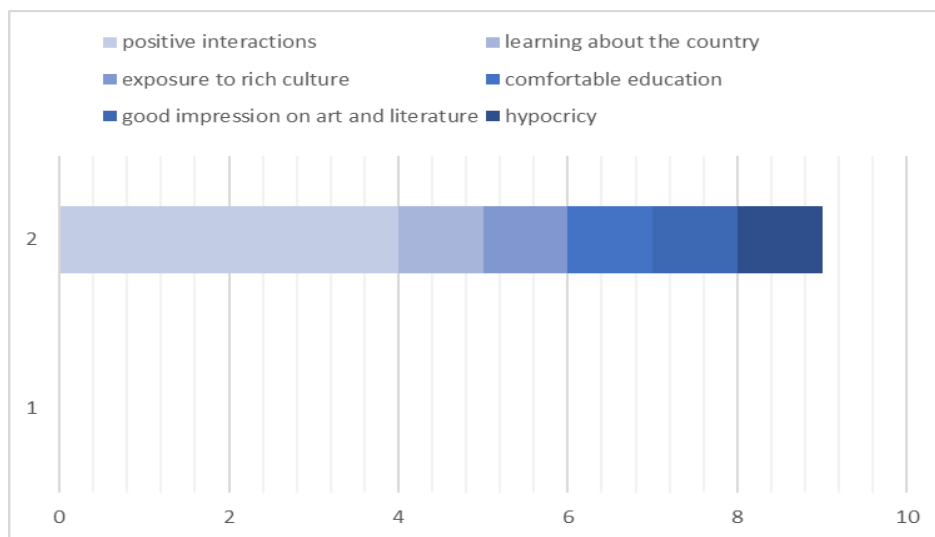
Figure 3.7. Cultural Integration

The figure 3.6 is similar but in cultural context, it exhibits whether students have acquired any of the host culture's practices, values etc. the results shows that more than half of the population did in fact learned something, but students did not specify which aspect of the culture they have learned, except for one student who shared their experience learning a cultural dance in an event.

Data Analysis, Interpretation, and Research Conclusion

The final part of the measure was summarized in a simple question, asking participants to describe their overall experience in Algeria, the answers are summarized in figure3.13:

Figure3.8. Students' Overall Experiences



In this part, students were asked to describe their overall experiences since their arrival to Algeria, the majority of their narrative were positive. They primarily described their positive interaction with Algerian people, although some were taken aback by the hypocrisy of some. Moreover, students emphasized the richness of the Algerian culture and history, indicating that students used their time abroad to explore a new culture and enrich their insights. They expressed their admiration with arts, literature by traveling across the country. A good number of students expressed their comfort with the current educational system; however, the latter creates a sense of contradiction, as the majority of students attributed their dissatisfaction and struggle to the complexity of the educational system.

Data Analysis, Interpretation, and Research Conclusion

3.4 Data Discussion and Interpretation

The primary objective of the study was investigating the acculturation strategies adopted by undergraduate and graduate Nigerian students and their influence on their academic success. The results presented from both the students' interview and acculturation measure indicate that majority of students adopted the integration strategy, with a variation between some participants exhibiting lower levels than the rest. Additionally, the minority shared experiences of separation; both strategies were pursued voluntarily by participants.

Participants' responses that indicate higher integration level within the host culture endorse Berry's (1997) basis that voluntary integration of individuals with the mainstream culture exposes them to a variety of social resources. Within the context of this study, those social resources are represented in the form of overall positive experiences, adaptation, satisfaction with educational experiences, academic success, and social affiliation and support.

Students' adaptation highly influenced their academic experiences, leading to increased levels of satisfaction with their overall performance and achievement, while successfully accessing to academic support from their peers and teachers. These findings support the existing scholarly works examining the relationship between acculturation and academic performance (Andriessen & Phalet, 2002; Lee, 2016; Martinez-Taboada et al., 2018; Kumi-Yeboah et al., 2019; Krsmanovic, 2020; Aquino, 2021; Sirin & Sin, 2023). The correlation between proactive acculturation strategies and positive academic outcomes was echoed in the results of the current study as evidenced in the research of Krsmanovic (2020). The latter finding supports the findings that the adoption of directed strategies is indeed linked to academic success and satisfaction, with little intervention of stressors like cultural dissonance, language barriers, home sickness, etc. These are factors that influenced their adaptation to the socio-cultural environment rather than academics.

