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Department of Foreign Language Education

English Language Teaching Program

INTERNATIONAL STUDENTS' SECOND LANGUAGE PRAGMALINGUISTIC CHANGE,
CULTURE SHOCK AND SOCIAL IDENTITY RELATION

Sinem ÖZKARDAŞ

Ph.D. Dissertation

Ankara, 2023

With leadership, research, innovation, high quality education and change,

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ULUSLARARASI ÖĞRENCİLERİN İKİNCİ DİL EDİMDİL BİLİMSEL DEĞİŞİMİ, KÜLTÜR
ŞOKU VE SOSYAL KİMLİK İLİŞKİSİ

Sinem ÖZKARDAŞ

Ph.D. Dissertation

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Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis / dissertation, prepared by **SİNEM ÖZKARDAŞ** and entitled “International Students’ Second Language Pragmalinguistic Change, Culture Shock and Social Identity Relation” has been approved as a thesis for the Degree of **Ph.D.** in the **Program of English Language Teaching** in the **Department of Foreign Language Education** by the members of the Examining Committee.

Member (Supervisor)	Asst. Prof. Dr. İsmail Fırat Altay	Signature
Member	Prof. Dr. Nuray Alagözlü	Signature
Member	Prof. Dr. Çiler Hatipoğlu	Signature
Member	Prof. Dr. Murat Hişmanoğlu	Signature
Member	Asst. Prof. Dr. Hatice Ergül	Signature

This is to certify that this thesis/dissertation has been approved by the aforementioned examining committee members on .../.../.... in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences and was accepted as a **Ph.D. Dissertation** in the **Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences from /...../.....

Prof. Dr. Selahattin GELBAL

Director of Graduate School of Educational Sciences

Abstract

This mixed-methods study explores the interrelationships among pragmalinguistic change, culture shock, and social identity of 40 international students in the Bridge to Academic Success in English (BASE) program at Renison University College affiliated by University of Waterloo. Data were collected using a questionnaire, discourse completion tests, and semi-structured interviews, and analyzed through SPSS, CCSARP coding manual used by Blum-Kulka et al., and thematic analysis. The findings suggest that participants experienced culture shock, as shown by the questionnaire, DCTs, and interviews. Pragmalinguistic development also improved, bringing participants closer to native speakers, as measured by the control group of Canadian undergraduate students. Participants reported decreased interpersonal stress over time, indicating the BASE program's positive impact on social identity. This study contributes to the literature on second language acquisition and cross-cultural communication, providing insights into the complex relationships among pragmalinguistic development, culture shock, and social identity of international students. Utilizing the CCSARP coding manual and thematic analysis provides rigor and credibility to the study's findings. This study's comprehensive approach distinguishes it from prior research that focused on a single aspect of international student experiences. Conducting the research in a particular cultural context offers a unique perspective on the international student experience at Renison University College. The study provides a nuanced and holistic understanding of the challenges international students face when adapting to new language and culture. These findings may assist educators, researchers, and practitioners in providing necessary support and resources to international students to succeed in their academic and personal growth.

Key Words: International students, culture shock, pragmalinguistics, social identity, cross-cultural communication

Öz

Karma yöntem araştırmasını benimseyen bu çalışma, Waterloo Üniversitesi'ne bağlı Renison Üniversite Koleji'nde Bridge to Academic Success in English programına (BASE) kayıtlı olan 40 uluslararası öğrencinin ikinci dil edimdilbilimsel değişimi, kültür şoku ve sosyal kimliği arasındaki ilişkileri incelemiştir. Veriler, anket, söylem tamamlama testleri (DCT'ler) ve yarı yapılandırılmış görüşmeler kullanılarak toplanmış ve SPSS, Blum-Kulka ve diğerleri tarafından hazırlanan kodlama kılavuzuyla birlikte Cross-cultural Speech Act Realization Project (CCSARP) çerçevesi ve tematik analiz kullanılarak analiz edilmiştir. Çalışmanın bulguları, katılımcıların anket, DCT'ler ve görüşmelerle belirtildiği gibi kültür şoku yaşadıklarını göstermektedir. Özellikle DCT'lerle ölçülen edimbilimsel değişimleri, kontrol grubu olarak hizmet katılım sağlayan 16 Kanadalı lisans öğrencisi olan yerli konuşmacılara daha da yakınlaşarak bir iyileşme göstermiştir. Dahası, katılımcılar zaman içinde kişiler arası streste bir azalma bildirmişlerdir, bu da BASE programının sosyal kimlikleri üzerinde olumlu bir etkisinin olduğunu ima etmektedir. Ayrıca, çalışma, uluslararası öğrencilerin benzersiz deneyimlerinin kapsamlı bir incelemesini sunarak, ikinci dil edinimi ve kültürler arası iletişim üzerine mevcut literatüre katkıda bulunmaktadır. CCSARP kodlama kılavuzunun ve tematik analizin kullanımı, çalışmanın bulgularına güvenilirlik kazandırmaktadır. Edimdilbilimsel değişim, kültür şoku ve sosyal kimlik arasındaki kesişimleri inceleme açısından kapsamlı bir yaklaşım benimsenen bu çalışma, genellikle uluslararası öğrenci deneyiminin sadece bir yönüne odaklanan önceki araştırmalardan ayrılmaktadır. Ayrıca, bu araştırma, Renison Üniversitesi Kolejindeki uluslararası öğrencilerin deneyimlerine ilişkin benzersiz bir bakış açısı sunan belirli bir kültürel bağlamda yürütülmüştür. Bu çalışmanın bulguları, uluslararası öğrencilerle çalışan eğitimciler, araştırmacılar ve uygulayıcılar için gerekli destek ve kaynakları sağlamak için kullanışlı olabilir.

Anahtar Kelimeler: Uluslararası öğrenciler, kültür şoku, edimdilbilim, sosyal kimlik, kültürler arası iletişim

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Symbols and Abbreviations

BASE: Bridge to Academic Success in English

CCSARP: The Cross-Cultural Speech Act Realization Project

CCP: Cross-Cultural Pragmatics

DCT: Discourse Completion Test

EFL: English as a foreign language

ESL: English as a second language

IC: Intercultural Communication

ILP: Interlanguage Pragmatics

L1: First Language

L2: Second/Foreign language

P: Participant

Q: Question

RQ: Research Question

SA: Speech Act

SIT: Social Identity Theories

SLA: Second language acquisition

SPSS: Statistical Package for the Social Sciences

UW: University of Waterloo

Chapter 1

Introduction

This study aims to explain the relationship between culture shock, second language pragmalinguistics development, and social identity formations of international students in Canada. A mixed-methods research design was used to examine the culture shock, pragmalinguistics development, and social identity constructions of undergraduate international students in Canada. The research aims to identify whether undergraduate international students experience culture shock, whether there is a relationship between their pragmalinguistic development and culture shock, how they become socialized in their second language, and their reflections on these themes. This chapter covers the statement of the problem, aim and significance of the study, research questions, assumptions and limitations of the study, and definitions of key terms.

Statement of the Problem

Foreign language learning is a complex process that is influenced by various factors, including cultural awareness and pragmatic competence. Culture shock, which is defined as the disorientation and confusion that occurs when an individual is immersed in a culture different from their own, can greatly impact the success of foreign language learning. This is because understanding and navigating cultural norms and expectations is essential for effective communication.

Additionally, pragmatic competence, which refers to the ability to use language appropriately in different social contexts, is also crucial for successful communication. Many foreign language teachers tend to focus primarily on accuracy in language use, but effective communication requires an understanding of both linguistic and cultural conventions (Bardovi-Harlig & Dornyei, 1998). ESL learners must not only have pragmatic awareness, but also the ability to apply this understanding in real-life situations.

Furthermore, research has shown that a focus on pragmatic competence in foreign language instruction can lead to improved communicative ability and greater success in intercultural communication (Kasper & Rose, 2001). Therefore, it is important for foreign language teachers to incorporate cultural and pragmatic instruction in their curriculum to ensure that learners have the skills necessary for effective communication in the target language.

The main problem of this study is to investigate the impacts of culture shock on international undergraduate students in Canada. The study aims to identify the effect of culture shock on second language pragmalinguistics, second language social identity formations, and students' reflections on these themes. In addition, the study aims to reveal the thoughts and perceptions of the participants (students who have already received their offers for undergraduate studies in Canada but have lower language proficiency levels and are enrolled in the Bridge to Academic Success in English (BASE) program at Renison University College, affiliated with the University of Waterloo in Ontario, Canada) about the target language culture.

Culture shock is a normal psychological response to the cultural and environmental changes that occur when living in a foreign country (Oberg, 1960). International students may face difficulties in adjusting to the new culture and society, which can affect their language development, communication, and overall adaptation to the host culture (Ward et al., 2001). The study of culture shock and its impact on international students is important as it provides insights into the ways in which culture shock affects the language and cultural adaptation process of international students.

Pragmatics, the branch of linguistics that examines the use of language in context, has experienced significant development in recent years. One of the key areas of development within pragmatics is the field of pragmalinguistics, which studies the relationship between language and social interaction.

One important aspect of pragmalinguistics is the study of speech acts, which refers to the use of language to perform various types of communicative acts such as making requests, giving advice, or making promises. Researchers in pragmalinguistics have expanded the traditional taxonomy of speech acts, developed by J.L Austin and John Searle, to include new categories such as indirect speech acts and politeness strategies (Brown & Levinson, 1987).

Another important area of development in pragmalinguistics is the study of implicature, which refers to the process by which speakers convey meaning indirectly through their language use. Researchers in pragmalinguistics have expanded the traditional concept of implicature, developed by H.P Grice, to include various types of implicature such as conventional implicature and conversational implicature (Levinson, 1983).

In addition, recent research in pragmalinguistics has also focused on the relationship between language and power, examining how language use can reflect and reinforce social hierarchies (Fairclough, 2010). This line of research has led to the development of critical pragmatics, which examines the ways in which language use can perpetuate or challenge social inequalities. Overall, the field of pragmalinguistics has seen significant growth and development in recent years, with researchers expanding and refining traditional concepts and exploring new areas of inquiry.

In addition, this research aims to explore the second language social identity of international undergraduate students in Canada. Second language social identity refers to the way in which an individual's social identity is shaped and influenced by their experiences and interactions in a second language (L2) context (Block, 2007). Research has shown that second language learners may develop a separate social identity in their L2, which can be different from their first language (L1) identity. This identity may be influenced by factors such as the learners' motivation for learning the L2, their attitudes towards the L2 and its speakers, and their level of proficiency in the L2.

Furthermore, this study aims to reveal the thoughts and perceptions of the participants about the target language culture. This will provide a deeper understanding of the students' reflections and insights about the host culture and society, and how this impacts their language development and overall adaptation.

Aim and Significance of the Study

This study deals with individuals crossing cultures, specifically international students who are studying abroad. The rationale for selecting international students as the unit of analysis for this study is based on the assumption that "real fluency in a foreign language is not possible unless the learner spends sometime in the target language country" (Kecskes & Papp, 2000, p. 10). This emphasizes the significance of studying the language and cultural adaptation of international students in the context of the host country. Considering the high number of international students in Canada and the challenges awaiting them in the new sociocultural environment, the present study plays a vital role in exploring the process that international students go through because of their second language social identity.

The significance of this study lies in its ability to provide a deeper understanding of the experiences and challenges faced by international students as they navigate the complexities of language and cultural adaptation. Studies have shown that international students often face difficulties in their second language pragmalinguistic development and experience culture shock (Gudykunst & Kim, 1984), which can affect their social identity and overall adaptation to the host culture (Ward et al., 2001). By examining the relationship between pragmalinguistic development, culture shock, and social identity, this study will offer insights into the ways in which these factors intersect and shape the experiences of international students. Additionally, this study will contribute to the existing literature on second language acquisition and cross-cultural communication by providing a comprehensive examination of the unique experiences of international students. The

findings of this study may also be useful for educators, researchers and practitioners who work with international students to provide them with the necessary support and resources to be successful in their academic and personal development.

This research differs significantly from previous studies because it takes a comprehensive approach to understanding the experiences of international students. By examining the relationship between second language pragmalinguistic development, culture shock, and social identity, this study will provide a more holistic understanding of the challenges and complexities faced by international students. Additionally, previous studies in this field have often focused on just one aspect of the international student experience, such as language development or culture shock, this research will bring together all three elements to provide a more complete picture of the experience of international students. Furthermore, this research will also be conducted in a specific cultural context and will examine the interplay of these factors within that context, providing a unique perspective on the experiences of international students.

Research Questions

The literature review of previous studies on the impact of culture shock on international students has revealed that most studies have utilized a quantitative research design and had small participant groups. These studies have primarily focused on measuring the level of culture shock experienced by international students and the factors that contribute to it. However, there is a lack of qualitative research that provides an in-depth understanding of the lived experiences of international students and the ways in which culture shock may impact their pragmatic development and social identity.

The present study aims to address this gap in the literature by utilizing a mixed-methods research design. The research questions of this study are designed to both quantify the impact of culture shock using a questionnaire administered twice, as well as

provide an in-depth analysis of the relationship between culture shock, pragmatic development, and social identity. The research questions for this study include:

1. What are the effects of culture shock on international students in Canada?
2. What is the relationship between culture shock and pragmalinguistic change?
3. How do international students in Canada perceive and experience the target language's culture?
4. What are the academic and social contexts international students are involved in becoming competent members of social groups?

Assumptions

The current study aimed to explore the impacts of culture shock, the development of pragmalinguistics, and the formation of social identity among international students in Canada. To accomplish this, a combination of research tools, including questionnaires, Discourse Completion Tests (DCTs), and interview questions were employed. It is assumed that the utilization of these tools will offer valuable perspectives on the experiences of international students and enhance the understanding of the themes under investigation.

Firstly, it is assumed that the participants of the study, as international students, may encounter social or academic obstacles as they adapt to the English-speaking community of Canada. However, it is also anticipated that their pragmatic skills and cultural integration will improve as they spend more time in the country. Furthermore, it is believed that the findings of this study will be beneficial to related stakeholders such as universities, curriculum designers, and social workers, who are invested in supporting the integration of international students.

It is also assumed that all participants in the study will comply with the tasks assigned by the researcher attentively and willingly, without leaving any detail out. Additionally, the data collection procedures for this study include the use of questionnaires, DCTs, and

interview questions, which will be administered to obtain precise results. It is further assumed that all participants will respond to the questionnaires, DCTs, and interview questions candidly and sincerely, to provide valuable data.

Before the study began, all instruments were examined and analyzed for the reliability and validity of the items, to ensure that the data collected would be precise and reliable. Consequently, the instruments for collecting data were assumed to be valid and reliable. The researcher also assumed that each international student involved in the study will discern their development in pragmalinguistics and cultural adaptation, fostering a deeper understanding of themselves and their experiences.

Overall, the goal of this study is to furnish a comprehensive understanding of the different challenges and opportunities faced by international students in Canada, and to identify strategies for better supporting their integration and success in the country. The results of this study will be of great interest to researchers, educators, and policymakers, as they strive to promote the well-being and success of international students in Canada and around the world.

Limitations

Like any research project, the current study also has certain limitations that must be acknowledged and taken into consideration when interpreting the findings. Firstly, it is important to note that the sample size of this study is relatively small, which means that the findings may not be generalizable to the larger population of international students studying in Canada. The participants in this study are primarily students affiliated with Renison University College and the University of Waterloo's English Language Institute and Bridge to Academic Success program. The current study aims to examine a specific aspect of the University of Waterloo, and it is evident that the majority of participants in this study are of Chinese nationality. This can be attributed to the high enrollment of Chinese students at the institution. However, it is important to note that the duration of time that each participant has

spent in Canada is not uniform. While some participants have had the privilege of completing their high school education in Canada, others have made the decision to migrate to Canada after completing high school in their respective home countries. This diversity in the background of participants brings an added layer of complexity to the study, providing valuable insights and a unique perspective on the research being conducted. Therefore, it is recommended that future studies include a broader range of participants from different institutions and nationalities in order to achieve more comprehensive results.

Secondly, this study focuses specifically on the first year of international students in their higher education, however it is worth noting that the participants will continue to stay and study in Canada for a minimum of four more years. Therefore, it is crucial to explore their cultural integration and pragmatic linguistic development over time in order to achieve a more accurate understanding of their experiences. Longitudinal studies that track the participants' experiences over the course of their education in Canada will provide a more comprehensive understanding of the cultural and linguistic challenges they may face.

Lastly, the study is based on self-reported data, which might have some biases and inaccuracies. Therefore, it is recommended to combine self-reported data with other data collection methods such as observations and interviews to triangulate the findings.

Definitions

The definitions of the key terms in the present study are as follows:

International students are defined as degree seeking individuals who come from foreign countries to pursue higher education in a college or university located in another country. These students are typically subject to different admission requirements and may encounter various challenges such as linguistic and cultural barriers. Furthermore, international students are not only enrolled in institutions of higher education within the host culture, but also tend to extend their stay abroad even after the completion of their studies (Wan, 1990, p. 13).

Culture Shock is a term used to describe the feelings of disorientation, confusion, and anxiety that individuals may experience when they are immersed in a culture that is significantly different from their own. It is a normal psychological response to the cultural and environmental changes that occur when living in a foreign country. Culture shock can manifest in a variety of ways, including feelings of homesickness, frustration with communication and social interactions, and a sense of isolation or alienation. It can also affect the individuals' ability to function effectively in daily life (Oberg, 1960).

Pragmatics is a branch of linguistics that deals with the use of language in context and the strategies speakers use to convey meaning.

Pragmalinguistics, a subfield of pragmatics, specifically focuses on the linguistic aspects of language use, such as the way in which words and phrases are used to convey meaning. It examines how people use language to accomplish different goals, such as making requests or giving commands, and how people interpret and respond to different types of utterances. It also studies the various features of language like deixis, implicature, presupposition, and speech act theory that play a role in pragmatic communication. It is also closely related to sociolinguistics and discourse analysis. (Levinson, 1983)

A *speech act* is an utterance that performs a specific function in a conversation or communication. It is a unit of language that is used to accomplish a particular goal or action. The theory of speech acts, first proposed by J.L Austin (1962), states that speakers perform certain actions, such as making a statement, asking a question, or giving a command, through the use of language. The theory also suggests that the meaning of a sentence is not just determined by the words and grammar used, but also by the speaker's intentions and the context in which the utterance is made. Later, John Searle (1969) further developed the theory and categorized the types of speech acts into five categories: Representatives, directives, commissives, expressives, and declarations.

Request is a type of speech act in which a speaker asks another person to do something. It is a direct or indirect way of making a request, which is typically formulated in

the form of a question, an imperative sentence, or a polite form. A request can be either a direct or indirect, depending on the form of the sentence and the level of politeness used. For example, "Can you please pass the salt?" is an indirect request, while "Pass the salt" is a direct request. The theory of speech act, first proposed by J.L Austin (1962) and developed further by John Searle (1969), has identified requests as a type of directive speech act, which aims to get the hearer to do something.

Request Strategy refers to the specific approach or method that a speaker uses to make a request. It is the choices speakers make in terms of wording, intonation, and other language features in order to convey their request in the most appropriate and effective way possible. Request strategies can vary depending on the context and the relationship between the speaker and the person being addressed. For example, a speaker might use a polite and indirect request strategy when asking a favor from a superior, while a more direct and assertive strategy might be used when making a request to a peer or subordinate. Request strategies can be classified into different types, such as direct and indirect, formal, and informal, and polite and impolite strategies. Some researchers like Blum-Kulka et al. (1989) have proposed a taxonomy of request strategies based on the level of politeness and indirectness. (Blum-Kulka, 1987; Blum-Kulka et al., 1989)

Directness shows the degree to which extent the speaker's illocutionary intent is visible from the locution (Blum-Kulka, 1987; Blum-Kulka et al., 1989).

Second language social identity refers to the way in which an individual's social identity is shaped and influenced by their experiences and interactions in a second language (L2) context. It is the perception of oneself as a member of a social group, based on one's L2 proficiency, proficiency level, and language use patterns. Research has shown that second language learners may develop a separate social identity in their L2, which can be different from their first language (L1) identity. This identity may be influenced by factors such as the learners' motivation for learning the L2, their attitudes towards the L2 and its

speakers, and their level of proficiency in the L2. Additionally, their identity may also be influenced by the social and cultural context in which the L2 is used (Block, 2007)

Chapter 2

Literature Review

The Experiences of International Students

To gain an understanding of how international students adapt to a new culture, several models and theoretical perspectives are available. One such model is the culture shock theory, which was introduced by Oberg in 1960. This theory explains the challenges that expatriates face while adjusting to a new culture. According to this hypothesis, individuals experience four distinct phases during this process. The first phase, known as the honeymoon phase, is characterized by excitement and eagerness to explore the new surroundings. The second phase, referred to as the crisis or culture shock phase, is marked by various difficulties, including a lack of familiarity with the environment, leading to a struggle in performing daily tasks. It is important to note that not everyone will undergo all four phases of the culture shock theory, and the duration and intensity of each phase can vary depending on individual factors and the nature of the host culture. The culture shock theory provides valuable insight into the challenges faced by individuals while adapting to a new culture, and educators and support staff can use this knowledge to provide international students with the necessary resources and support to aid in their adjustment.

The culture shock theory proposes four phases of adaptation. In the third phase, known as recovery, individuals begin to adjust to the new society and may still encounter challenges but approach them with a lighter attitude. Finally, in the fourth phase, known as adaptation, individuals come to appreciate and embrace the host country's traditions, way of life, and cuisine. They are able to handle challenges without becoming anxious and may even experience a sense of nostalgia when returning to their place of origin. (Oberg, 1960).

Another model used to explain how foreign university students adapt is the U-curve method. According to this method, the first six months of the adaptation process are usually positive for students. However, between six and eighteen months, students may experience

difficulties with adjustment, feelings of dissatisfaction, and a sense of isolation. After 18 months, acclimation tends to become successful and comfortable once again. Lysgaard (1955) argued that the adaptation of international students follows a U-curve according to the culture shock hypothesis. However, Gullahorn and Gullahorn (1963) proposed a W-curve approach to the adjustment process, in which the stages of adaptation are repeated each time the students return home.

Challenges Faced by International Students in Adjusting to Life Abroad

The settling-in process can be a daunting task for international students, as they face various adjustment issues while adapting to a new environment. Addressing these issues is crucial, as students who successfully overcome them tend to have a better sense of wellbeing, which translates into academic and personal success. In the race to attract more international students, countries and educational institutions must prioritize ensuring that students are content with their transition process. Some typical forms of adjustment that international students may encounter are listed below.

Academic Adaptation of International Students. In addition to pragmatic concerns such as avoiding conflict, pursuing higher education abroad is primarily motivated by the desire for better educational opportunities. Conversely, it is crucial for host institutions and nations to cultivate a favorable experience for international students and ensure their satisfaction during the adaptation process in order to attract future students. A study conducted by Alemu and Cordier (2017) revealed that contentment with academic compatibility plays a significant role in overall student satisfaction. Furthermore, as academic satisfaction rises, the proportion of students who withdraw from the program and return to their country-of-origin declines (Gopalan, 2019). As such, institutions should prioritize enhancing the academic well-being of their students as a primary objective.

The evaluation of academic attainment is typically based on students' grade point averages, as well as their academic alignment, as suggested by Young and Schartner (2014). The model of school adaptation is akin to the sociocultural adaptation model, as

identified by Schartner and Young (2016). During the initial phases of transition, academic adjustment is lowest due to the unfamiliarity with the host university's requirements but improves with time. Given that master's degree programs in some countries are only a year in length, academic adjustment by schools should be swift. In order to thrive academically, students must learn to effectively manage the stress of transition and utilize effective coping strategies. Khawaja and Stallman's study (2011) posited that international students benefit from adopting strategies to enhance their academic adaptation, including proper organization, task prioritization, efficient time management, recording of class sessions, seeking guidance from older peers, careful review of assignment criteria, and engaging in discussions with lecturers to understand the academic expectations of the university.

Academic adjustment satisfaction refers to a student's level of contentment with the education they have received. The degree of satisfaction with academic adjustment is impacted by several factors, with the ability of foreign students to communicate effectively in English being the most critical, as posited by Alemu and Cordier (2017). In order to achieve successful academic adjustment, international students must acquire both academic and social language skills. While academic language proficiency is essential for performing well in exams and assignments, social language skills are also necessary for engaging in class discussions, group projects, and maintaining relationships with teachers and peers, as suggested by Alsaifi and Shin (2019).

Research in this domain has demonstrated a strong association between language proficiency and academic performance, as noted by Schartner and Young (2016) and Poyrazli and Kavanaugh (2006). Furthermore, individuals who struggle with language skills may experience anxiety due to a fear of being unable to communicate effectively and being ridiculed by their peers, leading to hesitancy in conversing with classmates or teachers, as highlighted by Nazir (2018). Foreign students in Turkey have reported significant discrepancies between the Turkish language taught in preparatory schools and academic Turkish used in university courses, making it challenging for them to adapt to university life

in Turkey (Bullen & Kenway, 2003; Çollaku & Nazir, 2019). It is worth noting that the academic adjustment of students is not solely reliant on the language skills of the student, but also on the language proficiency, pronunciation, and fluency of teachers. Therefore, it is imperative for teachers to possess strong language skills to effectively engage with foreign students in academic settings.

Academic support and impartiality from professors are additional factors that impact academic adjustment (Ahrari et al., 2019). In addition, academic adjustment can be facilitated by organizational support that includes academic assistance and a welcoming campus environment (Gopalan et al., 2019). Hence, the supportive and encouraging conduct of professors, particularly towards foreign students, can greatly facilitate academic adjustment.

Differences between the education students received in their country of origin and the education they are currently pursuing can significantly impact school adaptation. The extent of this impact varies depending on the subject area, as one education system may emphasize a theoretical focus while the other may prioritize practical applications, leading to potential challenges in student adaptation. Student expectations based on previous experiences and variations in teaching methods are key factors that strongly influence academic adjustment (Ahrari et al., 2019).

The provision of opportunities and services by institutions, communities, and nations have a significant impact on the academic transition of international students. Financial difficulties are frequently encountered by foreign students (Güçlü, 1995; Kiroğlu et al. 2010; Koon & Mehdi, 2019), and such challenges necessitate the availability of scholarship opportunities which have been demonstrated to be crucial for students and their academic transition (Alemu & Cordier, 2017). Furthermore, student services such as international student centers, workshops, academic or social activities, healthcare facilities, library resources, and other related facilities play a critical role in the academic adjustment of international students. Thus, the satisfaction of students with these services is essential for

a successful academic transition. Ahrari et al. (2019) discovered that foreign students in Malaysia were discontented with the universities' International Offices, which led to issues regarding regulations and visas. Similarly, Güneş and Aydar (2019) found that Turkish students were displeased with bureaucratic procedures and the absence of events designed for foreign students. These concerns can be challenging for international students to adjust to university life. Effective communication before students arrive in the country is also essential, and the quality of the information provided affects the quality of their school transition (Alemu & Cordier, 2017).

Moreover, the duration of a student's enrollment in an institution has been found to impact their academic adjustment (Alemu & Cordier, 2017). Conflicting findings have been reported regarding the relationship between educational level and academic adjustment. While Poyrazli & Kavanaugh (2006) found that Ph.D. students perform better than master's students in terms of academic alignment, language proficiency, and grades, Alsahafi and Shin (2019) reported no significant difference in educational attainment and academic success. Additionally, personality traits have been found to influence the academic adaptation of international students. For instance, Kağnıcı (2012) revealed that 1% of the academic adjustment of foreign students in Turkey is accounted for by open-mindedness. Additionally, self-efficacy, which has strong achievement-oriented and motivating qualities, has been identified as an indicator of academic adjustment (Gopalan et al., 2019).

Building Social Networks and Making Friends. Gabel et al. (2005) define social and sociocultural acclimatization as the process of establishing positive interpersonal relationships with individuals in the host culture. The level of sociocultural adaptation of students improves as they develop their cultural knowledge and social skills (Schartner & Young, 2016). The initial phase of social adaptation generally occurs at a rapid pace, followed by a plateau, and then stabilizes at a certain point. Consequently, academic, and social adjustment tends to have more consistent patterns than psychological adaptation (Ward et al., 2020).

The ability to adjust to the new socio-cultural environment is a critical component of the cultural change process. Research has shown that cultural adaptation can significantly reduce the likelihood of foreign students prematurely ending their academic program and returning to their hometown (Gupalon et al., 2019). Numerous factors can influence the socio-cultural adaptation of foreign students.

The sociocultural adaptation of international students is greatly impacted by factors such as distance and cultural differences. Proximity in terms of culture and history has been found to positively affect student satisfaction (Alemu & Cordier, 2017). When the language, culture, values, communication styles, cuisine, and customs of the host country are similar to those of the students' home country, they tend to adjust more quickly to the new environment. Ward and Kennedy (2001) found that international students from Malaysia and Singapore who studied in New Zealand had lower levels of sociocultural adaptation compared to those who studied in Singapore, which is closer to their home countries.

Furthermore, a study conducted in the United States indicated that Asian students experienced higher levels of acculturation stress than European students due to cultural differences. These differences also impact the relationships and social lives of international students. Research has shown that cultural disparities in lifestyle and attitudes hinder foreign students from establishing strong connections with local students. Moreover, students from nations with a high degree of intercultural engagement and coexistence tend to acclimate better to sociocultural variations than students from other countries. This, in turn, simplifies the process of cultural adaptation for international students in their host nation (Ward & Kennedy, 2001).

