Socialisation of international students in a New Zealand tertiary education classroom

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Abstract
International education has developed exponentially and the result is increased international students in New Zealand tertiary education. The influx of international students has required teachers to facilitate classroom socialisation and practise teaching methods that accommodate both local and international students. This thesis investigates issues associated with the socialisation of international students from the students’ and their teachers’ perspectives by examining the lived experiences in classrooms in one New Zealand tertiary institute. In this qualitative research, data was collected using focus groups for students and interviews for teachers. These methods were selected as appropriate tools for gathering data on the personal experiences of the participants. Data was collected from three focus groups that were made up of twelve students from a wide representation of nationalities and genders, and interviews with four practising teachers. The study shows there were gaps between student expectations and their experiences, and challenges for teachers in the classroom. Key findings from the focus group show that the differences were between students’ experience in their home country and the experience they lived in a New Zealand tertiary education classroom. The findings from the interviews show teachers were challenged when facilitating cultural integration and building a cohesive learning environment for both international and local students in their classrooms. Students and teachers viewed socialisation in the classroom as a beneficial learning facilitation method which can help with academic success. The study includes recommendations for institutional leaders to provide support for students and teachers in a culturally diverse classroom. It also recommends preparation of students prior to arriving in a New Zealand tertiary classroom.
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CHAPTER 1
INTRODUCTION

Background

New Zealand is a country that has had a tradition of accepting strangers (foreigners) as they integrate into the local society. International students arriving in New Zealand to study in tertiary education institutes find themselves in New Zealand’s unique bicultural environment involving peers of multicultural origin who have adopted a western learning and living culture. The host students, even those from a multicultural origin, have adopted the New Zealand values and do not subscribe to their culture of origin. As previous research on cultural transition shows, to improve classroom socialisation there needs to be greater effort made to facilitate the development of stronger social ties between international students and the local students.

This chapter sets the context for investigating the socialisation issues faced by international students in New Zealand classrooms and the influence it has on the outcome of their study. I will use the intelligence gathered through this research to understand the needs of our international students and influence teachers in improving their service to students in their classroom. Weidman, Twale and Stein (2001) created their model for socialisation in which they refer to the processes through which individuals gain the knowledge, skills and values necessary for successful integration in their new environment. The focus of this research is to understand the students’ perspectives of their challenges in socialisation and the teachers’ perspectives of the strategies they use to promote socialisation.

The literature searches for confirming the research questions was conducted using initially online tools including institutionally accessed online databases, Google scholar, a range of online research journals, books and research documents in libraries. The second layer of relevant literature was identified using the reference lists in the original documents listed above.
Two definitions of international students are being used for this study, firstly; Thomas and Althen (1989) describe international students as those identified as people in transition; their values and basic values are different from the host students; their social support situation is different; their customary communication styles are different and face unique problems and issues of adjustment. Secondly, international students are those that leave their country of residence and move to another country for the purpose of study. International students, referred to by the term “internationally mobile students” are students who are non-citizens of the host country, who do not have permanent residency in the host country, and who do not complete their entry qualification to their current level of study in the host country (United Nations Educational, Scientific and Cultural Organisation. UNESCO, 2006).

World Education Services surveyed nearly five thousand current and former international students in May 2016 and the major drivers for international students identified were the belief that the quality of education abroad is of better quality in relation to the home country, that career prospects were better with an overseas qualification and the desire to be proficient in English. In 2017 they surveyed another sixty two thousand prospective students and found that the emphasis was on the perception of welcoming and the teaching quality. It is crucial that international student expectations are met to shape the reputation of an institute and enhance its global market competitiveness. And Education at a Glance (2016) published by the Organisation for Economic and Cultural Development (OECD) predicts that by 2025, there will be over 250 million students in tertiary education across the world. If we are moving towards a more diversified yet connected global higher education system, then who participate cannot be a question confined to national boundaries (Atherton, 2015). According to International Education Strategy for New Zealand (2017), by 2015 New Zealand international student enrolments had grown to one hundred and twenty-four thousand students with an annual value of four billion dollars. It is further projected that by 2025 the international student market for New Zealand is to grow by another twenty percent. The education strategy focuses on providing international students with quality education in a diverse learning environment with the students’ welfare at the centre of all educational provision. The resulting growth in international students in New Zealand tertiary education classrooms is that on the one hand international
education has brought challenges in the classroom due to student expectations and on the other hand it has become a significant contributor to New Zealand’s prosperity which needs to be grown to bring benefits for all New Zealanders. Meeting the needs of these international students within the context of New Zealand tertiary education classroom is a vital component for complying with Education New Zealand’s international student growth strategy.

This study is to protect New Zealand’s international student market by ensuring that international students receive quality education, feel safe and are welcomed in New Zealand tertiary education classrooms. The target group for study are students from a diverse origin, cultural and religious background. The group age varies from those fresh school leavers and those that are planning their mid-life career change. As Rampton (1995) argues, socialisation into a culturally heterogenous peer network is likely to involve experiences of exclusion and allegiances and builds a sense of local social structure, however when cultural pluralism is acknowledged associative networks develop. With the diversity, individual values are wide ranging and group dynamics can tend to get polarised into safety alliances. However adolescents who feel competent and ratified in the ways of multiracial peer group culture often participate in interethinc activities even when there was a lack of language proficiency. As a professional teacher, the role is to bridge the differences of ethnic background and making language crossing acceptable with local group culture.

Socialisation is the process whereby an individual learns to adjust to a group or society and behave in a manner approved by the group or society (Britannica, 2017). The socialisation of international students involves different cultures in a classroom, where the students in their neophyte status transcend constraints set by their personal values into a system of integrated shared norms and values in the classroom. Grusec (2014), describes the key catalysts for socialisation as social skills, social understanding and emotional maturity to interact with other individuals and function in a social dyad or larger group. Mackintosh (2006) argues that the socialisation process can have both negative and positive impact on the development of students’ personality. This brings challenges into the classroom where more than half the students are made up of
multicultural origin each with their own language beliefs and values. In a multicultural classroom, international student teaching creates many challenges for teachers such as communication in English as well as non-verbal communication. On the other hand, the students also face dilemmas of their own where their cognition in class operates in their own language which also creates a stress-filled learning environment. The objective is to make teachers aware of international students socialisation and create a transcultural caring classroom environment.

**Global international student market**

As the world moves towards a borderless arrangement, the focus on tertiary education is to create graduates with talents of international capability. Various governments have developed their individual strategies to develop their citizens who can operate as global thinkers in their endeavour to contribute to national economic ambitions. Tertiary education policies of participating countries are now designed to anticipate the social and economic effects that international students bring. The challenge for students and their education provider is to match the formal qualification the institutes offer and the jobs that the graduates achieve when they return to their country of residence.

The report by Education New Zealand (2016) on the economic impact of international education in New Zealand 2015 / 2016 highlighted that international enrolment has been continuously growing and in 2015 it rose by 13% contributing a total revenue in excess of $1 Billion directly to education providers. The contribution to the economy exceeds three times the direct revenue, hence it is an important export commodity. Kang (2014) says that, to shape and manage a nation’s brand, it is crucial to maintain a good reputation which in turn can enhance its competitiveness in the global student market. This reflects in the classroom and in the subject programme under study where international students make up 55% of the students in a class.
During the 2014 and 2015 period, Institutes of Technology and Polytechnics enrolments grew by 23% (The economic impact of international education in New Zealand 2015 / 2016) which has created a shifting diversification challenge. The 2016 demonetisation of Indian currency saw a drop of 3% in enrolments from India and is forecast to rebound in the near future. On a positive note, enrolments from China grew by 13% compensating for any loss from Indian students.

Since education has been identified as a commodity, the services to the students are subject to the Fair Trading Act (1986) and the Consumer Guarantees Act (1993). International student services are also protected under the Code of Practice as set by New Zealand Qualification Authority. All three documents relate to ensuring that the provision of education must be equitable, ethical, socially responsible and accountable so international students are not disadvantaged for the service they paid for and are provided with best practice and in a conducive manner.

Due to the global financial crisis and the move towards commercialisation policies in western countries, the fiscal incapacity of governments to support tertiary education has moved the provision of tertiary education to the position of an export commodity. Various governments provide incentives to attract international students including allowing students to work while studying and providing job search visas which eventually leads to residency. According to the 2016 International College of Economics and Finance (ICEF) agent barometer, the most common category for international student recruitment globally was in the undergraduate category and it rose from 77% in 2015 to 80% in 2016, resulting in a 3% increase. For those student who seek to study abroad, there has been a large increase in the use of online information to determine which institute to choose for study, hence specialised institutes’ sites have been key in the decision making process of prospective students.
New Zealand as a study destination

The 2013 census of New Zealand established that Europeans comprised 24% while the natives Maoris only accounted for 14.9% followed by Asians at 11.8% and Pacific Islanders at 7.4% (Statistics New Zealand, 2013). The remainder were from a basket of other countries. More than half the native Maoris also identified themselves with other ethnic groups. This composition of multi-ethnicity and the continuous dynamics of ethnic identification and changes in population makeup makes New Zealand an ideal place for international student study. Ward and Masgoret (2008) commenting on the increasing cultural diversity in New Zealand argue that from an international point of view, New Zealand has had a very short time to accept and respond effectively to its increasing cultural diversity.

Since the signing of the Treaty of Waitangi in 1840 between the native Maoris and the British, New Zealand has been established as a bi-cultural country. Due to labour shortages Winkelmann and Winkelmann (2002) assert that New Zealand has always been a country with a tradition of immigration. Hence the acceptance of international students in New Zealand does not have any resemblance to the issues of other homogenous countries. Williams and Johnson (2011) provide a good comparison with the United States where host students are ethnocentric to the extent of being racist in manner towards international students and having an apprehension towards intercultural communication.

New Zealand international education strategy

In recognition of the international student difficulties in coping with learning styles and study costs in New Zealand, tertiary education providers as a priority have built stronger links with international institutes for student preparation which has resulted in efficiency and better quality of graduates. Tuition fees from international students studying in New Zealand have exceeded one billion dollars annually. International enrolments in New Zealand tertiary education form a small portion of the total enrolments and programmes are balanced for local, national, regional and global content. This arrangement prepares students for local and international job markets.
Rationale for my study

There has been considerable research on various issues confronting international students however there is a noticeable gap when reviewing literature on classroom socialisation. In this literature review, there are no models for socialisation of international students, especially in a classroom, and no particular study has been conducted on international students’ socialisation in a New Zealand tertiary education classroom.

Although challenges for international students and the more conducive New Zealand environment for international students are discussed extensively in the literature, currently there is insufficient knowledge about socialisation in a New Zealand tertiary education classroom to ensure that New Zealand’s fifth largest export commodity is being nurtured well.

Auckland tertiary institutes have the national share of 30% international students coming from multiple countries into their classrooms. These students have their own expectations which in turn brings associated social complications into the classroom. My study sets out to critically examine the social issues experienced by international students and their teachers in the context of a New Zealand tertiary education classroom and its surrounds. Scott (2006) theorises that students are primary customers and to manage the service quality, the focus needs to be on alignment of students’ expectations with their perception of service provided. The new international students are becoming more sophisticated and for them service is more important than price and they have higher service expectations. Parsuraman, Berry and Zeithami., (1991) describe desired customer service expectations is what the customer believes “can be” and “should be” as customer demands move towards personalised closer relationship with service providers. Scott (2006), concurs that in a a globalised world economy, educational institutes need to provide their students with a world class customer service.

Classroom socialisation which includes teacher to student interaction and student to student interaction are key measure of service quality. It is my belief that the results
of this research will inform on the quality of learning facilitation. The research participants will be from a diverse cultural background that currently exists within the classrooms of New Zealand education institutes.

To start investigating the subject, a good point is to discuss and analyse the document that controls tertiary education in New Zealand. According to the *Tertiary Education Strategy* (Tertiary Education Commission, 2016), international education is the key economic earner for all participating tertiary education organisations and in 2015, the income for the nation was $3.8 billion, and direct fees collected by tertiary institutes exceeded the $1 Billion mark. The international education trade is responsible for creating or supporting approximately 32,000 jobs locally.

It is important for teachers in a New Zealand tertiary education classroom to include strategies that recognise international students’ cultural needs and to make an effort to provide socialisation opportunities for international students with local students. It is hoped that findings from this study will provide potential new information to the teaching fraternity to use as a guideline when making adjustments to best practices in teaching and learning in a New Zealand tertiary education classroom.

**Research aims**

1. To Investigate what international students expect and experience in their socialisation into a New Zealand tertiary setting.
2. To investigate what providers of tertiary education, consider important to international students’ socialisation.
3. To examine social challenges and successful practices of socialisation in a New Zealand tertiary classroom.
**Research questions**

The overall question is what are the gaps in expectation and provision that international students and their teachers have in the context of their socialisation in a New Zealand tertiary learning environment.

1. What do international students expect and experience in their socialisation into a New Zealand tertiary setting?
2. What do providers of tertiary education, consider important to international students' socialisation?
3. What are the social challenges and successful practices of socialisation in a New Zealand tertiary classroom?

**Thesis organisation**

**Chapter one - Introduction**

In chapter one I have introduced the research topic and set the scene for research investigation. I have investigated the government policies on international education, economic drivers for international students and international student expectations. I have provided a rationale for the study and stated research aims and questions.

**Chapter two – Literature review**

In chapter two I have presented a review of related research to show what has already been found out about the research themes. Three themes were drawn from the literature for study of this topic. They are international students’ expectation of service from tertiary education institutes, social challenges for international students in a New Zealand tertiary education classroom and challenges for teachers in a diverse New Zealand tertiary education classroom.
Chapter three - Methodology

Epistemologically, the information sought for this research depended on participants sharing their personal experiences when viewed from their cultural and social lenses. In chapter three I have established the rationale for selecting and using qualitative methodology and the data gathering methods of focus group interviews for students and individual interviews for teachers who have international students in their class. I have also explained how I have maintained validity of data and addressed ethical issues whenever they surfaced.

Chapter four - Findings

In this chapter I have presented my findings from the data collected through focus groups and individual interviews. Findings are presented in the order of student issues, teacher concerns and subjects identified in the literature. Findings from each category of data has been sorted by themes within the research questions. The findings have then been consolidated to provide holistic view of the issues.

Chapter five – Discussion, conclusions and recommendations.

In this chapter I have included aspects from the literature review and data from focus groups interviews and individual interviews to discuss findings in order to reach conclusions. Finally, I have made recommendations for teachers, institutional leaders and student recruiters for future change implementation.
CHAPTER 2
LITERATURE REVIEW

Introduction: Scope of literature review

This literature review has been conducted on the assumption that a key barrier for international students’ learning is their social interaction within the classroom and also in greater campus life. The focus of the research is restricted to socialisation issues in the classroom. The challenges for New Zealand tertiary education providers are course delivery and the challenges for students are adapting to learning in a culturally diverse New Zealand classroom. In this review of literature, I have chosen the following themes because they are relevant to the research topic. They are tertiary education provision for international students, student expectations, the concept of socialisation in the classroom and social learning challenges for international students. The literature under review includes relevant international literature as well as literature from New Zealand. The purpose of my literature review is to examine parallels between international student experiences and best practices that promote classroom socialisation alongside those literature which are familiar with the New Zealand context. I have also analysed the commitment to Te Noho Kotahitanga principles and their relevance in promoting socialisation in classrooms. Te Noho Kotahitanga is a partnership document that sets the terms for a New Zealand teaching institute’s commitment to the Treaty of Waitangi.

New Zealand tertiary education provision for international students

New Zealand has a culturally diverse population and cultural diversity is now a key feature that shapes tertiary education study. The government set up Education New Zealand styled as industry-government partnership, an agency for promoting growth of the international education market in 1988. Tertiary education in New Zealand is now a globalised industry and Lewis (2011) asserts that educational relations have been demarcated and tertiary education now actively constitutes an export commodity. According to New Zealand Education (2015) international students account for 11% of total enrolments at New Zealand Tertiary Education Institutions. The Auckland region has a 30% share of the national international student market, the bulk of the
share going to Auckland, which has the infrastructure, accommodation space and the range of private and public tertiary providers. For New Zealand, there has been a paradigm shift on the perspectives of international education from assistance (taxpayer funded community development) to a more commodity focussed model. Education is seen as a non-market good, and according to Prendergast (2010) most economists have treated knowledge as a form or function of capital, while Marginson (2016) argues that knowledge, once communicated and even when repeated, retains its value and can be used as a commodity. Lewis (2011) argues that the language and institutions of industry have shaped the globalisation of education in New Zealand into a distinctive model for practicing global education and have made it available for key political projects of economic development. The framing of the model has made it possible to promote export earnings through the sale of places in public funded institutes to overseas full fee paying students.

The New Zealand government, when introducing tuition fees for tertiary education, has identified that tertiary education is a personal asset and that opening the education facilities to international students supports the underlying principle of creating a commercial activity for the tertiary institutes. Wu, Garza and Guzman (2015) contend that international students represent a large economic and international relations investment through their expenditure on high tuition fees and living expenses, and funding for expenses is drawn from personal and family sources outside the country. Tertiary education providers are under significant pressure from their sponsors, the government and demand from international students for quality placements. From an economic point of view, international students contribute significantly to the institute and the country and if they receive quality service, they in turn create a bridge for future international students. Research findings on cross-cultural values and international education brands like “Education New Zealand” have started to emerge but expectations of international students for putting service quality before diversity and internationalisation is still limited.

Mitchell, Chappell, Bateman and Roy (2006) argue that economic development is dependent on making a commitment to the tertiary education organisations
responding to demands for new skills, shifts in the labour market, as well as an increasing demand from the diversifying groups of clients and all this is based on social cohesion. Owens and Loomes (2010) caution that in an increasingly competitive global market, the quality of service to international students is vital for economic benefits, and to capitalise on the socio-cultural value, tertiary institutes have special service departments where staff work to ensure on the welfare of international students are taken care of in the classroom and beyond. Lewis (2011) states that foreign fee paying students are the most visible, measured, and financially significant mode of cross border education in New Zealand and tertiary institutes have now become dependent on international student enrolments. Fritz, Chin and Demarinis (2008) conclude in their research that there are multi-level advantages for having international students in our classrooms and it includes extensive financial contributions in the form of international fees. New Zealand tertiary institutes charge international student full fees (not subsidised through the government’s student achievement component) which means that tertiary institutes have a supplementary income stream.