Data Analysis, Interpretation, and Research Conclusion

Moreover, the participants adopted a variation of strategies despite their length of residency, i.e., students who spent the longer residency expressed either separation or lower levels of integration compared to the newly comers. Their narratives on separation patterns were attributed to discrimination, cultural dissonance and bias. This confirmed the scholar contribution regarding the difficulty of adapting to the new cultural context often leads to separation from the host culture (Krsmanovic, 2020).

The result is further approved by the findings of (Choy et al., 2021), that attributed the migrants' acculturation to various factors, including length of residency as a negative extrinsic factor. Other factors that were reported included racism (Steele, 2022; White, 2023) and academic bias.

The findings inform that certain reported stressors such as racism are not significantly associated with academic satisfaction, this aspect of the findings contradict most of works regarding acculturative stressors and academic success (Benita & Supriya, 2016; Steele, 2022). However, from the received students' answers and the teachers' interview, it was evident that adjustment to the educational background, bias, academic competence, and mainly the language proficiency were the major factors for their dissatisfaction and lack of achievement. Therefore, the study provided alternative justification for students' low academic achievement and dissatisfaction that is not directly related to acculturative stressors. For the majority of respondents, dissatisfaction was attributed to bad grades compared to their local counterparts.

Despite the reported strategies, students' responses created a sense of contradiction, majority of students claimed to be adopting integrative strategies within the dominant culture, although most of the strategies are low levels, but almost half the population indicated that they are neither socially nor culturally active. This contradiction raises the questions about the discrepancy between perceptions and actions. This tendency of prioritizing acceptance and relevance over accuracy is often explained through the premise of two main theories: Social

Data Analysis, Interpretation, and Research Conclusion

Desirability Bias (SDB) and Cognitive Dissonance Theory (CDT). SDB suggests that individuals often prioritize acceptance and relevance over accuracy in testing measures due to pressures of being socially undesirable (King & Bruner, 2000). Their attitudes could be either attributed to SDB or CDT that proposes the occurrence of inconsistency of individuals' actions when experiencing discomfort with their attitudes and beliefs (Borah et al., 2020).

Similarly, the findings indicated a dissonance in the responses regarding adaptation, students displayed varying degrees of adaptation, majority of the newly comers showed higher levels compared to students who spent longer period of time. This variation is explained by the Lysgaard's (1995) U-curve model. According to this model, new students are currently in the honeymoon phase, in which they typically show feelings of excitement and fascination, while the rest of the participants are mostly in the crisis phase.

Ultimately, the participants expressed a strong cultural affiliation to their culture of origin; therefore, their acculturative strategies did not exert an effect on their identities. The findings align with Fedotova's (2022) study that explored the relation between ethnic identity, socio-cultural adaptation, and acculturation. The results show that ethnic identity and acculturation are not linked to influence one another. Indeed, those results are supported by the premise of Berry's acculturation model (1997), it suggests that individuals who adopt the integration strategy, usually maintain their cultural aspects and identities.

Data Analysis, Interpretation, and Research Conclusion

3.5 Limitations of The Study

The study is subject to several limitations that worth acknowledgment. The first limitation is related to the research design; in our study, the researcher could not provide deeper insights into students' experiences but description only given that this is phenomenological research. In addition to the dearth of prior research and knowledge within the Algerian context hindered a thorough exploration of the phenomenon and its intricacies.

Second, the sample is limited in many ways; the sample size is small confined to the accessibility and availability of participants in a single city. Furthermore, the gender imbalance within the participant cohort, comprising only males poses a notable limitation. Given the variation in experiences across genders. Finally, the study explored a single cultural group; there was not a variation in students' background, exploring Nigerians only. Therefore, generalizing the findings across different cultural groups is not possible, despite exploring the students' experiences through the four patterns of acculturation; the results remain unique to the participants' cultural background.