The acquisition of language proficiency is closely linked to the process of sociocultural adaptation. High school students who are learning a new language usually have limited opportunities to interact with local students, which can hinder their language development. Moreover, some immigrants may refrain from speaking in the host country, as they feel uncomfortable with the language. The language barrier often leads to social

isolation and difficulty in establishing new social connections, resulting in heightened levels of acculturation stress, anxiety, and loneliness. The sociocultural acclimatization and language proficiency of foreign students generally demonstrate an upward trajectory over time. Nevertheless, as language abilities improve, students may encounter more obstacles in meeting new local acquaintances due to escalating academic demands and pre-existing social circles that are difficult to penetrate (Coles & Swami, 2012). One of the challenges that international students face when adjusting to their new cultural milieu is the ability to effectively communicate in diverse languages. Consequently, the capacity of a student to interact in multiple languages is crucial to their social adaptation, particularly during the initial stages of relocation.

Perceived social support is a significant factor that affects the adaptation of foreign students to social situations. Evidence suggests that international students require a supportive social network in their new environment to achieve academic success. Consequently, social adaptation is a critical consideration that directly impacts the academic adjustment of students. Various studies have demonstrated the importance of different types of social support during the transitions of international students. Such social support can originate from family members, local students or residents, fellow students, other international students, and academics. Schartner and Young (2016) established a significant association between perceived social support and academic attainment, individual contentment, and sociocultural adaptation. Moreover, Ozer (2015) demonstrated that social support was a vital predictor of social adjustment. Seeking support from local inhabitants has been identified as a means of diminishing acculturation stress among international students (Brunsting et al., 2019; Poyrazli et al., 2004).

However, foreign students in Turkey face certain challenges. They feel that Turks do not fully comprehend their concerns, which may stem from a lack of familiarity with international students (Nazir, 2019). To bridge this gap and promote greater understanding, institutions and student groups can sponsor socio-cultural events to facilitate

deeper engagement between local and international students. Moreover, foreign students require social support from peers who have undergone or are undergoing similar difficulties. To address this need, group counseling programs that include psychoeducational components have been shown to promote international students' adjustment by enhancing their perceptions of social support, decreasing feelings of loneliness, normalizing their experiences, and improving their communication skills and cultural knowledge of the host country (Nazir, 2019; Yakunina et al., 2010).

Existing Studies on the Experiences of International Students

Alharbi and Smith (2018) conducted a literature review to examine the stress and well-being experiences of international students, with a focus on individual variability. The study ranked results based on the origins of perceived stress, individual reasons for deviation, and psychological well-being, while also taking into account conflicting results due to sample differences in nationality, ethnicity, culture, and university. Sovic (2008) investigated the stress levels of international students in London by sampling 141 students from six different regions, including Japan, South Korea, Hong Kong, Taiwan, India, and the United States. The author suggests that for most students, language proficiency is the most challenging aspect of the transition period, which can lead to a decline in academic performance and social integration. The study also indicates that students often experience academic, social, and cultural shock when transitioning to a new country, as they may not be familiar with the educational system, culture, and social environment of their host country.

Alsaifi and Shin (2019) conducted mixed-method research with 100 Saudi students in Australia to examine the variables affecting their adjustment and academic performance. The research found that language has the most significant impact on Saudi students' academic and social development, consistent with Sovic's (2008) study. Other social factors such as homesickness and loneliness, as well as academic components like classroom activities and assessment processes, were also identified as affecting academic

performance. Coping methods such as language skill development and time management techniques were found to be effective in addressing these issues (Alsaifi & Shin, 2019).

Tsevi (2018) conducted in-depth interviews with five international students studying in the United States to investigate their difficulties and coping techniques. The findings confirmed the previous studies conducted by Alsaifi and Shin (2019) and Sovic (2008), which revealed that international students encounter language barriers, differences in educational systems, academic rigor, daily challenges, independence, and homesickness. The most frequently used coping mechanisms for addressing the challenges of international student life include extracurricular activities, social support from peers and professors, and financial and social support from family. The author recommends that universities should establish programs that facilitate the adjustment process for international students and help them overcome language barriers.

Wang et al. (2019) performed a qualitative study to gain insights into the experiences of South American international students in Flanders. Through interviews with a sample of five participants, the study identified three primary themes related to their adaptation process: academic, psychological, and sociocultural. The findings revealed that personal factors, including acculturation and coping abilities, significantly influenced how these students managed the transition process. Moreover, social elements, such as cultural unease and social interaction, were also found to impact the adaptation process.

Suprpto et al. (2019) designed the Life Adjustment Questionnaire for their investigation of foreign students at a university in eastern Taiwan. The researchers administered the questionnaire to 104 students and confirmed its validity and reliability. Among the sub-dimensions of the questionnaire, goal commitment and academic suitability scored highest, while financial suitability received the lowest scores. Financial difficulties have been identified as a common challenge faced by students in previous studies conducted worldwide, and the results showed a strong association between academic and personal adaptation and economic adjustment. These findings further highlight the

importance of addressing financial concerns for students. Doctoral students were found to have better academic and financial adaptation compared to those pursuing bachelor's and master's degrees.

In their study, Lashari et al. (2018) investigated the impact of social support on the psychological adjustment, academic achievement, and acculturation stress of 200 international postgraduate students in Malaysia. The findings of the study revealed that students who received higher levels of social support were more capable of managing their academic and psychological adaptation. Additionally, social support was found to have a negative correlation with acculturation stress, which has been linked to poor psychological adjustment. The authors highlight the significance of student well-being and provide recommendations to university officials on how to assist international students in their transition process.

Ngwira et al. (2020) conducted a study to investigate the stress levels and coping mechanisms of Asian international students in China. The study involved 162 college students and found that these students experience minimal acculturative stress. However, homesickness, culture shock, and guilt were identified as the main causes of acculturation stress. The majority of students employed active coping mechanisms such as planning, active coping, and instrumental support to manage stressful situations. In contrast, those who experienced higher levels of acculturation stress were more likely to resort to avoidant coping mechanisms such as self-blame and behavioral withdrawal. Additionally, the study highlights age, education, and length of residence as potential factors influencing acculturation stress among international students.

The Impact of International Students on Host Countries

International students require various resources and support services at universities and institutions to ensure that their educational experiences are effective, interesting, and rewarding. In addition to human resources, McFadden et al. (2015) highlighted the crucial importance of faculty and other academic resources in students' educational decisions and

choices. They emphasized that regardless of degree, faculty-to-student ratios are an essential part of the curriculum for all students. The study also found that students value both the admissions process and the time to graduate. Furthermore, funding was identified as a key factor in the decision and institution choice of doctoral, master's, and undergraduate students. McFadden et al. (2015) emphasized the need for institutional leaders to make funding available to support international students' education when needed. The study also highlighted the importance of a sufficient supervisory ratio to ensure that international students have access to professors in the event of academic difficulties. Additionally, simplifying the university admission procedure is necessary to facilitate the admission of foreign applicants (McFadden et al., 2015).

Mamiseishvili (2012) highlighted the significance of addressing the language and other necessities of international students. His study underscored the role of faculty and staff in assisting international students in achieving academic success and persistence beyond graduation. Additionally, the author advocated for incorporating more collaborative learning opportunities into classrooms as a means of fostering connections between international students and their peers. This approach can contribute to the integration of international students into the campus community. Universities in developed countries, such as the US, UK, and Australia, should expand their services and resources to better support international students. Providing necessary resources and services can lead to a more affordable educational experience and increase the likelihood of students successfully completing their studies. Mamiseishvili's (2012) study supports not only the need for English language programs for international students, but also emphasizes the importance of comprehensive support for these students. Therefore, the literature recommends the development of policies, services, and programs tailored to meet the unique needs of international students and support their academic success in these countries.

To address these challenges, Roy (2019) recommended that American teachers use clear and concise language when communicating with international students and avoid

using complex sentence structures and slang expressions that may be difficult for them to understand. Additionally, teachers should encourage group work and class discussions, but also provide support for non-native speakers to participate and contribute to the discussion. Roy (2019) also suggested that teachers provide opportunities for international students to practice their language skills, such as by offering individual feedback on writing assignments, encouraging them to participate in language exchange programs, and providing additional language support resources. Finally, Roy (2019) recommended that American teachers be aware of cultural differences and the potential for miscommunication and strive to create a welcoming and inclusive classroom environment for all students.

Furthermore, Hegarty (2014) emphasized that universities should provide academic and social support services to international students, including English language classes, counseling services, and opportunities to connect with domestic students. The study also recommended that universities should prioritize the recruitment and retention of international students, as they bring cultural diversity to campuses and contribute to the global reputation of institutions. Universities that successfully integrate international students will have a competitive edge in the global education market.

Canadian Higher Education and the Experiences of International Students

Canada, situated in northern North America, ranks as the second largest country globally. US News & World Report affirms that Canada, recognized as the third largest country globally, boasts the safest environment in the world (Burns, 2019). The primary factors contributing to this enviable feat are the nation's low crime and violence rates coupled with a universal health care system that ensures an increased life expectancy (Martin, 2018). Furthermore, Canada's exceptional educational standards foster a culture that values and prioritizes learning, reinforcing its reputation as a leading nation in academic excellence.

Canada has become a preferred destination for international students from diverse cultural backgrounds, including those hailing from Asia, the Middle East, South America,

and Europe. Despite the relatively higher tuition fees, these students opt to pursue their academic aspirations in Canadian universities. As per Statistics Canada, the enrollment of international students in 2016 was 266,620 nationwide (Chiu, 2017). Canada has emerged as a highly attractive destination for international students who aim to acquire higher education and pursue permanent residency, and eventually, Canadian citizenship. It is a preferred choice among international students. A study conducted by the Canadian Bureau for International Education revealed that a significant majority, i.e., 51% of international students intend to apply for permanent residency status following graduation (CBIE Research Library, 2018).

Foreign students face various challenges before obtaining their diploma. One of these challenges is the feeling of isolation that arises from studying in a distant location without the support of family. Additionally, they must cope with the stress of education while managing and budgeting their finances. According to the Canadian Federation of Students (CFS), international students pay nearly four times the tuition fees of domestic students. (CFS, 2015) Furthermore, all international students must have health insurance from colleges, as most countries do not provide government health insurance. This private health insurance cost is an additional expense in addition to tuition and books.

After completing their studies, foreign students are eligible for a work permit from the Immigration Service to pursue employment opportunities in Canada. This provides an opportunity for them to become better integrated into Canadian society as they have received Canadian education and training. However, finding employment in Canada can be challenging as many students have expressed concerns about not being able to secure a job after unsuccessful interviews. The job market for professional positions is highly competitive, and many students are pessimistic about their job prospects after graduation.

Trilokekar et al. (2014) suggests that while high tuition fees for international students bring economic advantages at the state and federal level, the expected benefits do not necessarily translate into enhanced skills for international students when entering the

Canadian job market. As a result, they face limited opportunities in the labor market after graduation, with only part-time or entry-level positions available to them. In contrast, most companies prefer permanent residents or Canadian citizens for full-time positions. International students, therefore, desire equal opportunities for full-time employment and greater openness to diversity in the labor market.

To facilitate the successful integration of international students into the Canadian labor market, it is crucial to address the challenges that hinder their access to full-time employment and equal opportunities. Despite the government's initiatives to encourage international students to become permanent residents and contribute to the economy, there are still obstacles that need to be overcome. This requires a coordinated effort between educational institutions, companies, and the government to raise awareness and foster a sense of community. By working together, stakeholders can ensure that international students receive the support and resources they need to thrive and make valuable contributions to the Canadian workforce.

Culture Shock

The term "culture shock" was first introduced by anthropologist Oberg in 1960 to describe the experience individuals undergo when moving to a new location. In his article on cultural misunderstandings, Oberg described the physical reactions and symptoms of culture shock as an "occupational disease" that affects individuals living far away from their home country. Oberg (1960) further explained that when a person is exposed to a new culture, they go through several stages, beginning with xenophilia, where the emigrant becomes enamored with the host culture and is attracted to everything associated with the new environment. This is followed by the xenophobic stage, commonly known as culture shock, where the person may begin to despise the host country's culture and show negative reactions or even become aggressive towards it. Solomon (1998) defined culture shock as "an emotional and psychological response to confusion, ambiguity, value conflicts, and

latent conflicts that arise from following and experiencing the social interaction of the world across cultures in a fundamentally different way than one perceives it to be." Although this term was coined as an "occupational disease" by Oberg (1960), it is still widely used to describe the psychological and emotional difficulties that individuals face when adjusting to a new cultural environment.

According to Taff (1977) and Winkelman (1994), culture shock refers to the emotional states of confusion, insecurity, fear, and loneliness that result from exposure to a new culture. Gilton (2005) emphasizes that culture shock can affect individuals who feel at home in their own country but encounter a vastly different culture when living or studying in another country. It can also impact those who return to their home country after a period abroad.

As Adler (1981) points out, culture shock is not limited to moving to a new country but can also occur whenever there is a significant change in a person's life, such as changes in social status, employment, or living arrangements. Despite the negative symptoms associated with culture shock, such as confusion and loneliness, there can also be positive outcomes. For example, experiencing culture shock can improve interpersonal skills, foster greater awareness and acceptance of others' differences, and enhance communication skills. Additionally, it can help individuals to better understand and navigate challenging situations.

Navigating the Phases of Culture Shock

Numerous investigations have explored the topic of cross-cultural adaptation, with particular focus on the psychological adaptation of expatriates who return to their home countries, reverse culture shock, and its effects on those who return home and seek assistance. Among these researchers, Gaw (2000) investigated American students who returned to the United States after completing their studies abroad. Gaw's study sought to gauge the degree of reverse culture shock experienced by these students upon their return, their psychological adaptation after arrival in the United States, and whether they sought

counseling to address any problems they encountered. The survey results indicated that intercultural readjustment is related to two types of adaptation: personal and social adjustment. Moreover, it is associated with shyness or concerns regarding interpersonal relationships. Gaw (2000) found that the primary reason students sought help was due to experiencing severe reverse culture shock, which negatively impacted their interpersonal relationships. The researcher also noted that there was no direct relationship between students seeking professional advice and experiencing reverse culture shock.

Jandova (2014) conducted a study on Czech students who had studied in the United States and returned to the Czech Republic, which provided further insight into the effects of reverse culture shock on students upon their return to their home country. Jandova's (2014) study found that the returnees experienced negative impacts on their relationships with family and friends, likely due to changes in their behavior and communication style, including the use of specialized vocabulary. The bonds with their loved ones were perceived as weaker than before, indicating that reverse culture shock may have affected the strength of these connections. The returnees also reported dissatisfaction with what they perceived as the strange behavior of Czech people. According to Jandova, the returnees had developed deep connections with their friends and host families in the United States, making it difficult for them to adjust to their homeland and causing them to miss the US culture and environment they had become familiar with.

In a study conducted by Thomas (2009), students who participated in cultural exchange programs were examined in terms of their experiences and the extent to which they were affected by reverse culture shock during the first six months of their return to their home country. The study revealed that the impact of reverse culture shock varied among the returnees due to a range of personal and situational factors. The degree of similarity or dissimilarity between the host country and the returnees' own country also played a role in the experiences they had. As a result of these differences, many returnees struggled upon their return home. Thomas (2009) revealed that the returnees experienced differences in

terms of assuming responsibility, expressing themselves freely, being independent, and forming opinions without external influence. Furthermore, the differences in lifestyle were attributed to spatial variances between the home country and the host country. Ultimately, the study indicated that the process of cultural readjustment after returning was more closely related to personal and romantic relationships than to family relationships.

Re-Adaptation after Returning Home

The term "intercultural" refers to the incorporation or integration of concepts from two or more different cultures, according to Oxford Learner's Dictionaries. Black (1988) defines adaptation as the comfort, adaptation, and acceptance of a new culture, environment, or place. Thus, the process by which an individual attempts to adapt to life in a new country with a different culture and environment is referred to as intercultural adjustment. Exchange students who study abroad often experience cross-cultural adjustment as they adapt to a new school, new friendships, new languages, and a new way of thinking. They then begin to work harder to overcome the challenges of change and adaptation that await them.

Numerous scholars have examined and discussed this topic in depth, including Kim (2001), who defines cross-cultural adaptation as a dynamic process that involves forming or rebuilding stable, mutual, and beneficial attachments to a foreign cultural environment that one has moved into. The process of settling into a new country and adapting to the new environment is seen as an ongoing phase that takes time and is subject to change with experience and the passage of time. Through this process, individuals are able to overcome challenges and become more adept at navigating their new cultural surroundings.

Li et al., (2013) define cross-cultural adjustment in a similar way, describing it as the process of adjusting to living and working in a foreign culture. Black and Gregersen (1991) further explains that cross-cultural adjustment is a stage where individuals gain flexibility and acceptance of the new environment, leading to various adjustments in their interactions with the new culture and overcoming culture shock.

According to Searle and Ward (1990), intercultural adjustment is a complex phenomenon that encompasses both psychological and sociocultural factors. Moreover, Hottola (2004) emphasizes that cross-cultural adjustment is a process that individuals undergo when moving to a new cultural context, during which they strive to establish and maintain robust connections in an ever-changing environment.

Scholars have identified two types of cross-cultural adjustment, namely psychological adjustment, and social adjustment, which have distinct characteristics but are still comparable (Ward & Kennedy, 2001). Researchers should examine the impact of culture shock and intercultural adjustment on individuals during their stay abroad, as well as the challenges and difficulties encountered during the reintegration phase upon their return. In fact, the re-entry adjustment process is often similar or even identical to the cross-cultural adjustment process experienced during their time abroad (Shibuya, 2004).

When moving to a new country with a different culture, adaptation can be classified into two types: psychological adaptation and sociocultural adaptation (Mooradian, 2004). The former pertains to an individual's level of pleasure and satisfaction with their surroundings, while the latter relates to migrants' identification and adjustment to the host country's culture and people. Although these types of adaptation have been used by scholars to describe and illustrate adjustment abroad, they essentially refer to cross-cultural adaptation. According to Ward and Kennedy (2001), the two types of cultural adaptation are interrelated and influence each other, as they share predictors such as language proficiency, social support, and social connectedness with the host country. However, they differ in their applicability and terminology. The definitions of reverse cultural adaptation vary considerably among scholars, with Adler (1981) defining it as any phase that expatriates go through when they leave a host country and return to their country of origin, which defines intercultural adaptation as any process of change that expatriates go through.

Reverse Culture Shock

According to Gaw (2000), the process of repatriation refers to the process of reintegrating back into one's original culture after living abroad. Mooradian (2004) contends that returnees often experience negative effects due to reverse culture shock, leading to tension, pressure, and anxiety because they are unaware of the changes they have undergone in terms of personality, habits, and beliefs while living abroad. Returnees may also face difficulty with their family and acquaintances who may not be aware of these changes and assume that the returnee has not changed. Therefore, it is crucial for both returnees and their family to prepare and allow time for readjustment and re-acculturation.

Adler (1981) suggests that the experiences of culture shock and reverse culture shock are similar, with minor discrepancies in what expatriates expect when they return to their home country and whether they are aware of the changes they have undergone.

The challenges of reverse culture shock have been widely studied. Gullahorn (1963) asserts that returnees often underestimate the difficulties they may encounter upon returning home and may not be aware of the changes that have occurred in their relationships with others. They may perceive significant differences in their home country, leading to communication and belonging problems. Additionally, Martin (1987) argues that expatriates often undergo significant changes in their behavior, thinking, lifestyle, and personality while abroad (Black, 1992).

Dettweiler et al. (2015) and Gaw (2000) have both emphasized that the readjustment process can be challenging for returnees as they attempt to reintegrate into their home country's environment, culture, and society. However, many returnees develop coping mechanisms to overcome these difficulties. One strategy is to discuss the changes they have undergone abroad with their friends and family, which can provide emotional support and help them feel less isolated. They may also benefit from staying connected with others who have also traveled abroad, as sharing experiences can foster a sense of community and provide a space to discuss common challenges. However, some returnees may prefer

not to rely on their personal networks and instead seek professional support from trained counselors. Seeking assistance from a trained counselor can provide a safe and confidential space to discuss the challenges and emotions associated with the readjustment process. Overall, there are various strategies that returnees can employ to address the challenges of repatriation and to facilitate their successful reintegration into their home country.

Theories of Reentry and Adjustment

Martin and Harrell (2004) developed a model that divides reentry adjustment into three components: emotional, behavioral, and cognitive. This model is consistent with the ABC acculturation model, proposed by Ward et al., (2020), which also stresses the multidimensional nature of reentry adjustment, covering the psychological, emotional, and behavioral aspects of returning to one's home country.

The initial component of the theoretical model concerns the psychological effects that returning to one's home country has on individuals, where emotional responses and feelings hold a crucial significance. Gullahorn and Gullahorn's W-curve model of reverse culture shock, developed in 1963, is highly significant in this particular area of research. The model, which is an extension of Lysgaand's U-curve model proposed in 1955, delineates four phases, namely euphoria, culture shock, acculturation, and equilibrium. Gullahorn and Gullahorn (1963) assert that the psychological and emotional reactions exhibited by returnees during these stages can have an impact on their adaptability period once they return to their homeland. Several scholars, including Chamove and Soeterik (2006), Linehan and Scullion (2002), and Martin (1984), suggest that returnees may encounter more complex psychological challenges than expatriates. According to Chamove and Soeterik (2006), the psychological strain and unpleasant emotions experienced by those returning to their home country can be comparable to the profound grief individuals experience when losing a loved one. Additionally, Furukawa (1997) reveals that various

factors, such as the host country, can contribute to the challenges encountered by returnees.

The reintegration process can be viewed from a behavioral perspective, where returnees must adjust their behavior to fit back into their home culture. Black et al. (1992) suggest that behavioral control is essential for successful rehabilitation upon returning home, and cognitive retraining can help individuals adjust to new social customs and skills. When people move to another country, they must adopt new behaviors and integrate into the host culture, which can influence their behavior when they return home. The ability to learn and adjust to new customs and skills is crucial for successful reintegration.

Satisfaction with the return experience is essential for the reintegration process, and expectations play a role in this. MacDonald and Arthur (2005) suggest that previous expectations can influence satisfaction with the return experience. However, Rogers and Ward (1993) challenge the idea that expectations are linked to psychological adjustment upon returning home. Black (1992) disagrees, suggesting that expectations can enhance job satisfaction and performance.

Sussman (2000) identifies four modes of identity change, which can affect the ability of returnees to readjust: subtractive, additive, positive, and cross-cultural. Returnees who experience subtractive or cumulative identity changes may have a harder time adapting and may struggle to maintain connections with their families. In contrast, those who have undergone positive discrimination or made a multicultural shift may have stronger connections to both their home and host countries and may have developed strong friendships with other travelers, which can support the reintegration process. However, "identification gaps" can negatively impact communication and make readjustment difficult upon return (White, 2015).

Developing Cultural Intelligence

According to Ang and Van Dyne (2008), cultural intelligence pertains to an individual's capacity to effectively operate in a culturally diverse environment, encompassing a broad range of ethnic and national identities. This definition aligns with the viewpoint of Earley and Ang (2003), who propose that cultural intelligence is characterized by an individual's ability to adapt to various culturally diverse situations. The concept of cultural intelligence comprises various cognitive, metacognitive, motivational, and behavioral components, as explained by Earley and Ang (2003).

Ang and Van Dyne (2008) described the motivational component of cultural intelligence as an individual's eagerness, willingness, and confidence to experience and learn new cultural customs in various contexts. This component also relates to a person's level of involvement in different cultural relationships. The behavioral component of cultural intelligence, on the other hand, involves an individual's ability to communicate and interact with individuals from diverse cultures effectively, both verbally and nonverbally.

Cognitive cultural intelligence, as explained by Earley and Ang (2003), refers to a person's understanding of the norms and values of different cultures. This component also involves a person's knowledge and awareness of the similarities and differences between various cultural systems, such as legal, economic, educational, and sociocultural systems. Ng, Van Dyne, Ang, and Ryan (2012) also noted the significance of cognitive cultural intelligence in cross-cultural interactions.

Finally, Ang and Van Dyne (2008) emphasized the importance of metacognition in combination with cultural intelligence. This refers to an individual's awareness and executive mental processes for successful interactions in cross-cultural situations. By reflecting on their own cultural assumptions and behaviors, individuals can better adjust to and communicate with individuals from diverse cultural backgrounds.

Culture Shock in the Context of Education Abroad

The academic performance and intercultural communication abilities of international students may be affected by the experience of cultural shock. Such shock can be attributed to differences in language, values, customs, and social norms between the home and host countries. Therefore, it is necessary for universities to provide international students with support and resources that can help them cope with the effects of cultural shock and adapt to their new environment. Such support may include language classes, cultural immersion programs, counseling services, and social events that foster interactions with local students. This type of assistance will not only create a more inclusive and welcoming environment for international students but also enhance their educational experience and promote their success.

Culture shock is a natural experience that can be encountered by anyone, including university students studying in a foreign country. This finding is in line with Suryandari's (2012) study on culture shock communication among university students from Madura (Indonesia) visiting other cultures, which revealed that individuals often experience culture shock due to an inability to adjust to their surroundings or to maintain physical and mental well-being. International students may face challenges related to their cultural background, perspectives, languages, social environment, climate, cuisine, clothing, and lifestyle.

Oberg (1963) defines culture shock as the reaction individuals have when they move and live in an unfamiliar cultural environment. When individuals lose the familiarity of their previous cultural environment, they may experience anxiety. As Aryani et al., (2021) point out, this reaction can lead to unpleasant feelings in a new cultural context, which may result in stress if individuals continue to hold onto these feelings without adapting to the new environment.

In Sicat's (2011) study on "Cultural adjustments and coping strategies of international students", it was found that students studying abroad, much like migrants or tourists, face challenges in adapting to the new cultural environment. The adaptation

process is a continuous one that takes time, as it involves transitioning from one cultural context to another. The adjustment process can be influenced by a range of factors, including personal factors such as an individual's qualities, motivation, opinions, knowledge, and past experiences, as well as social communication skills and the cultural communication environment's climate.

Pragmalinguistics

The field that examines the "decisions [language users] make, the obstacles they encounter when using language in social communication, and the consequences their language use has on other participants in a communicative act" is known as pragmatics (Crystal, 2008: 379). Therefore, a more thorough understanding of how linguistic resources are employed and perceived in an act of communication within a specific situational context and social constraints can be obtained via language pragmatics. Currently, comprehending language as a social activity is critical in academic research, as Hyland (2014) identifies academic writing as "a collective social practice" that mirrors values, norms, customs, beliefs, or attitudes of a two-sided community of language use. Furthermore, situational context is crucial for language use (Austin, 1962; Fetzer, 2003), and politeness serves an important role in language interaction, as it may be a source of linguistic variations among communities, cultures, and languages (Brown and Levinson, 1987; Leech, 1983).

Hyland (2014) emphasizes that socialization in academic writing can reveal how authors from different fields approach knowledge production and what the institutional frameworks, sanctioned social behaviors, and epistemological beliefs of scholars are. Spencer-Oatey and Zegarac (2002) identified four key components and characteristics of situational context that have a significant impact on language use when situational context is considered. These components and characteristics are the players, including their responsibilities, power differences between them, and their proximity; the message's content, including how costly or beneficial it is for both the speaker and the listener (or

reader), how threatening it is, and whether it exceeds or falls within the bounds of rights and obligations of the relationship; interactive communications; and how activity norms influence language behavior.

The framework of communication, according to Austin (1962), is made up of a set of speech acts or communicative activities. The term "speech act" refers to the specific meaning and reference of an utterance, and it involves three simultaneous actions: the locutionary, illocutionary, and perlocutionary acts. Searle (1976) later proposed five illocutionary acts, which all relate to the communicative purpose that utterances serve in speech acts. The five illocutionary acts include assertive, directives, commissive, expressive, and declaratives. Assertive convey claims about the external world that can be assessed for truth or falsity. Directives aim to persuade the recipient to take a specific action. Commissive obligate the listener to a particular course of action in the future. Expressions convey the speaker's attitude and feelings. Declaratives are statements that aim to bring about a change in the course of events through their use.

Austin's (1962) concept of illocutionary acts refers to the action performed during the performance of the illocutionary act, whereas perlocutionary acts refer to the action performed through what is said. Searle's (1976) categorization of illocutionary acts emphasizes their communicative purposes, including making claims, persuading, obligating, conveying feelings, and changing the course of events. The theory of speech acts has been used to study a wide range of phenomena, including politeness strategies, conversational implicature, and speech errors, among others (Searle, 1976).

Searle (1975) suggests that the method of expressing praise and criticism carries social information that affects the significance of that method by relying on shared background information. The concept of face and politeness is related to the degree of openness. Criticism, being a face-threatening act, needs to be communicated indirectly and politely. Indirect criticism indicates that the speaker's or writer's intention is unclear, and the power of criticism can be achieved through other speech acts or techniques that promote

indirectness. To promote politeness and minimize the imposition of criticism on the recipient, speakers or writers may use indirect formulas and mitigating strategies (Brown and Levinson, 1987). The literature suggests that mitigation techniques may include internal and external modifications. Internal modification concerns only a part of the critical discourse, while external modification involves the supportive actions that occur before and after the primary action, creating a contextual shift that indirectly modifies the illocutionary impact of the head movement (Nguyen, 2005). Such modifications are crucial because they reduce negative effects and promote social engagement (Caffi, 1999; Fraser, 1990).