Tertiary education organisations in New Zealand are undertaking academic and service transformation to improve the teachers’ and organisational multicultural competencies to meet international students’ expectation for their learning experience. Prugsamatz, Pentecost and Ofstad (2006) argue that past student experience of service quality, advertising and word of mouth were sources that influenced students choice of educational provider. Hazelkorn (2017) describes the transformation of tertiary education provision due to globalisation as changing from being social institutes with a local remit to being the cornerstone of economic policy and geopolitical responsibilities. With its contribution to talent and knowledge production, tertiary education is now integral to national and global power relations. The growth of the international student market has been triggered by globalisation and tertiary institutes in New Zealand are increasingly reaching out to other institutes in foreign countries in order to create alliances.

These alliances provide staircasing for students into programmes at advanced levels by giving recognition for the study undertaken in their home country. Therin (2016)
writes that due to funding cuts from governments, recently the international student market has become more competitive as institutes realise that the main way to increase their budgets is to increase their international student market. Marginson (2016) argues that systems may vary in the extent to which certain countries produce education however institutes have moved ahead on nation to nation relationships and education and research are acknowledged as private goods in the economic sense. Scott (2006) argues that user pays students will demand more from the provider of their education and institutes that compete for their revenue (in this case all New Zealand tertiary education providers) will need to be more responsive to student demands and improve the quality of the educational experience. As international students are full fee payers, Fritz et al., (2008) argue that host institutes need to have a multicultural education system that focusses on identifying and addressing the needs of their international consumers. de Witt (2015) deduces from his research that leaders and teachers in tertiary education perceive an improvement in the quality of teaching and learning as a key benefit of pursuing internationalisation. Lewis (2011) argues that the international student industry is now a measurable maturing entity that has been directly linked to cultural values, building a knowledge based economy capability, in addition to helping grow international trade and investment and political networks.

**Government strategies for international students**

International student mobility is unequivocally changing the academic, social and political landscape in higher education (Haber & Griffiths, 2017). Kotze and du Plessis (2003) assert that educational services provided by tertiary education institutions fall into the category of high customer participation and the process of customer socialisation can be used as a help to foster active learning, a process ensuring quality outcomes through co-production of their own educational experience. Lewis (2011) argues that the formalisation of student pathways through the education stages across national borders has institutionalised interdependence along an international education commodity chain. International students constitute a culturally diverse and unique group and as Hendrickson, Rosen and Aune (2011) explain, their numbers in host countries will continue to rise. de Wit (2017) asserts that international students
are shifting from the traditional dominance of the industrialized world towards emerging and developing English speaking economies. Wu et al., (2015) argue that international students are a source of cultural, language and ethnic diversity and help local students to develop their cultural sensitivities and skills when working with other diverse people. Ruby (2016) argues that global engagement brings the benefits of pedagogy, increased breadth and diversity of students, benefits to the academic community and an increase in academic quality. All these lead to an enhanced student experience with inclusivity in a pluralist community of learning. Brunton and Jeffery (2014) argue that as globalisation leads to greater mobility of students, more people will be living, working and studying away from their home culture, resulting in an increased transnational flow of students. This will call for innovative approaches to learning facilitation to create an inclusive learning environment. Hence tertiary education providers need to capitalise on the benefits of diverse student populations and be customer focussed. Brady and Cronin (2001) concur with the prevailing notion that having a customer orientation has a positive influence on customer perceptions and ultimately the performance of the institute. Mitchell et al., (2006) summarise from their findings that progressive tertiary education providers are actively educating their student customers about their services and moulding collaborative partnerships as well as listening to the preferences of individual students and reforming classroom learning and assessment to suit customised social situations.

According to the 2015 Tertiary Education report, providing educational services to international students is now a $2.59 billion export business. To fulfil the New Zealand government’s goal for quality education, the intention of this research is to fill the knowledge gap in our current practice within New Zealand classrooms and those that are expected by our international students. The global mobility of students due to the emerging economies in developing countries and the value of global experience during the development of students in their formative years has brought socialisation into the limelight in relation to applications from international students. The increase of international students has drawn the attention of researchers who are trying to identify ways to improve their overseas study experiences.
International student expectations

International students rate quality of teaching as the highest priority when choosing an institute and to enhance the students’ experience the New Zealand government has set goals for tertiary education providers to provide high quality educational services including pastoral care (Education New Zealand, 2017). Smith and Khawaja (2011) argue that international students expect to perform better than they did in their home country and a mismatch of expectations of quality and efficiency of services provided by educational institutes will result in acculturative stress. From a constructive vantage point, full fee paying students are more aligned to being customers, even though they do not choose the content they learn. Smith and Khawaja (2011) argue that international students bring with them a wide range of knowledge and skills, thereby contributing to the intellectual capital of the host country in return for gaining tertiary education and international socio-cultural experience.

Acculturation, a process of two or more cultures coming together can have positive or negative experience and the latter if not managed places acculturative stress on all the students. Initially acculturation was conceptualised as a uni-directional effect focussing on international students only, however acculturation has an equal impact on both the international and host students. Montogomery (2010) argues that learning takes a great number of shapes and forms and often takes place in contexts beyond the classroom and the tertiary institute’s campus. Hendrickson et al., (2011) assert that the classroom offers a forum to evoke cultural curiosity in students and offers opportunities for international students to develop social connections through initiation of friendship.

Barnett, Broom, Siegel, Vogt and Watson (1954) argue that to reap the benefits, cultural transformation and personal growth depend on mutual acceptance by all involved for intercultural learning to improve successful acculturation. Smith and Khawaja (2011) suggest that international students’ performance may be below their expectations due to the acculturative stress of studying in a foreign language and adapting to the new educational, cultural and social environment. To sum up, an essential step in delivering quality education to international students is knowing what
the student expectations are prior to their commitment and ensuring that the services provided exceed those expectations, as unmet expectations can be another possible source of undue stress.

Acculturation

Acculturation for international students is the process of adapting to the values, behaviours, beliefs and practices of the host society or group. Acculturation, according to Brunton and Jeffery (2014) is not a passive process for the host culture, but it plays a central role to the adaptation of international students to their culture and in the process of creating a successful multicultural environment. Acculturation in the context of this study is, as Zhang and Dixon (2003) describe as a process in which individuals from one culture share a common space with another culture and gradually adopt the behaviours and values of the mainstream culture. Acculturation is the dual process of cultural and psychological change that takes place as a result of contact between two or more cultural groups or individuals (Berry, 2005).

Depending on the number of individuals from each culture group, the mainstream culture may get influenced by the new culture group, hence resulting in the modification of the mainstream culture, meaning that the group becomes dynamic. The process of acculturation is when an individual takes an active role and uses variations of strategies to develop and manage cultural competence in the host society. Berry (2005) describes acculturation as a process of psychological and sociological adaptation in which new entrants aspiring to be successful develop competence cognitively and physically in the activities of daily life. When a class is made up of mono cultured participants where students from one culture share the same learning methods and have the same beliefs and experiences, there is a tendency to share the same social culture. Trenholm (2011) describes groups belonging to a common culture as those members that share understanding, values and perceptions. This attitude can lead to a reluctance to accept creativity and innovative ideas. To bring innovation through new ideas and creative thinking, the
classroom needs to have students with diverse cultural backgrounds and values so the group can approach learning concepts from a perspective empowered by diversity.

Acculturation involves psychological adjustments and Berry (2009) asserts that differences exist when individuals integrate into another culture as they still hold a firm sense of their own cultural identity. International students who integrate with local and other international students are, according to Kashima and Loh (2006), able to move beyond cultural identity to their educational institute’s holistic identity. Following the research findings of Ward and Masgoret (2008), New Zealand has positive attitudes and endorses multiculturalism and values diversity as well as a strong endorsement of integration. Kashima and Loh (2006) argue that culture learning may also be facilitated by a senior (a term used for students who have been in the host country for a longer period) international student. However, students from the host country may be more effective in that role. This philosophy has made significant advances in the last two decades and is founded on New Zealand’s bi-cultural foundation. Brunton and Jeffery (2014) assert that fostering self-awareness and recognizing the importance of international students developing their own cultural empathy augurs well for intercultural effectiveness. Fritz et al., (2008) argue that by understanding the host culture’s behaviours and attitudes, individuals are able to overcome the perceived threats and their anxieties decrease as the group members come to know one another.

Smith and Khawaja (2011) argue that if acculturative stressors are not addressed with professional coping resources, it can exacerbate to psychological stress if maladaptive coping is used. Hence, as international students establish ties with other international, co-national and local students they are more likely to experience a pleasant adjustment (Kashima & Loh, 2006). Yang, Noels and Saumure (2006) argue that an important variable to affecting cross-cultural adaptation is “self-construals”, the conceptualisation of the self and behaviour shaped through the students’ primary culture and independent self-construal is more conducive to cross-cultural adaptation and less affected by feelings of loneliness and alienation. Kashima and Loh (2006) suggest that to enhance international students’ psychological adjustment, they need to have better ties with local, international and co-national colleagues.
Szabo, Ward and Jose (2015) suggest that some students deliberately seek opportunities to challenge themselves in a new culture directly while others may rely on living in the host society, however Brunton and Jeffery (2014) suggest that interaction with students from the host culture is a beneficial experience for sociocultural and psychological adjustments. Even though individual students are in a tertiary education institute for a limited time, they are continuously replaced by other individuals, hence the group’s social and cultural presence and their needs remain in the classrooms. Pedersen, Neighbors, Larimer and Lee (2011) suggest that to achieve a culturally safe classroom, the role of teachers and host students to successfully facilitate internationalisation were far more significant than the activities undertaken by international students in their quest for acculturation.

Socialisation

Socialisation involves language, group contact, local etiquette and behaviour within the learning environment and the wider social networks. The socialisation process is defined by Merton (1957), as the process by which people selectively acquire values and attitudes, interests, skills and knowledge which makes up the culture of the group that they seek or acquire membership of. Hendrickson et al., (2011) add the argument that international student interactions with the host culture play an integral role in cross cultural assimilation as they are able to understand why certain people behave, communicate and interact the way they do. The degree to which students experience satisfactory integration into their host culture depends on a mix of factors including the opportunities given and taken for being immersed in language and culture (Lewthwaite, 1996). Rampton (1995) further defines socialisation in sociolinguistics as enculturation into a group and not as a process of learning to like and live with social difference, hence the group becomes a socio-cultural totality and all participants become members of the group. Finally Lewthwaite (1996) cautions that even though international students have the motivation and desire for socialisation, to succeed academically these students needed all the time to study and produce accurate assignments and written assessments. Pedersen et al., (2011) argue that intercultural adjustments are more strongly associated with host culture identification than the
students’ home culture adjustment. International students who spent more time retaining contact with their own socio-linguistic group may have a less culturally engaging experience.

Socialisation involves a strong emphasis on oral communication as social interaction is based on unplanned spontaneous verbal reactions. Commenting on language barriers, Prasad, Mannes, Ahmed, Kaur and Griffiths (2004) argue that to have successful communication across cultures, understanding each other’s verbal and non-verbal communication is highly important. In order to be successful in global communication, it is important to think and act in interculturally appropriate ways (Fritz, et al., 2008). Yang et al., (2006) pursue this further with the argument that communication skills are essential in everyday life and competence including self confidence in intercultural communication in the language of the host society becomes crucial in attaining a sense of wellbeing in cross-cultural adjustment. Brunton and Jeffery (2014) found out in their research that, when assisting cultural assimilation, the strongest influence on empowerment was the level of prior knowledge of the English language, since language gives the insight and understanding of a new culture.

The growth of international students in New Zealand tertiary education institutes is accompanied by institutional development and change in the physical infrastructure of tertiary institutes, which in turn is affected by learning pedagogy, digital learning, local and national policies, sustainability and economics. Kang (2014) argues that from the host’s cultural perspective, international students are outsiders and it is essential that these students adapt themselves to the new environment. However, there are fewer challenges in New Zealand than in the United States or Britain as social policies in New Zealand are designed to ensure Maori participation in national life and culture (Orange, 2015). This policy has set the foundation of bi-culturalism and is now being extended to multicultural practices, creating a conducive environment to promote socialisation. Grusec and Hastings (2014) state that socialisation highlights the diversity of relational processes and qualities that contribute to socialisation outcomes.
As tertiary institutes compete for a greater share of the international student market, they have to address the unique social issues that students develop in the host organisation. Haber and Openn (2013) argue that incoming international students struggle with adjustment issues such as adapting to a new life and a new language educational environment, their changed roles and responsibilities and trying to cope with separation from family and friends. Kashima and Loh (2006) assert that newly arrived international students find significant amounts of uncertainty and ambiguity in the new cultural environment. Social interaction according to Wang and Kim (2013), refers to the extent to which newcomers, in this case international students, experience cooperative social interaction with their group members, and satisfaction with other group members resulting in the new students gaining social capital resources whenever they need information or support. To support international students to cope with acculturation stress, teachers need to be proactive by providing psychological support and crisis management. The more dissimilar the class composition is, the acculturative stress for both students and teachers becomes more intense. In New Zealand, the government has legislation that sets the code of practice for tertiary organisations when dealing with international students. The code sets up ten outcomes which describe student support, advice and services.

International education demand has been driven by the rapid expansion of the middle class society in third world countries who are increasingly looking for improved outcomes for their children. This creates a strong demand for high quality English medium programmes in tertiary education. In response, governments with a diverse open economy attract students from around the world into their tertiary institutes where these students on completion of their studies help local companies to develop their international markets through their connections in their home country. Atherton (2015) argues that the move to global labour markets and the nature of challenges that is felt by all are more global in nature and these are better tackled by graduates who are able to draw on a tertiary education that transcends boundaries. In their home countries, the departure of young people is seen socially as a brain drain phenomenon, but an economic benefit through commercial contacts. These international students acquire unique sets of knowledge and the potential value of their
diverse cultural backgrounds can be greatly beneficial to the learning environment within the classroom as well as campus wide.

This research intends to harmonize an interpretive view of the learning culture in a New Zealand classroom and discuss ways to integrate international students to build healthy learning relationships. Life changes for international students are imminent when they study abroad in a new country and psychological adaptation is appraised differently depending on each individual.

The concept of socialisation in the classroom

Socialisation in a classroom has its foundation in inter-cultural competence and inter-cultural experience can only happen when the students form a diverse group, in other words a multi-cultural makeup. Inter-cultural communication is critical in the process of bridging cross cultural socialisation. New Zealand workplaces are multi-cultural and even though host students will retain their own cultural traits, they have the opportunity in a diverse classroom learning environment to prepare themselves for an internationalised workplace environment.

New Zealand classrooms are a social learning centre consisting of large numbers of people from different origins working together to accomplish their individual goals. As de Witt (2015) argues, internationalisation of tertiary education is driven by a constantly evolving combination of political, economic, socio-cultural and academic factors. Each student, depending on their combination goes through a different challenge based on his or her experience and personal values. Kashima and Loh (2006) found in their research that the more social ties that were developed between international and host students, the better adjusted they were psychologically and this helped to develop a common institutional identity. The challenge here is to maintain individuality within a group environment as each individual in the international student group has different cultures, values and traditions.
Clark and Kusevkis-Hayes (2014) suggest that the reasons why students struggle with adjustment to tertiary environments are neither clinical nor course related but they are connected with acculturation and socialisation. Lewthwaite (1996) adds that international student enrolments are increasing in New Zealand tertiary institutes and this brings culture shock; a crisis of personality which can tear away the familiar bases of one’s self. Cross cultural adaptation is a learning process which requires international students to learn the sociocultural skills and adapt to the cultural norms of their newly adopted residency. Socialisation is not a new phenomenon, but a behavioural aspect of human interaction and over the years has been studied in different circumstances. Socialisation problems are not the sole responsibility of teachers in tertiary classrooms. They are central to the fundamental values of tertiary institutes based on free flow of ideas, multiculturalism, international collaboration, and individual service. The foundation of socialisation is friendship and providing satisfaction of personal and emotional needs.

The primary difficulties international students grapple with are social and cultural differences in matters of choice, communication, learning and participation as they move through the transition process of acculturation (Heggins & Jackson, 2003). In the course of their study many international students also face obstacles such as unfamiliar food, different living circumstances, financial difficulties, balancing income generating work with study and the independent learning styles. Smith and Khawaja (2011) present the argument that international students who come from countries that focus on rote learning may also find it difficult to adjust to the teaching style of their host country. Liberman (1994) found in her research in the United States of America that Asian students found difficulty in the interactive teaching style and the critical thinking approach to learning, but that they felt it was beneficial for their learning. Cheng (2000) found in his research that teachers specifically mentioned Asian students as having cultural differences which prevented their oral participation in class and their willingness and ability to ask questions. Teachers need to be aware of adjustment issues faced by international students and as Pedersen (1991) asserts, the greater the difference in one’s cultural background, the more complicated becomes the students’ adjustment in the host culture. Montgomery (2010) describes international students of different ethnicity as transient visitors to the host country’s
academic community in which they form an integral part of the social, cultural and academic context of tertiary education. The definition of ethnicity is when a group or person identifies with and has a sense of belonging to a group and is normally self-perceived. Ethnic diversity brings benefits, such as multilingual abilities and in courses where students need to work with industry, this is a clear advantage as industry practitioners are most likely to come from a similar ethnicity.

Brunton and Jeffery (2014) argue that as students move internationally, they must build social capital and adapt to new ways of learning and living, a social environment in which students adapt to the unfamiliar multi-cultural grouping. Social capital, according to Hendrickson et al., (2011), is defined as resources embedded in one’s network and through these social relations, individuals are able to acquire socialisation skills relevant to the host society. International students in the tertiary institute that I am undertaking this research are not a homogeneous population but are from a catchment of eighty different countries, each country with increasingly diverse cultural values (Gopaul, 2016), and possess a host of dynamics related to their own upbringing and contexts. Chalmers and Volet (1997) raise concerns that Australian tertiary education providers refer to students from Asia as homogeneous as if they have similar cultural background and educational experience. Yang et al., (2006) emphasise that the physical journey by international students from their native country to a new host country often parallels a psychological journey of cross-cultural adaptation which includes changes to the sojourner’s ways of feeling, thinking and behaving. Szabo et al., (2015) assert that the cultural distance is associated with a range of negative outcomes including depression, anxiety and medical consultations. Smith and Khawaja (2011) argue that depression is the second anti-socialisation condition that international students suffer from and may lead to developing a sense of inferiority. New Zealand has strict guidelines for educational institutes to ensure that they monitor each international student’s personal welfare and undertake steps to mitigate any breach in their well being. Kashima and Loh (2006) suggest that for international students socialisation is the medium for their psychological adjustment and cultural learning and the spectrum of international student’s backgrounds also help facilitate each other’s psychological adjustment in a multicultural environment.
Social challenges for international students

Internationally, the two most preferred destinations for international students are: Britain and the United States. Ruby (2016) states that for Britain, the Brexit decision brought into sharper focus the slowdown in globalisation and Brexit has widened to include flows of international students. New visa rules in Britain from 2010 limited work opportunities for post qualification students with increased cost for health and other facilities. In the United States, with the new Trump administration policies appearing to be aligned to nationalism, anti-immigration and xenophobia will have significant impact on tertiary education. Altbach and de Wit (2017) report that international students choices of study destination are based on emotional and social factors and once prospective students see that a significant number of Americans do not welcome foreigners, an impression compounded by insular government policies, the United States will be a less attractive destination.