Third, the theoretical review propose that the acculturation and adaptation are a dynamic process contingent upon several factors including time. The students' data was collected in two distinct times (i.e., first and second semester), therefore the results are not consistent and could not be generalized as their responses regarding strategies and outcomes is possible to change by the end of the year or from one semester to another.

Additionally, the study encountered challenges in the data collection procedure, the process of collecting both students' interview and measure were interrupted and postponed multiple times, due to the unavailability of certain participants, some individuals either declined or displayed reluctance despite initial consent. In addition to that, the majority of students provided either irrelevant answers or complex ones.

Data Analysis, Interpretation, and Research Conclusion

3.6 Suggestions and Recommendations

Drawing inspiration from international universities training programs that promote strategies and skills to ensure the full integration of culturally diverse students for a smooth academic enrollment and success, such as International Immersion Programme (IIP) and EU Project International Students Adaptation (Interadis). The researcher analyzed the students' responses and designed a simplified model of an immersion program.

The International Students Immersion Program (ISIP) is a training program that is composed of a variety of courses to ensure the integration, adaptation, and the development of certain skills that help students maintain positive interaction and overcome acculturative stressors. The program serves as a facilitator for students to overcome the mentioned issues in different aspects, whether cultural adjustment or academic success.

- **ISIP Outline**

Table3.10. International Students' Immersion Program

Format: online	
Duration: tailored to the needs of students	
Courses	Familiarization with the academic system and policies
	Familiarization with overall Algerian culture
	Cultural diversity and exchange
	Language learning (EFL)
	Language buddy
	Speaking skills
Outcomes	Cultural diversity awareness
	Adapting to the academic setting
	Enhanced speaking skills
	Comfort with the overall setting (socio-cultural and academic)

Data Analysis, Interpretation, and Research Conclusion

Note. the mentioned programs are similar in aim; however, the program's courses are designed by the researcher according to the analysis obtained and principles of the acculturation process.

Similarly, teachers should apply or undergo certain procedures for achieving classroom inclusivity and cultural competence. The suggestions provided are based on the narratives of students who highlighted certain:

- The application of culturally relevant content
- Restriction to the use of English only within the classroom
- Unbiased assessment
- Addressing students' needs
- Engaging in cultural competence training

The latter is a training program applied in multiple international universities, these programs are designed to help educators develop knowledge, skills, and attitudes needed to effectively engage culturally diverse students appropriately. Here are some programs teachers can enroll in:

- Cultural Competence, by National Education Association (NEA)/ online
- Cultural Competency Training, by Minnesota
- Multicultural Education, by Carlow University- The College of Saint Rose-
Madonna University- Notre Dame College

Those training programs tackle a variety of topics, including race, gender, cultural orientation, religion, identities, ethnicities, etc., participant will develop and explore a variety of strategies that helps them engage students, address cultural diversity appropriately within the classroom context.

Data Analysis, Interpretation, and Research Conclusion

Lastly, throughout the students' interview, they mentioned some issues related to the overall administrative organization and preparations prior to their arrival. Students mentioned that they were not informed about the educational system, despite not choosing their destination. Such lack of prior knowledge posed a challenge to adjust to the novelties in the Algerian educational system. Therefore, the researcher proposes certain procedures that can be undertaken to help better inform future foreign students, such as the Adaptation Program of Foreign Students at Caspian International School of Medicine. Some of the suggestions are already applied by international institutions, colleges, and universities:

- Faculty Development programs, Niagara University
- Collaboration with experts
- Implementation of adaptation models during the beginning and the end of the year to address issues.
- Conduct cultural competence assessment and evaluation by experts.