Pragmalinguistics in Cross-Cultural Communication

Kasper and Blum-Kulka (1993) emphasized the significance of understanding how language users from different cultural backgrounds use language in communication in their definition of cross-cultural pragmatics (CCP). Contrastive pragmatics, a useful approach for examining specific linguistic acts such as questioning, refusing, and praising, in languages other than English and their associated cultures, has been widely used in this field. These studies typically focus on a single aspect or set of features of a particular speech act. However, the distinction between contrastive pragmatics and interlingual pragmatics has become less clear as the latter focuses on how non-native speakers acquire and use pragmatic competence in a second or foreign language. Thus, interlinguistic pragmatics explores the development of pragmatic competence in second and foreign language learners (Kecskes et al., 2007).

CCP, in contrast to cross-language pragmatics, considers individuals who are not formally learning the target language but are instead engaged in the community, and also examines circumstances outside of the classroom. In Europe, for example, women and men doing business are happy to explain that their mother tongue or main language is "continental European English" with a Swedish, German, Dutch, Hungarian, or Italian accent. CCP also includes the study of temporary or long-term residents who travel to the country to pursue higher education in their areas of expertise. Rather than assessing their

growing skills as language learners per se, a CCP study could evaluate their regular use of everyday negotiation techniques (Hyde & Kullman, 2004).

The term "intercultural communication" has become increasingly prevalent in English-language mainstream media and reflects its links to sociolinguistics. The term "intercultural" is used more broadly in this context than in CCP, which focuses on comparing two groups of people, one of whom are native speakers of the target language. In contrast, intercultural competence (IC) refers to research into the language use of groups of people in the context of cross-border migration of people with different linguistic and cultural backgrounds. These groups often work together in various settings, such as educational institutions, medical facilities, legal institutes, courtrooms, universities, and international forums. When conducting intercultural communication research, it is not feasible to compare speakers of Language A with those of Language B or even compare a single linguistic feature of Language A with a similar feature of Language B. This is due to the presence of several culturally influenced linguistic features and behaviors that raise social issues that cannot be ignored. Even comparing speech acts or expressions of courtesy across cultures can be challenging, especially between different geographic areas or generations within a culture (Fairclough, 2001).

CCP investigates both explicit and implicit behavior, including overt and covert behavior. For example, the intonation of a sentence can only be understood by examining the underlying connotations, such as how a specific community perceives gender roles. The use of language may reveal expectations for men and women to use language differently. The 2008 US presidential primaries and campaigns provide numerous examples of gender-based linguistic criticism, with Hillary Clinton being criticized for appearing too forceful or harsh, while men in similar situations were largely overlooked by the media (Hall, 1977).

Culture is a complex and multifaceted concept that can be defined in various ways. According to Hofstede, culture is "the collective programming of the mind that distinguishes the members of a group or category of people from others." Culture is a collective

phenomenon that can be assigned to different groups, such as tribes, ethnic groups, nations, organizations, genders, generations, or social classes. Each group has individuals with varying characteristics that can be described by bell curves. The primary difference between cultures is that the bell curve shifts as one moves from one society to another (Hofstede, 2001).

The term culture is most frequently used to describe ethnic groups or tribes in anthropology, nations in political science, sociology, and management, and organizations in sociology and management. However, one relatively understudied area is the culture of professions, which may differ between professions such as engineers, accountants, or academics of different disciplines. It is essential to acknowledge that the concept of culture varies depending on the level of clustering under examination. Social, national, and gender cultures acquired in early childhood are deeply ingrained in the human psyche compared to the professional cultures acquired during education or the organizational cultures learned at work. Moreover, social cultures hold values in the form of broad tendencies to prefer certain situations over others, which may be unconscious. In contrast, organizational cultures are more visible and conscious practices, reflecting the way people perceive their organizational environment (Hofstede, 2001).

Kroeber and Kluckhohn (1952) argued that there should be universal categories of culture. There is a generalized framework underlying the cultural relativity's more salient and striking facts. He argued that all cultures form different answers to the same questions posed by basic human biology and human existence generality. They further suggested that each society's patterns of life must provide approved and sanctioned ways of dealing with universal conditions such as the existence of two genders, the helplessness of infants, the need to meet basic biological needs such as food, warmth, and sex, and the presence of people of different ages and with varying physical and other abilities (Kroeber & Kluckhohn, 1952).

In the second half of the 20th century, various authors speculated on the nature of fundamental societal problems that could represent different cultural dimensions (Hofstede, 2001). The most widely used dimension to classify societies is the level of economic development or modernity, which aligns with the 19th and 20th-century idea of progress. Although economic and technological evolution may influence people's collective mental programming, there is no reason for economic and technological advancement to suppress other cultural diversity. Culture encompasses dimensions beyond economic evolution.

Hall (1977) introduced the concept of high-context and low-context cultures based on communication styles and according to the author, high-context cultures rely heavily on implicit communication, whereas low-context cultures rely on explicit communication. This distinction broadly aligns with the traditional versus modern cultural divide. Additionally, Parsons and Shils (1951) proposed that five pattern variables govern all human actions. These variables represent choices between pairs of alternatives and include affectiveness versus emotional neutrality, self-orientation versus collective orientation, universalism versus particularism, attribution versus success, and specificity versus diffuseness.

The pattern variables proposed by Parsons and Shils (1951) help explain cultural differences and provide insight into how different societies address basic human needs and problems. Depending on the degree to which a culture emphasizes one variable over the other, various aspects of social behavior, such as communication styles, attitudes towards authority, and decision-making processes, may be influenced.

However, it is crucial to note that adapting Kluckhohn and Strodtbeck's (1961) cultural classification without considering geographic constraints, levels of clustering, and empirical support may lead to oversimplification and generalization. Culture is a complex and multi-dimensional concept that requires consideration of various factors shaping it, and any classification must be validated with empirical evidence. Without empirical support, any classification of culture may be biased and fail to accurately represent the diversity and complexity of cultural practices and values. Thus, a critical and nuanced perspective is

essential when studying culture, taking into account various factors that shape it and validating any classification with empirical evidence.

Speech Act Realization across Cultures

Pragmalinguistic skills, one of the key elements of effective communication, are comprised of illocutionary and sociolinguistic competencies. Illocutionary competence refers to the knowledge of speech acts and speech functions, while sociolinguistic competence denotes the ability to use language appropriately in a given context and select appropriate communicative actions and strategies for implementing them (Eslami-Rasekh, 2005).

Austin's (1962) contributions to pragmalinguistics and speech act theory are widely acknowledged (Mott, 2009). He believed that language is used to perform actions, not just to convey ideas, and that speech acts are the utterances used to achieve this. Examples of speech acts include performative statements, which are used to command action, express belief, or intention, or make promises. In contrast, constatives are statements intended to convey information, such as "New York is a great city."

Searle, a student of Austin, also contributed to the theory of speech acts by highlighting the importance of word choice in determining the intended meaning and effect of an utterance. He suggested that although both requests and commands have the same goal of eliciting a response from the listener, their illocutionary factors may differ. Searle also noted that indirect speech acts are often preferred over direct speech acts due to their greater level of politeness, which is an important factor in communication (Searle, 1976).

Searle's speech act theory distinguishes locutionary, illocutionary, and perlocutionary acts as the three main components of speech acts (Yule, 1996). The locutionary act conveys linguistic meaning, while the illocutionary act refers to the intended function of the speech act, such as commanding, requesting, or promising. The perlocutionary act refers to the effect of the speech act on the listener. The speaker's ability

to produce meaningful speech can impact the success of the speech act. Understanding the illocutionary and perlocutionary aspects of speech acts is critical in effective communication, as it allows speakers to select appropriate words and expressions to achieve their intended effect, and listeners to accurately interpret the speaker's intentions and respond appropriately, resulting in successful communication.

Yule (1996) made a distinction between speech acts and speech events. According to Yule, speech events refer to a "series of circumstances in which participants interact in a conventional manner in order to arrive at an outcome", while speech acts are "actions performed on utterances, which are usually given more specific designations in English, such as apologies, complaints, compliments, invitations, promises, or requests". For instance, saying "this tea is really cold!" is an example of a speech event, whereas apologizing for serving cold tea is an example of a speech act.

The interpretation of an utterance can vary based on the context. For example, the listener may interpret the statement "this tea is really cold!" as a complaint when spoken on a cool day, but as praise when uttered on a hot summer day. However, the term "speech act" typically refers only to the illocutionary force of an utterance. The meaning of an utterance, including whether it is a promise or a threat, depends on the context and the relationship between the speaker and the listener (Yule, 1996).

When presenting a theory of speech acts, it is important to acknowledge the various subtypes of speech acts. Searle (1976) identifies five categories of speech acts: representatives, directives, commissive, expressive, and declarations. Representatives involve making assertions or stating facts that the speaker is committed to as being true. Directives are speech acts intended to elicit an action from the listener, such as commands, requests, or advice. Commissive commit the speaker to a future course of action, such as promises or pledges. Expressions convey the speaker's psychological state, including feelings and emotions. Declarations bring about a new state of affairs, such as declaring war or pronouncing someone married.

Requests are categorized as instructions in Searle's (1975) classification of speech acts. Yule (1996) distinguishes between direct and indirect speech acts, based on the relationship between the structure of the utterance and its function. Direct speech acts involve a clear relationship between the structure and function of the utterance, such as using a declarative to make a statement. Indirect speech acts involve an indirect relationship between structure and function, such as using a declarative to make an indirect request. In English, indirect speech acts are typically considered more polite than direct speech acts, which supports Searle's claims (Searle, 1969, 1975).

Leech (1983) proposed several virtues as part of the politeness principle, including tact, generosity, approbation, modesty, and sympathy. These virtues guide speakers in minimizing costs to others, maximizing benefits to others, minimizing dispraise from others while maximizing praise from others, minimizing praise from oneself while maximizing dispraise from oneself, and minimizing antipathy with others while maximizing empathy with others.

Schauer's (2006) analysis suggests that Leech's maxims are useful in understanding why speakers use different construction techniques and modifiers when making a request. In English, indirect requests are generally considered more polite than direct requests because they are less imposing and allow the listener more freedom in deciding whether to comply. According to Li (2008), these strategies are a way of maintaining a positive relationship between interlocutors.

Brown and Levinson (1987) developed a universal model of politeness based on Goffman's (1967) concept of face. The model consists of two parts: face and rationality. While the former refers to the social sense of self and emotional wants of approbation that every member of a society wants to claim for oneself, the latter refers to the availability of a particular way for our model person to think from goals to the means that would achieve those goals.

Brown and Levinson (1987) proposed that each individual prefers to protect both their own face and that of their interlocutor. However, some speech acts contain elements that the speaker must avoid because they are face-threatening. Brown and Levinson also propose two types of faces: negative and positive. Positive face is described as every member's desire to be attractive to others, while negative face is defined as every adult member's desire not to be hindered in their activities by others. According to Yule (1996), the word "negative" is not a dirty word but rather the opposite of the word "positive."

Yule (1996) states that face threat avoidance (FTA) can lead to actions that save face, including the use of positive or negative politeness strategies. Brown and Levinson (1987) explain that when a speaker encourages the listener to take or avoid certain actions, it can threaten the listener's negative face, leading to the threatening nature of polite language. The act of asking questions has received attention in Interlanguage Pragmatics (ILP) research in the past three decades due to its frequent use in everyday communication between native and non-native speakers (Schauer, 2006). However, requests can be difficult for language learners because interlocutors use them to put their own needs above others, potentially leading to conflicts between native and non-native speakers (Li, 2008). To prevent this, speakers must use indirect questioning techniques to save the listener's face, as suggested by Brown and Levinson (1987).

Blum-Kulka et al. (1989) conducted a Cross-Cultural Study of Speech Actualization Patterns (CCSARP) and found that language structures contain several components, including alerters, support movements, head movements, and internal changes. Only the head act strategy is discussed in the context of a query as it is the primary component used by the speaker. Pragmalinguistic awareness has been the subject of study by many researchers. Carrel and Konneker (1981) examined variations in politeness judgments between native and non-native English speakers by using rankings in a contextualized state. Participants arranged the sentences in a specific order, and the study found that non-native English speakers tend to perceive more degrees of politeness than native English

speakers, but both groups share a strong association in terms of politeness ratings of prompt utterances.

Tanaka and Kawade (1982) conducted two studies to investigate how native and non-native English speakers perceive and use politeness in requests. The first study involved 20 participants who were asked to rank 12 English request utterances from polite to rude. The researchers found that there is a strong association between native and non-native speakers' perceptions of politeness in requests. In their second study, involving 85 participants (32 adult non-native speakers and 53 native speakers of American English), they concluded that native speakers and non-native speakers use different politeness strategies in different situations.

Similarly, Kitao (1990) conducted research on pragmalinguistic awareness, using a questionnaire to examine how native and non-native English speakers rate politeness requests. The study included native English speakers, ESL speakers, and EFL speakers, and participants were asked to rank the politeness tactics in order of politeness, from the politest to the most disrespectful. Kitao found that while native and non-native speakers did not perceive politeness differently, ESL student scores were more closely correlated with native speaker scores than EFL scores.

Social Identity and Intercultural Competence

Social Identity Theories (SIT) have their roots in the pioneering work of Tajfel (1970), who sought to apply principles of cognitive clustering and gestalt phenomena to social groups (Hogg & Williams, 2000). Cognitive clustering involves "judgment refinement," where cognitive categories emphasize distinguishing features between categories and accentuate differences. Applied to social groups, this principle can explain biased and exaggerated perceptions of differences between groups. Tajfel tested this effect using the minimal group paradigm, where people were divided into two groups based on arbitrary criteria. He showed that even this minimal categorization led to the formation of

psychological groups that amplified the positive characteristics of their own group and magnified the negative characteristics of another group.

The positive bias within a group arises from the fact that the group assumes a relevant role for the person, through which the person defines themselves (Smith, 1999). Intergroup comparisons are emotionally charged and are synonymous with comparisons of self with others, who interpret group threats as threats to themselves (Turner, 1975). Turner describes ingroup-outgroup relations as a "competition for positive identity," where the categorization of outgroups is designed to strategically maximize self-esteem. Therefore, the treatment of outgroup members is directly related to self-defence or self-improvement motives (Tajfel et al., 1979).

The protection and enhancement of self-esteem form the basis for the effects of social identity, therefore threats to self-esteem are intuitively associated with the strongest effects of identity. Empirical studies, both in laboratory and field settings, have confirmed that identification effects are heightened when groups threaten each other. Negative outgroup characteristics may arise from the perception that outgroups compete for resources or when outgroups view the outgroup as having a history of strained relationships. The usefulness of SIT in political psychology has been established as a result of these findings (Cooper & Fazio, 1986; Duckitt and Mphuthing, 1998).

SIT has paved the way for several areas of research that explore the structure of social identity, identification motives, the interaction between different social identities, and the impact of identity on individuals, groups, organizations, and larger communities. As research in these areas has advanced, they have led to various theoretical perspectives, such as self-categorization theory, self-improvement theory, and motivation theory. These perspectives do not always coincide, and one example of this is self-validation theory (Swann, 1983), which proposes that the primary motive for identification is the need to reduce self-doubt for epistemic reasons. This means that people may maintain a negative social identity even if it provides epistemic stability.

On one hand, the theory of self-improvement proposes that people strive to maintain a positive self-image by rejecting or minimizing negative information about themselves (Jones, 1973). Conversely, the self-validation theory posits that individuals have epistemic motives to reduce self-doubt, which may lead them to retain a negative social identity even if it provides epistemic stability (Swann, 1983). However, both these theories can be interpreted in terms of the Social Identity Theory (SIT), which suggests that social identity comprises both an epistemological component and a positive self-esteem component. Recent research has attempted to differentiate between the relative effects of self-improvement and self-verification.

Additionally, the concept of social identification has led to important studies on the groups with which people identify, including when they identify with one group and not another, and to what extent these identifications are consistent and stable. Given that an individual can be a member of several groups such as a family, region, city, or country, it is crucial to gather information on which of these groups have cognitive impairments, when, and why. A considerable body of research has endeavored to examine the multiple social identities that individuals have and how they organize them psychologically (Brewer and Gardner, 1996).

The Social Identity of International Students

The social identity perspective comprises self-categorization theory and social identity theory, which are based on the concept of social identity. Social identity is defined as a person's self-concept that is derived from their membership in social groups, including the associated emotional meaning and value (Tajfel et al., 1979). In contrast, personal identity is distinct and refers to an individual's unique sense of self (Postmes and Jetten, 2006).

For individuals to internalize their group membership and be subjectively associated with their internal group, a precise notion of social identification is required (Tajfel et al., 1979). Tajfel (1982) posits that identification involves cognitive knowledge of belonging,

evaluative connotation of value attached to consciousness, and emotional investment in consciousness and evaluation.

Social identity plays a crucial role in understanding how individuals fit into a larger social context. Ashforth et al. (2008) discuss the interplay between identity, cognition, affect, and behavior at the level of organizational identity. Identity positions a person in a given context and sets boundaries on the range of cognitions, affects, and behaviors. Identity is an essential concept in the study of human cognition and behavior, helping to explain why individuals think about their environment, how they behave, and why they do what they do in these environments. Identification is a critical process by which individuals define themselves, communicate their definition to others, and use it to guide their lives, whether online, employed, or not (Ashforth et al., 2008).

Studies have examined the structure of social identity in education and demonstrated that students' sense of school identity influences their motivation to continue their education. Additionally, among high school students, a high self-perception of current academic rank (social identity) has been found to be a stronger predictor of perceived achievement in mathematics than actual achievement levels. (Turner, 1984; McCarthy et al., 1990; Watt & Bornholt, 2000).

The impact of social identity on student mental health has been investigated by several studies in higher education. Bizumik et al. (2009) demonstrated a relationship between students' social identity, their knowledge of school environment, and various factors that affect student well-being such as stress, self-esteem, and aggression. Similarly, Cameron's (1999) research on subjective aspects of college membership found that social identification among students was strongly associated with indicators of psychological well-being such as self-esteem, life satisfaction, and depression. These factors can influence students' learning experiences by shaping how they perceive the present and make choices, define themselves as individuals, and view learning.

Integrating the theoretical foundations of social identity and student learning can enhance our understanding of how social identity influences students' learning behaviors and other dimensions of learning. From a social psychology perspective, social identity concepts can be applied to education to examine the relationship between social identity and learning behaviors. From a pedagogical perspective, learning models like Biggs' 3P model highlight the need to integrate social identity into broader ideas of learning to achieve a more holistic view of learning. These models recognize the contextual dimension of learning and suggest that social identity plays an important role in shaping the learning experience (Cameron, 1999; Biggs, 1999).

Social Identity and Communication

The incorporation of interdisciplinary approaches to improve the understanding of student learning has been recognized by many experts in the field of education. One such approach, as suggested by Greeno (1997), is to explore the development of students' identities as learners as a means of examining learning objectives and outcomes. To promote an eco-friendly educational psychology, it is imperative to integrate students' social identities with their learning components, as posited by Goodenow (1992), who argued that educational psychology would benefit from further research on the links between students' self-categorization, group identity, and their behavior, motivation, and learning. Investigating the various meanings of social identity and the factors that increase or decrease the significance of these identity aspects can be a crucial part of the educational psychology agenda.

The present study seeks to make a contribution to the existing research by integrating the concept of social identity into individual-level processes in higher education, as proposed by Goodenow (1992) and other scholars. In this study, the term "learning" refers to certain aspects of the learning process, such as the methods used by students to approach learning and the outcomes they achieve, which are assessed by the educational institution. While the socio-cultural perspective of learning emphasizes the importance of

context, interaction, and situation in learning, it views learning as a collaborative process of active knowledge construction (Salomon and Perkins, 1998). However, in this study, we examine learning primarily as an individual-level process by analyzing students' learning methods (i.e., what they do as individuals) and their learning outcomes (as indicated by their individual school performance).

In brief, the present study aims to integrate the notion of social identity into individual-level processes within higher education. The term "learning" refers to particular aspects of the learning process, such as the methods employed by students and the outcomes they achieve. While the socio-cultural viewpoint of learning underscores collaboration and active knowledge construction, this study centers on individual-level processes by analyzing the adaptation methods and outcomes of students.

Two concepts have received significant research attention, and it is crucial to differentiate them from the notion of student social identity. The first is the concept of academic self-image, which concerns the evaluation of students' academic competence, including their interests and satisfaction with what they are learning, or more generally, their perception of themselves in successful situations (Bong & Skaalvik, 2003; Ireson & Hallam, 2009).

Several studies have investigated the influence of academic self-esteem on student academic performance, with positive academic self-esteem being associated with increased academic engagement, goal setting, and achievement (Bong and Skaalvik, 2003). However, academic self-concept is an individual construct that is primarily based on social comparisons, unlike student identity, which is inherently social. This is the primary distinction between academic self-concept and student identity, as the social dimension of student identity reflects not only how an individual experiences success in the classroom but also how they perceive their belongingness to a particular social group, such as students within a specific faculty or discipline.

Additionally, the concept of a sense of belonging to an educational institution or learning community is significant and can be compared to the social identity of students. The notion of a sense of belonging is defined in educational research as an individual's self-perception of their fit within a community or their feeling of being "at home" within it. From a social identity perspective, however, the sense of belonging is considered part of a larger construction of social identity, and people's self-definition regarding the organizations they belong to reflects their sense of belonging (Ostrove & Long, 2007). As it also encompasses the more subjective aspects of self-definition of university students, which are likely to play a significant role in relation to learning in the context of higher education, it is chosen to explore the broader concept of a student's social identity rather than a sense of belonging in this study.

International Student Experiences and Cross-Cultural Communication

Pragmatics, which is also known as pragmatic competence, refers to the ability to use language appropriately to achieve a desired communicative outcome in a particular context. Pragmalinguistics and socio-pragmatics are two aspects of pragmatic competence (Leech, 1983; Rose, 1999). The former involves the use of linguistic resources such as verbal strategies, routines, and a range of verbal forms that can enhance or weaken communicative acts (Kasper, 2006). The latter is concerned with the socio-cultural norms that dictate the correct use of these resources in a specific linguistic community (Cohen, 2018). In essence, pragmatics is the use of language to achieve communicative goals (Leech, 1983; Thomas, 1983).

L2 pragmatics has several subfields, including intercultural, interlinguistic, and didactic pragmatics. Cross-cultural (or intercultural) pragmatics examines the language-specific patterns of communicative actions of speakers with different cultural backgrounds and languages. This subfield has been studied extensively by researchers, and the Cross-Cultural Study of Speech Act Performance Patterns (CCSSARP) conducted by Blum-Kulka

and Olstein in 1984 is one of the more influential studies in this area. This study analyzed apologetic speech acts and requests from speakers of eight languages or language varieties (Kasper & Blum-Kulka, 1993; Blum-Kulka & Olstein, 1984).

Intercultural pragmatics, a field of study concerned with cross-cultural communication using a shared language, such as English, investigates how individuals from diverse cultures interact with each other. For example, it may examine the interaction between Japanese and Spanish speakers in English. L2 researchers have explored several pragmatic concepts across cultures to overcome potential communication barriers and challenges that may arise due to cross-cultural contact.

Taguchi (2019) noted that this line of research has significantly contributed to practitioners' comprehension of interactional pragmatics, which refers to how interlocutors' L1 norms are collectively negotiated and redefined during interaction. This process ultimately creates a third culture that combines elements of the L1 cultures of all speakers in a new way (Kecskes, 2014).

Language teaching practitioners have recently shown significant interest in ILP (or L2 pragmatics) research (Taguchi & Roever, 2017). Interlanguage, a term first introduced by Selinker (1972), refers to the developing system of the learner's target language. Pragmatics, a branch of semiotics established by Charles Morris in 1938, focuses on language use in context and how it is interpreted by others in social situations (Lokastro, 2013). ILP, or Learning Coordinated Rules of Language Structure and Usage, as defined by Bardovi-Harlig (2010), examines how L2 learners' ability to understand and use pragmatic functions in the target language develops over time.

Research methods related to ILP can be approached from three different perspectives: cognitive, social, and complex. The development of ILP involves higher-order cognitive processes, including intrapersonal thinking. In cognitive methods, pragmatics is viewed as a stable and mainly verbal formulation of communicative acts that are mostly resistant to interaction effects, as pointed out by Kasper (2006). Among the cognitive

theories utilized in L2 pragmatic research, Schmidt's (1990) "Perception Hypothesis" and Bialystok's (1993) "Two-Dimensional Model of Skill Development" in L2 are noteworthy.

On the other hand, social methods view the study of L2 pragmatics as sensitive to the active participation of the learner in social interactions in various cultural and institutional contexts (Ochs, 1996). Therefore, concepts such as identity, activity, and investment cannot be studied without considering how they interact with socio-pragmatic or pragmalinguistics variability.

According to theoretical framework, the pragmatics of learning can be viewed as a complex and dynamic system at the intersection of language, cognition, and sociocultural context, which is influenced by various factors, including the characteristics of the learner, the characteristics of the target language and learning, interactions, or situations. Emergentism (Ellis & Larsen-Freeman, 2006; Timpe-Laughlin, 2016), chaos or complexity theory (Freeman & Cameron, 2008), and systems theory (DST) (Dornyei, 2009; Ellis, 2008) are the most significant theories in this paradigm.

According to the perspective of dynamic systems theory (DST), the development of pragmatic learning dynamics is determined by the instantaneous trajectory of a complex system. Minor differences in initial intentions or investment conditions among students can result in vastly different individualized learning paths (Dornyei, 2009). Freeman and Cameron (2008) also suggest that the predictive evolution of pragmatic language use is not directly proportional to its causal components; it is fluid, non-linear, and ecologically organized by the complex interactions of various components of the system. This ecologically organized system leads to emergent and coherent behavioral patterns (Dornyei, 2009).

In contrast to the traditional essentialist view of identity, poststructuralist scholars such as Bakhtin (1981), Bourdieu (1977), Hall (1997), and Whedon (1997) view language as a social activity occurring in a globalized and multilingual world that is used to negotiate one's sense of self or identity. This understanding highlights that social, cultural, political,

and historical processes strongly influence decisions regarding language and identity (Palmieri, 2018). This approach places great importance on the dynamic nature, diversity, and negotiability of identity, in contrast to the traditional belief in essentialism that views identity as singular and unchanging (Bektas, 2015; Pavlenko & Blackledge, 2004). The notion of identity as a static and uniform entity that is pre-established during every encounter has been replaced by a post-structuralist perspective, which considers identity to be an unpredictable and continuously evolving construct that is shaped by social forces and contexts (Ho, 2010; Norton, 2000, 2010, 2013, & 2016). Furthermore, this approach recognizes identity as a site of struggle and change, with multiple and diverse aspects.

Scholars in the field of Applied Linguistics have introduced new concepts that are central to understanding the dynamic nature of learner identity, based on post-structuralist theories. One of these concepts is investment, which takes into account learners' aspirations and motivations to learn and use the target language with the expectation of receiving symbolic, material, and cultural benefits (Norton, 2000; Palmieri, 2019). The concept of investment uses an economic metaphor to explain how second language (L2) learners are compelled to acquire language skills and use their constructed identities as resources to access and participate in particular communities or social groups (Palmieri, 2019).

Another important concept in this context is "identity texts" or the "discursive construction of self," which refers to the ways in which language learners utilize language to construct and negotiate their identities in the context of language learning (Peirce, 1995). Lastly, the idea of "positioning" underscores the ways in which learners are positioned and position themselves in relation to others in a given social context and how this shapes their construction of identity (Bucholtz & Hall, 2004).

The process of constructing learner identity is dynamic and continuously evolving, as highlighted by a case study by Zhou (2020) that examines the trajectory of a Chinese English as a foreign language (EFL) student in relation to identity construction and

investment in L2 oral communication tasks in the classroom. Initially, the student made significant efforts to participate in speaking tasks to attain her idealized student image, which was highly valued by her teacher and peers. However, the student soon realized the discrepancy between her perceived identity and how her teacher actually recognized her, which prompted her to modify the way she constructed her identity with limited follow-up engagement in oral assignments. This study is one example of how learners engage in the complex process of identity construction and investment in language learning, demonstrating the importance of understanding the dynamic and context-dependent nature of learner identity in L2 acquisition.

Another idea is the notion of agency that is closely linked to the creation of identities, as individuals' ability to make decisions, control their actions, and pursue their goals has a significant impact on the way they construct and negotiate their identities. Duff (2013) defines agency as the capacity of individuals to exercise control and self-regulate their behavior, which is essential for identity formation. However, learners may face various challenges and constraints in the social context, such as power imbalances or institutional limitations, that may impede their agency. To overcome these obstacles and create a social identity, learners need to engage in active resistance and negotiate their identity through discourse (Ishihara, 2019).

By exercising agency, language learners have the potential to influence and transform the socio-cultural structures they inhabit. Ishihara (2019) suggests that agency can shape the social environment, creating a shared and dynamic space that supports interactive communication. Through positioning themselves in specific roles, learners can consciously choose and assert their preferred identity, thus fostering a sense of connection and belonging (Pierce, 1995). For example, Tian and Dumlao (2020) found that Thai EFL students developed multiple identities when communicating in class, using verbal and non-verbal cues to express resistance and mutual support. Hence, agency plays a crucial role in identity formation, allowing individuals to exercise control over their behavior and pursue

their goals. However, learners must negotiate various social and institutional constraints to realize their preferred identities. By using language as a tool for negotiation and resistance, learners can actively shape their socio-cultural environment and create a sense of connection and belonging.