On the other side of the argument, Kang (2014) argues that from a host country’s cultural perspective, international students are outsiders and it will be necessary for them to seek information for adapting themselves. Williams and Johnson (2011) caution that if the host society insists on assimilation of the new entrants or exhibits intolerance of cultural diversity and not befriending international students, classroom socialisation becomes a lot more difficult and conflicts can arise. Therefore due to intercultural social apprehension, the socialisation in the classroom becomes restricted. This situation is not tenable for creating a dynamic learning environment and is against the principles of basic human rights. This notion is supported by Weimer (2017) who asserts that the student has the right to be recognized as an individual and to know that what they are asked to learn relates to them. International students’ previous lifestyles may include values and habits (individuals perception of the world around them) which may contradict the classroom socialisation dynamics that they are seeking membership of. Kotze and duPlessis, (2003) suggest that to overcome classroom expectations and learning demands, students use different socialisation tactics – scholastic, instrumental or collegiate that correlate with their motive to study. Hendrickson et al., (2011) argue that international student satisfaction with life includes social activities, relationships, language proficiency and absence of racial discrimination. Host institutes and the teachers need to be proactive to take steps
Towards discriminatory practices against international students. Williams and Johnson, (2011) argue that past experiences of host students with students of other cultures may serve as a predictor of expected behaviour and if these experiences are frequent, then the classroom dynamics leads to decreased intergroup anxiety and positive intercultural interactions. On a positive note, Lewthwaite (1996) reports that when comparing with their home country educational experience, students found some teachers in New Zealand were very approachable and took a profound interest in the students themselves, offering hospitality, friendship and guidance.

During the initial transitional stage of relocation, international students experience comprehensive social separation and isolation as they move to their study destination. Socialisation in the host community is a critical consideration when planning better educational outcomes. Sallee (2011) describes socialisation as the process of learning cultural norms through listening, interacting and observing those within the group for skills to fulfil new roles or fit into an existing group. Tornebohm (1986), argues that student behaviour is guided and guarded by their individual internal view of the world and determines what they pay attention to and how they utilise their knowledge. Haber and Hastings (2017) commenting on social issues of international students, identify five broad categories of mental health stressors faced by international such as language barriers, acculturative stress, unrealistic expectations, crisis originating at home and illness. Smith and Khawaja (2011) assert that on top of academic stress affecting all students, international students are further exposed to acculturative stress due to the added socio-cultural adjustments, stressors of second language anxiety, and adapting to the new educational environment. Yang et al., (2006) argue that the difference between interpretations of the international student and the host students have a substantial impact on the international students’ cross-cultural adjustment. Szabo et al., (2015) argue that cross-cultural adaptation of international students difficulties is not limited to the new culture and host environment but extends to the stress experienced due to being separated from family and home and how they respond after transition to a new country.
Transition difficulties include acclimatisation, language proficiency, diet, daily routines and cultural adaptation. Wu et al., (2015) report that international students’ lack of English language proficiency in Canada became a social barrier for socialisation and they often had to pretend to understand conversational contents. Literature suggests that lower levels of English proficiency leads to acculturative stress, a key negative influence on classroom socialisation. According to Hendrickson et al., (2011) homesick students display poor decision making and study skills, anxiety towards social situations and tend to withdraw from socialisation activities. The physical and mental manifestations of acculturative stress are not known, but literature suggests the symptoms are often gastrointestinal problems, isolation, fatigue, headaches, helplessness, sadness and feelings of inferiority. Owens and Loomes, (2010) highlight that due to the profound and consecutive adjustments required of them, international students tend to have lower academic achievement in their first year of study.

All humans are deemed to be a social species where we all live in communities and interact with each other. Social interaction and support are a critical element to the wellbeing of a person as it is through these mediums that individuals share their emotions and concerns. Students form a community when they study in a class and Pedersen et al., (2011) assert that the more interactions international students have with the host country nationals, the more this leads to positive psychological adjustments and greater immersion into the new culture and thus an enhanced experience. Woolfe (2007) supports this with the notion that host-national friendship gives students the opportunity through discussion and social interactions to enhance their socialisation by immersing in the host culture. Church (1982) further asserts that international students who have had more interaction with host nationals experienced less home sickness and loneliness resulting in higher levels of satisfaction with their study while those who kept social interactions only with co-nationals had negative sojourner adjustments as visitors and demonstrated feeling of anxiety and depression. Social interactions occur through a network of situational social exchange from which students imperceptibility assimilate a web of ‘taken for granted’ values (Lave, 1997). Sallee (2011) argues that socialisation is bound to be influenced by an individual’s past experience and gender, race, social class and other salient characteristics. Hence
socialisation is the behaviour that individuals adopt which is influenced by their environments.

The culturally diverse New Zealand classroom

New Zealand is a dynamically diverse country made up of multi-ethnic groups of varying cultures, languages and races. Even though the population is made up of 74% from European descent, the group itself is not homogeneous as it includes east Europeans, Russians and so on. Maori New Zealanders, the natives of New Zealand make up 15% of the population, while others make up the rest. The number of New Zealand citizens born outside of the country exceeds one million, and New Zealand classrooms have become culturally diverse. Historically, since 1840 when the Treaty of Waitangi was signed, New Zealand initially moved towards being bi-cultural society but in recent years it is becoming more of a multi-cultural society. Ward and Masgoret, (2008) found in their research that eighty-nine percent of the New Zealand population strongly endorses an attitude towards diversity and believe that it is good for society to be made up of different races, religions and cultures. However, Brunton and Jeffery (2014) found that international students perceived that teachers lacked cultural awareness and were indifferent to their needs for an inclusive learning environment.

One of the questions that this research is trying to answer is how teachers promote beliefs and values to develop group socialization which when implemented is believed to lead to professional socialisation, a key employment skill in a New Zealand work environment. Despite the contributions international students make financially and culturally to tertiary education, Owens and Loomes, (2010) argue that they are frequently portrayed as being “problems” in the classroom as they battle with challenges of transition and coping with new social integration. Probertson, Line, Jones and Thomas, (2000) found in their research that in the United States, teachers were not empathetic due to international students' language proficiency and criticized them for not taking responsibility for their academic achievements.
Brunton and Jeffery (2014) found that international students get frustrated when they are unable to interact with other students from the host culture and this was partly due to institutions grouping international students together. In tertiary education institutes, academics and professional staff experience the growing need to understand and address the difficulties encountered by international students during their term of study. Hazelkorn (2017) presents the argument that tertiary education is now part of the wider near universal geopolitical landscape and institutes with their students and staff have benefitted despite all the issues and that education is now an internationally traded service.

**International students’ learning challenges**

Students of western origin expect a class to be conducted in a student-centered manner, while those from eastern origins are more likely to expect a teacher-centered learning environment. Smith and Khawaja (2011) confirm that international students encounter difficulties in the teaching style and the importance placed on critical thinking in their host institute as their previous study method was based on rote learning with no emphasis on an interactive and critical thinking learning approach. The difference in education systems and unfamiliar norms and values influences the learning experience of international students and Johnson (2008) argues that international students lack an understanding of western tertiary education. This, compounded with the combination of cultural differences and a lack of understanding from teachers, has led to high levels of dissatisfaction. Cheng (2000) found in his research that teachers on one hand complain that international students are reticent and passive in class and reluctant to take part in group discussions, however on the other hand the students behaviour indicates they prefer group discussion and want to take an active role in class.

Zhang and Brunton (2007) found that 55% of their sample of Chinese students in New Zealand were unhappy with their opportunities to make friendships with locals, and 71% reported that they would like to have more friends. The University of Waikato conducted a commissioned report for the New Zealand Ministry of Education in which
they reported that due to social and cultural differences there was a huge gap between the perceptions of Chinese students and the expectations they had prior to arriving to study. Because the traditional beliefs and values are different, these students are exposed to both academic and social challenges simultaneously. However, those students who connected socially with local students of similar ethnicity received more support and fewer social difficulties.

Prasad et al., (2004) also contend that students from eastern cultures with passive learning styles have an expectation that teachers lead the learning while the western learning style embraces active learning and in such a situation teachers are expected to exercise patience and adapt teaching styles to accommodate the range of learning styles until eastern students’ transition to active western learning. However, Liu and Littlewood (1997) surveyed students attending an English class in Hong Kong and found that contrary to the popular belief that Asian students are passive learners, students in their research were active and preferred to talk and engage in group work. Similarly, Brunton and Jeffery (2014) argue that most international students come from different educational systems and have different norms and expectations, and host institutes have an ethnocentric assumption that their own norms and expectations are understood by all students. Asian student cultures tend to be collectivist and align with New Zealand Pacifica and Maori social values, however they differ on the basis on individualism, assertiveness and self-sufficiency. Brunton and Jeffery (2014) argue that the degree of difference between cultures is recognised in the principle of homophily and have been found to influence the acculturization process. Hence socialisation is more than learning the skills and behaviours of a profession but needs to also include the values and norms that are basic to the organisation that the student will operate in. Cao (2012) asserts that socialisation between individuals plays a decisive role in determining the way problems are solved and eventually the academic success of the student. In other words, during the socialisation process the individual has to respond to the organisational and cognitive process in order to be socialised (Howkins & Ewens, 1999).
Haber and Openn (2013) argue that when facilitating international students’ adjustment issues to the local environment, the challenges are typical of young adults where they either cope with issues and raise their chances to succeed or underperform and eventually drop out. Kotze and duPlessis (2003) argue that socialisation of students is complex and a continuous process and teachers need to implement comprehensive and co-ordinated socialisation strategies for creating a conducive classroom learning environment. This can be achieved with teacher commitment as resource for continued diversity, social justice and inclusivity with support both on and off campus if the students are willing to utilise the resources. Priest, Walton, White, Kowal, Baker and Paradies (2014) point out that teachers are influential agents for a complex process of socialisation in classrooms, as they play an important role in teaching students cultural and racial diversity. Prasad et al., (2004) argue that learning and teaching activities for groups that include international students with diverse cultures, have an influence on group behaviour and expectations.

Addleman, Nava, Cevallos, Brazo and Dixon (2014) advise that responsive teaching requires knowledge and skills of intercultural competence and teachers need to be prepared to teach a broad spectrum of racially, religiously, culturally, socio-economically and linguistically diverse students while at the same time maintaining their teachers’ own teaching identities, values and perspectives. When students first arrive in a different cultural environment, learner variables such as learning strategies, styles and motivation have a strong influence on their learning (Prasad et al., 2004). For teachers, Hao, (2014) points out that professional socialisation is a process through which a person acquires the knowledge, skills, values and ethical standards to form a professional identity. Professional identity is more aligned to their role in the teaching institute. To achieve positive educational outcomes for international students, teachers need to understand and respect their students’ values and expectations while at the same time re-examining and realigning their own values.

The environment itself has its own complexities and as Mitchell et al., (2006) describe, teaching and learning modes are constantly changing due to growing industry complexities and changing business environments. They add that the vocational
education and training sector is demand driven and teaching, learning and assessment are affected by industry shifts, enterprise training demands, technology changes and customer requirements. To compound the need to meet industry demands for high quality socialisation, Yozgat & Gungormez (2015) propose a process where prospective employees develop better perceptions of the organisation and become a highly productive talent who are outcome focused within the growing international student proportion in classrooms, meaning the role of the teachers is a key one in the process.

The acculturative stress of a continuous unfamiliar environment can be exciting, but most of the time it is quite challenging. As (Haber & Griffiths, 2017) argue, the more dissimilar the home and host culture are, the more stressful the experience may become. With 55% of students being international in a classroom, the learners in the class come with different expectations according to their previous experience. Mitchell et al., (2006) state that the new era teachers are demand driven and respond with customised programmes of learning activities that develop attitudes, ideas and techniques to suit the idiosyncratic demands of individuals.

Wu et al., (2015) found in their study that American teachers had the impression of low English proficiency students as not being prepared for class. The American teachers tended to question international students’ ability to complete assignments and tended to criticise foreign accents which resulted in a perception that the teacher had a prejudicial attitude towards international students. Allwright (1996), argues that teachers are responsible for socialisation in their class and that social considerations are to be part of pedagogy. As part of professional practice, the teacher’s role involve helping the classroom cohort to practice acts of socialisation within and outside the classroom. Presentations, class discussions, and essays are typical examples of academic demands that may become highly stressful when performed outside the comfort zone of one’s native language (Haber & Griffiths, 2017). However the opportunity is there to expose students to acculturative issues in contexts which in turn promote socially transformative learning. Maanen and Schein (1977) describe socialisation as a ‘mundane’ phrase to refer to the process of teaching and learning
and socialisation entails learning a cultural perspective in a group environment. This may extend to learners forming group learning activities, the group representing the diverse cultures in the subject class. The process of socialisation can also have a significant impact on the development of a specific occupational personality which occurs as a consequence of the final process to internationalisation (Becker & Carper, 1956). Occupational personality is developed through a range of social exchanges leading to professional socialisation and a social consensus of professional behaviour. Learners need to develop a philosophy and values and attitudes which will lead them to identify particular problems and to use particular methods of solving them (Richardson, 1999). A significant impact on the adoption of group socialisation in a classroom is the modelling by the teacher during class discussion and group activity.

An implicit perception of international students is that they choose to remain in their own nationality groups and have difficulty in becoming involved in social exchange with students who do not share their culture and language (Montogomery, 2010). Sakurai et al., (2010) observed that a common problem among international students is their feeling of loneliness, social isolation and sometimes disappointment with the lack of social ties with local students. Smith and Khawaja (2011) add that in addition to acculturation stress experienced in the educational demands, international students have to establish new networks after leaving their friends and family in their home country. Other readings suggest that for international students, barriers of personality variables, attachment styles, trait anxiety and extroversion may impact on the ability to form friendships and in turn socialisation. Hawawini (2011), also argues that local students tend to have cultural dominance and tend to impose their mode of thinking on international students. To create a richer learning culture there has to be no dominant culture and this creates challenges for tertiary teachers when they also need to serve the needs of their local students.

Horner (2013), argues that the social learning process is known as emotional socialisation and occurs through a diverse socialization agents that includes parents, peers and teachers, hence in the classroom natural socialising happens through interaction between students and teachers and within the student group, hence the
classroom becomes the site for active cultural production. Packer and Goioechea (2000) support the theory that the social context of the classroom in a community is a context in which students and teachers are governed by objective constraints in which they engage with apparent abstractions. The response to emotional reactions of students reflects their personal beliefs and their cultural background or cultural inheritance. Haber and Griffiths (2017), argue that moving from their home countries with which they are familiar to the unfamiliar host environment can be exciting for students but at the same time challenging. This dichotomy of international student emotions varies according to classroom acculturative demands, personal shortcomings and the sense of being unique individuals.

Hendrickson et al., (2011) conclude that existing literature on international students consistently highlights that host friendship networks between international students and local students is integral to the socialisation process. The consistency of interactions may be the most important variable related to socialisation of international students. Lewthwaite (1996) suggests that any discretionary time available to international students is used to produce projects and assignment in good English, yet no time is allocated for socialisation outside the classroom. Positive experiences are related to a number of factors and according to Campbell and Li (2008), and include learning environments that facilitate effective intercultural communication managed by compassionate teachers. The influence on international students’ socialisation includes the degree of cultural distance (homophily), the extent of prior knowledge of New Zealand tertiary education pedagogy and values, a sense of belonging to the host country and relevance of the study. Brunton and Jeffery (2014) argue that relevance and belonging are dimensions of motivation that influence the learning behaviour of students which gives them learning empowerment to develop more sophisticated epistemological beliefs about the nature of knowledge. In the context of international students, the impact of relevance on persistence in the face of difficult tasks is particularly important (Lepper, 1998).
Improving classroom socialisation experience

Learning, according to Ryan and Hellmundt (2005) is individually constructed, socially constructed and culturally mediated and international students in unfamiliar social and cultural environments may have difficulties with socialisation that can result in cognitive dissonance. Secondly, in 2003, an article on The Economic Impact of foreign fee-paying students (2006) reported there was a significant decline in international student enrolment and a key finding of international students revealed that Chinese students in tertiary education were more dissatisfied with their educational experiences in New Zealand when compared to students from other countries. Prugsamatz et al., (2006) point out that the largest source of international students is from Asia and it is a growing market. To fully benefit from this trend, it is important that New Zealand teachers understand international education consumers, noting that education is now an export commodity, and part of the expectations includes support provided by teachers. Students are far more likely to assimilate as a result of socialisation processes than any other activity. To catalyse academic competition and improve classroom socialisation Florack et al., (2014) assert that it is important for teachers to offer opportunities for contact and support friendships between the international students and the host society especially during the transitional phase of internship. International students bring divergent thinking and contribute to the diversity and internationalisation of the classrooms in the form of enhanced different perspectives. As tertiary education has now become competitive, commodity driven and export oriented, there is a need to address any dissatisfied international student consumer concerns.

Confirming the relevance of my research.

There has been considerable research on various issues confronting international students however there is a noticeable gap when reviewing literature on classroom socialisation. In this literature review, there are no models for socialisation of international students, especially in a classroom, and no particular study has been conducted on international students’ socialisation in a New Zealand tertiary education
classroom. All literature reviewed was by inference only and referred to acculturation, assimilation and adaptation which themselves were not clearly distinguished.

This review has drawn upon literature from previous research and reports which discussed the implications of studying abroad, the adjustments that international students need to make and the unseen difficulties they face during their integration progression. It is important for teachers in a New Zealand tertiary education classroom to include strategies that recognise international students’ cultural needs and to make an effort to provide socialisation opportunities for international students with local students. It is hoped that findings from this study will provide potential new information to the teaching fraternity to use as a guideline when making adjustments to best practices in teaching and learning in a New Zealand tertiary education classroom. The assumption is that the resulting actions will improve the needs of all students and especially an environment in which international students develop a sense of belonging when they study in New Zealand. As Hazelkorn, (2016) describes, investigating international students’ needs through research opens up academic staff to benefit from opportunities to engage directly with societal problems and issues they encounter in their environment.