3.7 Conclusion

In conclusion, the data analysis chapter has provided valuable insights on the acculturation process of Nigerian EFL students, how they navigated their adaptation, academics, and identities. Following a mixed method approach to analysis of two instruments: two interviews, and the acculturation measure, enables to achieve the primary aim set. Moreover, this chapter provides a thoughtful discussion and interpretation of the major study's findings. Finally, the researcher proposes some suggestions and recommendations based on the findings that would be helpful for foreign students' academic experiences.

General Conclusion

General Conclusion

This study was conducted with the intent to probe foreign students' experiences in Algeria, with the specific emphasis on their acculturation process. Investigating whether the adopted acculturation strategies exert an influence on students' academic success and how they navigate their cultural identities within a distinct setting. The researcher applied the research questions regarding these three aspects (acculturation strategies, academic success, and cultural identity) on a total of eight EFL students, and three EFL teachers through two interviews and an acculturation measure. In addressing the research questions, the researcher formed three hypotheses: the first posits that individuals with longer residency are likely to display higher levels of acculturation compared to those who recently arrived. The second hypothesis suggests that acculturation strategies are determinants of students' academic success. Lastly, the third hypothesis proposes that the level of acculturation experienced does not influence students' identities.

The current study sheds light on multitude of aspects that has been overlooked regarding the academic experiences of international students. The findings of this study provided a decent knowledge on foreign students' experiences; they can be summarized in three main points. First, according to the measure and interviews, students' residency differs from three months to three years, however, they displayed varying degrees of acculturation to the host culture, majority of students adopted integrative strategies, most of these students were the newly comer. Whereas participants who were less integrated in the dominant culture referred to be separated their residency exceeded a year. The separation and low acculturation levels were attributed to a number of stressors namely, racism, language barriers, cultural mismatch, the locals tending to be reserved etc. Therefore, the length of residency was not a factor of how acculturated students would be, in fact, the responses proved that the longer they stay the more separated they become. Thus, the first hypothesis that states, students who spend the longer period's exhibit

General Conclusion

higher level of acculturation is rejected, with the conclusion that the duration is not a factor for their adaptation.

Second, the findings indicated that majority of students were not satisfied with their academics, more than the half of the population, despite some displaying higher levels of integration, the disparity in their academic level compared to the locals is significant. This record, notes that there are multiple factors hindering students' academic experiences, some are highlighted in the form of academic bias, the use of Arabic in courses, and the complexity of the academic courses and the difficulty to adjust. The low satisfaction rate was attributed to bad grades and the lack of achievement ever since their arrival. However, according to their teachers, there is significant lack of engagement, motivation, and proficiency in the target language. Additionally, adjustment cannot be taken as a justification when majority of students exhibited higher levels of adaptation, accordingly, their low academic success and achievement is most likely related to their competence and proficiency rather than their acculturation. With that being said, the second hypothesis that claims adapting integration and assimilation strategies are the key to academic success is not confirmed either.

Lastly, the research suggests that the majority of students maintain strong connections to their roots, even after spending a considerable time in Algeria. Many continue to adhere closely to their original customs, behaviors, and attitudes. This attachment reflects a deep sense of affiliation and a sense of belonging to their cultural communities and the preference to preserve their identities. It is noteworthy, that the ways these students are in Algeria does not force them to follow certain life patters that are specific to the dominant group, however, some are expected to at least take some aspects of the Algerian culture or social life, but still there is a deep attachment to their social and cultural life. This finding compared to their acculturation strategies creates a contradiction, integration is basically adapting and adopting the host culture while maintaining the culture of origin, but the participants responses do not align with their

General Conclusion

strategies. Overall, this finding highlights that acculturation process does not influence how students perceive themselves. Hence, the findings confirm the last stated hypothesis, that proceeding acculturation has no influence on students' cultural identity.

This study provided valuable and well-supported data that is reinforced by existing literature, to prove the credibility of the findings. Our research builds upon extensive prior studies and theories, while some align with our results, others diverge, highlighting the distinctiveness of our cultural group sample and the broader context. By addressing the scarcity of research on foreign students' learning experiences, our study makes a significant contribution. It serves as an initial step towards recognizing and comprehending the challenges they face, paving the way for further exploration in this scope.