Research on learner identity in the context of second language acquisition has emphasized the significance of socio-cultural, political, and institutional factors in shaping the complex and dynamic process of identity construction. Recent scholarship has focused on the role of investment and agency in shaping learners' identities and language use. Scholars have also highlighted the ecological and momentary consequences of identity choice for L2 pragmatics, underscoring the importance of a nuanced and contextually sensitive understanding of learner identity in the field of ESL (Derakhshan & Eslami, 2020).

The communication accommodation theory suggests that people adjust their language and communication practices to match those of their interlocutors in intergroup contexts. Researchers can gain insight into the complex and multifaceted nature of pragmatic variability in interlanguage communication by studying the dynamics of language accommodation and the ways in which individuals strategically adjust their language use in response to different interlocutors and contexts. This process involves various aspects of self-concept, intentionality, agency, and socio-cultural-institutional identity and can be viewed as an application of the accommodation theory. The adaptation of pragmatic behavior by L2 users and learners in cross-cultural communication, as well as the potential of personal and social identity, can be predicted or contextualized (Giles, 2016; Gasiorek, 2016).

Chapter 3

Methodology

This chapter presents the methods used for collecting and analyzing the data in this study. First, the setting and participants, as well as the recruitment procedures, are described. Next, the data collection process and the tools used for both quantitative and qualitative data collection are discussed. Finally, the data analysis techniques used to address the research questions are described.

Participants

Students in the Bridge to Academic Success in English (BASE) program at the English Language Institute of Renison University College, affiliated with the University of Waterloo in Ontario, Canada, were recruited for this research. These BASE program students had already received offers to study at the University of Waterloo. However, these students are not able to begin their majors directly due to insufficient English proficiency. They must first enroll in the BASE program for one or two semesters, depending on their acceptance conditions, before starting their studies in their departments at the University of Waterloo. The departments represented in this study include Arts, Engineering, and Environment. BASE students have 17 hours of English language courses per week, as well as three different academic skills courses focused on speaking and writing, and they also take a credit course in their department. The BASE program is designed to help students succeed in a North American university setting, providing academic and social support to excel in their studies, earn credit towards a University of Waterloo degree, develop professional and career skills, and experience Canadian culture. It is expected that students will make friends and thrive in the BASE program.

This study was conducted at the BASE program in the English Language Institute of Renison University College, affiliated with the University of Waterloo. To obtain approval for the study, the researcher submitted documents outlining the purpose, procedures,

instruments, data collection and analysis, and expected results to the Ethics Committee Boards of both the University of Waterloo in Canada and Hacettepe University in Turkey. The University of Waterloo's research ethics board approved the study on August 20, 2019, and Hacettepe University's research ethics board approved the study on September 10, 2019. These ethics committee approvals are included in Appendices D and E.

After obtaining approval from the universities to conduct the study, it was launched in the Fall Term of the 2019-2020 academic year. During this term, there were seven classes in the BASE program. The researcher visited all of the classes except the one she was teaching in order to avoid a conflict of interest. During each visit, which lasted about 15 minutes, the researcher provided an informative PowerPoint presentation explaining the purpose of the study and the instruments used. After answering any questions, the researcher distributed the recruitment documents, which are included in Appendices 6. Students who were interested in participating in the study provided the researcher with their email addresses, and the researcher contacted them with more information about the study. Once they were well-informed, the participants signed the consent form (included in Appendix G) indicating that their participation in the study was voluntary. After the first phase of data collection, two of the participants chose not to continue with the study, and one participant dropped out of school. The researcher also recruited a control group of 16 first-year Canadian students studying in the departments of Arts, Engineering, and Environment. This control group was used for the Discourse Completion Test portion of the study. The final number of international students who participated in the study was 40. The table below shows the distribution of international participants by gender, nationality, duration in Canada, and their IELTS exam scores.

Table 1*Demographic Information of Participants*

#	Gender	Nationality	Duration in Canada (months)	W – S – L – R	IELTS Overall
1	Male	Chinese	36	5.5 – 6.5 – 7 – 6.5	6.5
2	Male	Chinese	24	5.5 – 6 – 6 – 7.5	6.5
3	Female	Chinese	36	6.5 – 7 – 8 – 7	7.5
4	Female	Chinese	1	6 – 7.5 – 6.5 – 6.5	6.5
5	Male	Chinese	36	6.5 – 7.5 – 5.5 – 6	6.5
6	Female	Chinese	0	6 – 7 – 6 – 6.5	6.5
7	Male	Chinese	12	5.5 – 6 – 7 – 7	6.5
8	Male	Chinese	36	6 – 6.5 – 5.5 – 5.5	6
9	Male	Chinese	1	5.5 – 5.5 – 6.5 – 6.5	6
10	Male	Chinese	1	5 – 5 – 6.5 – 6	5.5
11	Male	Chinese	18	6 – 7 – 7 – 8	7
12	Female	Chinese	1	6 – 7.5 – 7.5 – 7	7
13	Female	Chinese	36	6 – 6 – 7 – 6.5	6.5
14	Female	Chinese	12	5.5 – 5 – 5 – 5.5	5.5
15	Male	Chinese	24	6 – 7.5 – 7 – 7	7
16	Male	Chinese	36	5.5 – 5.5 – 4.5 – 5.5	5.5
17	Female	Chinese	18	5.5 – 5.5 – 5.5 – 5.5	5.5
18	Female	Chinese	1	6 – 6 – 6.5 – 6.5	6.5
19	Female	Chinese	1	5 – 5.5 – 6.5 – 5.5	5.5
20	Female	Chinese	24	5.5 – 6 – 5.5 – 6.5	6
21	Male	Chinese	40	5.5 – 5 – 7 – 6	6
22	Female	Chinese	1	6 – 6.5 – 8 – 7	7
23	Male	Chinese	18	5.5 – 6.5 – 5.5 – 5.5	6
24	Female	Chinese	30	5.5 – 6.5 – 7 – 6.5	6.5
25	Male	Chinese	1	6 – 6 – 7.5 – 6.5	6.5
26	Female	Chinese	1	5.5 – 5 – 5.5 – 6	5.5
27	Female	Chinese	1	6 – 5.5 – 7.5 – 6.5	6.5
28	Female	Chinese	18	6 – 5.5 – 5.5 – 6	6
29	Female	Chinese	1	5.5 – 7 – 6.5 – 6.5	6.5
30	Female	Chinese	1	5.5 – 5.5 – 6.5 – 5.5	6
31	Male	Chinese	24	5.5 – 6 – 6 – 5.5	6
32	Female	Chinese	1	5.5 – 6 – 6.5 – 6.5	6
33	Male	Panamanian	2	5.5 – 6 – 6 – 6.5	6
34	Male	Panamanian	3	6 – 6.5 – 6.5 – 6.5	6.5
35	Female	Ecuadorian	1.5	6 – 7.5 – 7.5 – 7	7
36	Female	Panamanian	1	5.5 – 6 – 6 – 6.5	6

37	Male	Ecuadorian	2	6.5 – 7 – 7 – 7	7
38	Female	Panamanian	1.5	5.5 – 6 – 6 – 6.5	6
39	Male	Korean	30	6 – 5.5 – 6.5 – 6.5	6
40	Female	Kazakh	1	6 – 6 – 6 – 6	6

W – S – L – R: Writing – Speaking – Listening – Reading

Data Collection

This study aims to examine the relationship between culture shock, pragmalinguistic development, and social identity in international students studying in Canada. Data was collected over a period of 14 months, including two BASE terms (four and four months) and an additional six months due to COVID-19 restrictions and difficulties with online communication between China and Canada. The data collection included the introduction of the study, administration of pre- and post-culture shock questionnaires (appendix A), pre- and post-DCTs (appendix B), a control group DCT, and face-to-face interviews with audio recordings (appendix C). Both quantitative and qualitative data collection tools were used and are described in detail in this chapter.

At the start of the study, the researcher provided the participants with information about the aim of the study, the data collection techniques, and the duration of the study. The researcher also emphasized the ethical aspects of the study, including voluntary participation, the use of data only for research purposes, and the protection of personal information. After this introduction, the participants signed a consent form prepared by the researcher, which included all necessary information about the study and the researcher's contact information (see appendix G). As part of the study, an appreciation letter was given to the participants at the end and is included as Appendix H. Based on interview transcripts, a textural-structural description was created to capture the participants' experiences in developing intercultural competence. The participants were invited to review and verify the accuracy of the description and provide any necessary corrections or additions to ensure a more comprehensive understanding of their experiences. Feedback from the participants will be valuable in enhancing the study's validity and reliability.

The administration of the pre-culture shock questionnaire: After all the participants had signed the consent form, the first instrument of the study, the culture shock questionnaire by Mumford (1998), was emailed to all the participants using Google Forms. Responses were collected from all 40 international participants within two weeks, and the researcher recorded the responses for analysis in SPSS.

The administration of the pre-Discourse Completion Test (DCT):

When conducting cross-cultural research, it is crucial to consider the impact of participants' first language on the validity of the research instruments used. In this study, culture shock questionnaire and interview were administered to participants from different countries. However, to ensure the validity of the instrument and avoid confounding effects of language differences, only Chinese participants were included in the DCT portion of the study.

This decision was made to minimize the potential impact of language differences on participants' responses. By focusing only on Chinese participants, the study aimed to ensure that any differences observed in DCT responses were not due to variations in participants' first language but rather due to cultural and societal factors. Additionally, the use of a standardized instrument, like the DCT, allowed for a more direct comparison of responses across participants and cultures.

While it is acknowledged that limiting the DCT to only Chinese participants may reduce the generalizability of the findings to other cultures, it was a necessary step to ensure the validity of the instrument and the integrity of the research results. Future studies may benefit from including participants from other cultures to expand the generalizability of the findings.

In conclusion, the decision to focus only on Chinese participants for the DCT portion of the study was made in the interest of maintaining the validity of the research instrument and minimizing the confounding effects of language differences on participants' responses.

The administration of the pre-Discourse Completion Test (DCT): After collecting responses to the culture shock questionnaire through Google Forms, the second step of the study, which involved eight request-required situations in the form of DCTs, was emailed to the participants via Google Forms. The DCTs describe eight different request-required situations, and at the end of each scenario, participants were asked, "What do you say in this situation?" and were required to write their responses in the Google Forms. The pre data was collected over a period of four weeks.

The administration of the post-culture shock questionnaire and post-Discourse Completion Test (DCT): The post-data collection was originally scheduled to be conducted at the end of the BASE term in May 2020, but the COVID-19 pandemic caused the participants to return to their home countries. The researcher contacted the participants via email and WeChat (a Chinese communication program) during the lockdowns and sent a link to a Google Form containing the post-culture shock questionnaire and DCT via email and WeChat. Time zone differences and Chinese internet usage blockages made the post-data collection process quite challenging, but eventually the post-data was collected from all participants over a period of four months.

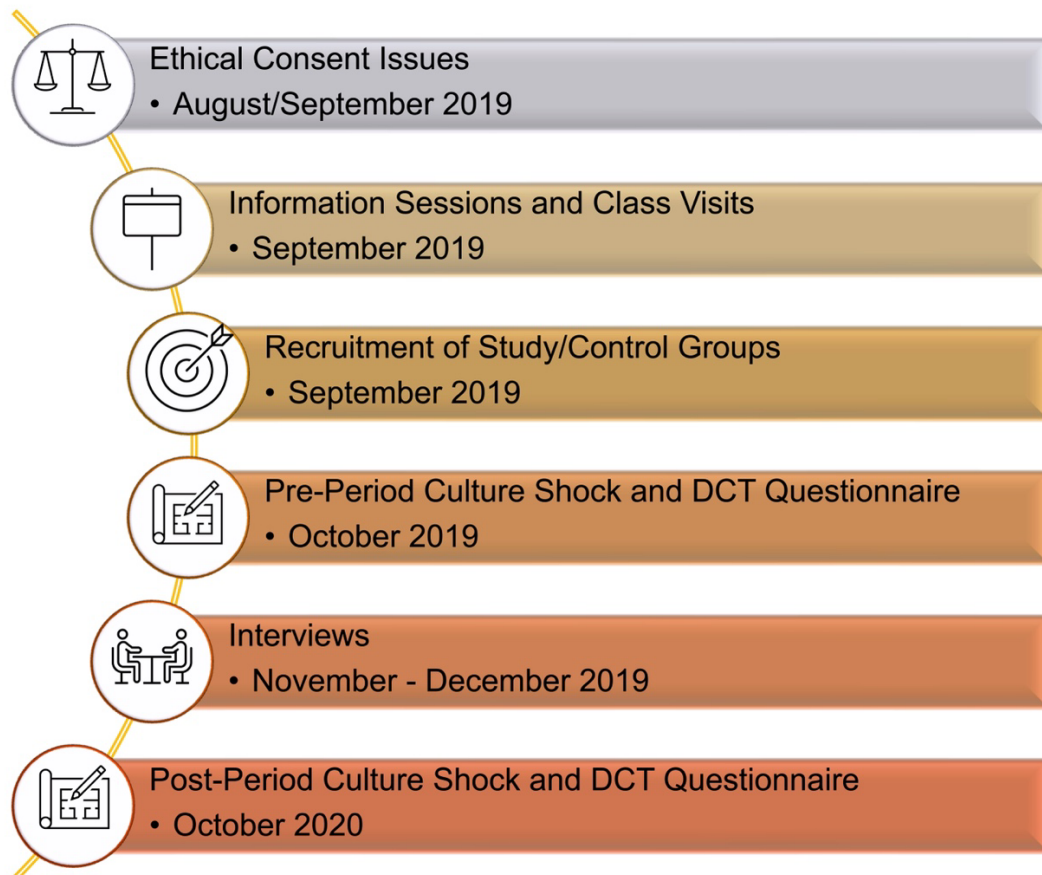
Interview: As the third step of the data collection process, a semi-structured interview was conducted to understand the participants' attitudes and feelings towards the host culture, their experiences as international students in Canada, their reflections on L2 culture and adaptation, and their identity formations and expectations about their L2 cultural integration.

After collecting the pre-culture shock and pre-DCT data from all the participants, the researcher arranged the interview schedule by sending an online interactive form for the participants to enter their available time slots. Once the dates and times were decided, the researcher booked a group study room in the Lusi Wong Library at Renison University College for the designated times. The researcher then met with each participant individually in the library's group study room for an interview that lasted approximately 40-45 minutes.

The researcher recorded all the interviews using a voice recorder device and transcribed them later. The total recording time was approximately 27 hours, and the transcription was approximately 160 pages.

Figure 1

Data collection process



Instruments

This research employed both quantitative and qualitative data collection tools due to the use of a mixed methods research design. This was necessary because some research topics can be more easily analyzed and understood using numerical data, while others require exploring the actual words of the participants (Creswell, 2012; Dörnyei, 2007). The study consisted of three main parts: culture shock questionnaires, DCTs, and interviews. While the culture shock questionnaires and DCTs required quantitative data, the

interviews required qualitative data. The data for the study was collected simultaneously using these three different instruments, which were based on the principles of both quantitative and qualitative research designs. This format of data collection is known as the Convergent Parallel Design, which allows for triangulation of the data (Creswell, 2012).

Culture Shock Questionnaire

As shown in the data collection tools figure, the first research question, which focused on the participants' experiences of culture shock, was based on quantitative data collected through the administration of pre- and post-culture shock questionnaires prepared by Mumford (1998). These questionnaires were administered to all study participants at the beginning of their preparatory school term (as a pre-test) and at the end of the project (as a post-test). The post-test was originally planned to be administered when the students completed their preparatory school education in Canada, but due to pandemic restrictions, they had to complete the term in their home countries. The participants were asked to complete the post-test (table 2) based on their experiences in Canada in person, so the questionnaire items were converted to past tense expressions in the post-test questionnaire.

Mumford's culture shock questionnaire consists of 12 questions, with the first seven measuring core or basic culture shock and the remaining five measuring interpersonal stress. The questionnaire has high validity and reliability scores. The culture shock questionnaire includes the following questions.

Table 2

Culture Shock Questionnaire Pre and Post Test Items

Pre-Test Items

A. 'Core' culture shock items

1. Do you feel stressed from the effort to adapt to Canada?
2. Have you been missing your family and friends back home?
3. Do you feel generally accepted by Canadians?
4. Do you ever wish to escape from Canada?

-
5. Do you ever feel confused about your position or identity in Canada?
 6. Have you ever found things in Canada shocking or disgusting?
 7. Do you ever feel helpless or powerless when trying to understand Canadian culture?

B. Interpersonal stress items

8. Do you feel anxious when meeting local people (Canadians)?
 9. When talking to people, can you make sense of their gestures or facial expressions?
 10. Do you feel uncomfortable if people stare at you when you out?
 11. When you go out shopping, do you feel as though people may be trying to cheat you?
 12. Do you find it an effort to be polite to Canadians?
-

Post-Test Items

A. 'Core' culture shock items

1. Did you feel stressed from the effort to adapt to Canada?
2. Did you miss your family and friends back home?
3. Did you feel generally accepted by Canadians?
4. Did you ever wish to escape from Canada?
5. Did you ever feel confused about your position or identity in Canada?
6. Did you ever find things in Canada shocking or disgusting?
7. Did you ever feel helpless or powerless when trying to understand Canadian culture?

B. Interpersonal stress items

8. Did you feel anxious when meeting local people (Canadians)?
 9. When talking to people, could you make sense of their gestures or facial expressions?
 10. Did you feel uncomfortable if people stared at you when you out?
 11. When you went out shopping, did you feel as though people were trying to cheat you?
 12. Did you find it an effort to be polite to Canadians?
-

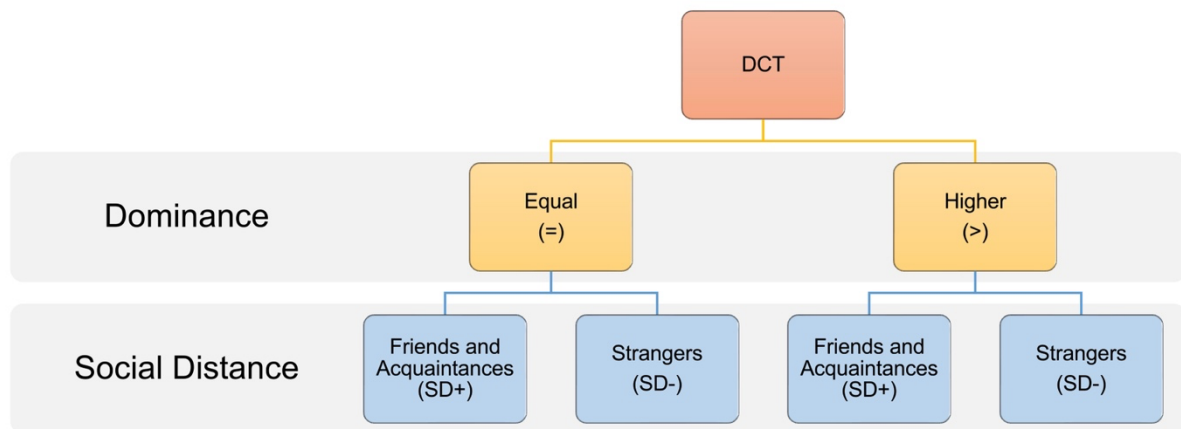
Discourse Completion Test (DCT)

In this study, a discourse completion test (DCT) was conducted to examine the pragmalinguistic development of the participants while they were studying in the BASE program in Canada. Kasper and Dahl (1991) describe DCTs as "written questionnaires including a number of brief situational descriptions followed by a short dialogue with an empty slot for the speech act under study" (p. 9). According to Barron (2003), DCTs are "a series of short written role plays based on everyday situations which are designed to elicit a specific speech act by requiring informants to complete a turn of dialogue for each item" (p. 83).

DCTs have been frequently used by researchers in L2 research to study the acquisition of speech acts by L2 learners (Cohen, 2005). The present research utilized DCTs as one of the data collection instruments for the following reasons: first, since this study aims to examine the extent to which second language learners become involved in the L2 culture in Canada and how this involvement is reflected in their language skills, DCTs can be an effective tool for collecting quantitative data on the participants' language use in various social contexts. The DCT developed for this study consists of eight items, each connected to the Social Distance (familiarity) and Dominance (social power) criteria (Table X) and requiring the participants to form requests in different situations. The DCT, which was based on quantitative data, was administered to the participants twice at the beginning and end of their studies in the BASE program as pre- and post-tests. In addition to the international students, a control group of 16 native speakers was also included in the DCT analysis. The DCT items consist of the following situations.

Table 3*Discourse Completion Test*

DCT#	Task
1	You are studying in your room, and you hear loud music coming from a room down the hall. You don't know the student who lives there, but you want to ask him/her to turn the music down. What do you say?
2	You are talking to your friend after class. You missed the last class, and you want to borrow your friend's notes. How do you ask for help in this case?
3	There is an exam in two weeks, but you'll miss class that day because you have to go to an out-of-town wedding. The class has just ended, and you want to ask your professor whether you can take the exam on another day. What do you tell him?
4	A friend from out of town is visiting you at school, and you are showing your friend around the campus and city. You want someone to take your picture together. You see someone dressed in a suit carrying a briefcase and you want to ask him to take your picture. What do you say?
5	Next week there is a test in a class that is difficult for you. The student you usually sit next to — not a friend — seems to understand the course material better than you. You see this person outside of class a week before the test, and you want to ask him/her to help you get ready for the test. What do you tell him/her?
6	You are on the bus to go home, and you are carrying a lot of books. You are tired and you want to sit down. It seems that there are no seats left, but then you notice that a student is taking up two seats. How do you ask this student to move over so you can sit down?
7	You are having dinner with your friend's family. The food is delicious, and you want to ask your friend's mother/father for more. What do you say?
8	You go to the library to return a lot of books, and your hands are full. There is a man who looks like a professor standing near the door of the library. How do you ask him to open the door for you?

Figure 2*Social Distance and Dominance Criteria***Interviews**

In this study, a semi-structured interview was conducted to understand the participants' thoughts and reflections on the host culture, examples of their cultural adaptation, and their expectations about Canadian cultural integration. The interview was designed according to Seidman's (1998) three-part interview design (past-present-future) to gain a deep understanding of their Canadian experience.

The first part of the interview (past- decision) focused on why they chose Canada, the importance of the culture they grew up in, and their family ties and friendships before coming to Canada. The second part of the interview (present- adaptation) primarily focused on differences in their worldviews after coming to Canada, their relationships with their friends in Canada, their ability to form a social circle, and the difficulties they experienced and how they coped with them. The third part of the interview (future - future plans) addressed their future expectations for life in Canada, their plans after graduation, and a general discussion on what had been discussed and left out in their lived experiences so far in Canada.

Table 4*Interview Items*

#	Questions
Part A: Past	
1	Why did you choose Canada to study? (Who guided you? How did you decide on it?)
2	In what social contexts/events did you use to attend when you were in your own country with your peers?
3	What family and cultural celebrations, traditions, or rituals were important in your life in your native country?
4	What native cultural influences are still important to you?
5	What was your first experience of leaving home?
6	Is a sense of native community important to you? Why?
Part B: Present	
7	How would you describe your worldview now/since you came to Canada? How did your world view change in Canada?
8	Do you feel like a part of Canadian culture, or do you feel like a foreigner trying to adopt to the Canadian culture? What Canadian culture means for you?
9	Are your friends generally from your own country or Canadians? Do you think your best friends can be Canadians? Why/Why not?
10	Do you enjoy spending time with Canadians? Why/Why not?
11	How did you feel when you experience (if you had) an occasion when you felt bad since you didn't know something particular (like a word, something, or someone) in English?
12	What do you do if people in the social environment talk about something that you don't know or haven't heard before?
13	Have you ever felt as if you could not express yourself enough in English? Where?
14	Has anyone commented on your accent or not? What nationality they think you have if they asked to whether you had an accent? What kind of reactions people show when you say you are (your nationality)?

- 15 What kind of academic and social opportunities do you have to interact with English speakers, both native and non-native? How and why do these interactions take place?
- 16 Have you ever felt as if you could not express yourself enough in English? Where?
-

Part C: Future

- 17 Are you planning on staying in Canada after you graduate? Why/Why not?
- 18 What other social contexts would you like to get into?
- 19 Is there anything in the target language or in Canada that you would like to change so that you would feel better about yourself? If you had a superpower, what would you like to change in Canada?
- 20 Is there anything we have left out of your story in Canada?
- 21 What are your feelings about these interview questions and all that we have covered?
- 22 Talk about an unforgettable moment that happened to you after you came to Canada.
- 23 What do you think the biggest challenge of international students in Canada?
-

Data Analysis

This research uses a mixed-methods research design, employing both quantitative and qualitative data collection tools. To analyze the data and answer the related research questions, statistical analyses were conducted for the quantitative data, while transcription and content analysis were used for the qualitative data.

Culture Shock Questionnaire

A frequency analysis was first applied to the distribution of the answers given to the pre- and post-test questions for the culture shock questionnaire. A correlation analysis was also conducted between the core culture shock and interpersonal stress factors, the two factors used in Mumford's culture shock questionnaire, using gender, nationality, and length of stay in Canada as independent variables. The Shapiro-Wilk normality test was applied to examine whether the core culture shock and interpersonal stress scores had a normal

distribution. Based on this, parametric analysis techniques were used. Finally, a comparison of the pre- and post-test results was conducted.

DCTs

The data obtained from the discourse completion tests of international students and Canadian students (the control group) was analyzed using descriptive and content analysis methods.

The data was analyzed based on criteria of social distance (familiarity) and dominance (social power). The social distance measure focuses on interpersonal relationships and is divided into two categories: friends and acquaintances, and strangers. The dominance criterion has two categories: equals and low to high. Four role constellations are represented as follows: (a) {+SD}, {x<y}; (b) {-SD}, {x<y}; (c) {+SD}, {x=y}; (d) {-SD}, {x=y}. In these representations, +SD represents the friends and acquaintances category, while -SD represents the strangers' category in the social distance category. X represents the requestor, while Y represents the requested person. When the requestor has less social power than the requested person, x<y is used, while x=y is used when the requested person has equal social power to the requestor. However, the sex of the speakers and hearers is randomly varied across all situations, as the DCTs are not designed to investigate this variable.

The content analysis technique was used to analyze the data obtained from the DCTs. The data was coded based on the Cross-Cultural Speech Act Realization Project (CCSARP) coding manual (Blum-Kulka et al., 1989). After the request data was coded, percentage and frequency calculations were conducted for the categories. The CCSARP scheme classifies requests on a nine-point scale of mutually exclusive categories. The nine strategy types (on a scale of indirectness) are as follows:

Table 5*CCSARP Coding Manual*

#	Strategy
1	<i>Mood derivable</i> : utterances in which the grammatical mood of the verb signals illocutionary force (“Leave me alone”, “Clean up that mess”).
2	<i>Performatives</i> : utterances in which the illocutionary force is explicitly named (“I am asking you to clean up the mess”).
3	<i>Hedged performatives</i> : utterances in which the naming of the illocutionary force is modified by hedging expressions (“I would like to ask you to give your presentation a week earlier than scheduled”).
4	<i>Obligation statements</i> : utterances which state the obligation of the hearer to carry out the act (“You will have to move that car”).
5	<i>Want statements</i> : utterances which state the speaker’s desire that the hearer carries out the act (“I really wish you’d stop bothering me”).
6	<i>Suggestory formulae</i> : utterances which contain a suggestion to do x (“How about cleaning up?”).
7	<i>Query preparatory</i> : utterances containing reference to preparatory conditions (e.g., ability, willingness) as conventionalized in any specific language (“Could you clear up the kitchen, please? “Would you mind moving your car?”)
8	<i>Strong hints</i> : utterances containing partial reference to object or element needed for the implementation of the act (“You have left the kitchen in a right mess”).
9	<i>Mild hints</i> : utterances that make no reference to the request proper (or any of its elements) but are interpretable as requests by context (“I am a nun” in response to a persistent hassler”) (Blum-Kulka et al. 1989, p.18).

The CCSARP coding manual examines the head acts (or requests) of DCTs (discourse completion tests) using two main dimensions: strategy type and perspective. In terms of perspective, the manual looks at whether the request emphasizes the role of the speaker (agent-oriented) or the recipient (hearer-oriented). Both of these dimensions were used to analyze the data in the study (Blum-Kulka et al., 1989, p.19).

The following paragraphs present examples of request strategies used by study group participants.

Examples for direct requests:

Mood Derivable

Shut Up! (Situation 1, Pre P15)

Help me (Situation 2, Post P1)

Performatives

Ask my friend for notebook (*Situation 2, Post P6*)

Ask my friend if I can borrow his notes. (*Situation 2, Pre P8*)

Give the doctor note and describe the reason. Ask the professor, will I test it again?
(*Situation 3, Pre P17*)

Can you move over a little so that other people can sit since you are now taking up two seats?
(*Situation 6, Post P2*)

Hedged Performatives

Hi X, I need some help with the upcoming test. I wonder if you could help me with some materials.
(*Situation 5, Pre P3*)

Do you mind if I borrow your notes for a moment? I missed the last class and I wonder what I have missed.
(*Situation 2, Pre P22*)

hi, nice to see you. I have heard that you understand the course well. the test is coming next week. I got something that confused me for a time. do you mind if I ask you for help? thanks a lot.
(*Situation 5, Post P5*)

Is there any person? Do you mind I sit there?
(*Situation 6, Post P6*)

Excuse me, I am very tired, do you mind if I sit here?
(*Situation 6, Post P22*)

Wow the [food name] is so delicious, I wonder if I can have another dish or not?
(*Situation 7, Post P11*)

Hi, is it okay that you can open the door for me? Thank you!
(*Situation 8, Post P8*)

Obligation

Not used by study group.