Academic institutes are complex and hierarchical and it is difficult for international students to understand the hierarchy in order to raise concerns of their personal needs in their newly adopted place of study. In the education fraternity, the culture of dissatisfied customers is not to articulate their complaints to the teacher or the institute but to rather disengage in their learning which results in poor academic outcomes for the student. Considering the silent voice of international students, the data collection from the students was done by an independent person, not represented by the programme the students were enrolled in. Although challenges for international students and the more conducive New Zealand environment for international students are discussed extensively in the literature, currently there is insufficient knowledge about socialisation in a New Zealand tertiary education classroom to ensure that New Zealand’s fifth largest export commodity is being nurtured well. As a researcher, I have
sought to expose the perceptions of international students’ deep inner feelings in data through attention to detail, empathetic understanding and without prejudices.

There are several gaps in the literature that raise concern, however three specific questions have been confirmed by the review of the literature. These are:

1. What do international students expect and experience in their socialisation into a New Zealand Tertiary setting?
2. What do providers of tertiary education, consider important to international students’ socialisation?
3. What are the social challenges and successful practices of socialisation in a New Zealand Tertiary classroom?

In recent decades there has been a significant increase in the mobility of students across the globe. As individual tertiary institutes in New Zealand opened their doors to international students, the whole education sector is now increasingly exposed and dependent on the dynamics of internationalisation. These questions have been developed with particular attention to strengthening the facilitation of international student learning in a New Zealand tertiary education classroom.
CHAPTER 3
METHODOLOGY

Introduction

This chapter consists of the methods, and the rationale for selecting the methods for data collection for this research. Bryman (2012) argues that the collection and analysis of data are geared to the elimination or resolution of the problem that has been identified through the literature review. The literature review provided a spur to this enquiry and according to Bryman (2012), the resulting research questions required the researcher to use two methods of data collection. To enhance the rigour and sophistication of the design of this research, Cresswell (2007) recommends that recognised research methods need to be used. The chosen research strategy according to Bryman (2012) is qualitative as the emphasis was on data which utilizes the power of the words drawn from the participants. As the information I sought was in words and lay with international students and the institutional teaching staff, the rationale was to first establish the experiences of international students in a New Zealand classroom context and then gain data from the teaching staff. In this research the students were key informants and as Wellington (2015) describes, key informants are individuals who possess special knowledge and are willing to share that knowledge with the researcher. To ensure validity of data, participants for this research were drawn from a group of international students taking different programmes of study within the same institute. It has to be noted that international students in the institution are not homogeneous, but from a collection of multiple cultures, values and traditions from eighty different countries.

The selected methods were used as Merriam (2009) sums up, to draw out and understand the meaning participants have constructed of their world and the experience they had in their world. For this phase of the investigation, I have used focus group interviews with students and as Cohen, Manion & Morrison (2011) suggest, that to demonstrate cross cultural validity I had to ensure that the meanings, definitions and constructs that were used were understood similarly by the members of the different cultures within the group. Once information was acquired from these
students, for the second phase of data collection, I have used individual interviews with institutional teaching staff to understand what they consider important for socialisation of international students within their classroom. Darbyshire, MacDougall and Schiller (2005) argue that to ensure authenticity and improve credibility, using multiple complementary methods are intuitively appealing when capturing data on deeper and broader range of perceptions and experiences.

**Epistemology**

Epistemology is the systematic consideration, in philosophy and elsewhere, of knowing: when knowledge is valid, and what counts as truth (Packer & Goicoechea, 2000). Hofer and Pintrich (2004) argue that as a philosophical enterprise, epistemology is concerned with the origin, nature, limits, methods, and justification of human knowledge. Johnson and Onwuegbuzie (2004) comment on the philosophical issue that epistemology and methods are not synonymous in research and are dependent on the beliefs of the researcher. Hence, epistemology deals with knowledge, its validity and what counts as truth which is the property of individual minds (Goldman, 1986). The assumption was that international students encountered learning challenges related to assimilating to a new learning culture and therefore, the knowledge I was seeking was contained within their beliefs and feelings about their experiences. The experience a person has, includes the way in which the experience is interpreted (Merriam, 2009). Because the evidence I was seeking was within the minds of these students I had adopted an epistemological position of interpretivism that is relevant to this study. The interpretive approach processes data that reveals how the participants interpret their lived experiences (Cohen, 2011).

Epistemologically, the information sought for the research depends on participants sharing their personal experiences when viewed from their cultural and social lenses (Seth, 1894). During the initial acculturalization process, the students from different cultures, values and traditions within a New Zealand classroom are formed and transformed in relationship with others in their quest to integrate with the host society's culture, values and rituals. The purpose of collecting the information for this research
is to analyse for factors that socially affect the learning of international students and make an informed decision for changes to learning facilitation.

With regard to exploring the social reality, this research is the process of extracting experiential knowledge from humans according to their interpretation of their experiences and relayed in a language which in most cases highlights barriers they try to overcome. Consequently, an interpretive approach has been adopted for this study. This approach is based on an epistemological position that the information sought is experiential and lies within the cognitive and affirmative domains of the persons (Tompkins & Lawley, 1997). The principal objective as per Cohen et al., (2011), is to understand the way in which individuals create, modify and interpret the world in which they have lived and the world they are now present in. The manner in which people make sense of their world is through developing their own personal constructs which they use to test out explanations of their world (Howkins & Ewens, 1999). Howkins and Ewens (1999) further argue that if their constructs of their experience do not provide meaning for their world, they will revise and reframe them so that they are meaningful.

**Qualitative methodology**

The methodology adopted for this research is qualitative, a type of research Strauss and Corbin (1990) describe, as producing findings not arrived at by statistical procedures or other means of quantification. According to Denzin and Lincoln (2002) and Orb, Eisenhauer and Wynaden (2001) qualitative research is a situated activity in which the researcher is immersed and the data collected is in a range of forms including interviews, conversations and recordings. Cohen et al (2011) argue that the advantage of the mixed methods approach are manifold and exclusive reliance on one method may result in bias or distort the researcher’s picture of the particular slice of reality under investigation. Merriam (2009) further reiterates, that qualitative research is to achieve an understanding of how people make sense of their lives and how they interpret what they experience. The methods for data collection in this research were focus group interviews, the primary method for students and individual interviews as
a secondary method for teachers which were utilised according to Cresswell (2007) to develop a complex picture of the problem, identifying many factors and was subject to interpretations with thick descriptions.

The interpretive paradigm is characterized by the concern for the individual, hence this research was designed to understand the subjective world of human experience (Cohen et al., 2011). Lichtman (2013), defines data as the information collected by the researcher and qualitative data takes the form of words or pictures which are gathered, processed, organised and filtered by the researcher.

**Research methods**

The personal interaction between researchers and participants was crucial in data gathering by keeping in mind the research focus and being clear about the role of researchers (Orb et al., 2001). The research was a cross-sectional study and the methods for data collection included focus groups for students for whom this research is intended to be of primary benefit, and interviews for teachers for whom information will be provided in order to implement and support international students’ socialisation within their classroom. According to Orb et al., (2001) the purpose of qualitative study is to listen to the voice of the participants and describe a phenomenon from the participants’ point of view through interviews and observations. The use of focus groups with individual interviews was the most straight-forward, since both are qualitative techniques (Morgan, 1996). All participants in the research originated from the same institute to ensure that the information was consistent.

Focus group participants were drawn from a pool of sixty-five international students who were from three different departments. Teaching staff participants were drawn from a pool of forty from the same three departments from which students participated in the focus group. Questions were designed as Tompkins and Lawley (1997) describe, with clean language to allow information to emerge into the interviewees’ awareness by exploring the coding of any possible metaphors. To avoid influence by any environmental change or incident, data was collected from 22 March 2017 to 26
May 2017. The order of information gathering events was based on the principle of continuous data validation, inclusion by examining the dimensionality, induction and correlation with other interviewees. The two sources of data had their own distinct purpose and role in this study. The primary source of challenges for socialisation of international students lies within the students themselves, hence the data collection started with the focus group, and the key informants were made up of students. The teachers’ data was used to confirm the data from the student focus group data. To support this data collection strategy, Johnson and Onwuegbuzie (2004) argue that researchers need to mix and combine different strategies, approaches and methods in a way that the resulting data is complementary without any overlapping weakness. In this order of data collection when the findings corroborated with each data gathering stage, a greater confidence was held in the conclusion and where the findings conflicted, then as a researcher, I had gained greater knowledge of interpretation and conclusions drawn accordingly. This process is confirmed by Olsen (2004) as he argues, to avoid the risks of taking on too many unfocussed questions all at once, the interviews are sequenced to validate, deepen and widen the researchers understanding.

In this research, the free form data was from oral responses in group discussions and interview sessions. For both the focus group discussion and the individual interviews data was captured in two formats, the first being audio recordings for continuous tracking of the discussion, and written notes for capturing key points. Cresswell (2007) describes that up-close information gathered by actually talking directly to the people and seeing their demeanour within their context is a major characteristic of qualitative research. Research events are listed in Table 3.1
### Table 3.1 Data gathering events

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student focus group 1 (Electrotechnology)</td>
<td>24 March 2017</td>
<td>Building 180</td>
</tr>
<tr>
<td>Student focus group 2 (Languages)</td>
<td>30 March 2017</td>
<td>Building 170</td>
</tr>
<tr>
<td>Student focus group 3 (Engineering)</td>
<td>22 March 2017</td>
<td>Building 180</td>
</tr>
<tr>
<td>Teacher interview 1 (Electrotechnology)</td>
<td>17 May 2017</td>
<td>Building 107</td>
</tr>
<tr>
<td>Teacher interview 2 (Languages)</td>
<td>19 May 2017</td>
<td>Building 107</td>
</tr>
<tr>
<td>Teacher interview 3 (Engineering)</td>
<td>26 May 2017</td>
<td>Building 107</td>
</tr>
<tr>
<td>Teacher interview 4 (Engineering)</td>
<td>26 May 2017</td>
<td>Building 107</td>
</tr>
</tbody>
</table>

### Focus Group interviews

The human behavioural principle is that marginalized groups are generally comfortable and familiar with the process of discussing issues in groups, hence I used the focus group to generate interactive discussions within their peers rather than just being an interview within a group setting. The principle of focus groups as Morgan (1996) describes, is when a group of participants gather collectively to provide data for a topic which is predetermined by the researcher and the researcher has an active role in creating a focused discussion. This method was found to be useful and practical for gathering data and a common theme that precipitated in focus group was the ability to give voice to marginalized groups. This approach had the advantage of collecting data from a reasonably wide range of participants within a small timeframe. As the assumption for this research is that international students are socially marginalized in
the New Zealand classroom, the choice of a focus group research method was deemed to be appropriate.

The selection of the Focus Group Interview method was based on the assumption that students may feel threatened or not willing to express their feelings in an individual interview session, hence to avoid researcher influence contamination, a group session would make them feel more comfortable and open up with their views. Lichtman (2013) argues that group interaction triggers thoughts and ideas amongst participants that do not emerge during individual interviews. Morgan (1996) further elaborates that discussion in focus groups makes more than the sum of individual separate interviews as the participants both query each other and explain themselves to each other. It was also considered that individual students may not feel confident to express their inner feelings on an individual basis and a group setting will allow them to scaffold their information into more meaningful dialogue. Morgan and Krueger (1993) provide the supporting view that group interactions offer valuable data on the extent of consensus and diversity of participants, and any agreements or disagreements bring strength and validity to the data. Cohen et al., (2011) asserts that the intention is to give accurate portrayals of the realities of social situations in their own terms. Krueger (2014) supports this with the argument that the nature of the question and the cognitive processes of humans sparks ideas and memories of the group which helps to explore their range of perceptions.

The implemented plan had three (3) focus groups of four (4) participants which was to ensure that each had an opportunity to express their views freely. Literature on focus groups indicates that data tends to get saturated when an uncontrolled number of groups is used for a research. To extract quality data, the group number was limited to four participants so as to allow them individual expression of their experiences within a dynamic group setting. The participant number limit was based on the assumption that the subject under research will create an emotionally charged response which in turn will generate sufficient data. Morgan (1996) adds support with the theory that small groups are easier to manage high levels of involvement for active discussion. Each group was generally assembled according to their common cultural origins and
gender. The merit of this principle is evident, as when students are asked to team up with another student for a group exercise, they tend to align themselves with other students who have a similar culture or gender. The segmentation was limited and controlled as the disadvantage for further multiple groups according to Morgan (1996), would become unmanageable.

The setting for the focus groups was in a space that was non-threatening and with no power imbalance. In this research I had used a quiet and private space within the students’ commons area, an area where students normally socialize when out of class. As Cresswell (2007) argues that for qualitative research to be successful, individuals need to be empowered to share their stories through their voices and minimise the power relationship. Kvale (2008) concurs that qualitative research data collection interaction needs to conducted in the natural context and as the study is about International students’ experience, a neutral space like the students’ commons area was seen as the appropriate venue.

Gill, Stewart, Treasure and Chadwick (2008) describe focus groups as being used for generating consensual information and for this research, the format I used was semi-structured hence, keeping it open for yield of all possible information. This structure means that as (Morgan, 1996) describes, the group can pursue its own interest while keeping the discussion within the interest embodied in the questions that guide the discussion. A narrative approach to semi-structured clean language was used as Tosey, Lawley and Meese (2014) suggest, questions were adopted to attain stories and capture experiences lived in a safe empathetic transformational conversation. To avoid introducing metaphors inadvertently, clean language questions were then asked of each subsequent response and each symbolic representation was explored (Tompkins & Lawley, 1997). Discussions were loosely structured around cultural strangeness in their learning environment, their communicative grasp of kiwi accent, colloquial greetings and local proxemetics. The philosophical view for maintaining clean language was that conversations of our experiences of the world could be metaphorical and as Lawley and Tompkins (2014) suggest, the interpretation of the data had considered these metaphors in their own being and not taken literally. To
support the above theory, during the conversation in the focus groups, the learners were given a chance to articulate their processes of thinking and report on what they found challenging, in particular the language and text features which proved problematic. Using the principles of clean language as established by David Grove, the information lead the discussion and connections were made of the symbolic patterns and everyday life. The notes included the ethnographic approach as it was targeted that the participants were from different cultures and taking each cultures values into consideration was critical to establish validity of data. The discussion covered the process of cultural adjustments that they had to undertake to best settle in the new environment. The stories of their journeys to higher education, the challenges they faced and their response to meet those challenges were captured. A Focus Group Interview Schedule was used to guide the focus group sessions. This is provided as Appendix A.

The focus groups were made up of a total of twelve (12) participants who were key informants for this research and current international students in a programme of study at a tertiary institute. To ensure credibility of data, the selection of participants was created to a balanced group with representation from both genders, and country of origin. As the research was about socialisation of international students; the group selected was made up of multiple cultures. Cohen et al., (2011) argue that cross cultural research needs to be shaped appropriate to the culture of the researched which involves a degree of sensitivity to the participants’ cultures. Group discussions can tend to be hijacked by individuals and create a polarizing effect. However, as Morgan (1996) argues, focus groups are not suitable for sensitive topics and only an experienced researcher can predict when and where not focus groups will work.

To mitigate any conflict of interest and avoid deception, an interlocutor was used to conduct the interviews. The interlocutors as described by Tong, Sainsbury and Craig (2007), facilitate group interaction by asking the focal questions and encouraging clarification of individual and shared perspectives. Data was voice recorded and the interlocutor maintained and ensured impartiality and gave a balanced opportunity for all participants to contribute to the data. The strategy is endorsed by Gill et al., (2008),
that interlocutors facilitate group discussions, keeping it focused without leading and avoiding dominance by single voice.

**Individual interviews**

Creswell (2014) suggests that interviews either collectively or with individuals are one of the major data collection methods used for qualitative research. Tosey et al., (2014) add that, the interviewee is an expert on their own inner experience and the role of the interviewer is to facilitate the interviewee to access and describe their experiences. In order for the interviews to take the form of a professional conversation, (Kvale 2008) I have used a semi structured format. Gill et al., (2008) describe a semi-structured format as consisting of several key questions that help define the areas to be discussed, but allow the participants to diverge in order to pursue an idea or response. The design of the questions was short and clear, as Krueger (2014) describes, using simple words so they were easily understood by those for whom English was a second language. Following the Grovian principle of clean language, (Lawley & Tompkins, 2014) follow-up questions used the word “and” to further probe the answers. The Interview Schedule for the individual interviews is attached as Appendix B.

For this part of the research, participants for individual interviews were drawn from forty teachers and the interviews were designed for four (4) teachers who had international students in their class. It was assumed that since their role in interacting with international students was different, and they were staff of the institute and confident to have individual discussion, an interview was a better tool for collecting data. Interviews allowed the subjects to convey to others their situation from their own perspective and in their own words (Kvale, 2008). Wellington (2015) asserts that the purpose of a research interview is to probe a respondent’s views, perspectives or life history and the function of an interview is to provide a platform to make their viewpoints heard and read. The questions were focused on the provision of learning facilitation and resources to support international students’ socialisation within the classroom. The data gathering questions were unstructured, open ended and were designed to look at specifics within the realms of the broader research question. These type of
questions allowed me, the researcher to interrogate issues deeper by using the David Groves technique by not contaminating the respondents’ thoughts with my personal views. Wellington (2015) adds that interviews can probe thoughts, values, prejudices, perceptions, views, feelings and perspectives, and clean language has been used in the process. Bryman (2012) cautions that researcher values intrude in all phases of the research process and can influence the presuppositions which in turn can have an influence on the conduct of social research. Creswell (2014) supports the process with the statement that in the qualitative research process, the researcher must keep their focus on learning the meaning that the participants hold about the issue and not what the researcher brings to the research.

Qualitative Data Analysis

As the research is designed to empower individuals by understanding a complex subject charged with emotions, the resulting data is diverse and complex. This data is in the form as Cresswell (2007) recommends, of audio-visual recordings of the focus groups and interviews, written notes of key points and changes in order of intent of questions. The goal of qualitative analysis is to take a large amount of data that may be cumbersome and without any clear meaning and interact with it in such a manner that you can make sense of what you gathered (Lichtman, 2013). Data analysis is about the process and the meaning it precipitates. Basit (2003), Morse (1994) and Thorne (2000) agree that qualitative data analysis is a crucial component, however they caution that it is the most complex as there is lack of standardisation, it has the least rules and collaborative approaches can bring conflict. As there was a lack of standardisation and ground rules, it was about getting in and being part of the information while keeping a distance and maintain neutrality. Bradley, Curry and Devers (2007) point out that there is a general agreement that data analysis is ongoing, iterative from the early stages of data collection and is a continual process, but it is not restricted to a single method. The narrative analysis was tracked for themes, patterns, metaphors, inferences and interpretive jargons. Lichtman (2013) argues that our language is rich with metaphorical allusions and it reveals what others mean within the context. To ensure validity, an accurate interpretation of the data was
attempted as Burke (1997) describes, portraying the meaning attached by the participants’ viewpoints, thoughts, feelings, intentions and experiences. The importance of these key points on interpretation was understood by the researcher and reflected in the research report.