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Appendices

Appendix A

Foreign EFL Students' Pilot Questionnaire

This is a research conducted to discover a variety of issues faced by EFL international students in Algeria.

The purpose of this questionnaire is to collect some basic information based on the experience of international students in the department of English as of course with your consent. Another interview/questionnaire will be designed according to the answers, just so you know that if you answer this one, I expect you to be part of this study all the way long.

If you have any inquiry or need clarification do not hesitate to contact me on yamnamakdjoum@gmail.com

By clicking the first circle below, you acknowledge that your participation in the study is voluntary

*

- I consent to participate
- I don't consent to participate

Where are you from ?

*

Your level :

- L1
- L2
- L3
- M1
- M2

You joined in :

- 1st semester
- 2nd semester

Do you have friendship with citizens?

*

Have you faced any challenges in the Algerian society?

*

If any, what are the major differences that made you experience difficulty?

*

In the classroom are you:

- Active
- Passive
- Depends

Your academic achievement is:

- Better
- Worse
- The same

Appendix B

EFL Teachers' Interview

The following sheet is directed to oral expression teachers only as a form of evaluation towards immigrant Nigerian students.

Section 01:

Do you think integrating culture in EFL classes, (precisely in oral expression sessions) is important?

Yes

No

- If yes, would you please cite how it is done

.....
.....

Do you think the local students are aware of the cultural differences?

Yes

No

According to your observation, do you think that there is harmony between international and local students?

Do you think promoting cultural sensitivity in the classroom is important?

Yes

No

- Why?

.....
.....

Section 02:

1. Have you observed any differences in participation between immigrant students and native-born students, and if so, how do you address these disparities?

Yes

No

.....
.....

2. How do you encourage active participation from immigrant students, particularly those who may feel hesitant due to language barriers or cultural differences?

.....
.....

3. Are there any challenges you've encountered in engaging immigrant students?

Yes

No

- if yes, what do you approach to overcome these challenges?

.....
.....

4. Have you noticed instances of stigmatization or prejudice directed towards immigrant students in the classroom?

Yes

No

- If yes, can you specify, and how would you deal with it

.....
.....

Appendix C

Nigerian EFL Students' Interview

This interview is for immigrant students, designed to get to know their experiences moving to Algeria, their adjustments, the differences they faced and how they are dealing with it. Students' identity remains anonymous, respecting the participants choice and privacy, everything said will be recorded to help with the data collection, nothing here is going to be used against them, this is a simple interview to tackle some aspects international students usually experiences studying abroad.

Definition of Terms:

Social identity: it revolves around the individual' race, ethnicity, nationality, religion, gender, sexual orientation, socio-economic status, age, and other affiliations, according to the group they belong to. For example, in Japan, social identity is about collectivism unlike U.S; they focus on individualism. Arab countries prohibit sexual-orientations, westerns allow it.

Cultural identity: emphasizes the cultural aspects that contribute to a person's sense of self. This includes the customs, traditions, language, rituals, art, music, cuisine, and other elements that are passed down from generation to generation. For ex; Algeria is known for its Arab-Berber heritage, specific celebrations and traditions that make us Algerian. In Korea, they are known for kimchi and hanbok and specific traditions that makes them Koreans.

Part One:

Q1: How do you feel about moving to Algeria?

Q2: Is the environment here is as you thought it would be?

- Yes/no: how did you expect it to be?

Q3: What was so different than your hometown?

Q4: Do you try to adapt to the new environment? Yes No, why?

Q5: Did you find problems adjusting? Can you explain more!

Q6: Do you face problems with your culture? For examples you are judged for it or people do not respect that you are different.

Q7: In case of yes: what if people are well aware of the different culture (Nigerian and Algerian), will it be easier to adjust?

Example: if I go to another country, I might introduce our food and traditions and talk about my culture, have you ever done this before here either in classroom or with others?

Q8: Do you think that you are neglecting some of your parts of your identity as a Nigerian, to fit in Algeria?

Some people when they move, they try to adjust and be part of society, sometimes they find themselves neglecting their culture and identity, so they try to balance between keeping their identity as it is and adapting to the new culture.