Want Statements

I accidentally missed that class. I want to borrow your notes so that I can know what was said in the last class. Thank you.
(*Situation 2, Post P26*)

Sorry, Prof, I went to a wedding, and I have a chance to rewrite my exam?
(*Situation 3, Pre P7*)

I am sorry but I might not attend the exam, but I want to have another change to do the test.
(*Situation 3, Post P17*)

Suggestory Formulae

Hello, I am one of you classmate. I just want to ask about for you have any plan to prepare for the next week? If you do, can we work together. (*Situation 5, Pre P6*)

Hi, I am the person who usually sit next to you in class, are you busy right now? (If no) I am worried about the test next week because I don't fully understand some contents, if it is comfortable for you that we have a discussion about the subject now? (*Situation 5, Pre P11*)

hey! How are you? We going to have a test next week. Do you have time? We can review it and discuss the problems together. (*Situation 5, Pre P32*)

Hello, classmate, the exam will be coming next week, but I am not very familiar with this course, can we review together? (*Situation 5, Post P14*)

Hello, the exam is coming in a few days. Can we go to the library to study together? I have a few questions that are not clear. (*Situation 5, Post P26*)

Examples for Conventionally Indirect Requests

Ability

Excuse me sir, can you turn down your music a little bit? (*Situation 1, Post P9*)

Can you take a picture for me please? (*Situation 4, Post P23*)

Can you please take a picture for me? (*Situation 4, Pre P8*)

Excuse me, can you move a little bit that I can sit here? These books are so heavy. (*Situation 6, Pre P20*)

Sorry, can you help me open the door for me? (*Situation 8, Pre P23*)

Excuse me, can you move over a little bit? (*Situation 6, Post P23*)

Hi! Can you help me to open the door? Thank you! (*Situation 8, Post P30*)

Permission

I missed the class yesterday, and the teacher did not post any PowerPoint or notes. Could I borrow your notes? Thank you! You are so nice. (*Situation 2, Pre P13*)

May I have the exam for another day? (*Situation 3, Pre P10*)

Sorry, professor. I'm going to a very important wedding next week. Can I take the exam another day? (*Situation 3, Post P16*)

Can we review for exam together? (*Situation 5, Post P31*)

Can I sit here? (*Situation 6, Pre P7*)

Your cooking is really good, may I ask for more of this? (*Situation 7, Pre P21*)

I love the food. Could you give me some more please? (*Situation 7, Post P18*)

oh, the food is so delicious! May I have more? (*Situation 7, Post P32*)

Possibility

Hello, I mean no offence, could someone turn the music a little bit lower? If so, I appreciate that. (*Situation 1, Pre P25*)

Hello, could you please wear headphones or turn down the volume? The music you play is affecting my study. I'd really appreciate it if you could do that. (*Situation 1, Post P12*)

Could you help me? (*Situation 2, Pre P30*)

Dear Prof xx, I'm a student in your xx course. I have to attend an out-of-town wedding; however, it conflicts with the exam. Is it possible that I take the exam another day? Thank you for your time and consideration (*Situation 3, Post P3*)

Excuse me, sir, could you please help me take a picture? (*Situation 4, Pre P18*)

Could you take a photo for us? (*Situation 4, Post P2*)

Hi friend, did you understand the course? I think I am confused with some parts; do you have time this weekend? And can you help me with that concepts/parts? (*Situation 5, Post P4*)

Willingness

Hi, I am Tamara. Happy to see you! I heard you play the nice music here, but I am studying now. Would you like to turn down the volume a little bit? Thanks. (*Situation 1, Pre P32*)

Would you please turn off the music? (*Situation 1, Post P16*)

Hello, I am sorry would like to help me to take a photo with my friend? (*Situation 4, Post P17*)

How do you feel about upcoming test? I am a little confused about some material. Would you like to help me with this? (*Situation 5, Pre P21*)

Hello, nice to meet you. I am also taking the course XXX. Would you be interested in reviewing the exam of this course with me (*Situation 5, Post P19*)

Would you give me seat? (*Situation 6, Pre P10*)

Hello, are you willing to give me a seat? Oh, because I am so tired today, if you want to, thank you very much! (*Situation 6, Post P26*)

Consultative Device

Would you mind turn the music down? (*Situation 1, Pre P10*)

excuse me professor. I am sorry that I cannot come to do the exam because there was another important thing I need to do at the same time. Would you mind me taking the exam on another day? (*Situation 3, Pre P28*)

Excuse me sir, would you mind help me to take a picture? (*Situation 4, Post P9*)

Hi, would you mind help me on these questions? I am really confused. (*Situation 5, Post P10*)

Wow, the dishes are tasting so good, would you mind that I can have more? (*Situation 7, Pre P11*)

Hi sir, do you mind opening the door for me? Thank you so much! (*Situation 8, Post P21*)

Excuse me. Would you mind helping me open the door? (*Situation 8, Post P28*)

Examples for Unconventionally Indirect Requests

Strong Hint

Sorry, excuse me, could you please turn down the voice a little bit. You know the soundproofing of rooms is not good. Also, I have an exam tomorrow, so please. I will be so appreciated. (*Situation 1, Pre P27*)

Hi, I missed the class, I heard you did really good notes in this class, can I borrow your that to know what has been taught last class? If you don't want to lend me it's fine but if you can I really appreciate it! (*Situation 2, Pre P25*)

Hello, I have a wedding I have to go to in two weeks. I know I have an exam in two weeks, but this wedding is very important to me. The wedding is out of town so I thought maybe I could pick another time for the exam. (*Situation 3, Post P12*)

Hello. is anybody sitting here? I got a bunch of books handling, and I am so tired. would you mind to move a bit left to leave one seat space for me to sit? well if no one you know is taking this seat. Thank you. (*Situation 6, Post P5*)

Excuse me, sir. Would you please help me to open the door. I'm holding too much stuff. Thank you! (*Situation 8, Pre P13*)

excuse me sir, could you please help me open the door. I have no hands to do that. (*Situation 8, Pre P27*)

Hi, would you open the door for me, I take too much staff to open the door. (*Situation 8, Post P10*)

Hello, excuse me, can you open the door for me, there are too many books, thank you very much. (*Situation 8, Post P26*)

Mild Hint

Excuse me sir, I have a little trouble with this class, when you are free. We can have a cup of coffee. (*Situation 5, Post P9*)

I would never ask that. I rather put the books on the ground...but I had to say so...I would say "excuse me, is there someone sitting next to you? (*Situation 6, Pre P13*)

The food is really delicious. (*Situation 7, Pre P19*)

Excuse me, the food is so delicious. Mrs.... how did you cook them; I can't wait to know more about that. (*Situation 7, Pre P20*)

The food is so good, could you please tell me how to cook it? (*Situation 7, Pre P31*)

Interview

The data obtained from the interviews with the international students were analyzed using inductive analysis, a qualitative data analysis method. The aim of inductive analysis is to identify the concepts and relationships that can explain the collected data. In inductive analysis, similar data are grouped under certain concepts and themes, and these data are organized and interpreted in a way that is easily understood by the reader. The analysis process involves coding the data, identifying themes, organizing the codes and themes, and interpreting the findings (Yıldırım & Şimşek, 2013, p. 259-260). The interviews conducted in this study were voluntary, and the data was transferred to the computer environment after being transcribed, with the consent of each participant obtained again to ensure the credibility of the research. To ensure transferability, participants were informed about the research process before each interview.

While analyzing the data collected in this research, the interview transcripts were first grouped and coded, with themes determined based on similar characteristics. Themes were also presented by grouping them with categories created from the participants' opinions. Based on the interview transcripts and topics, three themes were identified: Past Experiences (1), Current Experiences (2), and Future Thoughts (3).

In conclusion, this chapter outlined the methods used for collecting and analyzing the data in this study. The setting, participants, and recruitment procedures were described, as well as the tools and techniques used for data collection and analysis. The data collection process, which included both quantitative and qualitative methods, was discussed in detail. Finally, the techniques used to address the research questions were explained. Overall, the methods used in this study were thorough and appropriate for the research questions being investigated as seen in Table 6.

Table 6*Summary of Methodology*

RQs	Quantitative or Qualitative	Statistical Analysis Type	# Participants	Quality of Participants
1. What are the effects of culture shock on international students in Canada?	<i>Quantitative</i> Culture Shock Questionnaire (Mumford, 1999) Pre in 2020 + Post in 2021	<i>IBM SPSS Statistics 24.0.</i> T-test, mean values, frequencies, standard deviation, normality test, ANOVA, Pearson correlation,	40	BASE program students Chinese Panamanian Ecuadorian Korean Kazakh
2. What is the relationship between culture shock and pragmalinguistic development?	<i>Quantitative</i> DCTs Pre in 2020 + Post in 2021	Descriptive Statistics Inductive thematic analysis (CCSARP Coding Manual)	48	<i>Study group</i> 32 Chinese students <i>Control group</i> 16 native speakers
3. How do international students in Canada perceive and experience the target language's culture?	<i>Qualitative</i> Interviews (Past & Present period interview questions)	Inductive thematic analysis	40	BASE program students Chinese Panamanian Ecuadorian Korean Kazakh
4. What are the academic and social contexts international students are involved to become competent members of social groups?	<i>Qualitative</i> Interviews (Present & Future period interview questions)	Inductive thematic analysis	40	BASE program students Chinese Panamanian Ecuadorian Korean Kazakh

Chapter 4

Findings, Comments and Discussion

The current chapter presents the findings of the study in relation to the research questions. As the study employs a mixed-methods research design, the first set of questions and their analyses are based on the quantitative data collected. This includes statistical analysis of the data to determine patterns and trends in the participants' responses. In this section, the researcher uses Discourse Completion Test (DCT) analysis to examine the types of request strategies commonly used by the participants and to explore the relationship between these utterances and culture shock. The second section of the chapter presents the qualitative data analyses, which form the basis for the third and fourth research questions. The third section of the chapter focuses on the fourth research question, which examines the participants' attitudes towards cultural adaptation and their integration into the L2 community. To do this, the researcher transcribe and categorize the interview recordings, using a thematic analysis to identify patterns and themes in the participants' responses. This allows for a more in-depth understanding of the participants' experiences and their attitudes towards cultural adaptation.

Culture Shock

The researcher initially intended to measure the progress of the learners in terms of culture shock and its impacts over a period of two terms. To do this, the same culture shock questionnaire was administered to the participants twice, once at the beginning and once at the end of their preparatory program. Through this approach, the researcher aimed to analyze the impact of culture shock on prospective English language learners both at the beginning and at the end of their program. The research question that was addressed in this study is presented below, along with the related inferential statistical analyses.

RQ 1. What are the effects of culture shock on international students in Canada?

In order to reveal the culture shock effects on the participants, their responses to a questionnaire were analyzed using statistical analysis software (SPSS 24.0). The questionnaire consisted of 12 items developed by Mumford (1998) to measure culture shock. In his study, Mumford administered the questionnaire to 380 British volunteers in 27 different countries and found that the greater the cultural difference between the participants and the country they were visiting, the greater the culture shock they experienced. This study builds on Mumford's work by investigating whether non-Western people from different countries experience culture shock in the same way. This section presents the results of the questionnaire analysis in relation to the research questions of the study.

The first seven questions in Mumford's culture shock questionnaire measure basic or core culture shock, while the remaining five questions assess interpersonal stress. The questionnaire has high validity and reliability scores. The questions included in the culture shock questionnaire are as follows.

Table 7

Culture Shock Questionnaire

-
- A. 'Core' culture shock items
1. Do you feel stressed from the effort to adapt to a new culture?
 2. Have you been missing your family and friends back home?
 3. Do you feel generally accepted by Canadians?
 4. Do you ever wish to escape from Canada?
 5. Do you ever feel confused about your position or identity in Canada?
 6. Have you ever found things in Canada shocking or disgusting?
 7. Do you ever feel helpless or powerless when trying to understand Canadian culture?
- B. Interpersonal stress items
8. Do you feel anxious when meeting local people (Canadians)?
 9. When talking to people, can you make sense of their gestures or facial expressions.
 10. Do you feel uncomfortable if people stare at you when you out?
 11. When you go out shopping, do you feel as though people may be trying to cheat you?
 12. Do you find it an effort to be polite to Canadians?
-

In this part of the study, the quantitative analysis is divided into two parts. The first part involves frequency analysis, while the second part examines correlations.

Descriptive Statistics

The frequency analysis method was used to analyze the responses to the pre- and post-test questions. This involved calculating the percentages of responses to each question and examining the changes between the pre- and post-test responses. The tables below show the distribution of responses to the pre- and post-test questions.

Table 8

Distribution of Answers to Pre-Test Questions

Questions		Never	Sometimes	Usually
Do you feel stressed because of the effort to adapt to Canada?	f	12	24	4
	%	30	60	10
Have you been missing your family and friends back home?	f	3	29	8
	%	7,5	72,5	20
Do you feel generally accepted by Canadians?	f	19	18	3
	%	47,5	45	7,5
Do you ever wish to escape from Canada?	f	21	17	2
	%	52,5	42,5	5
Do you ever feel confused about your position or identity in Canada?	f	21	17	2
	%	52,5	42,5	5
Have you ever found things in Canada shocking or disgusting?	f	19	21	40
	%	47,5	52,5	0
Do you ever feel helpless or powerless when trying to understand Canadian culture?	f	20	18	2
	%	50	45	5
Do you feel anxious when meeting local people?	f	8	20	12
	%	20	50	30
When talking to people can you make sense of their gestures and facial expressions?	f	25	14	1
	%	62,5	35	2,5
Do you feel uncomfortable if people look at you when you go out?	f	18	15	7
	%	45	37,5	17,5
When you go out shopping, do you feel as though people are trying to cheat you?	f	34	5	1
	%	85	12,5	2,5
Do you find it difficult to be polite to Canadians?	f	29	8	3
	%	72,5	20	7,5

Table 9*Distribution of Answers to Post-Test Questions*

Questions		Never	Sometimes	Usually
Did you feel stressed because of the effort to adapt to Canada?	f	6	31	3
	%	15,0	77,5	7,5
Did you miss your family and friends back home?	f	2	31	7
	%	5,0	77,5	17,5
Did you feel generally accepted by Canadians?	f	14	25	1
	%	35,0	62,5	2,5
Did you ever wish to escape from Canada?	f	15	24	1
	%	37,5	60,0	2,5
Did you ever feel confused about your position or identity in Canada?	f	21	17	2
	%	52,5	42,5	5,0
Did you ever find things in Canada shocking or disgusting?	f	14	24	2
	%	35,0	60,0	5,0
Did you ever feel helpless or powerless when trying to understand Canadian culture?	f	8	24	8
	%	20,0	60,0	20,0
Did you feel anxious when meeting local people?	f	13	19	8
	%	32,5	47,5	20,0
When talking to people could you make sense of their gestures and facial expressions?	f	25	14	1
	%	62,5	35,0	2,5
Did you feel uncomfortable if people looked at you when you went out?	f	23	16	1
	%	57,5	40,0	2,5
When you went out shopping, do you feel as though people were trying to cheat you?	f	35	5	0
	%	87,5	12,5	0,0
Did you find it difficult to be polite to Canadians?	f	27	12	1
	%	67,5	30,0	2,5

*Percentages are rounded.

Frequency Analysis

The responses of the participants to the questionnaire (evaluated as "sometimes" or "generally") were shown as pre- and post-test percentages. The table below displays the differences between the pre- and post-test responses.

Table 10*Frequency Analysis Q1*

	%	Never	Sometimes	Usually
Feeling stressed because of the effort to adapt to Canada	Pre	30	60	10
	Post	15	78	8

The difference in the ratio of those who answered "sometimes" and "usually" to this question is 16%. This indicates that the thoughts of the students changed negatively after they left Canada. They also reported feeling more stressed due to the effort required to adapt to life in Canada.

Table 11

Frequency Analysis Q2

	%	Never	Sometimes	Usually
Homesickness	Pre	8	73	20
	Post	5	78	18

The difference in the ratio of those who answered "sometimes" and "usually" to this question is 3%. This suggests that the students' thoughts changed negatively after leaving Canada and they reported missing their friends and family more.

Table 12

Frequency Analysis Q3

	%	Never	Sometimes	Usually
Acceptance by Canadian s	Pre	48	45	8
	Post	35	63	3

The difference in the ratio of those who answered "sometimes" and "usually" to this question is 13%. This indicates that the students' thoughts changed positively after leaving Canada and they reported feeling more accepted by Canadians.

Table 13

Frequency Analysis Q4

	%	Never	Sometimes	Usually
Desire to escape Canada	Pre	53	43	5
	Post	38	60	3

The difference in the ratio of those who answered "sometimes" and "usually" to this question is 15%. This shows that the students' thoughts changed negatively after leaving Canada and they reported wanting to escape Canada more while they were there.

Table 14*Frequency Analysis Q5*

	%	Never	Sometimes	Usually
Confusion about position or identity in Canada	Pre	53	43	5
	Post	53	43	5

There was no difference in the ratio of those who answered "sometimes" and "usually" to this question, and their responses remained negative in the post-test as well.

Table 15*Frequency Analysis Q6*

	%	Never	Sometimes	Usually
Finding things in Canada shocking or disgusting	Pre	48	53	0
	Post	35	60	5

The difference in the ratio of those who answered "sometimes" and "usually" to this question is 12%. This suggests that the students' thoughts changed negatively after leaving Canada and they reported encountering more shocking or disgusting things in Canada.

Table 16*Frequency Analysis Q7*

	%	Never	Sometimes	Usually
Feeling helpless or powerless when trying to understand Canadian culture	Pre	50	45	5
	Post	20	60	20

The difference in the ratio of those who answered "sometimes" and "usually" to this question is 30%. This indicates that the students' thoughts changed negatively after leaving Canada and they reported feeling more helpless or powerless while trying to understand Canadian culture.

Table 17*Frequency Analysis Q8*

	%	Never	Sometimes	Usually
Feeling anxious meeting local people (Canadians)	Pre	20	50	30
	Post	33	48	20

The difference in the ratio of those who answered "sometimes" and "usually" to this question is 12%. This suggests that the students' thoughts changed positively after leaving Canada and they reported feeling less anxious when meeting locals.

Table 18*Frequency Analysis Q9*

	%	Never	Sometimes	Usually
Making sense of Canadian s' gestures and facial expressions when talking to	Pre	63	35	3
	Post	63	35	3

The students' ability to understand gestures or facial expressions when talking to people remained negative, as it did not change.

Table 19*Frequency Analysis Q10*

	%	Never	Sometimes	Usually
Feeling uncomfortable if people look at you outside	Pre	45	38	18
	Post	58	40	3

The difference in the ratio of those who answered "sometimes" and "usually" to this question is 12%. This suggests that the students' thoughts changed positively after leaving Canada and they reported feeling less uncomfortable when people looked at them when they went out.

Table 20*Frequency Analysis Q11*

	%	Never	Sometimes	Usually
Feeling as though people were trying to cheat you when you went out shopping	Pre	85	13	3
	Post	88	13	0

The difference in the ratio of those who answered "sometimes" and "usually" to this question is 3%. This indicates that the students' thoughts changed positively after leaving Canada and they reported feeling less like people were trying to cheat them.

Table 21*Frequency Analysis Q12*

	%	Never	Sometimes	Usually
Find it difficult to be polite to Canadians	Pre	73	20	8
	Post	68	30	3

The difference in the ratio of those who answered "sometimes" and "usually" to this question is 5%. This suggests that the students' thoughts changed negatively after leaving Canada and they reported finding it more difficult to be kind to Canadians.

Findings and Interpretations of Frequency Analysis

Based on the findings from the frequency analysis, the positive and negative changes are summarized in the tables below. The negative changes are especially relevant to culture shock due to their importance.

Table 22*Negative and Positive Changes in Students' Opinions*

	Negative	Positive
Culture Shock	adaptation homesickness wish to escape identity disgust helplessness	acceptance

Interpersonal Stress	making sense of gestures and facial expressions ability to be kind	meeting locals, feeling uncomfortable by looks cheating
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Table 23

Ranking of Negative Changes in the Context of Culture Shock

Culture Shock	Negative change (%)
helplessness	30
adaptation	16
wish to escape	15
disgust	12
homesickness	3
identity confusion	0 (the same)

Table 24

Ranking of Negative Changes in the Context of Interpersonal Stress

Interpersonal Stress	Negative change (%)
ability to be kind	5
making sense of gestures and facial expressions	0 (the same)

The following conclusions can be drawn from these data: when the students returned to their home countries, their culture shock perceptions became more prominent. This means that when students thought about their experience in Canada after returning home, they reported higher percentages for items that described negative cultural struggles. The students stated that they were more negatively affected by socio-psychological/individual factors such as adaptation to society, homesickness, searching for identity, and experiences they found disgusting, as well as feeling helpless and powerless during their time in Canada. The biggest change was seen in feelings of helplessness (30%). Homesickness was the most dominant state among these data (96%). The students also reported negative effects in terms of interpersonal stress items such as not being able to understand the gestures and social norms of the society (even after their education) and not being able to adapt to local rules of politeness.

The findings that students struggle to fully adapt to a different geographical and cultural environment, feel helpless, and experience homesickness indicate that they are negatively affected by culture shock. The university and relevant government agencies that provide this environment are also responsible, as students' perceptions of adaptation and integration into society during their education period should not have increased. However, the students returned to their home countries with high rates of adaptation struggles and feelings of helplessness.

Despite these negative factors, the students reported increased acceptance in society when socializing, meeting locals, not feeling disturbed by local looks, and their perception that they would not be deceived. It is thought that the main factor in this increase is the development of communication skills with local people, which is also supported by the results of the DCT analysis in the project. This may be due to the improvement of the students' language skills.

Correlation Analysis

In the correlation analysis, the relationship between core culture shock and interpersonal stress factors, as measured by Mumford's culture shock questionnaire, was examined. The participants' gender, nationality, and length of stay in Canada were used as independent variables. The Shapiro-Wilk normality test was conducted to determine if the core culture shock and interpersonal stress scores had a normal distribution (see Table 25). Based on this, parametric analysis techniques were used.

Table 25

Normality Test Results

Test	Changes	Shapiro-Wilk		
		<i>z</i>	<i>Sd</i>	<i>p</i>
Pre	Culture Shock	0,95	40	0,11
	Interpersonal Stress	0,95	40	0,07
Post	Culture Shock	0,97	40	0,34
	Interpersonal Stress	0,95	40	0,07

An independent groups t-test was used to compare the pre- and post-test culture shock and interpersonal stress mean scores according to the gender variable. A one-way analysis of variance was used to compare the mean scores according to the nationality and length of stay variables. The Pearson correlation coefficient was calculated to examine the relationship between culture shock and interpersonal stress scores. The dependent groups t-test was used to compare the pre- and post-test culture shock and interpersonal stress scores. Statistical significance was determined at $p < 0.05$.

Factor analysis could not be performed on the scales used in the research because the sample size was not sufficient. According to Field (2013), the calculated KMO values, which were below 0.70 and very close to 0.50, indicate that the data is insufficient for factor analysis. When the KMO value is insufficient, factor analysis cannot be continued, so the KMO value must be obtained first before other values are reported. Therefore, factor analysis was not conducted due to this result.

Pre-Test Results

The relationships between the variables are as in the tables below.

Table 26

Pre-Culture Shock and Interpersonal Stress Score Means, Standard Deviations and Independent Groups t-Test Results by Gender

Variables	Gender	N	Avg.	Sd	t (38)	p
Pre-Culture Shock	Female	21	4,24	2,10	-1,29	0,21
	Male	19	5,11	2,16		
Pre-Interpersonal Stress	Female	21	3,05	2,09	1,06	0,29
	Male	19	2,42	1,57		

As shown in the table, the mean pre-culture shock scores ($t(38) = -1.29$; $p > 0.05$) and interpersonal stress scores ($t(38) = 1.06$; $p > 0.05$) by gender do not show a significant difference. This indicates that males and females have similar perceptions of culture shock and interpersonal stress.

Table 27

Pre-Culture Shock and Interpersonal Stress Score Means, Standard Deviations, and ANOVA Results by Nationality

Variables	Nationality	N	Avg.	Sd	F (2;37)	p	Scheffe Post-Hoc
Pre-Culture Shock	China	32	5,16	2,00	5,68	0,01*	a>d
	Latin	6	2,83	1,47			
	Others	2	2,00	1,41			
Pre-Interpersonal Stress	China	32	2,94	1,83	0,90	0,41	-
	Latin	6	2,17	2,04			
	Others	2	1,50	2,12			

* $p < 0,05$

As shown in the table, the mean pre-interpersonal stress scores did not differ significantly according to nationality ($F(2;37) = 0.90$; $p > 0.05$). However, the mean pre-culture shock scores by nationality showed a significant difference ($F(2;37) = 5.68$; $p < 0.05$). The results of the post-Hoc test show that the pre-culture shock mean scores of participants who identified as Chinese were significantly higher than those of participants who identified as another nationality. This indicates that the pre-test culture shock perceptions of Chinese participants were higher.

Table 28

Pre-Culture Shock and Interpersonal Stress Score Means, Standard Deviations and ANOVA Results by Length of Stay

Variables	Length of Stay	N	Avg.	Sd	F (2;37)	p	Scheffe Post-Hoc
Pre-Culture Shock	less than 6 months	20	3,75	2,05	5,16	0,01*	c>a,
	6 - 18 months	6	4,67	1,63			
	more than 18 months	14	5,93	1,90			
Pre-Interpersonal Stress	less than 6 months	20	2,65	2,13	0,87	0,43	-
	6 - 18 months	6	3,67	1,75			
	more than 18 months	14	5,93	1,90			

	more than 18 months	14	2,50	1,45
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*p<0,05

It is clear that the mean pre-interpersonal stress scores do not show a significant difference according to duration ($F(2;37) = 0.87$; $p > 0.05$). However, the mean pre-culture shock scores differ significantly according to duration ($F(2;37) = 5.16$; $p < 0.05$). The results of the post-Hoc test show that the mean pre-culture shock scores of participants who stayed for more than 18 months were significantly higher than those of participants who stayed for less than 6 months. This indicates that the pre-test culture shock perceptions of participants who stayed for more than 18 months were higher.

Table 29

Pearson Correlation Coefficient of the Relationship Between Pre-Culture Shock and Interpersonal Stress Scores by Nationality

Variables	Pre-Stress	
Pre-Culture Shock	r	0,47**
	p	0,002
	N	40

**p<0,01

As shown in the table, there is a moderately positive and significant relationship between the pre-culture shock and interpersonal stress scores ($r = 0.47$; $p < 0.01$). This indicates that interpersonal stress increased as culture shock increased in the pre-test.

Post-Test Results

Table 30

Post Culture Shock and Interpersonal Stress Mean Scores, Standard Deviations, and Independent Groups t-Test Results by Gender

Variables	Gender	N	Avg.	Sd	t (38)	p
Post Culture Shock	Female	21	5,81	1,78	0,34	0,73
	Male	19	5,58	2,43		
Post Interpersonal Stress	Female	21	2,19	0,98	-0,04	0,97
	Male	19	2,21	1,84		

When the post-test results are examined, it is seen that the mean scores of post-culture shock ($t(38) = 0.34$; $p > 0.05$) and post-interpersonal stress ($t(38) = -0.04$; $p > 0.05$) do not show a significant difference according to gender. This indicates that males and females have similar perceptions of culture shock and interpersonal stress in the post-test.

Table 31

Post Shock and Stress Mean Scores, Standard Deviations and ANOVA Results by Nationality

Variables	Nationality	N	Avg.	Sd	F (2;37)	p	Scheffe Post-Hoc
Post Culture Shock	China ^a	32	5,22	1,84	5,16	0,01*	c>a,
	Latin ^b	6	7,00	1,67			
	Others ^c	2	9,50	2,12			
Post Interpersonal Stress	China	32	2,22	1,48	0,87	0,43	-
	Latin	6	1,67	1,21			
	Others	2	3,50	0,71			

* $p < 0,05$

As shown in the table, the mean post-interpersonal stress scores by nationality did not show a significant difference ($F(2;37) = 0.87$; $p > 0.05$). However, the mean post-culture shock scores by nationality showed a significant difference ($F(2;37) = 5.16$; $p < 0.05$). The results of the post-Hoc test show that the post-culture shock mean scores of participants who identified as another nationality were significantly higher than those of participants who identified as Chinese. This indicates that the post-test culture shock perceptions of participants who identified as another nationality were higher.

Table 32

Post Culture Shock and Interpersonal Stress Mean Scores, Standard Deviations and ANOVA Results by Length of Stay

Variables	Length of Stay	N	Avg.	Sd	F (2;37)	p
Post Culture Shock	less than 6 months	20	5,80	2,09	0,11	0,90
	6 - 18 months	6	5,33	1,75		
	more than 18 months	14	5,71	2,33		
Post Interpersonal Stress	Less than 6 months	20	2,00	1,12	2,20	0,13
	6 - 18 months	6	1,50	0,84		
	more than 18 months	14	2,79	1,85		

When the ANOVA results are examined, there is not a significant difference between the mean scores of post-culture shock ($F(2;37) = 0.11$; $p > 0.05$) and post-interpersonal stress ($F(2;37) = 2.22$; $p > 0.05$) according to the length of duration. This indicates that the culture shock and interpersonal stress perceptions of participants who stayed for less than 6 months, 6-18 months, or more than 18 months were similar.