I made use of thematic analysis using tools - simple colour coding of patterns and themes in the data which is primarily arranged according to the categories (broad areas) in which the questions for the data gathering instruments were intended. Some data has been subject to quantification due to its frequency. Key concepts were derived from the data through the process of identifying thematic content, coding and sorting key concepts. Bradley et al (2007) recommend that once the data has been reviewed and the scope and context of the experiences under study has been established, coding provides the researcher with a formal system to organise the data for uncovering and documenting links between concepts and experiences captured in the data. Bogdan and Biklen (1997) describe data coding as words and phrases that repeat and stand out and these are used to sort descriptive data in categories. Lofland, Snow, Anderson and Lofland (2006) argue that codes are derived from field notes and in this research the perspectives held by the participants were captured in key notes and answers to questions which formed the essence.

Coding is the process of sorting data into various categories in order to render it meaningful from the vantage point of the desired framework. Lichtman (2013) stresses that there is a consensus that codes emerge from reading, organizing and categorising the data and the intent of the text is to formulate themes and ultimately establish meaning. Strauss and Corbin (1990) provide a supporting view on coding which is that researchers can conceptualise and reduce data, elaborate categories in terms of their properties. Attride-Stirling (2001) describes thematic analysis as a process for encoding qualitative information, as unearthing the salient themes in the text at different levels and thematic networks to facilitate the structuring and depiction of these themes. A theme is a pattern found in the information that at the minimum describes and organises possible observations, or at maximum interprets aspects of the phenomenon (Boyatzis, 1998). Its purpose is to examine the whole, in a natural
setting, to get the ideas and feelings of those being interviewed (Lichtman, 2013). All data were processed multiple times using different filtration models. This approach concurs with Riessman (1993) in which he argues that using iterative and sequential methods of analysis reveals a greater depth of understanding than only using a single method. Lichtman (2013) introduces an alternative approach to themes for data analysis where the emphasis is on finding the narrative and the intention is to investigate how such stories can be used as structured formal ways to transmit information.

The disadvantage of any qualitative process including this research was the subjective volume of data that was produced for analysis. Kvale (2008), argues that a qualitative research interview seeks data that is factual and meaningful and to improve richness of data, the subjects describe their experience and feelings precisely, hence the increase in data volume. Orb et al., (2001) argue that the inherent difficulties in qualitative research can be overcome by awareness and use of ethical principles, including autonomy, justice and beneficence. As a researcher, I also considered the unspoken emotions, the proficiency of English, metaphors and the meaning behind the words as articulated by the participants to create meaningful information. As Lichtman (2013) emphasises making sense of qualitative data involves a continuous cycle of questions, data and meaning, each component being verified by the other which involves a reciprocating and also cyclic process.

Validity

Validity of the data and the process of analysis were principal to the success of a research project. Winter (2000) advocates that qualitative data validity can be addressed through maintaining researcher objectivity, honesty, depth, richness and scope from the data achieved. Bates and Jenkins (2007) debate that critical analysis is the crucial capacity to engage with and interrogate and challenge other perspectives. Burke (1997) describes that the foundation of validity is the factual accuracy of the data as reported by the researcher.
This research involved the triangulation of two different methods of data collection, namely Focus Group interviews and Individual interviews to accomplish rigorous examination for validity from the data. As Cohen et al., (2011) and Mathison (1988) define, triangulation; a technique in social science to explain more fully the richness and complexity of human behaviour is a powerful way of demonstrating concurrent validity for the researched issue to ascertain if the responses are consistent and correlate between the two methods. Olsen (2004) reinforces that triangulation is a process that we do in order to generate a dialectic of learning that thrives on the contrast between interpretations of all available data.

In this qualitative research, there was no uniform criteria for quality. However, by using clean language, Tosey et al., (2014) reason that the quality and rigour of the data is enhanced as no extraneous metaphors are introduced thereby enhancing the authenticity and rigour of both data collection and interpretation stages. Using clean language was a practical way and Cohen et al., (2011) advise such to minimise bias and achieve greater validity. Burke (1997) identifies that researcher bias in qualitative research is a potential threat to validity and the key strategy used to understand researcher bias is called reflexivity, a process in which the researcher actively engages in critical self-reflection about their potential biases and predispositions. During the course of this research I have maintained an awareness of potential validity threats and controlled my biases by being objective in the formulation of questions and analysis of data.

The principle of metaphor according to Sharpe (1940), is the fusion of sense, experience and thought in language. Cohen et al., (2011) stress that qualitative data is subject to respondents' language proficiency, their opinions, attitudes and perspectives which includes a degree of bias hence the need for maximizing validity and minimizing invalidity. As Cho and Trent (2006) argue, qualitative research is an open process which gives us an analytic tool in judging the usefulness of our claims that not only rely on assumptions but also the judgement of others. They further define transactional validity in qualitative research as an interactive process between the researcher, the researched and the collected data that includes repeated visits,
feelings, experience and beliefs collected and interpreted. Cresswell (2007) argues that to have an accurate reflection of the data from multiple sources, a number of validation strategies are used to confirm and validate the information. Agar (1996) sums it up with the statement that the intensive personal involvement in qualitative data collection and the in-depth responses from participants secure a sufficient level of validity and reliability. The data used in this research was collected directly from those involved in the study, in a neutral environment and was provided voluntarily, hence the belief that the data is valid and reliable. To maintain validity, the data was dissected and categorized into codes, and this process, as recommended by Lichtman (2013) was repeated as each set of data was analysed resulting in either addition of codes or making others redundant.

**Ethics**

Ethics has many connotations, however the common element is safety and equality. In this qualitative research, the researcher is known and works in the area in which the research has been conducted, hence ethical issues were considered as paramount in all aspects of the research. Orb et al., (2001) outline three key ethical principles as autonomy, beneficence and justice, and present the argument that ethical dilemmas may arise from interviews which opens new risks which are difficult to predict but the researcher needs to be aware of sensitive issues and potential conflicts of interest. The most important aspect of an ethical study is that it demonstrates the principle of informed consent. All participants were provided with an Information Sheet and were required to sign a Consent Form before data gathering proceeded. Data gathering documents are appended as Interview schedule “B”, Consent form “C” and Information for participants “D”.

Ellis (2011) outlines that the first step in ethics is to have clear and precise research questions as it indicates the substantive aspect of the study. All questions were designed with the principle of transparency and freedom from bias. To avoid deception, the questions were structured in a manner that was clear and precise to
generate the conversation on the subject. The application of this principle was that the research design was free of active deception.

Another ethical principle for this research was to ensure that the process of research had the quality of being fair and impartial. This research involved people, and ethical implications were considered to ensure no harm was done either physically, mentally or morally. Hammersley and Traianou (2012) hypothesize that research is a form of praxis in which there is a continual attention to methodological, ethical and prudential principles and the situated nature of practical decision-making within the research makes clear that sound judgement about what is best to do cannot be made simply by following instructions or rules. Any research that includes people requires an awareness of the ethical issues that may be derived from such interaction (Orb et al., 2001). The implications are that ethics in this research project required the researcher to address not only the participants, but also include all other interested parties in the deliberation. Miller, Birch, Mauthner and Jessop (2012) argue that as the qualitative research landscape changes, ethical dilemmas of what information to seek and how much information to disclose and to whom have become more significant. In this context, an ethics application was submitted to the Ethics Committee of the institute where the research was undertaken and approval gained prior to commencement.

Bryman (2012) argues that the identities of participants should be confidential, which also means that when findings are published, the individuals must not be identified or identifiable. During the data collection process, participants’ identity and individual personal data was not recorded. To respect the rights of participants’ confidentiality and preservation of anonymity, Bryman (2012) suggests that participants are identified only as numbers or letters; hence the personal experience of the participants will not be traceable back to the data provider. The data containing voice recordings and signed consent forms have been kept separate from transcripts and notes.

Participants in the focus group of this research were non-New Zealand residents with different cultural and social origins. To retain objectivity with cultural and social sensitivity, all care was taken to ensure that even though this research is seeking new
knowledge and will be beneficial to the subject group, the outcome will not take precedence over the individual rights of the participants if they become upset. Cultural and social identification were acknowledged in the communication process. There was a possibility that certain cultural knowledge may have been disclosed or shared during the data collection process. Only the relevant cultural knowledge was used and acknowledged accordingly.
CHAPTER 4

FINDINGS

Introduction

The purpose of this chapter is to present the findings for this research and is organised in two sections. At the time of research all the participants who contributed to the data were current students and teachers. The first section contains findings from the three student focus groups and the second section contains findings from individual teacher interviews. To conceal the identity of participants I have intentionally used codes to protect the participants’ interests. The organisation of the codes are described at the beginning of each section.

Section one

Focus group interviews with students.

Three focus group interviews were conducted with a total of twelve participants, representative of the nationalities and genders in the classroom. The findings from the focus groups are arranged according to the themes of social interaction, the effect of social interaction on student learning and on the student learning experience. Participant codes have been used for all verbatim quotes. The code indicates the Focus group represented by letter F and the group denoted by a number 1 or 2 or 3. Participants are represented by the letter P and individuals are denoted by a number 1 to 4. For example, Participant 1 in focus group 3 has the code of (F3, P1).

Social interaction

The students in this study had many different ways of describing social interaction in the classroom. Participants spent time to discuss language proficiency and culture as barriers in their social adjustment when coming from their home country to New Zealand. Many participants (nine of twelve) indicated that even though they had met the English language requirements for their programme of study, they still had difficulty
with the speed of colloquial English language used by Kiwi students. They said they developed their language and social ability more in the classroom than outside the classroom and that this transition made them feel like locals and not excluded because of their country of origin. Their social ability steered them to enhanced peer relationships which had direct positive impact on their classroom academic performance.

**Socialisation in a classroom**

All participants reported that for them social interaction in the classroom placed emphasis on having communication skills in spoken English. They had to deal with language barriers that involved both verbal and non-verbal communication. Six students from two focus groups reported that language proficiency difficulties arose when they were interacting with Kiwi students due to their colloquial speech and accent. They found their lack of English language aptitude was affecting their learning in the classroom. Students from one group reported that to improve their English language skills at the beginning of their study they used social media to interact with other class members. They found the tool provided a relaxed environment to develop their social communication skills after which they reportedly gained confidence when communicating in front of their teacher in the classroom. Below are examples of what the participants said.

*To promote peer social interaction, my teacher as part of our homework encouraged us to have different topics and exchange ideas which we did online at our own pace. The online interaction took place inside and outside the classroom (F3, P4).*

*When using social media to interact with class members, it was a positive relaxed environment to develop social communication skills with your friends and then it can be used with confidence in front of the teacher in class” (F3, P2).*

Two groups reported that they placed themselves around the Kiwi students, so they could get peer support when they had difficulty with English proficiency and colloquial language. Four students from different groups stressed that the seating arrangement
in the classroom made a huge difference to their social interaction which was enhanced when they sat next to Kiwi students. They then could seek clarification on instructions from Kiwi students if they had not understood what the teacher asked them to do and how the task need to be done. All students preferred to have Kiwi students in their group as they believed that if they could socialise with Kiwi students in the classroom they would be better equipped when they met other Kiwis outside their institute of study. Four students from across all the focus groups expressed that to be inclusive in the classroom and learn from each other, they had to make an effort of breaking into the Kiwi student group and socialising with Kiwi students. Six students from different groups recounted that they first developed their spoken English skills and then they got interested in the Kiwi culture and learned to respect Kiwi behaviours. These students found more comfort within the new Kiwi environment as they learned the appropriate local hosts’ behaviours and transitioned into the Kiwi culture. Five students across the three groups reported that their self-esteem improved once they had developed their social network in the classroom. Below are examples of what the participants said.

*When I started, I was a bit nervous of socialising with my classmates but after a while I got used to them so we normally hangout together, hence because we socialise in the classroom, we socialise outside as well* (F2, P2).

Seven students across the focus groups recounted that for them social interaction difficulties happened due to their poor communication skills in the classroom and the lack of understanding of colloquial language used by Kiwi students. They recognised that social interaction with their peers was essential for developing a closer relationship and establishing a supportive learning environment.

*Cultural exchange*

The majority (eight out of twelve) of the participants expressed that social interaction with their peers in the classroom depended on the groups’ cultural background and personal beliefs and how the understanding the culture of individuals in the group assisted them in good intercultural veneration. Their initial lack of cultural knowledge contributed to uncertainty and they tended to avoid intercultural communication.
During their initial encounters they had to deal with personal anxiety of their ability to effectively communicate in colloquial English, however, as they progressively familiarised with the Kiwi culture their confidence to communicate improved. Below is an example of what one participant said:

*You are open minded and learn different cultures and traditions and help other students who have social anxiety by encouraging them out to the peripherals of their comfort zone while still being supportive socially* (F2, P4).

Eight out of twelve participants felt marginalised when Kiwi students did not acknowledge them in the classroom. This resulted in culture shock for them as this experience was contrary to the information they had received during the recruitment process. Six students reported that to overcome any perceived prejudice, they invited Kiwi students to their group so they could demonstrate their willingness to interact and comprehend each other’s culture. Six students said that in order to learn and socialise in the Kiwi culture they took a proactive role by keeping a positive attitude to associate with their Kiwi counterparts. They reported that their primary strategy included positioning themselves in class next to Kiwi students and learning their language and culture. They then acquainted themselves with local issues so they could contribute to a social conversation. Below are examples of what participants said:

*I wanted to develop knowledge of New Zealand culture as part of the benefit of studying in New Zealand* (F3, P1).

*I first share my culture and then ask them about their religion, culture and social orientations.* (F3, P3).

Ten students across the three groups expressed that their social interaction in the classroom had resulted in a homogenised learning group where each of their culture was integrated and synthesized. Three students from two focus groups stated that the whole purpose of undertaking studies in New Zealand was to fulfil their desire to experience the culture and communicate with people from different origins however they went into default of speaking their native language when they were communicating with people from their own country. Below is an example of what one participant said:
I decided to come here to study as an international student, I searched the internet to find and learn if the term “Kiwi” meant, the people, or their behaviour or culture (F2, P3).

Four students acknowledged that cultural isolation for international students can have a catastrophic impact on their psychological status as they move from their homeland to a new country for study. Self-imposed isolation from Kiwi students compounded by lack of social support in the classroom resulted in lower academic achievements. For them, breaking cultural barriers and assimilating with Kiwi students was described as important for social participation in the classroom. Most students (seven of the twelve) from different groups expressed that as they developed their social network, their psychological stress levels reduced and they were able to focus on their studies. The assimilation process for them included taking an active role to explore and adapt to their new found society and Kiwi culture.

**Developing friendship in the classroom**

International students in this study encountered different challenges including isolation when trying to develop their circle of friends. Students from two groups reported that they tended to be more reserved in the beginning and they opened up as they transitioned to being with people they had started to know. All the participants conveyed that they initially had difficulty in creating friendships with Kiwi students but once they had spent some time inside the classroom with them, they were able to develop friendship with the local Kiwi students. Eight students from different groups reported that to develop friendships, they learned that the foundation was in group interaction which required competency of oral skills in English. They stressed that the increased interaction with Kiwi students in the classroom was found to be important and socialisation with Kiwi society provided international students with a way to understand and adjust to the New Zealand culture. Ten students from the three groups reported that to develop interactive communication they needed to first establish friendship not only in their own co-national circles but extend it to Kiwi nationals. For them, the basic understanding of socialisation was making friends through professional and social relationships. Below is an example of what a participant said.
It means that I can study and get adapted to my new environment and make new wonderful friends by being in class collectively and understand what the teacher is saying (F2, P3).

Eight students said by working in a group that included Kiwi students, they were able to develop friendships and they saw them as colleagues who could help them. Seven students informed that they created peer support through developing close friendships with Kiwi students. Six students reported that they preferred to develop friendships with their teachers and classmates including those from their own country so they could collectively understand and practice Kiwi culture. On an affirmative note, two groups of students expressed that when compared to their experience in their home country, they felt that the teachers in New Zealand classrooms were more friendly to the students. Below are examples of what the participants said.

*You get to know and make friends with a lot of people from overseas and it is good for future entrepreneurial prospects* (F3, P1).

*Once we were known to each other, we talked about local television news and our interest in cars* (F2, P1).

Five students from the three groups recounted that as new students in a foreign country it was a challenging task for them to establish contact with Kiwi students due to their feeling of anxiety with personal communication. Their friendship was developed on the foundation of group interaction and they used group interaction to develop their oral skills in English. They said their interaction with Kiwi students was seen to be instrumental in promoting their classroom socialisation.

**Social interaction**

The participants in this study were from diverse cultures and included a majority of Chinese and Indian students who differed from the New Zealand culture. To develop Kiwi learning skills, one of the capabilities they reportedly had to adopt was taking part in a socially interactive classroom. The pattern and rate of cross cultural adjustments
differed according to individual student personalities and confidence, however all students reported they transitioned into the Kiwi culture as their competence and understanding of the culture increased. They acknowledged that the development of their Kiwi social skills enhanced their rate of adaptation and allowed them to integrate into the Kiwi social settings.

**Acculturation in the classroom**

Participants were from diverse cultures and differed from the Kiwi culture therefore most students reported that they experienced initial culture shock due to their personal values, cultures and belief systems. Six students acknowledged various levels of self-efficacy as some students with high self-efficacy were more open to learn new socially responsible behaviours and be inclusive while those students with lower self-efficacy were more reserved and reluctant to adapt to the new Kiwi culture. Four students from different groups expressed that after leaving the social comfort of their home country, they found the New Zealand classroom experience daunting when faced with a new culture and language. Eight students from different focus groups reported that their learning was affected by an initial lack of social inclusiveness from their peers. They stressed socialisation was more difficult for them as they had only a few other students from their own culture. Below is an example of what a student said:

> When I arrived in my new place of study, I was nervous in communicating with Kiwi students so I teemed up with colleagues from my culture in the classroom. It was easy to do group study but I found the arrangement having a negative effect on me when speaking in English so I moved on to having a mixed group comprising International students and Kiwi students (F3, P1).

Nine students reported that their Eastern cultural values stressed politeness and they were not to speak until their teacher had acknowledged them, however they were surprised that the New Zealand classroom culture encouraged students to show independence and contribute to the discussion without first taking permission from their teachers. For one group of international students, the use of online tools provided the culturally sensitive students protection from losing face or speaking out of turn. The other two groups of students reportedly did not use online communication.
frequently and spoke to other students orally. Below are examples of what the participants said.