Q9: Do you find yourself in this situation? In case of yes! How do you balance it then/ what do you do to not lose your identity while adapting to the Algerian? (This is asked for those who lived here for a longer period).

Part Two:

Q10: Did the social shift to Algeria caused you any internal conflict and how you perceive yourself? For example: you would be misunderstood because of your diversity, so you may doubt whether you are doing things correctly or not, or you may feel like a misfit.

Q11: Is there a difference between the Nigerian and Algerian view and introduce themselves in their society? Like gender roles and how society perceive men especially.

Q12: Do you think that if you adapt to the Algerian society, you have to neglect parts of your culture?

Part Three:

Q13: Is EFL learning in Algerian different than Nigeria; such as the teaching techniques and the context?

Q14: How would you describe learning EFL in Algeria?

Q15: Do you face any issues with the language use in classroom? If any give examples

Q16: Have you ever been criticized for your accent or language use? If yes, how did it make you feel?

Q17: Did you receive support from teachers and students?

Q18: What are the main differences between education in your country and Algeria?

Q19: Is the campus environment good or bad? Yes or no; do you think it will impact your learning journey, such as concentration, relaxation etc.?

Q20: Is the classroom environment adequate for your academic needs?

Q21: Do you think that changing the learning environment influenced your motivation?

Appendix D

Acculturation Measuring Scale

Dear participants,

This questionnaire is specifically designed for you as international students currently residing in Algeria. Your responses will play a crucial role in my research work, where I aim to have a clear image about the socio-cultural transition from your home country to Algeria. The insights gathered will contribute to the development of an inclusive program aimed at facilitating your adaptation process and enhancing academic performance.

Please approach this questionnaire with seriousness and provide clear and thoughtful answers. Your participation is entirely voluntary, and I sincerely appreciate your contribution to this research.

Thank you for your time and valuable insights.

*Rate from 1 to 5 (from 1 to 5- 1 being not comfortable 5 being too comfortable):

Statements	1	2	3	4	5
I am comfortable practicing and sharing your culture and norms in Algeria; such as wearing your traditional clothes, music, traditional practices...etc.					
I am comfortable speaking and being around local students					
I am comfortable speaking English in the classroom					

Tick the answer that suits you the best:

So far in Algeria you have faced:

- Racism
- Home sickness
- Academic bias
- Social isolation
- Stereotyping
- Language barrier
- Administration issues

Other issues:

.....

Your everyday activities compared to Algerians' way of life are:

- Too similar
- Slightly similar
- Slightly different
- Too different

You following rules of behaviors and disciplines of:

- Algerians
- your native people

Why?.....
.....

Living in a community in which all the other people are different than me is:

- Not difficult.
- A little difficult.
- Very much difficulty.

Living in Algeria compared to your neighborhood is:

- Not at all.
- A little.
- Somewhat.
- Much.
- Very much.

Have you received any academic support?

- Yes
- No

In case of yes, precise from who did you receive the support:

- Teachers
- Students
- Administration

Precise which support you received, please:

.....
.....

Are you satisfied with your academic performance and achievement?

Yes

No

Justify your answer please:

.....
.....

Can you please describe your experience in Algeria in terms of people, way of life, the Algerian culture, the educational system ...etc.

.....

Have you participated in or learned any social events? (Even in a talk)

Yes

No

If yes please share your experience and thoughts.

.....

Have you learned any cultural values, habits, traditions...etc.?

Yes

No

If yes, please share your experience and thoughts.

.....