Table 33

Pearson Correlation Coefficient of the Relationship Between Post Culture Shock and Interpersonal Stress Scores by Nationality

Variables	Post Stress	
Post Culture Shock	r	0,45**
	p	0,004
	N	40

** $p < 0,01$

As shown in the table, there is a moderately positive and significant relationship between post-culture shock and interpersonal stress scores ($r=0.45$; $p<0.01$). This indicates that as culture shock increased in the post-test, interpersonal stress also increased.

Comparison of Pre and Post-Test Results

Table 34

Pre-Post Culture Shock and Interpersonal Stress Score Means, Standard Deviations, and Dependent Groups t-Test Results

Variables	Test	N	Avg.	Sd	t (39)	p
Culture Shock	Pre	40	4,65	2,14	-2,24	0,03*
	Post	40	5,70	2,09		
Interpersonal Stress	Pre	40	2,75	1,86	1,72	0,09
	Post	40	2,20	1,44		

* $p<0,05$

As shown in the table, there is no significant difference between the mean interpersonal stress scores in the pre and post-tests ($t(39) = 1.72$; $p>0.05$). This indicates that participants' perceptions of post-pandemic interpersonal stress did not change compared to pre-pandemic. However, there is a significant difference between the mean culture shock scores before and after the pandemic ($t(39) = -2.24$; $p<0.05$). This shows that participants' perceptions of culture shock increased significantly in the post-tests after they returned to their home countries and reflected on their experiences in Canada.

The results of the frequency analysis also showed that the post-test scores of the participants were higher than the pre-test scores. This suggests that the participants experienced culture shock during their education in Canada at the beginning and that it continued to increase until they returned to their home countries. As a result, the students were not fully successful in terms of adaptation and integration to Canada.

As noted by Mumford, cultural differences (exoticism) between the nationalities of people and the country they visit can contribute to culture shock. This is supported by

the results of this study, as the participants who identified as Chinese experienced higher levels of culture shock. These cultural differences can be attributed to geography, religion, and language, which are key factors in shaping culture. The fact that culture shock increased even more in the post-tests suggests that there may be deficiencies in Canada's education policies, rather than the participants themselves, contributing to this phenomenon.

Pragmalinguistic Development

This section aims to answer the following research question:

RQ3. What is the relationship between culture shock and pragmalinguistic development?

To address this question, a discourse completion test (DCT) was conducted to examine the pragmalinguistic development of the participants while they were studying in the BASE program at the English Language Institute of Renison University College, affiliated by the University of Waterloo in Ontario, Canada. The DCT developed for this study consists of eight items, each connected to the Social Distance (familiarity) or Dominance (social power) criteria and requiring the participants to form requests in different situations. The DCT, which was based on quantitative data, was administered to the participants twice at the beginning and end of their studies in the BASE program as pre- and post-tests. In addition to the international students, a control group of 16 native speakers was also included in the DCT analysis.

DCT Content Analysis

The content analysis technique was used to analyze the data obtained from the DCTs. The data was coded based on the Cross-Cultural Speech Act Realization Project (CCSARP) coding manual (Blum-Kulka et al., 1989). After the request data was coded, percentage and frequency calculations were conducted for the categories. The CCSARP

(table 5) scheme classifies requests on a nine-point scale of mutually exclusive categories.

Table 35

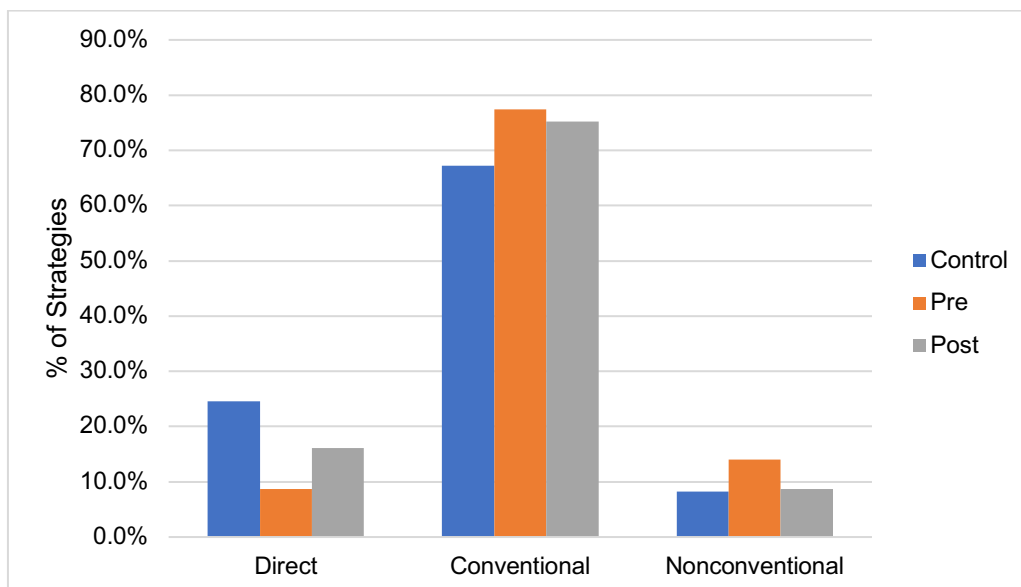
Direct, Conventional Indirect and Nonconventional Indirect strategies distribution in percentages in Control, Pre, and Post groups

(%)	Control	Pre	Post
Direct	24.6%	8.6%	16.1%
Conventional Indirect	67.2%	77.4%	75.2%
Nonconventional Indirect	8.2%	14%	8.7%

Upon examination of responses from participants in the pre- and post-tests of both the study group and the control group, it was found that conventional indirect responses were dominant in all eight Discourse Completion Tests (DCTs). The post-test revealed low usage of nonconventional indirect strategies in both the control group and the study group. However, it is worth noting that the study group had the lowest usage of the direct strategy in the pre-test, suggesting a shift in strategy usage over the course of the study towards the strategy usage of the control group.

Figure 3

Direct, Conventional Indirect and Nonconventional Indirect strategies distribution in percentages in Control, Pre, and Post groups



An examination of Figure 3 shows that the study group had a shift in their strategy usage during the study. There was a rise in the use of direct strategies and a corresponding decline in the use of indirect strategies after extended exposure to the Canadian environment.

Table 36

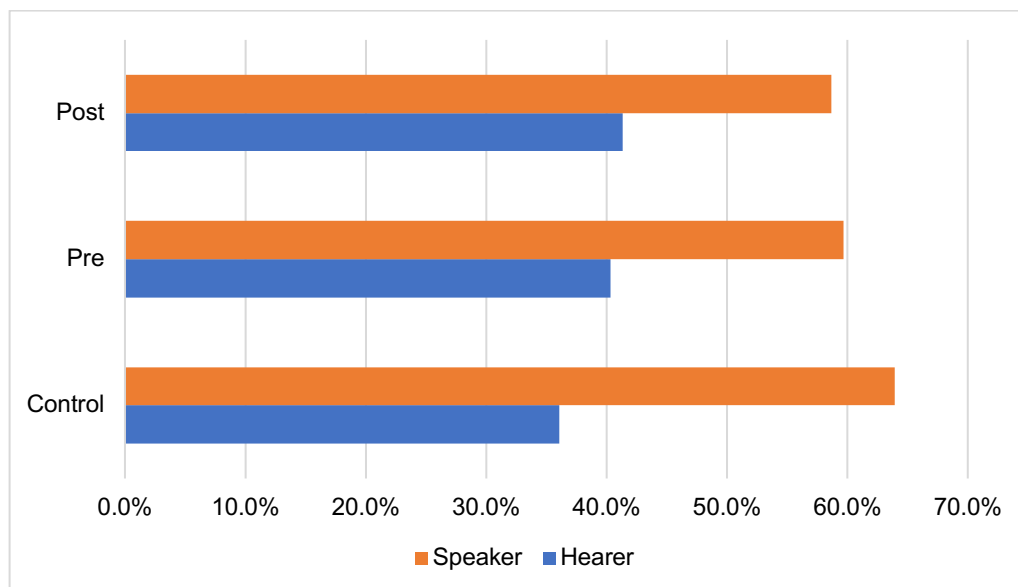
Perspectives (Hearer or Speaker) Distribution in Control, Pre, and Post groups

(%)	Control	Pre	Post
Hearer	36.1%	40.3%	41.3%
Speaker	63.9%	59.7%	58.7%

An analysis of the control group's overall perspectives shows that native speakers have a preference for speaker-oriented strategies. In contrast, the study group, both in the pre-test and post-test, demonstrates a preference for less speaker-oriented strategies. There was no significant difference observed between the pre- and post-test results of the study group.

Figure 4

Perspectives (Hearer or Speaker) Distribution in control group and study group in pre and post tests



Upon examination of the participants' perspectives, it can be seen that although there is no significant difference between the study group and the control group, by the end of the study as seen in Figure 4, the responses of the study group have become more similar to those of the control group.

Table 37

Direct strategies in control group and study group in pre and post tests

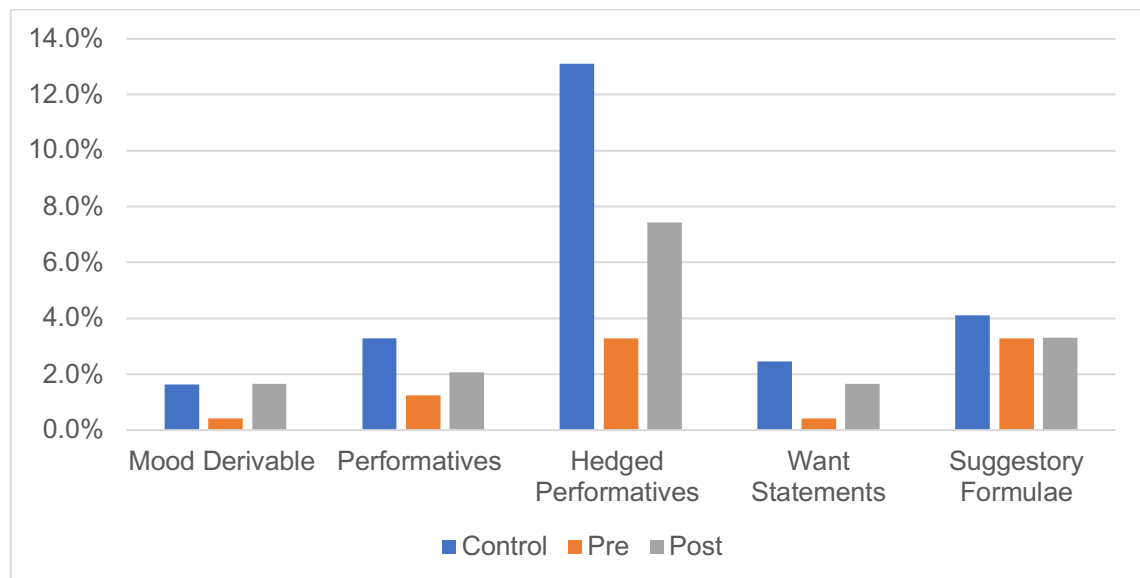
Direct Strategies	Control	Pre	Post
Mood Derivable	1.6%	0.4%	1.7%
Performatives	3.3%	1.2%	2.1%
Hedged Performatives	13.1%	3.3%	7.4%
Want Statement	2.5%	0.4%	1.7%
Suggestory Formulae	4.1%	3.3%	3.3%

The data analysis shows that all groups, including the control and study groups, primarily use hedge performatives as a dominant direct request strategy. However, before the study, the study group in the pre-test, exhibited a preference for both

performatives and suggestory formulae, using them with equal percentages. Additionally, it is observed that the use of mood derivable as a direct request strategy is the lowest among all groups. Nonetheless, the pre and post-test groups exhibit a preference for want statements with an equal percentage as mood derivable, indicating a distinct preference for this strategy.

Figure 5

Direct strategies in Control, Pre, and Post groups



Upon examination of the responses provided by all participants, it was found that the usage of all direct strategies including mood derivable, performatives, hedged performatives, want statements, and suggestory formulae became more similar to the control group at the end of the study. This suggests that as seen in Figure 5, the duration of the study group's stay in Canada had a significant influence on the modulation of the utilization of the direct strategies, as evidenced by the clear convergence of the usage patterns towards those of the control group.

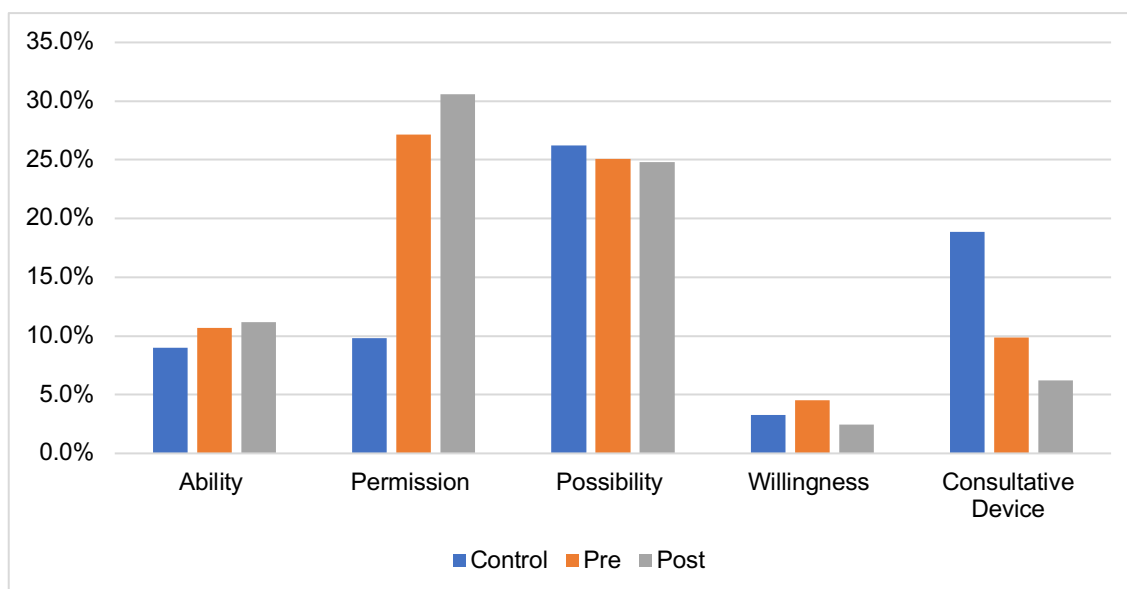
Table 38*Conventional Indirect strategies in Control, Pre, and Post groups*

Conventionally Indirect Strategy	Control	Pre	Post
Ability	9.0%	10.7%	11.2%
Permission	9.8%	27.2%	30.6%
Possibility	26.2%	25.1%	24.8%
Willingness	3.3%	4.5%	2.5%
Consultative Device	18.9%	9.9%	6.2%

The study found that conventional indirect strategies were most prevalent among the pre, post, and control groups. However, further analysis revealed variations in subcategories of conventional indirect strategies, including ability, permission, possibility, willingness, and consultative devices among the groups. The control group primarily used the possibility strategy, while the study group primarily used the permission strategy for conventional indirect requests. The distinctions between the groups became more pronounced at the conclusion of the study, where the control group primarily used possibility and consultative devices, while the study group primarily used permission and possibility as their dominant strategies. Both groups used the willingness strategy least frequently.

Figure 6

Conventional Indirect strategies in Control, Pre, and Post groups



The study, as shown in Figure 6, found that the use of conventional indirect strategies, except for the willingness strategy, diverged from the control group at the conclusion of the study. This suggests that the participants' stay in Canada had an inverse effect on the choice of subgroup strategies for conventional indirect strategies among the study groups.

Table 39

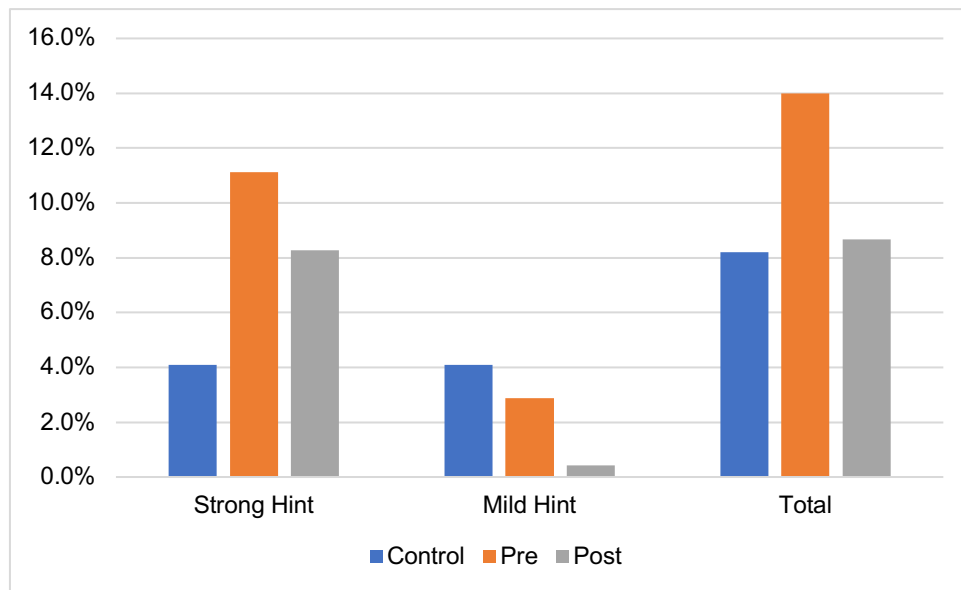
Nonconventional Indirect strategies in Control, Pre, and Post groups

<i>Nonconventional Indirect Strategies</i>	Control	Pre	Post
Strong Hint	4.1%	11.1%	8.3%
Mild Hint	4.1%	2.9%	0.4%

Upon analyzing the nonconventional indirect strategies, specifically in the subcategories of mild and strong hints, it was found that the control group utilized both subcategories with relative parity. However, the strong hint subcategory was found to be particularly dominant among the study group in the pre-test.

Figure 7

Nonconventional Indirect strategies in Control, Pre, and Post groups



The study also found that over the course of the study, the usage of strong hint strategy converged towards that of the control group. Additionally, Figures 7 and 8 show that the study group's utilization of the mild hint subcategory of nonconventional indirect strategies decreased as the study progressed.

Figure 8

Differences between control and pre & control and post groups

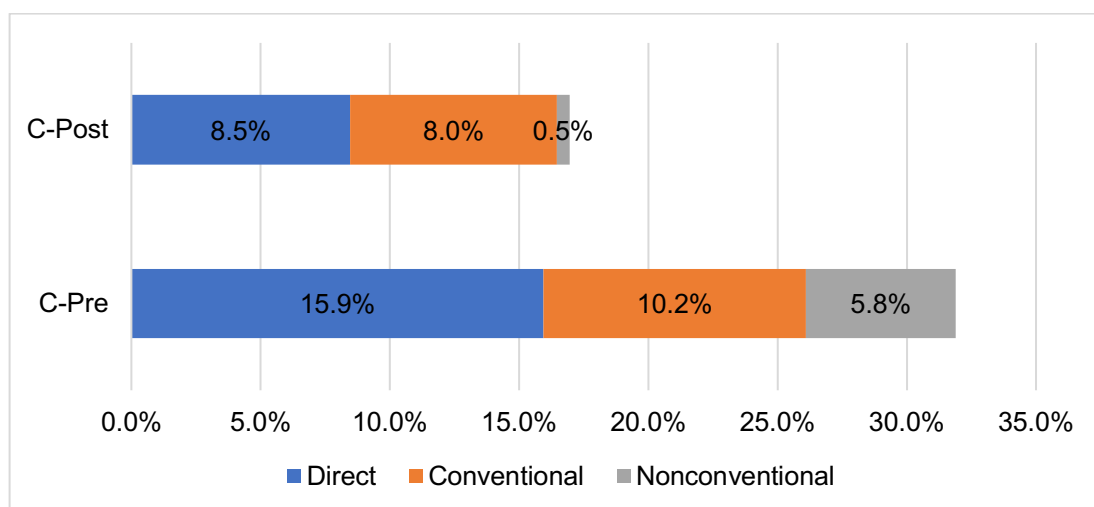


Figure 8 shows that an analysis of all participants' responses, regardless of social distance and dominance, reveals a convergence of strategy usage between the study and control groups over the course of the study. The data indicates that the percentages of direct and nonconventional indirect requests in the study group's responses have approached those observed in the control group's responses more closely than in the pre-test results. This suggests that by the end of the study, the study group's request strategies began to resemble those of native speakers.

Dominance and Social Distance Criteria Examination

Friends with equal power versus strangers with equal power. The study conducted an analysis to examine the effect of social distance on dominance in scenarios of equal power between individuals. The study compared the strategy usage of individuals who were friends with equal power (SD+/=) to that of individuals who were strangers with equal power (SD-/=). Questions 2 and 5, pertaining to scenarios involving friends with equal power, and questions 1 and 6, pertaining to scenarios involving strangers with equal power, were used for this analysis. The findings show that social distance plays a significant role in the dynamics of dominance, with the SD+/= group exhibiting a distinct pattern of strategy usage when compared to the SD-/= group. This highlights the importance of considering social distance as a crucial variable in the examination of dominance dynamics.

Table 40

Friends with equal power versus strangers with equal power

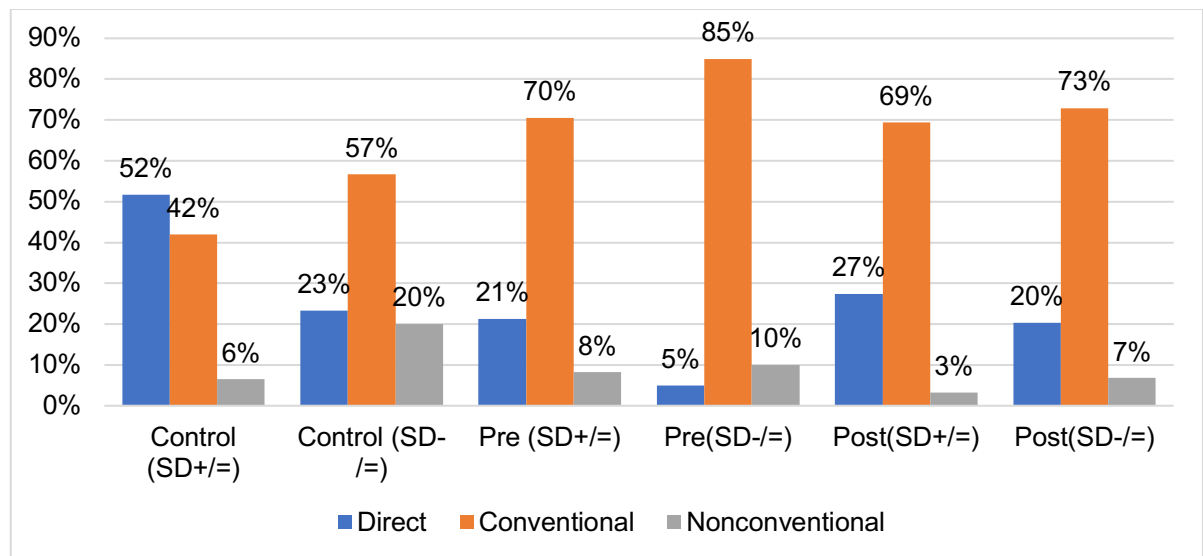
%	Control (SD+/=)	Control (SD-/=)	Pre (SD+/=)	Pre (SD-/=)	Post (SD+/=)	Post (SD-/=)
Direct	52%	23%	21%	5%	27%	20%
Conventional	42%	57%	70%	85%	69%	73%
Nonconventional	6%	20%	8%	10%	3%	7%

Table 40 illustrates that when comparing scenarios involving friends with equal power to those involving strangers with equal power, the control group demonstrates a

preference for direct strategies. On the other hand, the study group displays a consistent preference for conventional indirect strategies in both scenarios. This data suggests that the relationship and power dynamics present in a given scenario may play a significant role in influencing the strategy choices made by individuals.

Figure 9

Friends with equal power versus strangers with equal power



In Figure 9, it can be observed that there was a significant shift in the use of direct strategies among the study group between the pre-test and the post-test. Specifically, there was a marked increase in the use of direct strategies in both the friends and strangers' scenarios. This suggests that the study group may have become more confident in their ability to use direct strategies, potentially as a result of the interventions or activities included in the study. Additionally, it is worth noting that the control group also exhibited a similar trend, albeit to a lesser extent, suggesting that the overall shift in strategy usage may not be solely attributed to the study group. Further analysis is required to understand the underlying factors that led to this shift in strategy usage. Overall, the data suggests that the study group adapted their communication strategies over the course of the study, potentially in response to the interventions or activities included in the study.

Table 41

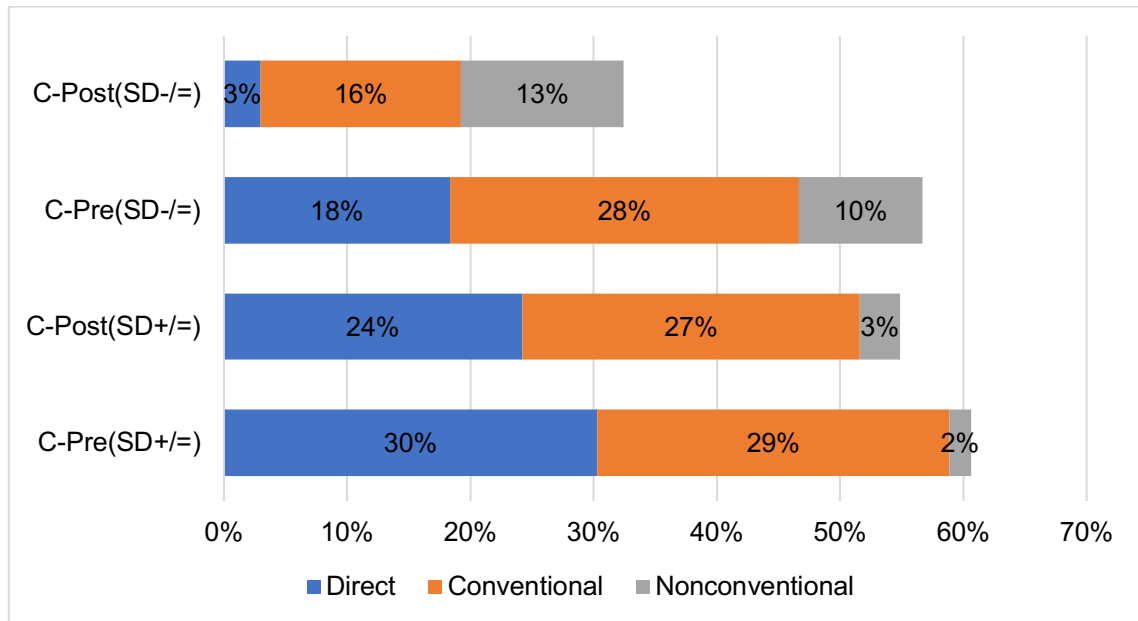
Differences between control and pre & control and post groups in the category of friends with equal power versus strangers with equal power

%	C-Pre (SD+/=)	C-Post (SD+/=)	C-Pre (SD-/=)	C-Post (SD-/=)
Direct	30%	24%	18%	3%
Conventional	29%	27%	28%	16%
Nonconventional	2%	3%	10%	13%

As seen in Table 41, an analysis of the differences between the control group and the pre- and post-test results of the study group in the categories of friends with equal power versus strangers with equal power reveals that the study group exhibited a convergence with the control group in terms of direct and conventional indirect strategies in scenarios involving friends with equal power, as shown in Figure 9. However, there was a divergence in the use of nonconventional indirect strategies. Similarly, in scenarios involving strangers with equal power, the study group converged with the control group in terms of direct and conventional indirect strategies, as shown in Figure 10, but diverged in terms of nonconventional strategies. This suggests that the study group may have adopted different strategies depending on the specific relationship and power dynamics present in a given scenario. Furthermore, it is worth noting that the gap in nonconventional strategies increased in the friends with equal power category but decreased in the strangers with equal power category, as shown in Figure 10.

Figure 10

Differences between control and pre & control and post groups in the category of friends with equal power versus strangers with equal power



Friends with higher power versus strangers with higher power. An analysis was conducted to investigate the impact of social distance on dominance dynamics in the context of individuals with higher dominance. The study specifically compared the strategy usage of individuals who were acquaintances with higher power (SD+>) to that of individuals who were strangers with higher power (SD->). To achieve this, questions 3 and 7, which pertained to scenarios involving acquaintances with higher power, and questions 4 and 8, which pertained to scenarios involving strangers with higher power, were utilized. The results indicate that social distance plays a significant role in the dynamics of dominance, with the SD+> group exhibiting a distinct pattern of strategy usage in comparison to the SD-> group. This emphasizes the need to consider social distance as a crucial variable in the examination of dominance dynamics.