The best way to share and understand culture is by having open discussions about religion, culture and the values based on our own personal background (F3, P3),

When groups were made without clear instructions from the Lecturer, students tend to form their groups according to their nationality, hence Maoris and Kiwis grouped together and international students formed their own groups. It was better when the lecturer managed the group membership and made it multicultural (F1, P1).

All students reported that even though that had now mastered the Kiwi colloquial language and the learning environment they continued to have difficulty in adapting to the culture. The said their lack of cultural understanding was a barrier for socialisation between them and Kiwi students. However, all participants expressed their desire to socialise with the local Kiwi students so as to learn and homogenise into their culture.

**Student learning experience**

**Peer support**

The majority (ten out of twelve) of the students in all the focus groups said they experienced isolation from their home culture in their primary time prior to establishing their circle of peer support in the classroom. Nine participants from the three groups discussed their experiences of being away from family and friends and the sense of social security they enjoyed in their home country.

All the participants in the study expressed that initially they felt isolated when trying to fit into the new adopted Kiwi society and especially when trying to make friends. Anxiety developed and they felt uncomfortable due to having limited information about fellow students. Eight students encountered psychological stress when assimilating
into their new New Zealand classroom and its social network. Their assimilation process included taking an active role to explore their new found society and the Kiwi culture. Seven students reported that they had benefited from their cross cultural social interaction in the classroom. The social interaction led to conducive peer relations and a diffusion of cultural knowledge within their peer group. Six participants reported that without teacher supervision, Kiwi students tended to have their own groups and international students formed their own groups. They preferred their teachers to organise the groups so that they have more cross cultural socialisation in the classroom. Below is an example of what a participant said.

The group dynamics in the class makes a huge difference when learning with Kiwi students and we experienced that we could seek clarification from Kiwi students as to what the teacher had instructed and verify if we missed any specific information (F2, P3).

Seven out of twelve students reported that the more time they spent with Kiwi students and developed their social network, the better adjusted they became and felt less alienated in the classroom. The social network erased their anxiety significantly, developed their self-confidence and they felt more at ease when socially confronted by their peers in the classroom.

Group work

The majority (nine out of twelve) of the students expressed that they enjoyed group work as it created an opportunity for them to socialise in the classroom. Nine different students from the three groups reported that their previous experience of lectures was passive with little interaction in their home country and was boring, however when they started to study here in New Zealand the classroom learning academic activities were more interactive and they enjoyed the classes that especially embedded social activities. Below are examples of what two participants said.

In my country we do individual study, but my experience in New Zealand classroom is we have to do group work. I had to choose a group member who is from a different culture to do my assignments which I enjoyed (F1, P3).
In a New Zealand classroom there is more group work and we learn things together and we start knowing each other (F1, P1).

Seven of the students said the group work allowed them to get accustomed to the New Zealand way of study and at the same time develop friendship in the classroom. They reported that the relationship in the classroom with fellow Kiwi students created a more conducive learning environment which they enjoyed. Three students reported that by doing group work with multicultural participants they learned about different cultures and it helped with their efforts for peer socialisation. They stressed that when they had Kiwi students as group members, they were able to develop their language skills and understanding of the Kiwi culture. Below are examples of what the participants said.

For me, the initial social interact started through group work and assignments, after which we started to familiarise ourselves with one another and friendships developed on a one to one basis (F2, P1).

When I was put in a group for class exercise, it helped me develop my social interaction skills which in-turn inculcated me in the local Kiwi culture (F2, P2).

Most of the students (nine out of twelve) from all the focus groups expressed that group work allowed them to socialise in the classroom with their peers and they were able to extend the socialisation to outside the classroom. For these students, social interaction during group work with multiple cultures in the classroom also contributed positively to understanding the local Kiwi culture, which they found as an essential component for meaningful socialisation.

Consolidated Key Findings – Focus groups

The findings report that international students face a number of barriers that affect their learning experience in a New Zealand tertiary education classroom. The students in this study reported that their barriers included language proficiency acquirement, initial transition into the New Zealand classroom socialisation, developing friendships in the classroom, cultural transition and cultural adaptation.
A lack of language proficiency restricts class participation: One of the common themes in the feedback from students (nine out of twelve) in the focus groups was the difficulty they faced during the transition period to speak up in class and so participate in classroom discussions. Four students from two groups expressed that their conversational flow of English did not come naturally so they were reluctant to participate in conversations for fear of poor pronunciation in front of Kiwi students. The use of online tools by one group created a platform for initial conversations and provided an alternative means to start peer conversations. All students said when they were supported socially by the Kiwi students, they had better adjustment experience than when they gravitated to students of their own nationality.

There are initial transition difficulties that affect student morale: All students faced lower morale during their adjustment process. They found that their difficulty in participation in a New Zealand classroom was exacerbated during the transition experience when the cultural difference between them and the Kiwi students were greater. Adjustment for them was seen as the degree of psychological comfort when assimilating into the Kiwi culture. Nine students said the classroom was seen by them as the most salient socialising venue where they experienced social and emotional learning. To reduce initial anxiety, eight students expressed that they shared their personal information with Kiwi students which they used to validate their views to form the foundation of mutual trust and friendship development.

Classroom socialisation is viewed as a learning tool: Seven students said that it was through the socialisation process that they developed the tools necessary to cope with being away from their home environment and their relocation to the newly adopted place of study in New Zealand. Positive classroom socialisation happened when everybody in the classroom exhibited socially responsible forms of conduct. Through the use of classroom socialisation as a learning tool, students gained valuable exposure to emotions, modes of communication and the control of emotional experience and expression. All students accepted that socialisation in the classroom was a natural learning tool that they used effectively in everyday classroom practice.
Developing friendships in the classroom positively influences students’ morale and learning: All students reported that the development of English language proficiency was essential when there was a desire from them to foster friendship with fellow Kiwi students.

Morale: The relationships with Kiwi students had a strong impact on their emotional and motivational response to academic challenges. Friendship with Kiwi students, a naturally occurring emotional need was seen by international students as a key element for their academic success and social support including learning about their new environment. Eight of the twelve students across the three groups reported that it took them time to develop friendships in the classroom and they felt deprived of their former social support during their transition period. Once they had achieved intergroup friendship through group socialisation with Kiwi students, seven students reported that they did not feel isolated or prejudiced. They added that once they had Kiwi friends they experienced improved psychological status and social security.

Learning: Eight different students recounted that their development of friendship with Kiwi students and with their teachers were critical to their learning experience and a key contributor of their success. Six students expressed that they preferred their teacher to motivate Kiwi students with ideas to build classroom friendship with them as the classroom friendship led to personal affiliations. They said their early friendship reduced their anxiety and provided them multiple opportunities to learn and improve their communication skills and develop self-confidence when using colloquial English in their conversations with their new found Kiwi friends.

Cultural transition is an initial stage for students to overcome cultural barriers and understand the Kiwi culture: Classroom socialisation requires the understanding of cultural normative behaviour of Kiwi students by international students and likewise.

Transitioning cultural barriers: All students in this study believed that to localise they had to assimilate in the local Kiwi culture which was the key to their learning
success. Cultural assimilation of international students indicated their progressive movement away from the familiar environment of their home country to the new environment of their study destination in this case New Zealand. All students reported that as international students they came with their own cultural practices which they initially used in everyday classroom social activities. These included conversational language, written discourse conventions and culture specific politeness. During their transition, they also encountered communicative differences and rules of the discipline in terms of academic writing. Every student had their own pace of transitional adjustments and for most students it generally extended through their initial year of study into following years.

**Understanding Kiwi culture:** All students cultural transition in the classroom included understanding Kiwi culture, students from other cultures and nationalities, learning of new skills, adapting to new learning styles and overcoming the language barrier. For eight students, group interaction with Kiwi students in the classroom improved their appreciation of the local culture, enhanced cultural tolerance and removed preconceived barriers to their intercultural veneration.

**Cultural adaptation is an ongoing process that involves active participation in Kiwi cultural activities:** To adapt to their new Kiwi environment, ten students used strategies that included discussing their personal beliefs, the value system they come from and sharing their learning space with Kiwi students. To improve inclusiveness in local culture five of the participants also extended their desire for socialisation by catching up with Kiwi students outside the classroom. They said the role of the teacher in creating intercultural groups for their learning experience was crucial for them when promoting and facilitating socialisation in the classroom. It is through classroom socialisation that they developed the abilities necessary to cope with their own emotions and relate to Kiwi students in a friendly relationship. The other contributing factors encountered by international students were personal and cultural values, communication and practical jargon and literacy skills in English.
Section two

Interviews with teachers.

Four teachers who had international students in their class were interviewed individually. The findings of the individual teacher interviews are arranged according to themes of promoting social interaction, fostering cultural integration and managing learning dynamics. Participant codes have been used for all verbatim quotes denoted by letter T for all teachers followed by a number 1 to 4 to relate the verbatim to the contributing teacher participant.

Promoting social interaction

Facilitating socialisation in the classroom

Teachers had used a number of accounts to describe how they facilitated classroom socialisation. All four teachers reported they had international students in their classroom and explained their individual techniques of creating cohesive learning strategies used to promote socialisation. They described that both Kiwi and internationals students faced common impediments when joining a multi ethnic and multi-cultural group in the classroom. The strategies used to break the cultural barrier by the teachers varied from voluntary pairing of students in group academic activities in the laboratory and theory rooms to planned teams that included students from different cultural backgrounds. Below is an example of what a teachers said.

As there is no dominant culture in my class, interaction between different nationalities and different ethnicities is the best way for me. Students are open to learning and if we plan our lessons correctly, they will not just become specialist in their area, but a person developed for a multi-cultural environment.

All teachers said that social bonding in the classroom was seen as an important factor and was generally facilitated through students working on projects in teams. They said social bonding was dependent on students developing respect for their peers and complying with the social norms for protocols and behaviour. The teams were assembled by one teacher through voluntary student participation while the other three
teachers planned the composition of the teams. The following is an example of what a teacher said.

*I did not set guidelines for forming teams during group work as I felt that the students may not feel comfortable and may affect their learning* (T1).

*To promote a conscious social bonding, I introduce the students to each other prior to forming teams during group work* (T2).

Two teachers reported that the strategy to create a balanced team was they considered the ratio of international and domestic students and mixed and matched team members so that they had a balanced representative number of international to domestic students. Another teacher stated that in his class which had project based learning, he created conversations about the technology that the students were working on and let the students express their ideas, so when they chose their team members, they gravitated towards a common interest.

**Fostering socialisation in group learning**

All teachers concurred that communication was the key to socialising in the group. They said the lack of clear pronunciation and English language proficiency was seen as a barrier to interactive socialisation within the classroom. Two teachers said intergroup socialisation was not only a valued outcome for academic achievement but also extended to the development of personal cognition and knowledge. Below is an example of what one teacher said.

*I facilitate the breaking down of psychological barriers by having group discussions during the early stages of students’ acculturation. I believe this strategy takes care of their physiological needs and any subconscious fear they may have of communicating with students of different origin* (T3).

Three teachers said they felt classroom socialisation was directly related to academic classroom practices and they redistributed students in groups when the students tended to gravitate with their co-nationals. They believed having a co-national for their primary context for social interactions inhibited the formation of a culturally diverse
learning group in the classroom. Intercultural classroom socialisation resulted in socially responsible behaviour and the holistic development of the students.

**Fostering cultural integration**

*Encouraging cultural acknowledgement*

All the teachers expressed that they dealt with students from multiple cultures whom they accommodated as part of their class socialisation. Cultural challenges included lack of cultural knowledge of class members, group dominance and religious demands. The following is an example of what one teacher said.

> I spend time explaining the Treaty of Waitangi and how local culture is anchored to it and also tell domestic students to understand international cultures so that they clearly respect each other (T3).

Two teachers said that at the beginning of the semester they spent time explaining the local culture and the commitment the institute had made to the Treaty of Waitangi. They reminded the students that they will be working in a globalised environment and needed to learn how to live with diverse cultures. All teachers reportedly made an effort to create situations where socialisation developed between international students and domestic students. They reported that even though the students tended to group themselves with their own nationality, the promotion of friendship could occur through introducing international students to domestic students and by changing group composition and creating learning environments that require students to work collaboratively. Three teachers also spoke to their students about the history of New Zealand and the relevance of the Treaty of Waitangi in a bi-cultural Kiwi society. Below is an example of what a teacher said.

> I always make a point that the students are not always sitting with the same group unless they are doing group assignment. During lecture time, I scatter the students regularly and ask them to sit alongside students from different nationalities. I believe my strategy makes them overcome the challenges in approaching new people (T3).
Two teachers reported that to promote integration and develop the comfort of the students in the classroom, they explained the appropriate acceptable Kiwi behaviours to international students. They clarified some of the strategies they used were explicit and others were implicit where the cultural values were underpinned within the learning exercise.

*I get them into groups, then from there they learn from each other. The group composition includes domestic and international students. Cultural values are passed subconsciously through the interactive exercise* (T2).

One teacher reported that to stimulate cultural integration in the classroom, he designed the class learning with routine interactional sequences. This strategy initially opened up disagreements but eventually resulted in the appreciation of the cultural values and participative membership of the group. Group members then became the creators of the unique group culture, an infusion of Kiwi and international culture, which they all subscribed to.

*Utilising cultural dynamics*

Interactive discussions on cultural differences between international students and domestic students enhance the group dynamics when facilitated by the teachers. Three teachers reported that they initially had to break culturally polarised groups and mix them with international and domestic students according to the class composition. The strategy as described by the teachers, was to enable the students to articulate and appreciate the importance of group interdependence in the context of intercultural collusion. Once the students knew each other, they started interacting and subconsciously passed their values to each other and the group dynamics were enhanced. Once they are able to inter-communicate the students were more socialised and group learning happened. Below are examples of what the teachers said.

*Group dynamics was promoted through discussions of students’ prior knowledge during the learning exercise as students brought a lot of knowledge creating an inclusive style of teaching* (T2).
For group dynamics I ask students to introduce themselves so that every domestic student knows about the cultural side of international students and vice versa. Students share unique things about their country and the place where they come from (T3).

One teacher said individual students brought their own values for achievement in the classroom and the choice of group members were influenced by the commitment of other individuals in the class. To promote group dynamics, he introduced topics of common interest which students discussed and in the process developed their own cross cultural understanding.

Building inter cultural communication

All teachers expressed that the outcome of poor communication even unintentional use of wrong words had a negative impact on classroom socialisation. Students from some cultures were more sensitive to trades colloquial terminology than the Kiwi students. Communication for both local and international students was essential when greeting and meeting those from other nationalities and culture. They said that group autonomy was achieved when all students were homogenised into a common classroom culture which included respect for all the cultures that each student brought to the group. Below is an example of what a teacher said.

Living with diverse cultures has become part of living. It is making students aware of acclimatisation into their new culture, especially with diverse cultures in their new environment (T3).

Three teachers reported that positive socialisation was confirmed when they observed international students actively participate in question and answer sessions and no offence was taken when they were corrected on their English proficiency. As the students progressed with their communication skills, they witnessed that the students felt comfortable to seek clarification on certain things from those outside their national groups. They said the multicultural learning community is homogenised when the
classroom fostered the development of cross cultural awareness, social cohesion and communication skills. Below is an example of what a teacher said.

When the class becomes homogenised, everyone in the class become the same with a common goal and they learn from each other regardless of cultural or national differences. I will know when there is a feeling in the classroom that everybody belongs there and they all contribute to the learning activity (T2).

Three teachers described how they facilitated the development of peer collaboration through group communication. To eliminate any collocation of group members the teachers specified the topics that the group needed to learn through discussion. The teachers believed that by specifying the topics, the discussions were focussed and peripheral issues were not included. They said discussions generated multiple perspectives through the sharing of knowledge and consequently allowed the group members an appreciation of interpersonal relationship.

**Managing learning dynamics**

**Building classroom cohesion**

All teachers explained that to stimulate learning dynamics, they used different strategies to create a homogeneous learning group. Strategies included teacher organised seating arrangements, project groups and study groups. They said understanding each student’s cultural needs were critical for successful inter-group socialisation and student academic success. Two teachers said as part of stimulating group integration, they had to confront students with their diverse individual educational beliefs and practices. They said culturally diverse group learning resulted in better academic gains when students took part in interactive investigation and reporting. However, the socialisation initiatives were compromised by the students’ differences in cognitive, emotional and motivational developments. Below are illustrations of what teachers said.

I think there are some challenges with cultural differences due to miscommunication unintentionally through the use of wrong words and we need
to be aware of it. When the whole class is moving along with me and the students are from a diverse background including domestic and international students, then we have a well socialised class (T2).

*Intercultural awareness is not just through the student induction process, but through the whole process of learning in a diverse multicultural environment. All students have to acknowledge and accept different cultures as we live in environment that embraces globalisation* (T4).

All teachers reported that international student learning is enhanced when the cultural boundaries between the host culture and the international student cultures were diminished. Three teachers reported that they had to deal with and resolve every students’ view of the cultural mix of the class and their different learning styles. They said international students learning styles differed according to their country of origin, their cultural background and ethnicity. They also said that the learning styles were further compounded by cultural differences and personal characteristics of the students. Below is an example of what a teacher said.

*For me as a teacher, students from different communities have different learning styles and it is a challenge to blend those styles within the classroom however my blended approach works best for delivery of the content* (T4).

Two teachers reported that students had a wide range of educational expectations which included teachers caring and encouraging them. To show care, compassion and respect, these teachers had to continuously adjust themselves between students from different communities and cultural origins. They also recalled that they sat alongside the groups of students to clear up their concerns in order to remove any preconceived notions or psychological barriers. Below is an example of what a teacher said.

*To promote cultural understanding I address student needs in my class by having individual discussions on the relevance of topics I have introduced. I then involve everybody by asking for their views. Students enjoy the interactive discussions* (T4).
All teachers reported that they developed professional relationships with students to enhance the students’ learning and the experience they had in the classroom. Students’ attitudes towards their academic success can be affected by an uncomfortable classroom social environment. To achieve positive cognitive outcomes for students, teachers reported that they used collaborative learning contexts to create peer tutoring and learning support. This meant students had to engage in cross cultural communication. Three teachers said they used multiple strategies to meet students’ educational expectations in the classroom which was directly linked to each student’s success. Following is an example of what teachers said.

*International students appreciated to be part of the learning community when I used a collaborative learning strategy as the students felt included in the class* (T2).