ملخص

في السنوات الأخيرة، عاشت الجزائر تدفقاً كبيراً من الطلاب الأجانب في التعليم العالي، مما أدى إلى تحول ملحوظ نحو الفصول الدراسية المدمجة. وسط التنوع الثقافي السائد في الجامعات اليوم، يبدأ الطلاب الأجانب رحلة مليئة بالتحديات والفرص التي تؤثر على رحلتهم الثقافية والأكاديمية. استجابةً لهذه الظاهرة، يدرس هذا البحث رحلة الطلاب الأجانب الاجتماعية والثقافية والأكاديمية، مع التركيز بشكل خاص على التأقلم الثقافي وتأثيره على أدائهم الأكاديمي. بالإضافة إلى ذلك، تهدف هذا الدراسة إلى كشف تأثير المرحلة الانتقالية على هويات الطلاب. يتمحور التحقيق حول دراسة حالة استكشافية تتألف من طلاب نيجيريين لغة إنجليزية كلغة أجنبية من جامعة عين تموشنت. ولاستكشاف هذه الجوانب بشكل مناسب، اختار الباحث بالإضافة إلى قياس تصميمًا ذو طابع منهجي مختلط، حيث نفذ مقابلة مع التلاميذ و مقابلة مع الاساتذة، تكيف تأقلم معدل على مجموعة من طلاب اللغة الإنجليزية كلغة أجنبية من نيجيريا بإجمالي ثمانية طلاب. ولضمان صحة وموثوقية النتائج، خضعت الأدوات المختارة لتحليل دقيق باستخدام نهج كلي ونهج منهجي مختلط. أظهرت النتائج أن خمسة طلاب اعتمدوا استراتيجية التكامل، بينما اعتمد اثنان استراتيجية الانفصال، ومع ذلك، أظهر الأغلبية مستويات منخفضة من النجاح الأكاديمي. علاوة على ذلك، حافظ الطلاب على انتماء عرقي قوي. بشكل عام، أشارت النتائج إلى أنه لا تأثير مباشر لاستراتيجيات التأقلم على هويات الطلاب أو إنجازاتهم الأكاديمية، حيث يُعزى الأخير إلى عوامل أخرى بما في ذلك الكفاءة الأكاديمية واللغوية. ونتيجة لذلك، يمثل هذا البحث إسهامًا هامًا في أدب التأقلم بين الطلاب الدوليين داخل البيئة التعليمية، بشكل أكثر تحديدًا ضمن السياق الجزائري.

Résumé

Ces dernières années, l'Algérie a connu une importante affluence d'étudiants étrangers dans l'enseignement supérieur, ce qui a entraîné un changement notable vers des salles de classe hybrides. Au milieu de la diversité culturelle prévalant dans les universités d'aujourd'hui, les étudiants étrangers entament un voyage riche en défis et en opportunités qui influencent leur

parcours interculturel et académique. En réponse à ce phénomène, la présente étude examine le parcours socio-culturel et académique des étudiants étrangers, en mettant particulièrement l'accent sur leur acculturation et son influence sur leur réussite académique. De plus, cette étude vise à découvrir l'impact de la phase de transition sur les identités des étudiants. L'enquête se concentre sur une étude de cas exploratoire qui comprend des étudiants nigériens en anglais langue étrangère de l'Université d'Aïn Temouchent. Pour explorer ces aspects de manière appropriée, le chercheur a opté pour une conception de méthode mixte, en mettant en œuvre deux entretiens distincts, l'un pour les enseignants et l'autre pour les étudiants, et une mesure d'acculturation ajustée sur un total de huit étudiants nigériens en anglais langue étrangère. Pour assurer la validité et la fiabilité des résultats, les outils sélectionnés ont été soumis à une analyse approfondie utilisant à la fois une approche qualitative et mixte. Les résultats ont révélé que cinq étudiants ont adopté une stratégie d'intégration, tandis que deux ont adopté une stratégie de séparation, cependant, la majorité a présenté des niveaux faibles de réussite académique. De plus, les étudiants ont maintenu un fort attachement ethnique. Dans l'ensemble, les résultats indiquent qu'il n'y a pas d'influence directe des stratégies d'acculturation ni sur les identités des étudiants ni sur leurs réalisations académiques, ces dernières étant attribuées à d'autres facteurs tels que la compétence académique et la maîtrise de la langue. En conséquence, cette étude représente une contribution significative à la littérature sur l'acculturation parmi les étudiants internationaux dans l'environnement éducatif, plus précisément dans le contexte algérien.