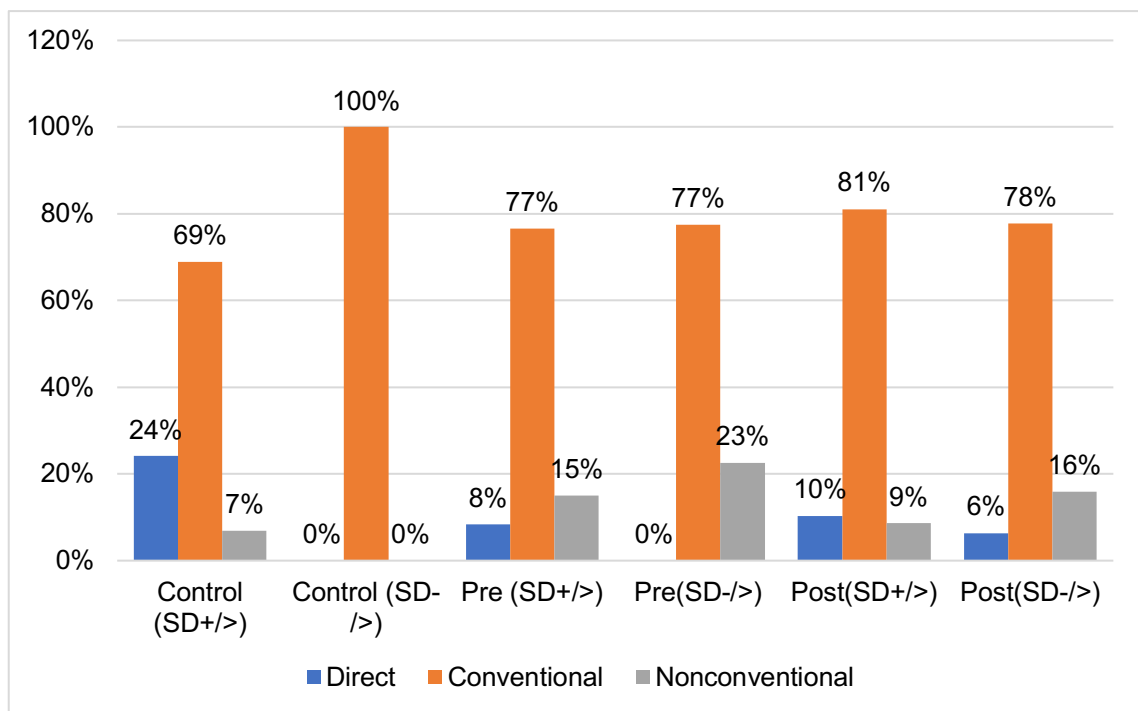
Table 42*Friends with higher power versus strangers with higher power*

%	Control (SD+/>)	Control (SD-/>)	Pre (SD+/>)	Pre (SD-/>)	Post (SD+/>)	Post (SD-/>)
Direct	24%	0%	8%	0%	10%	6%
Conventional	69%	100%	77%	77%	81%	78%
Nonconventional	7%	0%	15%	23%	9%	16%

Table 42 illustrates that when individuals are communicating with friends who have higher power, both the study group and the control group exhibit a preference for conventional strategies. However, the study group also displays a preference for direct and nonconventional indirect strategies when communicating with strangers who have higher power in the pre-test, and this preference increases in the post-test. In contrast, the control group does not exhibit this preference at all for direct and nonconventional indirect strategies when communicating with strangers who have higher power. This suggests that the study group may have adopted a different communication strategy when interacting with individuals who have higher power and are not their friends. Additionally, it is worth noting that the study group's preference for direct and nonconventional strategies increased during the course of the study, which could indicate that the study group became more confident or assertive in their communication style.

Figure 11

Friends with higher power versus strangers with higher power



During the pre-test, the study group primarily employed conventional indirect strategies when communicating with friends who have higher power. However, this trend shifted in the post-test, as there was a noticeable increase in direct utterances and a corresponding decrease in the use of conventional indirect strategies. A similar pattern was observed when the study group was communicating with strangers who have higher power, with an increase in direct utterances and a decrease in the use of conventional indirect strategies. Specifically, the study group's usage of direct utterances increased from 0% to 10%. This suggests that the study group may have adapted their communication strategies over the course of the study, potentially in response to the interventions or activities included in the study. Additionally, it is interesting to note that the study group followed the same trend when communicating with both friends and strangers with higher power, which could imply that the study group perceived these two different social contexts with similar dynamics.

Table 43

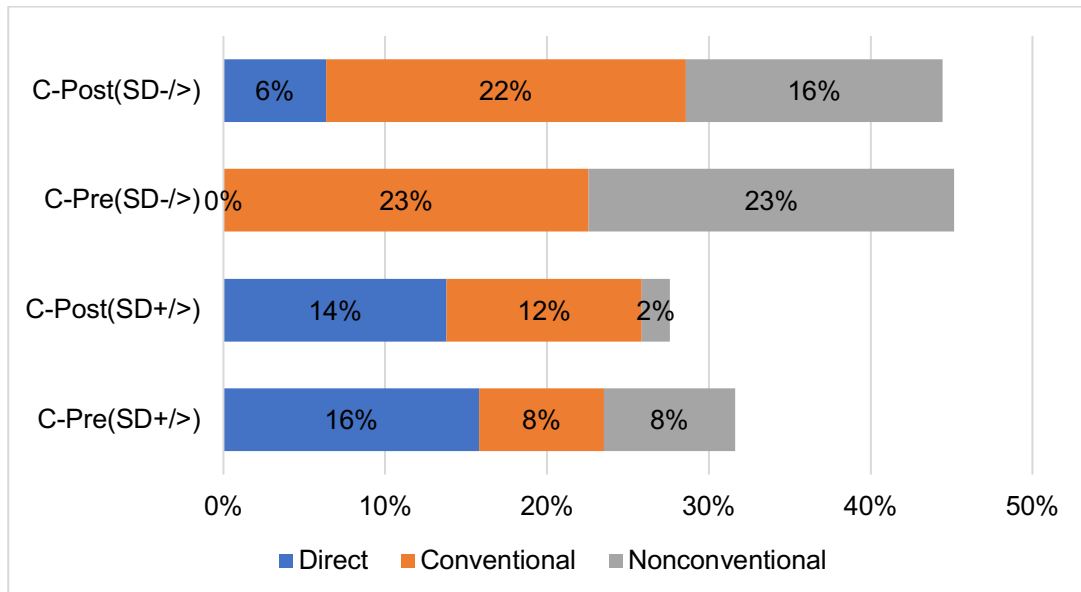
Differences between control and pre & control and post groups in the category of friends with higher power versus strangers with higher power

%	C-Pre (SD+ />)	C-Post (SD+ />)	C-Pre (SD- />)	C-Post (SD- />)
Direct	16%	14%	0%	6%
Conventional	8%	12%	23%	22%
Nonconventional	8%	2%	23%	16%

Table 43 illustrates that when comparing the results of the control group to the pre- and post-test results of the study group in the categories of friends with higher power versus strangers with higher power, it becomes clear that the study group diverged significantly from the control group in terms of strategy usage, with the exception of nonconventional indirect strategies. Specifically, the study group became closer to the control group in terms of nonconventional indirect strategies but diverged from them in terms of conventional indirect strategies and especially in direct strategies. This suggests that the study group may have adopted a distinct communication style in these scenarios, which may be influenced by the interventions or activities included in the study. Overall, these findings demonstrate the importance of considering the dynamics of social distance and dominance when examining communication strategies.

Figure 12

Differences between control and pre & control and post groups in the category of friends with higher power versus strangers with higher power



Friends with equal power versus friends/acquaintances with higher power.

An analysis was conducted to examine the effect of power on dominance dynamics in the context of equal social distance between individuals. The study specifically compared the strategy usage of individuals who were friends with equal power (SD+/=) to that of individuals who were acquaintances with higher power (SD+/>). To accomplish this, questions 2 and 5, which pertained to scenarios involving friends with equal power, and questions 3 and 7, which pertained to scenarios involving acquaintances with higher power, were utilized. The findings demonstrate that power plays a significant role in the dynamics of dominance, with the SD+/> group exhibiting a distinct pattern of strategy usage when compared to the SD+/= group. This highlights the importance of considering power as a critical variable in the examination of dominance dynamics, even when social distance is held constant.

Table 44

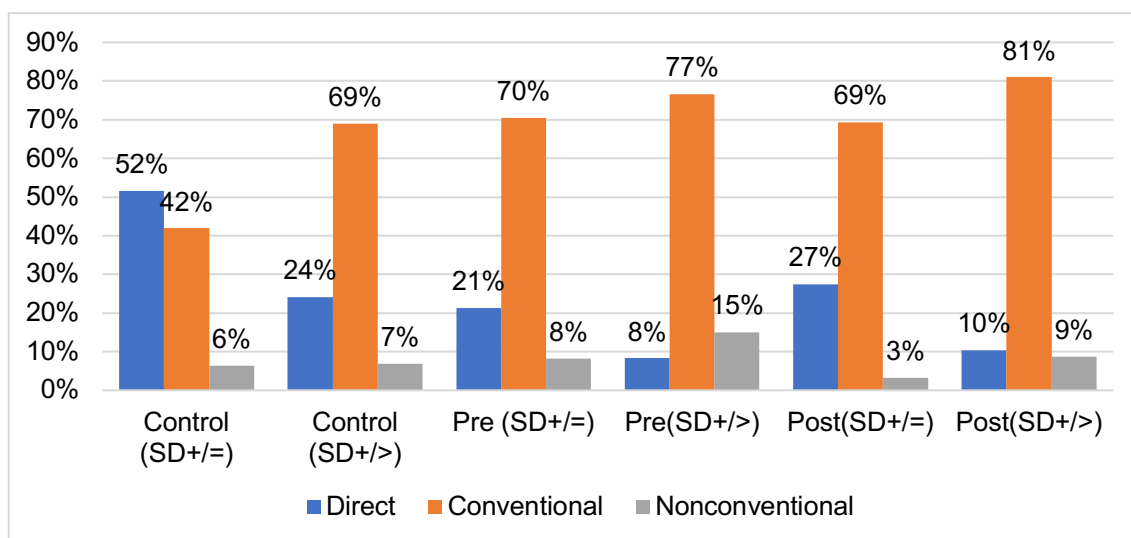
Friends with equal power versus friends/acquaintances with higher power

%	Control (SD+/=)	Control (SD+>)	Pre (SD+/=)	Pre (SD+>)	Post (SD+/=)	Post (SD+>)
Direct	52%	24%	21%	8%	27%	10%
Conventional	42%	69%	70%	77%	69%	81%
Nonconventional	6%	7%	8%	15%	3%	9%

Table 44 illustrates that when communicating with friends who possess equal power, the control group demonstrates a preference for direct requests, whereas the study group demonstrates a preference for conventional indirect strategies. When communicating with friends or acquaintances who possess higher power, all groups exhibit a preference for conventional indirect strategies as the dominant strategy. Additionally, when examining the lowest strategy used, all groups utilize nonconventional indirect strategies when communicating with friends who possess equal power. However, when communicating with friends or acquaintances who possess higher power, the pre-study group diverges from the other groups by utilizing direct strategies as the lowest strategy.

Figure 13

Friends with equal power versus strangers with higher power



During the post-test, the study group demonstrated an increase in the utilization of direct strategies when communicating with friends who possess equal power. However, this trend was not consistent across all strategies, as the utilization of both conventional and nonconventional indirect strategies decreased in comparison to the pre-tests. When examining the data in terms of communication with friends or acquaintances who possess higher power, there was an increase in the usage of both direct and conventional strategies, while the utilization of nonconventional indirect strategies decreased.

The findings discussed above suggest that the study group's stay in Canada had a significant impact on their communication strategies when interacting with friends or acquaintances who possess equal or higher power. The increased usage of direct strategies when communicating with friends who possess equal power, as well as the decreased usage of conventional and nonconventional indirect strategies, suggests a shift towards more direct forms of communication. Conversely, the increased usage of conventional strategies and decreased usage of nonconventional strategies when communicating with friends or acquaintances who possess higher power, suggests a greater inclination towards more indirect forms of communication in these situations.

Table 45

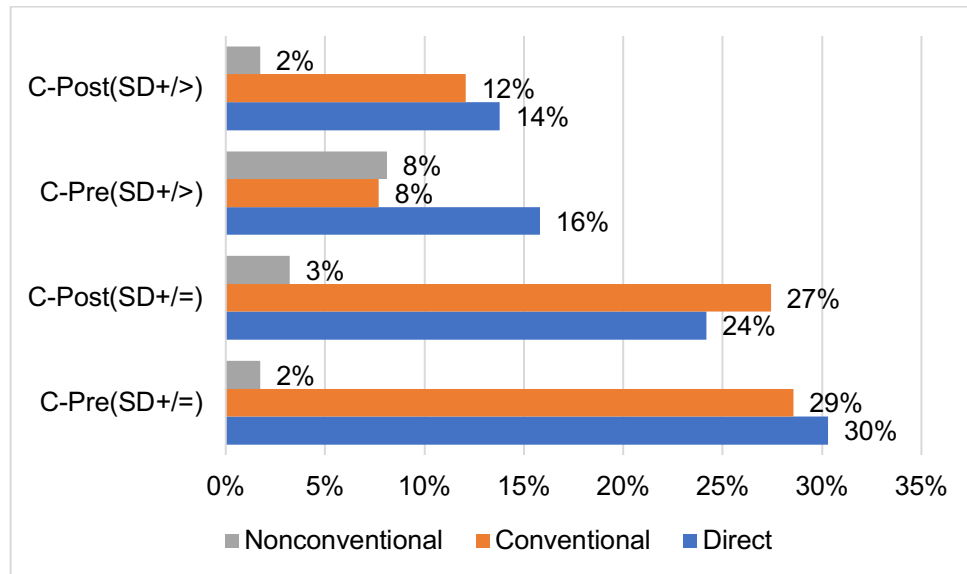
Differences between control and pre & control and post groups in the category of friends with equal power versus strangers with higher power

%	C-Pre (SD+/=)	C-Post (SD+/>)	C-Pre (SD+/=)	C-Post (SD+/>)
Direct	30%	24%	16%	14%
Conventional	29%	27%	8%	12%
Nonconventional	2%	3%	8%	2%

Table 45 illustrates that, when comparing the results of the control group to the pre- and post-test results of the study group in the categories of friends who possess equal power, it becomes evident that the study group diverged significantly from the control group in terms of the utilization of direct strategies. However, the study group converged to the control group in terms of the utilization of both conventional and nonconventional strategies. When examining the category of friends or acquaintances who possess higher power, the study group converged to the control group in terms of the utilization of direct and nonconventional strategies but diverged from the control group in terms of the utilization of conventional indirect strategies. This suggests that the study group's stay in Canada had a significant impact on their communication strategies, leading to a shift in the utilization of certain strategies when interacting with friends or acquaintances who possess equal or higher power.

Figure 14

Differences between control and pre & control and post groups in the category of friends with equal power versus strangers with higher power



Strangers with equal power versus strangers with higher power. An analysis was conducted to investigate the impact of power on dominance dynamics in the context of equal social distance between individuals. The study specifically compared the strategy usage of individuals who were strangers with equal power (SD-/=) to that of individuals who were strangers with higher power (SD-/>). To achieve this, questions 1 and 6, which pertained to scenarios involving strangers with equal power, and questions 4 and 8, which pertained to scenarios involving strangers with higher power, were utilized. The results indicate that power plays a significant role in the dynamics of dominance, with the SD-/> group exhibiting a distinct pattern of strategy usage in comparison to the SD-/= group. This emphasizes the need to consider power as a crucial variable in the examination of dominance dynamics, even when social distance is held constant.

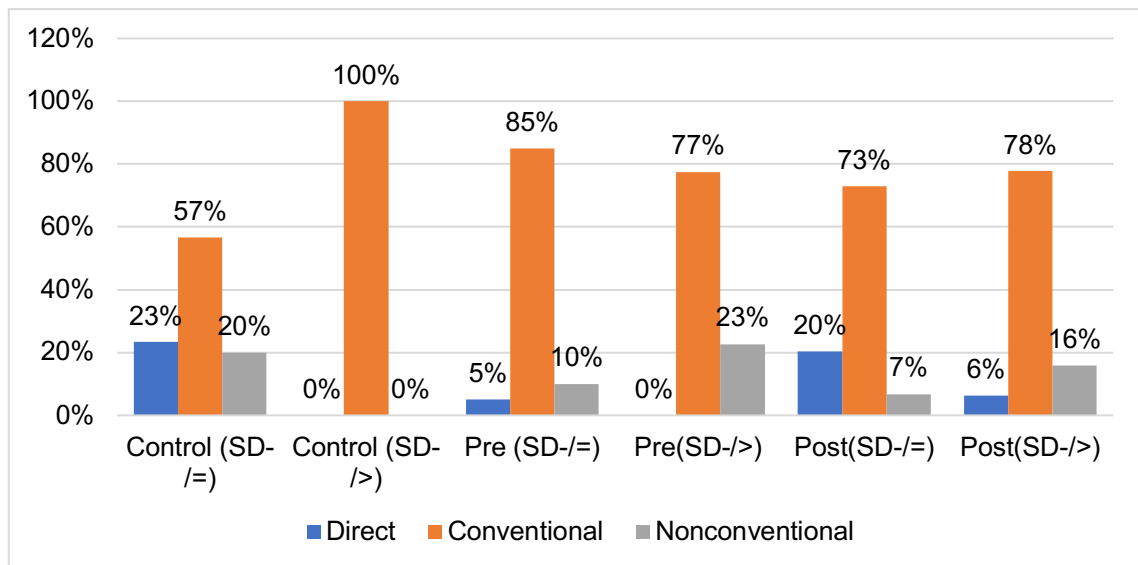
Table 46*Strangers with equal power versus strangers with higher power*

%	Control (SD-/=)	Control (SD-/>)	Pre (SD+/=)	Pre (SD-/>)	Post (SD-/=)	Post (SD-/>)
Direct	23%	0%	5%	0%	20%	6%
Conventional	57%	100%	85%	77%	73%	78%
Nonconventional	20%	0%	10%	23%	7%	16%

Table 46 illustrates that when communicating with strangers who possess equal power or strangers who possess higher power, all groups exhibit a preference for utilizing conventional indirect strategies as the dominant strategy. Additionally, the control group demonstrates a relatively equal usage of both direct and nonconventional strategies when communicating with strangers who possess higher power and does not utilize any direct or nonconventional strategies when communicating with strangers who possess equal power. On the other hand, the study group uses direct strategies as the lowest strategy when communicating with strangers who possess higher power except for the post-test when communicating with strangers who possess equal power. In this case, the study group utilizes nonconventional indirect strategies as the lowest strategy. This suggests that the study group's stay in Canada had a significant impact on their communication strategies when interacting with strangers, leading to a shift in the utilization of certain strategies depending on the power dynamic present.

Figure 15

Strangers with equal power versus strangers with higher power



During the post-test, the study group demonstrated an increase in the utilization of direct strategies when communicating with strangers who possess equal power. However, it is worth noting that this trend was not consistent across all strategies. Specifically, the utilization of both conventional and nonconventional indirect strategies decreased in comparison to the pre-tests. When examining the data in terms of communication with strangers who possess higher power, there was an increase in the usage of both direct and conventional strategies, while the utilization of nonconventional indirect strategies decreased. This suggests that the study group's stay in Canada had a significant impact on their communication strategies when interacting with strangers, leading to a shift in the utilization of certain strategies depending on the power dynamic present. Additionally, the increase in the utilization of direct strategies when communicating with strangers who possess equal power, and the decrease in the utilization of conventional and nonconventional indirect strategies, suggests a tendency towards a more direct form of communication in these situations.

Table 47

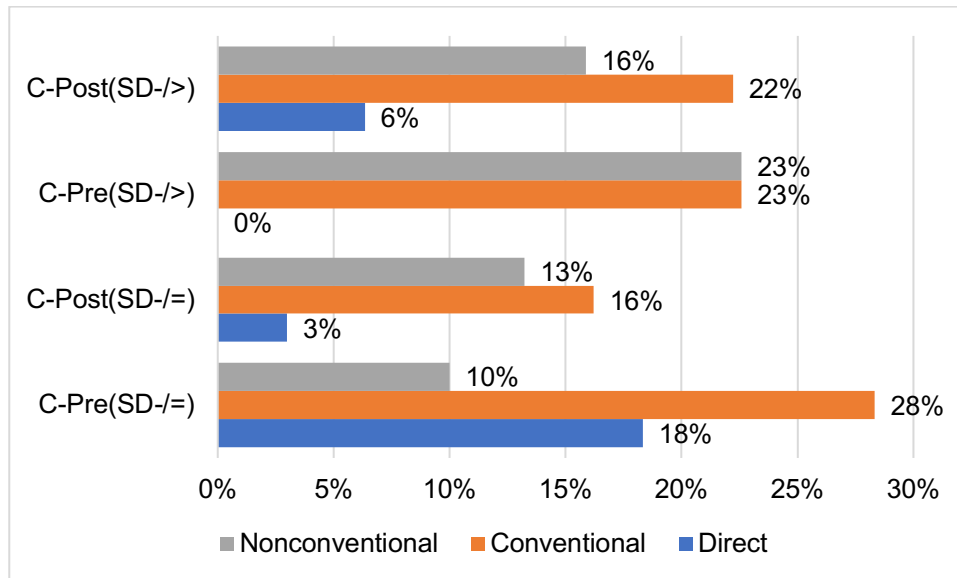
Differences between control and pre & control and post groups in the category of strangers with equal power versus strangers with higher power

%	C-Pre (SD-/=)	C-Post (SD-/>)	C-Pre (SD-/=)	C-Post (SD-/>)
Direct	18%	3%	0%	6%
Conventional	28%	16%	23%	22%
Nonconventional	10%	13%	23%	16%

Table 47 illustrates that, when comparing the results of the control group to the pre- and post-test results of the study group in the categories of strangers who possess equal power, it becomes evident that the study group diverged significantly from the control group in terms of the utilization of direct strategies. However, it is worth noting that the study group converged to the control group in terms of the utilization of both conventional and nonconventional strategies. This suggests that the study group's stay in Canada had a significant impact on their communication strategies when interacting with strangers who possess equal power, leading to a shift towards a more direct form of communication and away from the utilization of both conventional and nonconventional strategies. When examining the category of strangers who possess higher power, the study group converged to the control group in terms of the utilization of direct and conventional strategies but diverged from the control group in terms of the utilization of nonconventional indirect strategies. This suggests that the study group's stay in Canada had a differential impact on their communication strategies when interacting with strangers depending on the power dynamic present.

Figure 16

Differences between control and pre & control and post groups in the category of strangers with equal power versus strangers with higher power



Equal power vs higher power without considering the social distance. An analysis was conducted to investigate the impact of power on dominance dynamics without considering the effect of social distance. The study specifically compared the strategy usage of individuals who were in scenarios with equal power (=) to that of individuals who were in scenarios with higher power (>). To achieve this, questions 2, 5, 1, and 6, which pertained to scenarios involving equal power, and questions 3, 7, 4 and 8, which pertained to scenarios involving higher power, were utilized. The results indicate that power plays a significant role in the dynamics of dominance, with the individuals in scenarios with higher power exhibiting a distinct pattern of strategy usage in comparison to individuals in scenarios with equal power. This emphasizes the need to consider power as a crucial variable in the examination of dominance dynamics regardless of the social distance between the individuals.

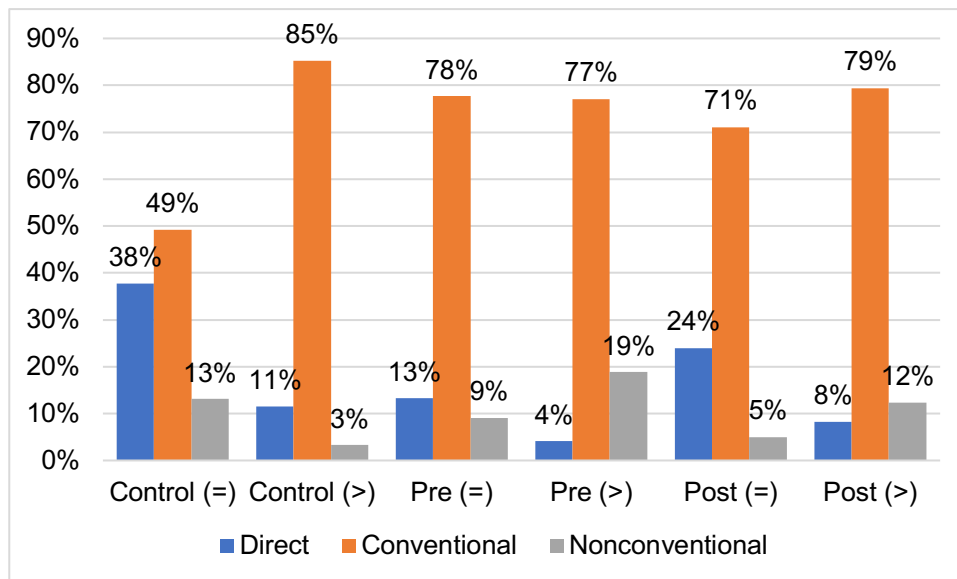
Table 48*Equal power vs higher power without considering the social distance*

%	Control (=)	Control (>)	Pre (=)	Pre (>)	Post (=)	Post (>)
Direct	38%	11%	13%	4%	24%	8%
Conventional	49%	85%	78%	77%	71%	79%
Nonconventional	13%	3%	9%	19%	5%	12%

Table 48 illustrates that when examining scenarios involving equal power versus higher power without considering social distance, all groups exhibit a preference for the utilization of conventional indirect strategies as the most dominant strategy. However, there are notable differences in terms of the least preferred strategy. The control group displays a preference for nonconventional indirect strategies as the least preferred in both equal and higher power scenarios. However, the study group demonstrates a preference for nonconventional indirect strategies only in scenarios involving equal power, and a preference for direct strategies in scenarios involving higher power. This suggests that the study group's experience in Canada may have led to a shift in communication strategy preferences, particularly in scenarios involving higher power dynamics.

Figure 17

Equal power vs higher power without considering the social distance



During the pre-test, the study group primarily employed conventional indirect strategies when communicating in scenarios involving equal power. However, this trend underwent a significant shift during the post-test, where there was a notable increase in the use of direct strategies and a corresponding decrease in the utilization of both conventional and nonconventional indirect strategies. A similar trend was observed when the study group was communicating in scenarios involving higher power, with an increase in the use of direct and conventional strategies, and a decrease in the utilization of nonconventional indirect strategies. This suggests that the study group may have adapted their communication strategies over the course of the study, potentially in response to the cultural differences experienced during their stay in Canada. This highlights the impact of cross-cultural experiences on the development of communication strategies.

Table 49

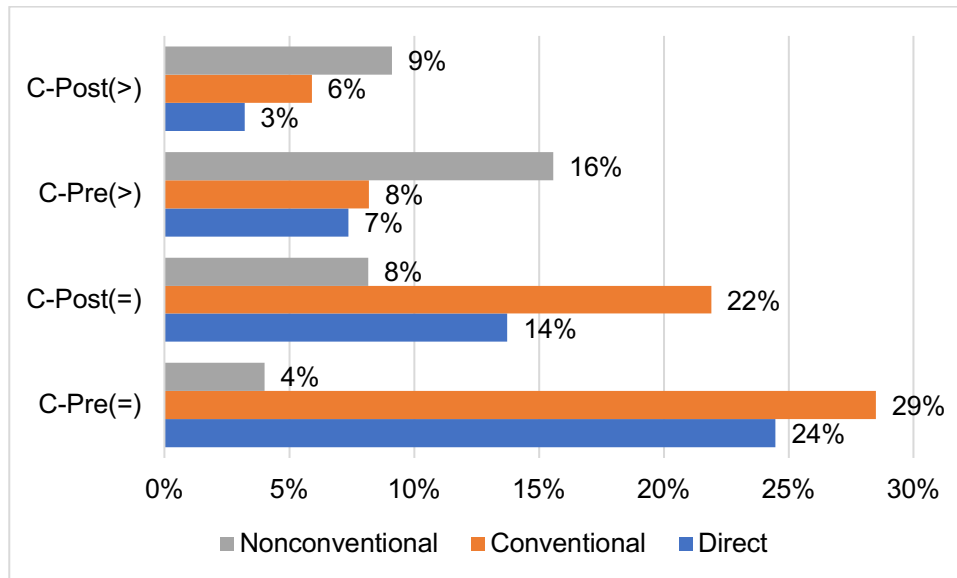
Differences between control and pre & control and post groups in the category of equal power vs higher power without considering the social distance

%	C-Pre (=)	C-Post (=)	C-Pre (>)	C-Post (>)
Direct	24%	14%	7%	3%
Conventional	29%	22%	8%	6%
Nonconventional	4%	8%	16%	9%

As observed in Table 49, when comparing the results of the control group to the pre- and post-test results of the study group in the category of equal power without considering social distance, it becomes apparent that the study group exhibited a divergence from the control group in terms of the utilization of direct strategies, as seen in Figure 17. However, the study group also demonstrated a convergence with the control group in terms of the utilization of both conventional and nonconventional indirect strategies. Furthermore, when considering the category of higher power without taking into account social distance, the study group displayed a convergence with the control group in all communication strategies. This suggests that the study group may have adapted their communication strategies in response to the manipulation of power dynamics within the study, potentially demonstrating a heightened awareness of the influence of power on communication.

Figure 18

Differences between control and pre & control and post groups in the category of equal power vs higher power without considering the social distance



Friends and Acquaintances vs Strangers without considering the dominance. An analysis was conducted to investigate the impact of social distance on dominance dynamics without considering the effect of power. The study specifically compared the strategy usage of individuals who were in scenarios involving friends or acquaintances (SD+) to that of individuals who were in scenarios involving strangers (SD-). To accomplish this, questions 2, 5, 3 and 7, which pertained to scenarios involving friends or acquaintances, and questions 1, 6, 4 and 8, which pertained to scenarios involving strangers, were utilized. The findings demonstrate that social distance plays a significant role in the dynamics of dominance, with the individuals in scenarios involving friends or acquaintances exhibiting a distinct pattern of strategy usage when compared to individuals in scenarios involving strangers. This highlights the importance of considering social distance as a critical variable in the examination of dominance dynamics, regardless of the power dynamics present.