Two teachers stated that they were committed to creating a community of learners by promoting cultural understanding and fostering tolerance of diversity. They encouraged the formation of socially dynamic culturally mixed group which they said stimulated alternative ways of thinking and focussed on building the students’ intercultural skills. According to the teachers, the culturally mixed group took care of the students’ psychological needs and removed any subconscious fear of rejection that may have existed. They said the quality of group collaboration improved as the students experienced satisfaction by sharing knowledge. Confirmation of acceptance was when students started to meet and greet other students of different nationalities without any reservations.

*Clarifying cultural expectations*

Two teachers recounted that they endeavoured to recognise their students’ beliefs and feelings about culturally mixed teams when assigning group work as they felt it was critical to understand their behaviours and the contribution they may make to the group’s success. The cultural adjustments of the students in the classroom varied according to their heritage and the magnitude of their cultural transition. Another two teachers added that they had students working in a multicultural setting so that they
are exposed to challenges which students will face in future culturally diverse work environment. The following are examples of what teachers said.

*I encourage them to meet me privately so we can discuss their specific needs without hurting their feelings and organising their learning around their cultural commitments* (T1).

*To avoid students feeling alienated, I help them to settle in by acknowledging the cultural characteristics of the student. These may include language support, conventions with assessments and critical thinking which may have a cultural edge for some students* (T2).

Three teachers reported that they valued the opportunity to implement inter-cultural learning during group work while maintaining the respect for the views of students on cultural mix. They added inter-cultural learning was applicable to both international and Kiwi students. The following statement reflects the teachers’ opinions.

*There is no dominant culture in my classroom as my classes are highly diverse. The diversity presents challenges but the whole class benefits from the diversity and the class has person to person development raised in a multicultural environment* (T4).

All teachers expressed that in a culturally mixed classroom, the variation in cultural distance between students was compounded by an individual’s home vernacular. They said the students’ ability to adjust in a culturally mixed group was dependent on the degree of difference between their home culture and the local Kiwi culture. For teachers to achieve socialisation between international and Kiwi students so students could fully benefit from the strengths of inter cultural learning they had to engineer interventions at regular interval. Interventions were designed to ensure that both international and Kiwi students made adjustments to their attitudes and behaviours for socio-cultural integration.
Consolidated key findings interviews

Teachers expressed that they saw value and the importance of socialisation in the classroom as they felt it enhanced the effectiveness of their students’ learning. They said the presence of high quality socialisation in the classroom generated multiple perspectives from international and Kiwi students which involved reciprocity of interaction between the two student groups. The findings include classroom socialisation, learning group socialisation, cultural assimilation, assimilation of learning styles, building classroom relationship and fostering social responsibility.

*Classroom socialisation is promoted to enhance students’ wellbeing and develop their academic abilities:* Classroom socialisation was based on interpersonal competence and respect peers and others. Teachers believed that the social contexts during class learning activities shaped by them within the classroom had a positive impact on the wellbeing and academic achievement of their students. Teachers expressed that the nature of their relationship with the students had a direct effect on the students socialisation with their peers in the classroom. All teachers expressed they facilitated face to face communication between students by organising topics of common interest for all students. To create a socially interactive environment, students were asked to introduce themselves and discuss their cultural inheritance and the common aspects they have with the Kiwi culture. One teacher recounted that he initially used collaborative social media to instigate social interaction between students. He found electronic media tools to be a valuable medium before creating face to face communication situations. Initially anonymity allowed the students to contribute to discussions without fear of prejudice and built students confidence with language

*Learning group socialisation is encouraged to improve students’ ability to succeed:* Group socialisation led to multiple cross cultural experiences and students had to take a proactive role in cross cultural meetings. All teachers expected their students to have courteous interaction with their peers and agreed that they had to take an active role in organising inter cultural rendezvous with their students as spontaneous inter cultural contacts were unlikely to create a social environment. Teachers valued students’ social interactions in the classroom as they believed
peer support motivated students to cooperate and be socially responsible for their fellow class mates. To support their value, three teachers recounted that they promoted group socialisation in their classes by building the students’ communication capabilities taking into consideration that students with high communication capability were not necessarily active in verbal discussion. They reported that groups that achieved higher levels of socialisation were more open to ideas, had used appropriate communication skills and achieved better outcomes from their discussions. One teacher stated that she let the students create their own social activity as it was deemed that students may not feel comfortable with unknown peers. She reported that group socialisation materialized once the students became familiar with each other.

Cultural assimilation is stimulated to prepare students for a global workplace: All teachers expressed that they prepared their students to work and live harmoniously in a globalised community within the New Zealand environment and it was to the students’ benefit that they commit to Kiwi culture. They saw the classroom as an ideal preparation ground for ensuring that international students understood and experienced the local Kiwi culture. Three teachers said to achieve a socially dynamic mixed cultural group, they promoted cultural assimilation by presenting different ways of thinking, imbedding tolerance of diversity and building inter cultural communication skills. Students then had to navigate their cultural and ethnic values through the group dynamics to achieve cultural assimilation.

Teaching styles are adopted and blended to accommodate students with different learning values: All teachers stated that they encountered diverse learning styles and educational beliefs in their classroom. They engineered their classes in accordance to the cultural mix of the class weaving between eastern learning values and western learning styles. They used a cultural mix and match learning groups so international students and Kiwi students could use the strength of each learning style and learn from each other. Two teachers said regardless of individual learning styles the common elements across all students was maintaining classroom rules and social responsibility.
Classroom relationships are stimulated to build peer learning: All teachers reported that they had achieved positive classroom socialisation when the students started interactive discussions on their cultural differences and ethnic backgrounds. Students develop relationships with close friends mostly within their own cultural groups and then progress relationships to other students from different cultural groups. Three teachers stated that classroom socialisation was achieved when the Kiwi students sat next to international students by choice and voluntarily formed mixed groups during class exercises. To build a strong relationship, the students realised that they also had to deal with their personal differences and work around their cultural and language differences. The classroom social relationships processes were conceptualised by the teachers according to the group situation and behaviours.

Social responsibilities are fostered to eliminate prejudices and presumptions: All teachers expressed that they appreciated social responsibility as part of the student learning process. The classroom was seen as a social environment where social rules and norms are established and students develop social relationships through their social interactions. New Zealand classroom practices expected responsible social behaviour from students by conforming to their teachers’ established social norms. Three teachers reported that they actively fostered social responsibility in students by embedding self-monitoring strategies and the success was evident when students had overcome negative stereotypes and ethnocentric views for each other. One teacher said another method he used for measuring social responsibility was assessing each individual student’s academic achievements in group learning activities. They said once the students started to choose study partners based on performance and merit, they established that the students had matured with their social responsibility. The students then tended to mentor each other with their strengths. For example, Kiwi students clarified instructions written in English and international students helped Kiwi students with their statistics and analytical skills.
Common findings of students and teachers

The following table is used to identify synergies between the findings from teachers and students. Key findings are synthesized in two categories of classroom social experience and learning support.

**Table 4.1: Comparison of student and teacher findings**

<table>
<thead>
<tr>
<th>Findings</th>
<th>Student</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom social experience</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapting to the new learning</td>
<td>There are initial transition difficulties that affect student morale</td>
<td>Social responsibilities are fostered to eliminate prejudices and presumptions</td>
</tr>
<tr>
<td>environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom socialisation</td>
<td>Classroom socialisation is viewed as a learning tool</td>
<td>Classroom socialisation is promoted to protect students’ wellbeing and develop their academic abilities</td>
</tr>
<tr>
<td>Peer social relationship</td>
<td>Developing friendships in the classroom positively influences students’ morale and learning</td>
<td>Learning group socialisation is encouraged to improve students’ ability to succeed</td>
</tr>
<tr>
<td><strong>Learning support</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student cultural challenges</td>
<td>Cultural transition is an initial stage for students to overcome cultural barriers and understand the Kiwi culture.</td>
<td>Cultural assimilation is stimulated to prepare students for global workplace</td>
</tr>
<tr>
<td>Student cultural adaptation</td>
<td>Cultural adaptation is an ongoing process that involves active participation in Kiwi cultural activities</td>
<td>Classroom relationships are stimulated to build peer learning</td>
</tr>
</tbody>
</table>

The two categories of classroom social experience and learning support are used as broad topics for discussion in the following chapter
Introduction

In this chapter I have discussed the key findings from my study in relation to the literature I have reviewed in Chapter two. Secondly I have drawn conclusions and commented on implications for practice. Finally, I have made recommendations about teacher and educational leadership practice as well as further research.

Discussion

The discussion is organised in relation to the themes in the findings and is consolidated into two broad themes to provide a holistic view. They are:

1. Classroom experiences
2. Learning support

The convergent issues of both students, teachers and the evidence from literature are discussed in the chapter.

Classroom experience

The discussion of findings related to the consolidated theme of classroom experience is presented around the two associated themes of overcoming social and language barriers and building friendship with Kiwi students. The study identified gaps in students’ home experience of their classroom learning styles, social network and language with their New Zealand lived experience.
Overcoming social and language barriers

My findings had established that every student in the class went through a different set of challenges and each challenge had a psychological effect on them. These findings were consistent with Haber and Hastings (2017), Szabo et. al., (2015) who identified international students’ cause of social issues as their language barrier, unrealistic expectations, illness, crises originating at home and acculturative stress which are all visible symptoms of psychological stress. For all twelve students the acquisition of English language had been essential as they participated in the social activities in their class. This is consistent with Brunton and Jeffery (2014) who reported in his study that the strongest influence on the empowerment of cultural assimilation was the level of prior knowledge of the English language since it provided insight and understanding of the new culture. And Cao (2012) asserted that socialisation between individuals plays a decisive role in determining the way problems are solved and that eventually friendship can develop. Hence knowledge of the English language was essential to overcome the transcultural challenges that international students faced in the diversified classrooms of New Zealand Tertiary Institutes.

Ten of the students in this study were from a homogenous home environment in their country of origin and they tended to lose confidence when faced with a culturally diverse learning environment. Smith and Khawaja (2011) concur with the suggestion that international students’ performance may be negatively affected when they are faced with studying in a foreign language in a new social environment. To add to the students’ problems, as they progressed in their studies the classroom composition continuously evolved when new students with different socio-cultural origins joined their class. This feeling was consistent with Heggins and Jackson (2003) who stated that the primary difficulties international students grapple with are social and cultural differences in matters of choice and knowing the appropriate communication approach to take in learning and participation as they move through the transition process of acculturation. The students’ communication challenges were not limited to language proficiency but also included colloquial language and slang which was attaching meaning to their spoken messages.
To assist students in their choice of social group, all four teachers in this study assimilated international students into the local Kiwi groups by ensuring that students integrate inter-culturally in the classroom and during their learning tasks. In support of this learning arrangement, Ward and Masgoret (2008) argued that New Zealand had a culture of positive attitudes towards multiculturalism and endorsed diversity and social integration. The teachers allocated mixed groups using a strategy consistent with Kashima and Loh (2006), who argued that the more the social ties within the groups were developed between international and host Kiwi students, the better adjusted the students were psychologically and this helped to develop an assimilated identity. Barnett et. al., (1954) also argued that to reap the benefits of cultural transformation and personal growth, mutual acceptance by international and Kiwi students of intercultural learning improved the success of their acculturation. Cross cultural acceptance led to positive attitudes and opened the possibility for students to pursue the strengthening of their relationship.

At the same time the constantly changing classroom composition created difficulties for all of the students when they tried to develop social interaction with their local peers. The international students established that the classroom was the focal point where they could familiarise with the local culture and socialise with Kiwi students. Supporting the integration strategy, Berry (2005) expressed the opinion that integration of students was a process of psychological and sociological adaptation in which new entrants developed social competence cognitively and physically in their daily social interaction in the classroom. In order to assimilate into the local Kiwi culture, international students positioned themselves next to Kiwi students and exchanged information on cultural values and behavioural norms. Consistent with international students’ efforts to socialise, Smith and Khawaja (2011) pointed out that if acculturative stressors were not addressed professionally, it could exacerbate psychological stress. Efforts to promote group socialisation were also consistent with the practice of two teachers who allowed the students to group themselves freely until they had settled in class and then integrated them by cultural orientation.
The findings in this study showed that students were likely to be more diplomatic in their interactions when they understood each other’s cultures. Casual socialisation during the initial orientation with different cultures had created healthier relationships across the cultural gaps. Kashima and Loh (2006) identified the importance of casual socialisation stating that when the international students established ties with other international, co-national and local Kiwi students, they were more likely to experience a pleasant adjustment. The two teachers in this study described this strategy as more conducive at the beginning when students were settling down with unfamiliar peers in the classroom.

Three teachers in this study also created online conversations using social media to allow students to interact outside the classroom so they then follow up with face to face conversations. These teachers all concur with Brunton and Jeffery (2014) who said that interaction with students from the host culture was seen as a beneficial experience for the international students’ sociocultural and psychological adjustments. For international students, the value of friendship with local Kiwi students was not limited to emotional and psychological support but extended to sources of information and knowledge. The findings also suggested that international students who managed to develop friendships and had social activities involving local Kiwi students and other international students experienced better psychological and acculturation outcomes. The developed friendship between international and local Kiwi students can be considered as an advantageous form of contact which is of benefit to both parties. Hao (2014) supports this view with the argument that professional socialisation is a process through which a person acquires the knowledge, skills, values and ethical standards to form a professional identity. The daily classroom intercultural communication provided international students with the knowledge of professional cultural protocols in receiving, sending and providing meaning to messages.

All four teachers in this study oriented their class by explaining the bi-culturalism embedded in the Treaty of Waitangi and its relevance to the Kiwi culture. To develop intercultural understanding they expressed that they required the international students to present their cultural values and practices to their peers. This strategy for
creating cultural acknowledgement concurs with Fritz et. al., (2008) who stated that by understanding the different culture’s behaviours and attitudes, individuals are able to overcome the perceived threats, and individual anxieties also decreased. All the teachers also confirmed that this learning exercise had broken down cultural barriers as students listened to each other’s version of their cultural values.

*Building friendship with peers*

The international students in this study were from multiple countries and this cosmopolitan composition created a unique situation where some of them shared the same ethnicity with their local counterparts, however, the international students in this study differed in their cultural practice. The difference in culture is consistent with Kang’s (2014), argument that from a host student’s perspective, international students are outsiders and they expected the international students to be assimilating into the local culture. The similarities in ethnicity were seen as a conduit towards building friendship and countered the cultural differences that tended to keep the students polarised by cultural orientation. This separation by cultural orientation was consistent with Zhang and Brunton’s (2007) findings where 55% of their sample Chinese students in New Zealand were unhappy with their opportunities to make friends with locals. To promote socialisation teachers needed to take a proactive role and educate incoming international students about the importance of intercultural contact and developing friendships in order to minimise their cognitive and emotional challenges in the classroom.

Another finding from this study indicates that students develop a deeper understanding of their discipline knowledge when they experience active socialisation in the classroom. Students who developed a congruous relationship with Kiwi students found their transition to the New Zealand classroom much easier than those students who tended to keep their circle of friends within their co-national group. On the contrary Berry (2009), points out that differences do exist when individuals are seen to integrate into another culture however they still hold firmly to their own cultural identity. All teachers acknowledged that international students faced adjustment issues and this belief is consistent with Pedersen (1991), who asserts that the greater the difference
in one’s cultural background, the more complicated the students’ adjustment in the host culture.

The students in this study expressed that learning colloquial English was key for them in developing closer friendship with local Kiwi students as it was an essential skill to participate in conversations relating to local topics. This was consistent with Berry (2005), who saw acculturation as a dual process of cultural and psychological change that takes place as a result of contact between two or more cultural groups. The findings supported that the majority of the students initially greeted Kiwi students outside the classroom where they felt that they would not lose face if the gesture of friendship was rejected. It was further found that once greetings were acknowledged, the international students strengthened the acquaintance into personal friendships during their classroom encounters with local Kiwi students. As friendships developed, international students used Kiwi students to clarify teacher instructions and any ambiguities in the teachers’ lectures.

**Learning support**

The discussion of findings is related to the consolidated theme of learning support and is presented around the three interrelated themes of cultural challenges in the classroom, building a cohesive learning environment and integration of learning styles. The study identified challenges faced by teachers in a classroom of students with multiple cultures and varying learning styles.

**Cultural challenges in the classroom**

Another key finding was that international students from eastern cultures expected their teachers to have greater control of their class when using group structures for learning exercises, however contrary to students’ expectation the teachers preferred that the students chose their own social group for their learning activities. And Haber and Openn (2013), concurred that incoming international students struggle with
adjustment issues such as adapting to a new life, a new language and a new educational environment. Smith and Khawaja (2011), support the notion with the argument that if acculturative stressors are not addressed with professional coping resources, it can exacerbate psychological stress. The teachers in this study expressed that as part of their strategy to develop acculturation of the students they crafted the learning group design in a manner that the students ended up within a multi-cultural mix.

The presumption from the findings is that the acquisition of English language and awareness of cultural differences brings together multi-cultural understanding. This finding was consistent with Sallee (2011), describing socialisation as the process of learning cultural norms through listening, interacting and observing those within the group. Group socialisation was promoted by teachers to support peer learning and is consistent with Grusec and Hastings (2014), who stated that socialisation highlights the diversity of relational processes and qualities that contribute to socialisation outcomes.

Another finding suggested that international students faced complications during their transition to New Zealand and one particular complication was the breakdown of their social network and friendship with peers they enjoyed in their home country. The students’ preceding relationships were more prominent role in their lives as students in their home country. To take part in the collaborative learning process, international students had to develop peer relationships through building friendships and have self-confidence in social communication. International students needed to assimilate with local Kiwi culture and Fritz et. al., (2008) claim that by understanding the host culture’s behaviours and attitudes, individuals were able to overcome the perceived threats and their anxieties decreased as the group members came to know each other. All teachers in this study created personal and situational social learning environments which created opportunities for students to develop their new social and friendship network. The teachers’ classroom initiatives reflect Kashima and Loh (2006), who suggested that international students’ socialisation is the medium for the psychological adjustment in a multicultural classroom. The teachers’ strategy for intercultural
integration was consistent with students’ concerns as they had described their initial nervousness about new classmates.

**Building a cohesive learning environment**

All the teachers in this study suggested that classroom socialisation prepares students to develop interconnectedness not only with the study group they participate in but also extend their capabilities to others they come into contact with. This finding was consistent with Kashima and Loh (2006) who acknowledged that newly arrived international students found significant uncertainty and ambiguity in their unfamiliar environment. The findings with the teachers converge with the students’ findings that all teachers promoted intercultural collusion by setting up students with activities that enabled them to articulate and appreciate the importance of group interdependence. This finding was consistent with Kotze and duPlessis (2003) who suggested that to overcome classroom expectations and learning demands, students used different socialisation tactics such as scholastic, instrumental and collegiate that correlated with their motive.

Three out of four teachers in this study promoted friendship between international and Kiwi students by using technology as the capstone to anchor interaction so the focus of students moved away from language proficiency to understanding the context. The student group members developed a hybrid culture which was an infusion of international cultures and Kiwi culture. The findings were consistent with Hendrickson et al., (2011) who argued that international students’ satisfaction with life includes social activities, relationships, language proficiency and absence of racial discrimination. Teachers believed that classroom socialisation contributed to personal cognition and knowledge and also added value for academic achievement. Brunton and Jeffery (2014) found in their study that international students perceived belonging to the host group as empowerment for learning.
Integrating Eastern teaching styles into the New Zealand teaching style

All teachers in this study integrated Eastern teaching styles into the New Zealand teaching style to meet the transitional needs of international students in the classroom. This is consistent with Priest et al., (2014) who point out that teachers are influential agents for the complex process of socialisation in the classroom as the teachers play an important role in teaching students cultural and racial diversity. All the students in this study indicated complications in their transition to the new teaching and learning styles that confronted them in their New Zealand classroom of study. The difficulty identified was consistent with Smith and Khawaja (2011) who presented the argument that international students who come from countries that focus on rote learning may find it difficult to adjust to the teaching style of New Zealand. Compared to Kiwi students, international students were experienced at rote learning and being prepared for their individual examination style of learning while the New Zealand learning styles were based on collaborative learning in the classroom. Prasad et al., (2004) found in their study that students from eastern cultures with passive learning styles had an expectation that teachers should lead the learning while western learning norms embraced active learning. Teachers in this study had designed the delivery of courses to facilitate a transition from eastern learning styles and easing into the western learning style by the end of the course.
Conclusions

The purpose of my conclusions is to reaffirm the relevancy of my study. From my discussions, I have identified some conclusions that are student social challenges and have implications for teacher practice in the classroom. The tertiary education sector in New Zealand is customer demand driven and the teaching and learning are affected by changes in industry, transformation of business models of institutes and the changes in curriculum delivery technology. This study infers that international students arriving to study in a New Zealand classroom were ill prepared prior to their arrival. Both teachers and students regarded classroom socialisation as an important skill that prepared them for the global workforce. Preparing teachers to deal with the ever changing classroom challenges is an essential development that teachers need to undertake to meet the needs of students.

Socialisation challenges for students

This study confirms that positive relationships between international and Kiwi students in the classroom particularly contribute to better relationship and a harmonious learning environment where all students benefit. The two main barriers for socialisation in the classroom were language and cultural differences.

Language barriers

International students in their formative stages were reluctant to socialize with local students as they had not developed confidence in their ability to converse with their local counterparts. Colloquial English was seen as the main barrier when trying to have a conversation with local students. To compound the issue, students still tended to congregate with their co-nationals where they tended to speak their own language which was seen as a barrier for them when they wanted to improve their English speaking ability.

Cultural barriers

International students in the classroom were from up to eighty different countries and in addition to their group cultural diversity, they also had to conform with the New Zealand cultural norms and expectations.
Zealand bi-cultural demands. The students had to develop awareness of cultural issues related to other international students with cultures different to theirs and the New Zealand culture influenced by the Treaty of Waitangi. They learnt to respect interdependence of cultures, and to accept cultural diversity in the classroom. The cultural integration happened initially with brief encounters with local students and then more regular meetings in the classroom.

**Implications for teacher practice**

The implications for practice are compartmentalised into social and economic consequences of teachers’ actions and teacher development. In this study, the teachers through their practice promoted socialisation in the classroom which is beneficial for both students in their preparation for working in a global work environment and for teachers whose practice leads to better outcomes for their students. Teachers had to self-develop intercultural competence when they faced challenges in the classroom when teaching a broad spectrum of racially, religiously, culturally, socio-economically and linguistic diverse students. For teachers, there was continuous stress of trying to keep ahead of the changing environment in the classroom.

**Social consequences of teacher actions**

Teachers are key players as catalysts in building social responsibility. For students the socialisation in the classroom facilitated by teachers led to improved understanding of the cultures of the other students in the classroom. The development of intercultural interaction skills were sources of language and ethnic diversity that was a help for both local and international students to develop their cultural sensitivities. Teachers promoted behaviour in students conducive to being socially responsible in the classroom that would lead to improved social skills when the students join the workforce. Once socialisation was active in the classroom, the students were
experiencing a harmonious learning environment and friendship between the students developed.

Students who took on a proactive role in developing social contacts with their peers experienced friendly relationships with students from other cultures. Students in this study who made a deliberate effort to engage with local Kiwi students achieved friendship in a culturally diverse classroom. They also found they had better support from teachers and the learning environment was more conducive to their learning.

**Economic consequences of teacher actions**

Teacher actions have economic consequences for both students and institutes. Teachers recognised that they had to prepare their students for the globalised workforce and it was important for them to prepare students who can interact with others from different cultures and develop relational capital. Teachers acknowledged that intercultural social skill has economic consequences for their students and their socialisation initiatives will improve the chances of their students to find employment in the globalized workforce.

The outcomes of the socialisation practice of teachers also lead to benefits for the institute. Students were more satisfied with the learning environment that the teachers created through their socialisation initiatives. The assumption is that international students’ satisfaction with their learning environment would lead to promotion of the institute to their peers in their home country. Hence, teacher facilitation of socialisation in the classroom leads to better economic outcomes for the institute in the form of more international student enrolments.

**Preparing students for the global workforce**

Teachers in this study took responsibility to educate the students in such a manner that they were ready to meet the challenges of the demands placed by a globalised
workforce. Teachers facilitated classroom socialisation of their international students that included cross cultural awareness and interacting with peers from other cultures. These facilitations were essential for students in becoming prepared for the global work environment. Students positive inter-relations in the classroom between international and Kiwi students was strongly related to better cultural understanding, friendship which led to being prepared for the workforce.
Recommendations

These recommendations are derived from the conclusions and the implications for addressing socialisation of international students in a New Zealand tertiary education classroom. New Zealand tertiary education teachers and educational leaders have a critical role to play in promoting global thinking by providing their students the experience to appreciate working in a diverse cultural environment. Teachers and educational leaders need to ensure that the students benefit from their educational aspiration and their welfare has been kept at the centre of their study in New Zealand.

Recommendation one

The first recommendation is for institutional leaders to provide international students with linguistic support through social activities. Social activities must involve local Kiwi students and need to be extended beyond the classroom and teaching hours. Linguistic support is not to be limited to international students only but extended to all students in the classroom so that the learning is consistent when peer learning takes place. Linguistic support has to be intensive at the beginning of the students programme of study and gradually worked to independent consultation at their final year of study. All courses in the students programme of study have to be designed to include linguistic literacy and presentation skills not in colloquial to improve students’ English.

Recommendation two

The second recommendation is for teachers to create a diverse and culturally rich learning environment by integrating the students’ individual traditions, culture and beliefs wherever possible within the teaching strategy. Students need to be made aware of the obligations that the institute has for learning design under the Treaty of Waitangi.
Recommendation three

The third recommendation is for teachers to transform their traditional locally oriented learning material and embed global perspectives. The learning material needs to be comprehensive and coherent and the classroom experiences aimed at preparing students with global social and economic perspectives. This learning design is to be consistent over the delivery of the multiple courses and as the students’ scaffold thorough their study and get ready to graduate.

Recommendation four

The fourth recommendation is for the institutional leaders to prepare teachers to teach competently in the context of internationalised education. Teaching requires teachers to be future oriented as they prepare students for the future globalised environment where transportation and communication technologies have removed the distance barriers. Institutional policies on teacher development need to include the importance of embedding global thinking. Teachers need to be developed with skills and be prepared to teach ethnically, linguistically and culturally diverse group of students. There needs to be a cultural shift in their thinking that expands their educational experiences and cultivate a positive view to global transferences. Teachers need to be developed to be global citizens themselves.

Recommendation Five

The fifth recommendation is for international student recruiters. This study supports the notion that for international students, socialisation in the classroom is critical to their success in New Zealand tertiary education. This study has highlighted that poor preparation of students prior to arrival for study in a New Zealand tertiary education classroom causes psychological stress which affects their academic performance hence, the fourth recommendation is for international student recruiters in the students’ home country. It is recommended that a programme for “Preparation of students for study in New Zealand Tertiary Education” be developed for use by student
recruiters. Prospective students will have to complete the programme prior to their arrival in New Zealand.

**Limitations of this study**

This study was conducted by a single researcher hence the ideas, views and quality of data was limited to the researcher’s personal inclination. The study was conducted in one tertiary education institute located in Auckland where there was a cosmopolitan student population. The institute had international students from eighty different countries. As the institute’s student population was cosmopolitan, international students may have had a more conducive environment for assimilation when compared to institutes outside Auckland.

The study was designed to only acquire the experiential knowledge of international students and the teachers facilitating their learning. The outcome of the study was expected to transfer knowledge gained through this study and modify institutional behaviours in student satisfaction. The participants in the study were twelve international students and four teachers. The data collected on the views of the participants was limited to the participants own experiences. Due to the limited number of participants the study was not able to capture the wider experiences of the international students and their teachers. The study also did not seek the views of the local Kiwi students who are an integral part of socialisation in any classroom.

The findings in this study cannot be generalised as they are specific to one context. However, practitioners in similar settings may find the conclusions I have drawn are transferrable to their own context.
End word

In the course of writing this thesis I have developed myself as a researcher. Any research requires communicating the outcomes of the research and without good writing skills, one cannot transfer their thoughts and vision to others. This experience has provided me the opportunity to draw inspiration from those who have provided guidance with my study and gain the self-confidence to inspire those that aspire to take on their own academic challenges. I have learned that persistent hard work leads to richer and rewarding futures. Finally, I am proud of this thesis that I have produced.
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Appendices

Appendix A: Focus group interview schedule

Master of Educational Leadership and Management

THESIS TITLE:
The socialisation of international students to a tertiary learning culture in New Zealand.

RESEARCHER: Niranjan Singh

Focus group interview schedule

<table>
<thead>
<tr>
<th>Activity</th>
<th>Notes</th>
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<td><strong>Confirmation of involvement</strong></td>
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<tr>
<td></td>
<td>Potential benefits to participants.</td>
</tr>
<tr>
<td></td>
<td>Questions and answers.</td>
</tr>
<tr>
<td></td>
<td>Confirmation / withdrawal of</td>
</tr>
<tr>
<td></td>
<td>participation.</td>
</tr>
<tr>
<td></td>
<td>Completion of consent forms.</td>
</tr>
<tr>
<td><strong>Expectation of participants</strong></td>
<td>What is social interaction?</td>
</tr>
<tr>
<td>Establish international students’</td>
<td></td>
</tr>
<tr>
<td>expectation of service from tertiary</td>
<td></td>
</tr>
<tr>
<td>education institutes.</td>
<td></td>
</tr>
<tr>
<td>Social challenges for international students in a New Zealand Tertiary Education classroom.</td>
<td></td>
</tr>
<tr>
<td><strong>Experience of participants</strong></td>
<td></td>
</tr>
<tr>
<td>What does social interaction mean</td>
<td></td>
</tr>
<tr>
<td>to you?</td>
<td></td>
</tr>
<tr>
<td>How does the social interaction in</td>
<td>What is the value of social interaction in the classroom for you?</td>
</tr>
<tr>
<td>a classroom affect the learnings of students?</td>
<td></td>
</tr>
<tr>
<td>Can you describe how you socialise with other students in the classroom?</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>What is strategy in the current classroom activities that need to be addressed?</td>
<td>I want to find out how your social behaviour (communication and relationship with other students) affects your learning.</td>
</tr>
<tr>
<td>What possible changes to the learning environment can be made to create an inclusive environment for all cultures?</td>
<td>What changes would you recommend to increase social interaction in your classroom?</td>
</tr>
<tr>
<td>Sum up and confirmation of information</td>
<td></td>
</tr>
<tr>
<td>Feedback on information</td>
<td></td>
</tr>
</tbody>
</table>
Appendix B: Interview schedule – Individual

**Interview schedule – Individual interviews**

**THESIS TITLE:** The socialisation of international students to a tertiary learning culture in New Zealand.

**RESEARCHER:** Niranjan Singh

**Interview session participant:**

<table>
<thead>
<tr>
<th>Confirmation of involvement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline of research project.</td>
<td></td>
</tr>
<tr>
<td>Potential benefits to participants.</td>
<td></td>
</tr>
<tr>
<td>Questions and answers.</td>
<td></td>
</tr>
<tr>
<td>Confirmation / withdrawal of participation.</td>
<td></td>
</tr>
<tr>
<td>Completion of consent forms.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| What is your understanding about socialisation of international students? |  |
| What socialisation activities do you provide for international students? |  |
| What type of activities do you implement to create a socially interactive environment? |  |
| How do you socially induct new international students in your programme of learning? |  |
| What are the social values you are communicating through induction? |  |
| What are the social challenges that you observe amongst students in a classroom? |  |
| How do you know that you are meeting the physical needs of your international students? How well do you meet them? |  |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you know that you are meeting the psychological needs of your international students? How well do you meet them?</td>
<td></td>
</tr>
<tr>
<td>What change of behaviour do you see to confirm that the socialisation activities you provide to international students are meeting their social needs?</td>
<td></td>
</tr>
<tr>
<td>In your opinion which type of socialisation activities do you think are successful?</td>
<td></td>
</tr>
<tr>
<td>In your opinion which socialisation activity needs to be improved?</td>
<td></td>
</tr>
<tr>
<td>In your opinion what type of socialisation do you expect to improve students learning?</td>
<td></td>
</tr>
<tr>
<td>Is there any other information you would like to provide?</td>
<td></td>
</tr>
</tbody>
</table>
Appendix C: Consent form

CONSENT FORM – ADULT PARTICIPANTS

RE: Master of Educational Leadership and Management

THESIS TITLE: The socialisation of international students to a tertiary learning culture in New Zealand.

RESEARCHER: Niranjan Singh

Participant’s consent

I have been given and have understood an explanation of this research and I have had an opportunity to ask questions and have had them answered. I understand that neither my name nor the name of my organisation will be used in any public reports. I also understand that

☐ Interviews

I will be provided with a transcript of the interview for verification and that I may withdraw myself or any information that has been provided for this project up to two weeks after the confirmation of my interview transcript.

☐ Focus group interviews

I may withdraw myself or any information that has been provided for this project up to two weeks after the focus group interview event.

I agree to take part in this project.

Signed: ________________________________

Name: ________________________________

Date: ________________________________

UREC REGISTRATION NUMBER: (2016-1066)

This study has been approved by the Unitec Research Ethics Committee from (date) to (date). If you have any complaints or reservations about the ethical conduct of this research, you may contact the Committee through the UREC Secretary (ph: 09 815-4321 ext 6162). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.
Appendix D: Information sheets for participants

INFORMATION SHEET FOR PARTICIPANTS

Master of Educational Leadership and Management

Title of Thesis:
The socialisation of international students to a tertiary learning culture in New Zealand.

My name is Niranjan Singh. I am currently enrolled in the Master of Educational Leadership and Management degree in the Department of Te Miro at Unitec Institute of Technology and seek your help in meeting the requirements of research for a Thesis course which forms a substantial part of this degree.

The aim of my project is to capture the thinking of international students and their teachers for experiential information and guidance to enhance the functional quality and culture of teaching and learning in the context of a globally diverse classroom in New Zealand Tertiary institutes.

I request your participation in the following way.

For teachers and international advisors:

I will be collecting data using an interview schedule and would appreciate being able to interview you at a time that is mutually suitable. I will also be asking you to sign a consent form regarding this event. The interview venue will be the meeting room in building 107-1008 and the duration of the interview will be 40 minutes. You will be provided with a copy of the interview transcript to check for accuracy and will be asked to verify this within a week of receipt of the transcript.

Note: You have the right to withdraw your contribution within two weeks from the date of confirmation of interview transcript.
For students:

I will be conducting focus group interviews and would appreciate your contribution as a member of the group. I will also be asking you to sign a consent form regarding this event. The focus group interview venue will be the meeting room in building 145 - 1001 and the duration of the focus group interview will be one hour including introductions and questions.

I will be providing a summary of your data at the end of the session when you will have an opportunity to verify and or amend the data.

Note: You have the right to withdraw your contribution within two weeks from the date of data collection.

I do hope that you will agree to take part and that you will find this participation of interest. If you have any queries about the project, you may contact my supervisor at Unitec Institute of Technology.

Results of this research: The thesis for this project will be made available for viewing on the Unitec Research Bank.

My supervisor is Professor Carol Cardno and may be contacted by email or phone.

Phone: (09) 815 4321 ext: 8406  Email: ccardno@unitec.ac.nz

Yours sincerely

Niranjan Singh

UREC REGISTRATION NUMBER: (2016-1066)
This study has been approved by the Unitec Research Ethics Committee from (date) to (date). If you have any complaints or reservations about the ethical conduct of this research, you may contact the Committee through the UREC Secretary (ph: 09 815-4321 ext 6162). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.
Full name of author: ...Niranjan Singh

ORCID number (Optional): ...........................................

Full title of thesis/dissertation/research project (‘the work’):
Socialisation of international students in a New Zealand tertiary education classroom.

Practice Pathway: ..Te Miro

Degree: Master of Educational Leadership and Management

Year of presentation: ...2018......

Principal Supervisor: Carol Cardno

Associate Supervisor: Josephine Howse

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I provide this copy in the expectation that due acknowledgement of its use is made.

AND

Copyright Compliance:
I confirm that I either used no substantial portions of third party copyright material, including charts, diagrams, graphs, photographs or maps in my thesis/work or I have obtained permission for such material to be made accessible worldwide via the Internet.

Signature of author: Niranjan Singh

Date: ......03. /...05 /...2018
Declaration

Name of candidate: Niranjan Singh

This Thesis, entitled: Socialisation of international students in a New Zealand tertiary education classroom is submitted in partial fulfilment for the requirements for the Unitec degree of Master of Educational Leadership and Management.

CANDIDATE’S DECLARATION

I confirm that:

- This Thesis represents my own work;
- The contribution of supervisors and others to this work was consistent with the Unitec Regulations and Policies.
- Research for this work has been conducted in accordance with the Unitec Research Ethics Committee Policy and Procedures, and has fulfilled any requirements set for this project by the Unitec Research Ethics Committee.

Research Ethics Committee Approval Number: 2016-1066

Candidate Signature: Niranjan Singh

Date: 16 October 2017

Student number: 1001348