Table 50

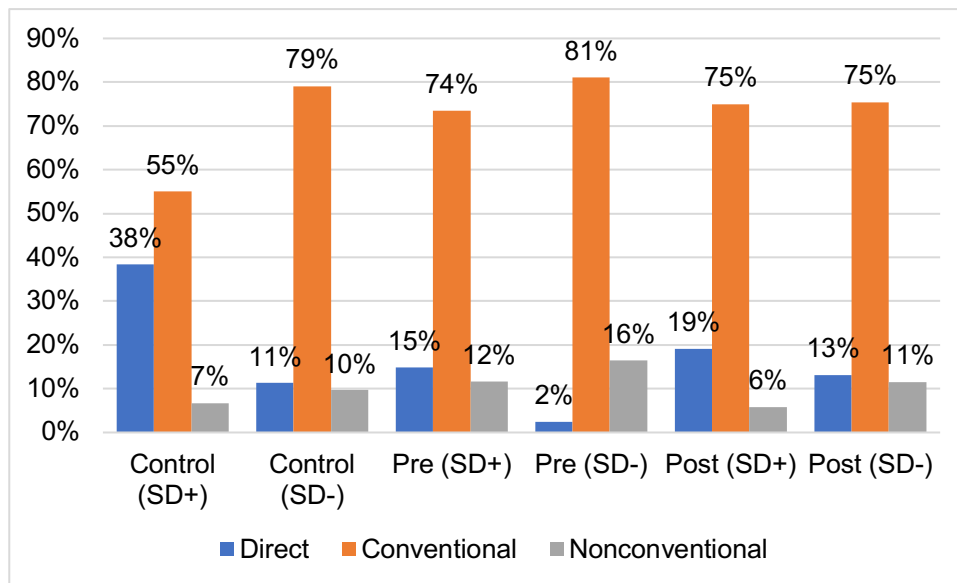
Friends and Acquaintances vs Strangers without considering the dominance

%	Control (SD+)	Control (SD-)	Pre (SD+)	Pre (SD-)	Post (SD+)	Post (SD-)
Direct	38%	11%	15%	2%	19%	13%
Conventional	55%	79%	74%	81%	75%	75%
Nonconventional	7%	10%	12%	16%	6%	11%

Table 50 illustrates that when examining scenarios involving friends versus strangers without considering dominance, all groups exhibit a preference for the utilization of conventional indirect strategies as the most dominant strategy. However, there are notable differences in terms of the least preferred strategy. The control group displays a preference for nonconventional indirect strategies as the least preferred in scenarios with friends and almost equally direct and nonconventional indirect strategies in the scenarios of strangers. However, the study group in the pre-test demonstrates almost an equal preference for direct and nonconventional indirect strategies in the scenarios involving friends, and a preference for direct strategies in scenarios involving strangers. In the post-test, the study group's least preferred strategy shifts to a preference for nonconventional indirect strategies when communicating with friends and an equal preference for direct and nonconventional indirect strategies when communicating with strangers. This suggests that the study group may have adapted their communication strategies over the course of the study, potentially in response to the differing social dynamics present in scenarios involving friends and strangers.

Figure 19

Friends and Acquaintances vs Strangers without considering the dominance



The results of the post-test, as depicted in Table 50, indicate that the study group exhibited a shift in their communication strategies when interacting with friends and strangers without considering dominance. Specifically, when communicating with friends, the study group displayed an increase in the utilization of direct and conventional indirect strategies, accompanied by a decrease in the usage of nonconventional indirect strategies. Conversely, when interacting with strangers, the study group demonstrated a marked increase in the usage of direct and nonconventional indirect strategies, coupled with a decline in the utilization of conventional strategies. This suggests that the study group may have adapted their communication strategies in response to the social context, potentially indicating a greater degree of flexibility and adaptability in their communication approach.

Table 51

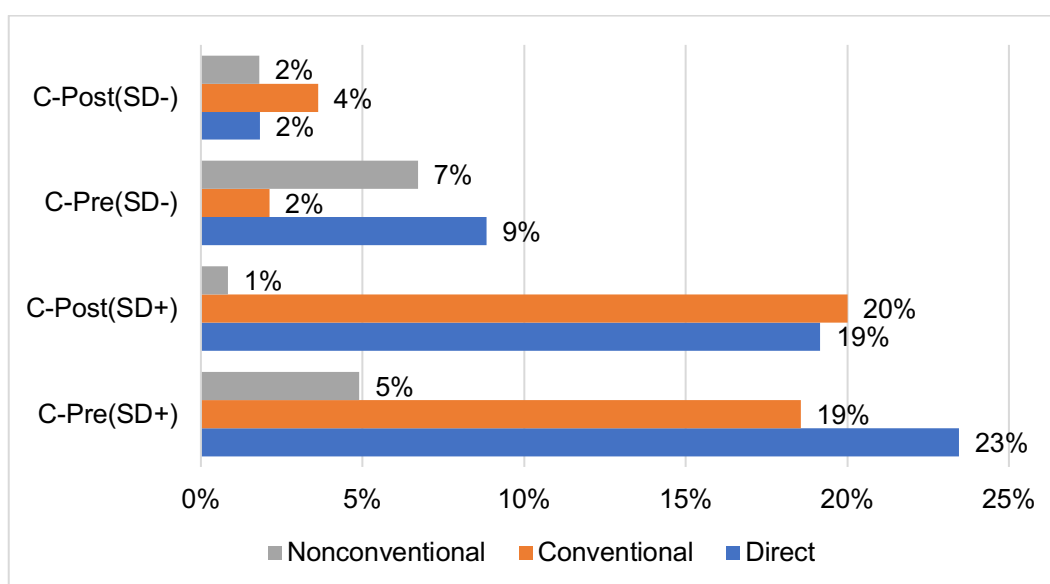
Differences between control and pre & control and post groups in the category of friends and acquaintances vs strangers without considering the dominance

%	C-Pre (SD+)	C-Post (SD+)	C-Pre (SD-)	C-Post (SD-)
Direct	23%	19%	9%	2%
Conventional	19%	20%	2%	4%
Nonconventional	5%	1%	7%	2%

As is evident from the analysis presented in Table 51 and Figure 20, the study group's communication strategies converge with those of the control group in terms of direct and nonconventional strategies when examining scenarios involving friends and strangers without considering dominance. However, the study group also deviates from the control group in terms of the utilization of conventional indirect strategies in both friend and stranger scenarios without dominance. This suggests that the study group may have adapted their communication strategies in response to the experimental conditions of the study, potentially indicating a change in the participants' responses.

Figure 20

Differences between control and pre & control and post groups in the category of friends and acquaintances vs strangers without considering the dominance



Social Identity

Findings from the Qualitative Data Analysis

This section aims to answer the following research questions:

RQ 3. How do international students in Canada perceive and experience the target language's culture?

RQ 4. What are the academic and social contexts in which international students are involved in order to become competent members of social groups?

To address these questions, the views of the participating international students on the culture shock they experienced were analyzed in relation to the four stages of culture shock (Honeymoon, Culture Shock, Adaptation, and Acceptance) as described in the literature. The experiences of the international students before coming to Canada (Phase A: Decision), their experiences after arriving in Canada (Phase B: Adaptation Process), and their thoughts about the future (Phase C: Future Thoughts) were also discussed separately.

Phase A: Decision

Before presenting the findings on culture shock, the experiences of the participating international students before coming to Canada were examined.

These findings were discussed in the context of past experiences and included information on why the students chose to come to Canada, the importance of the culture they grew up in, and what their family ties and friendships were like before they arrived. In this context, the first, second, third, fourth, fifth, and sixth questions on the past experiences section of the interview form were asked to the participants. The codes created from the responses to these questions were then organized into relevant sub-themes and presented in Table 52.

Table 52

Phase A: Decision

Sub-theme	Category	Codes	f	
Choosing Canada	Education Quality	Good professors Self-learning environment Not too competitive Good education system	4	
	Finance and Economic Strength	Lower prices It's cheaper than USA	2	
	Parents' Choice	Parents' decision	1	
	Governmental and Political System	Easy migration Developed system Government's immigrant policy	3	
	Social Life	Multiculturalism Freedom of speech No racism Canadian people are friendly	4	
	Friends and Relatives	Schoolmates' effect A Cousin's effect Trying to be away from cousins Family friend's effect Sister's effect	5	
	Other influencers	Safer than home country Peaceful country Easy immigration Having different experience Past experiences Chinese Teacher's affection Freedom in Canada No racism in Canada Panamanian university's decision Having scholarship	10	
	Cultural Background	Social events with family	Attending spring festivals	16
			Going movies	
			Making birthday parties	
Traveling with parents				
Making parties				
Spending holidays together				
Not missing common activities too much				
Attending spring festivals				
Eating outside				
Only Daily life				
Skiing				
Hiking				
Feeling family's serenity				

	Celebrating mid-autumn festivals The difficulty of having parents of different nationalities Having strong religious traditions	
Peer interaction	Staying home Playing video games Going amusement parks Just hanging out with Chinese friends Going cinema Playing table tennis Playing badminton Playing role-play games, and Karaoke Drinking without making communication Playing basketball Going library together Studying together Going dancing classes Doing camping Going gym and swimming Used to go beach Enjoying nice weather Loving to do activities alone Discussing Take part in social welfare organizations	20
Cultural traditions Cultural characteristics owned	Celebrating Chinese tradition Missing traditional food Celebrating Mother's Day Watching Chinese movies Having strong national consciousness Not wanting to marry someone of another nationality Having intercultural nature Trying to adapt Canadian culture Seeing Chinese culture modest Missing Chinese public transportation Having important Chinese network Semi-national, semi-international Staying away from Chinese culture Putting family before culture Not seeing cultural differences Celebrating Christmas	16
Leaving home	Having mother's support Feeling scared Feeling happy and excited Growing up independently Feeling lack of language ability Feeling nervous	18

	Feeling lonely and sad Missing Chinese universities Missing long national holidays and vacations Fearing to make phone conversation Being in the middle of sadness and happiness Feeling helpless Conserving Mandarin language Missing all family members Being happy to be away from family First-year experience Shocking with super expensive prices Being disappointed	
Sense of native community	Feeling independent Being together Trying to stay away from governmental pressures Speaking Chinese Feeling more active Having causes lack of language ability Meeting the need for understanding Focusing new life! Being adventurous Needing people who speak the same language Needing people who has same interests Feeling more comfortable Lack of understanding in Canadians Not afraid to make mistakes Wanting to be part of the Panama community	15

Upon examination of Table 52, it can be seen that the codes created in relation to the past experiences of the participating international students are grouped under the sub-themes of "choosing Canada" and "cultural background."

Choosing Canada. The codes within the "Choosing Canada" sub-theme were organized into the following categories: Education Quality, Finance and Economic Strength, Parents' Choice, Governmental and Political System, Social Life, Friends and Relatives, and Other Influencers.

Education Quality. According to the participants, the main reason for choosing Canada was the quality of higher education. Codes such as "good professors," "self-learning environment," "not too competitive," and "good education system" were created based on the students' views on this subject. Examples of statements taken directly from the interview transcripts on this topic are presented in Table 53.

Table 53

Education Quality

Participant	Statement
P1	My grades were bad in China, and then my parents sent me an international school. My teachers predicted I could not get into a Chinese university, so my mom decided to send me away. My parents applied for permanent resident for Canada, and I came with my mom, she is working in here.
P8	Education system is better in Canada, definitely better than China.
P18	Education is better than other countries
P23	My marks were very bad in China, and I did not want to retake the university entrance exam again! USA is not safe, Australia is easy to study, full of parties, but Canada had better education and safer.
P25	I have some friends are already studying in Canada, and they always speak very high of Canadian education system.
P28	The main reason is the quality of education in Canada, and it is safer than USA.
P29	I believe Canada is very safe and most of my teachers suggest it due to its quality of education.

Finance and Economic Strength. Another reason why students chose to come to Canada is the country's financial and economic structure. The code "lower prices" was created based on the participants' views on this subject. Examples of statements taken directly from the interview transcripts on this topic are presented in Table 54.

Table 54*Finance and Economic Strength*

Participant	Statement
P5	I wanted USA but Canada is cheaper!
P8	Firstly, it is cheaper than other English-speaking countries.

Parents' Choice. One of the main reasons why students chose Canada is the influence of their parents. The code "parents' decision" was created based on the participants' views on this subject. Examples of statements taken directly from the interview transcripts on this topic are presented in Table 55.

Table 55*Parents' Choice*

Participant	Statement
P2	My father wanted me to study in Canada; not my preference.
P7	I did not choose; my parents chose it. If my parents had not decided it, I would have wanted to study in China.
P10	My parents wanted me to study in Canada, because Canada is cheaper than others, and safer! Also, my parents have friends in Canada!
P11	Yes, with my mother because my grandparents have been in Canada for a long time. / Not really, the decision was made by my family. Canada is a good country but prefer living in China.
P12	I applied universities in USA, but then my family thought Canada is safer and better.
P15	My mom wanted me to study here, she has a friend in Canada, and she thought Canada is cheaper. My mom is general manager, and my dad has a restaurant.
P19	My parents, and I am one child, so it is difficult. I talk to them very often. (p19)
P24	I always wanted to study in Canada because my parents are academics, they always guided me about being open-minded and expanding my horizons. We think Canada is very developed, safe and education is good.

Governmental and Political System. Another reason why students chose to come to Canada is the country's governmental and political system. Codes such as "easy migration," "developed system," and "government's immigrant policy" were created based on the participants' views on this subject. Examples of statements taken directly from the interview transcripts on this topic are presented in Table 56.

Table 56

Governmental and Political System

Participant	Statement
P3	I was going to study in USA after I studied in USA for 3 years for high school, but I did not want it because of American politics, it is more difficult to get a good job in USA for a Chinese. For now, all seems quite similar Canada and USA, but I am sure in time I will notice differences.
P9	... also, Trump is another reason!

Social Life. Another reason why students chose to come to Canada is the country's social life. Codes such as "multiculturalism," "freedom of speech," "no racism," and "Canadian people are friendly" were created based on the participants' views on this subject. Examples of statements taken directly from the interview transcripts on this topic are presented in Table 57.

Table 57

Social Life

Participant	Statement
P6	It is very multicultural, improve my English, safer than USA.
P37	Canada is safer and people are friendly.

Friends and Relatives. Another reason why students chose to come to Canada is the influence of their friends and relatives. Codes such as "school mates' effect," "cousin's effect," "trying to be away from cousins," "family friend's effect," and "sister's

effect" were created based on the participants' views on this subject. Examples of statements taken directly from the interview transcripts on this topic are presented in Table 58.

Table 58

Friends and Relatives

Participant	Statement
P15	My parents decided it, I had no idea about it. Also, my cousin studied in Canada, and it motivated my parents.
P17	My family wanted us to study abroad, and my siblings are studying in Australia, so I wanted to be far from them. USA was also another option, but Canada is safer!
P21	My father has a friend living in Canada so he heard nice things about Canada. My high school was good! I stayed with a Canadian family; it was a very good experience I improved my English!
P22	Most of friends and relatives were already in Canada, and they spoke very high of Canada, education, lifestyle etc.
P38	I went to USA before, but I did not like it a lot because it was difficult for me to make friends. Also, people in Panama always talk very fond of Canada.
P39	My sister is already studying in Canada, and she loves it, so she recommended it.
P40	Some of my relatives living in Canada and they love it, and when they compare USA and Canada, they always suggest Canada because of its education, and safety.

Other influencers. Another reason why students chose to come to Canada is due to various other influencers that do not fall into the other categories. These include the safety and peace of the country compared to their home country, the ease of immigration, the desire for a new experience, past positive experiences in Canada, the influence of a Chinese teacher, the freedom and lack of racism in Canada, and the guidance of a Panamanian university. These factors were identified through an examination of the

participants' views on the subject, using statements taken directly from interview transcripts as shown in Table 59.

Table 59

Other Influencers

Participant	Statement
P6	I love Canada, quite different from Panama. Canada is very peaceful and there is no Trump in Canada.
P9	Compared to USA it is safer.
P13	Canada is famous for immigration options, easier to immigrate!
P14	Canada is a big country, and it is easy to migrate to Canada, and it is safe.
P18	Canada is famous for immigration options, easy to immigrate.
P20	Also, I wanted to come to Canada for a different experience.
P26	I came to Toronto for a 2-weeks summer camp 3 years ago, I really like it. Also, USA is not safe because of guns!
P30	My high school was an international school, and our teachers always speak very high of Canadian education, I could choose schools all over the world... But Canada is the safest and a lot of freedom.
P31	Canada is very safe and there is no racism in Canada.
P34	UW has the co-op program and also Canada has no racism; but it was mostly a university decision.
P35	I got a scholarship for all over the world, and many people from my school came to here and they are happy here, so I decided to come to Canada.

Cultural Background. The codes in the Cultural Background sub-theme were organized into the following categories: social events with family, peer interaction, cultural traditions, cultural characteristics, leaving home, and sense of native community.

Social events with family. The participating international students reported participating in various social activities with their families in their home countries. These activities included attending spring festivals, going to the movies, celebrating birthdays,

traveling with parents, hosting parties, spending holidays together, enjoying outdoor activities such as skiing and hiking, and celebrating mid-autumn festivals. These codes were created based on the students' opinions, as expressed in the interview transcripts as represented in Table 60.

Table 60

Social Events with Family

Participant	Statement
P1	Spring festival has been very important; I cannot go home for it, and it makes me homesick.
P2	We used to watch movies together... family birthday celebrations, Chinese New Year!
P3	travelling sometimes, we used to chat around dinner table about daily stuff, but they generally make me feel worse, so I do not talk to them a lot.
P4	Only daily things: shopping, going to movies, 15th birthday parties, Panamanians love parties
P5	We usually travel together, we used to go to cinema together.
P7	We could not see each other a lot because they work very hard for me to pay my tuition fee. Family only comes together for important traditional holidays, and I miss it.
P9	Not much, I seldom used to talk to them! Only for traditional festivals; Chinese New Year, mid-autumn festival etc.
P10	We used to travel together; Spring Festival is big for my family!
P11	No, almost nothing. Only traditional festivals; having dinner together, and that's all.
P12	I would have lunch together, sometimes my parents asked me to take their photos. Also, we used to celebrate traditional festivals, but I do not like it because all relatives come together, and they always ask about my grades!
P13	We used to travel, go to movies, eat outside.
P16	Only daily things, but I miss it a lot.
P17	We used to go to shopping malls, and skiing.
P19	At high school I had no time for my parents, but when I was younger, I used to go to mountains together for hiking. We do not celebrate

	traditional holidays.
P24	We are silent people; we read together and enjoy dinner together.
P26	We used to travel and mostly daily stuff. Also, we used to celebrate mid-autumn and spring festivals.
P37	We are quite religious and traditional; we celebrate all traditional festivals as a family.

Peer interaction. In the context of peer interaction, the participating international students reported participating in various social activities with their friends in their home countries. These activities included, playing video games, going to amusement parks, hanging out with Chinese friends, going to the cinema, playing sports such as table tennis, badminton, and basketball, playing role-playing games and karaoke, drinking and socializing, studying together, going to dancing classes, doing camping, going to the gym, and swimming, going to the beach, enjoying nice weather, and participating in social welfare organizations. These codes were created based on the students' opinions, as expressed in the interview transcripts as presented in Table 61.

Table 61

Peer Interaction

Participant	Statement
P3	We used to stay at home and play video games together. (p3)
P5	We used to go to park; amusement parks! like roller coasters! (p5)
P6	We used to go to shopping with Chinese friends. I never hung out with Korean friends, only for school because Chinese people understand each other better. (p6)
P7	We used to go to shopping malls to eat and watch movies. (p7)
P8	We used to go to play video games and table tennis. (p8)
P9	We used to go to video games! (p9)
P10	We used to go to shopping malls, cinema, and play badminton! (p10)
P11	I had lots of social activities in China, and it is one of the reasons why I do not get use to Canada. In Canada, almost nothing! we do nothing. In China, we used to play a Chinese board game; 4 players sit on a table,

- and they play. We used to go Karaoke places, and we used to sing Japanese anime songs. I love Japanese anime so much! But here there is nothing for me. We also play some other games, but I cannot find them here! So, I feel Canada denied all my interests! (p11)
- P12 We used to play video games, role-play games, and Karaoke! (p12)
- P15 I was social in China; I was meeting with my friends mostly. I do not like clubs, it is only drinking and no communication. (p15)
- P16 I had many friends in China and we are still in contact thanks to social media. We used to play basketball, I liked basketball in China but in Canada I did not like it, because Canadians are very good at basketball!
- P24 The school was so busy, so I was not very social; only playing music and going to library together!
- P31 We used to watch movies, play video games, study together.
- P32 We used to go to dancing classes, we used to do camping, we used to go gym-swimming.
- P33 We used to go on beach, go to cinema and parks to relax and enjoy the nice weather!
- P34 I am not a very outgoing person; sure, I had some friends, but I was mostly on my own.
- P38 During high school, I did a lot of sports, karate, volleyball, also discussion groups.
- P40 I used to sing for a band and volunteer for sick kids, that's why I decided to study health sciences.

Cultural traditions and Cultural characteristics owned. The international students expressed a range of views on how much they value the traditions of the culture they come from. Some students celebrate Chinese traditions, miss traditional foods, celebrate Mother's Day, watch Chinese movies, and have a strong sense of national identity. Others do not want to marry someone of a different nationality, try to adapt to Canadian culture, see Chinese culture as modest, miss Chinese public transportation, and have important connections to Chinese networks. Some students described themselves as semi-national and semi-international, while others distance themselves from Chinese culture and prioritize family over culture. Still others do not see cultural differences as

important and celebrate Christmas. These codes were created based on the students' opinions, as expressed in the interview transcripts as represented in Table 62.

Table 62

Cultural Traditions and Cultural Characteristics Owned

Participant	Statement
P1	mostly food! Noodles!
P3	Hmmm, when I am away, I notice how important and nice they are, I miss them! I mostly miss food!
P4	My mom cooks meals for Chinese traditions, we celebrate all of the in Panama.
P5	Yes, it is very important such being polite to elder, and celebrating festivals with my Chinese friends, but in Canada we are so busy studying!
P5	I miss food because I feel like Canadian food is super boring! I only like poutine! Thankfully, I can cook!
P6	Mostly food, it was the same when I was in Korea, I missed Chinese festivals and traditions a lot... Yes, definitely it is very important. I always watch Chinese celebrations, and movies. I feel good when I watch them.
P7	I miss food, a specific soup! I try to cook it, but it is not the same.
P8	my grandparents used to cook for me, I miss it! I miss Mother's Day and my mom! Except school, I was always with my parents.
P23	Yes, it is very important. I mean the language is very important to express myself fully! On social media, I see Canadians are talking very bad about China and Chinese politics, it makes feel uncomfortable! because it is not the truth! so I think Canadians use their freedom of speech badly! to be honest, I do not miss my parents a lot! I miss Chinese public transportation! Uber is very expensive in Canada! I hate it! I believe daily life is way more convenient in China!
P25	Yes, it is very important. I would always want to celebrate our traditions and speak in Mandarin makes me feel very good to be able to express myself! My Chinese network is very important for me for social and academic success!
P26	maybe! I mean I usually watch Chinese TV to be aware of China, and enjoy hanging out with my Chinese friends, but I really want to have

- international friends.
- P28 regarding the national roots as important.
- P29 Yes, it is important because my roots are Chinese. I think like Chinese, and I believe people around me, even my children in the future, should know Mandarin and Chinese culture.
- P30 Yes, sure because it is like who I am! My roots are important for me, my culture and language are important for me to express myself comfortably!
- P31 not too much! I am trying to get used to Canada.
- P32 for me and for my family, it is not very important. If I do not have a chance to celebrate them in Canada, that's ok.
- P33 To be honest, until now I do not feel very big differences yet!
- P34 To be honest, because of my parents and their background I am quite open minded to different cultures! However, hanging out with Spanish speaking people is important for me, but not completely necessary!
- P38 Birthdays are important for my family. Also, patriotic days we celebrate; and also, Christmas!
-

Leaving home. The international students expressed a range of views on how much they were affected by leaving home for the first time. Some students had their mother's support, felt scared, happy, and excited, and were nervous about their language ability. Others felt lonely and sad, missed Chinese universities, long national holidays, and vacations. Some students described their experience as a mix of sadness and happiness, feeling helpless, and wanting to preserve their Mandarin language. Others were happy to be away from family and had a positive first-year experience. Some students were shocked by the high prices in Canada and were disappointed by their experience. These codes were created based on the students' opinions, as expressed in the interview transcripts as presented in Table 63.

Table 63*Leaving Home*

Participant	Statement
P2	My mom was with me all the time, so it is ok for me... Then, had Chinese friends and all became easier, and being together feels better.
P5	I was happy because it made me to face and overcome challenges.
P6	I was at grade 7th, so I was scared, did not know what to do!
P7	I felt ok, because I was growing up very independently, I was very normal for me.
P8	I was so nervous about English, I used to miss home too much! I was upset! I used to talk to my parents!
P9	Nervous! But happy because it is adventurous!
P10	Horrible! very lonely and sad!
P11	A lot of things to get used to; I am scared to answer the phone; I hate speaking in English over phone! It makes me very stressed...Yes, because you know in China, we spend a lot of efforts in high school in order to enter a university in China, at the university courses are not heavy, at least 50% university students skip classes in China and they only study a couple of days before the exam, and they still pass. / Yes, so it is very unfortunate for me because I spent a lot of efforts in China at high school and I had to come here for university, and it is very difficult here as well... It depends, of course for some stuff like new year, national days; because during these days we have long vacations, so I miss it!
P12	I felt nothing! I just came here! I was in the middle of being sad and happy!
P13	I was crying! It is not easy! I knew I would miss my grandparents, dad, and friends! ... Yes, it is very important. I mean if I have kids in the future, I want my kids speak Mandarin! Language is very important for me; because we can understand each other better!
P15	I was so happy, my mom cried but I was so happy and excited.
P17	so happy to get away from my family, and I am still happy.
P18	I was feeling very helpless, and I was crying. Recently, I am just a little bit better.
P21	Not anymore, but during the first years I missed food and my parents a

	lot! / It was so happy! but all was super expensive I was shocked! but still I was very excited and happy!
P23	At the beginning, I was so excited! I really wanted to go abroad. Then, it became real, and I was very scared! After I came to Canada, it was a bit disappointing because I was expecting Canada is way better than China!
P26	I could not believe that was happening! I was kind of shocked and nervous! Just after I arrived dormitory, I cried some. My first night was not easy in Canada.
P31	It was happy and excited to start a new life!
P36	Chinese culture is more important for me. We eat Chinese like Chinese, and I think my babies in the future need to learn Chinese to understand each other better.

Sense of native community. The participating students reported experiencing various emotions when they participated in the activities of their own nationality or spent time with their own community. These emotions included feeling independent, being together, trying to stay away from governmental pressures, speaking Chinese, feeling more active, meeting the need for understanding, focusing on their new life, being adventurous, needing people who speak the same language and have similar interests, feeling more comfortable, experiencing a lack of understanding from Canadians, and not being afraid to make mistakes. These codes were created based on the students' opinions, as expressed in the interview transcripts as presented in Table 64.

Table 64

Sense of Native Community

Participant	Statement
P1	Definitely! because coming together with family members is very important to share life! But I do not feel I belong to a community, and I do not feel it needs to be full of Chinese. If I do it, I cannot fit into new culture.
P2	Yes, it is. It gives me courage and I feel more confident with them and

being together feels better.

- P3 In USA, I stayed with a family, and they were so nice, and I was so lucky, so I learnt a lot about American culture. I miss them. The first time, I left China, I was so happy! In China, I had many pressures, and my parents have bad temper, and it was not nice! I hope my parents can change their ways of education for my younger sister who still living with them. Also, I had many American good high school friends. It was a nice experience. I had a nice high school experience, so my best friends were Americans.
- P4 I lived in Panama after I was 12, but it is still very important for me. Mandarin is very important for family communication... Yes, to be more active and have more friends... so happy! Because of freedom and independence! My parents are very protective! After two weeks I arrived, I cried a lot and missed my mom!
- P7 Not much, because it has more disadvantages like not speaking English... also I think Canadians sometimes get confused about our behaviours, so it is important for me.
- P8 very important, because it help me to think! I prefer talking to Chinese friends because they understand me better!
- P9 not very important, because I need to focus on my new life in Canada. It is important but it is not possible to experience the same!
- P14 Yes, it is very important because I am a shy person; so, I feel much more comfortable with Chinese people.
- P15 No, they were all Chinese. I met with many Canadians, but we were not friends. I was in the soccer team with all Canadians, but we are not friends at all, because we do not like the same things! Our interests are different!
- P22 Yes, it is very important because our background is the same. We understand each other better about jokes etc. so I feel more comfortable and not alone!
- P27 I love hanging out with Chinese friends because they understand my jokes and some expressions! I feel I am not ready to force myself a lot to talk to Canadians yet!
- P33 Yes, I really want to meet with Spanish speaking people because I feel more comfortable.
- P35 It is very important because when I in my community I am not afraid to

make any mistakes.

P38 Yes, it is, and I would like to be a part of Canadian community.

The graph in Figure 21 was created by utilizing the findings related to Past Experiences and Decisions.

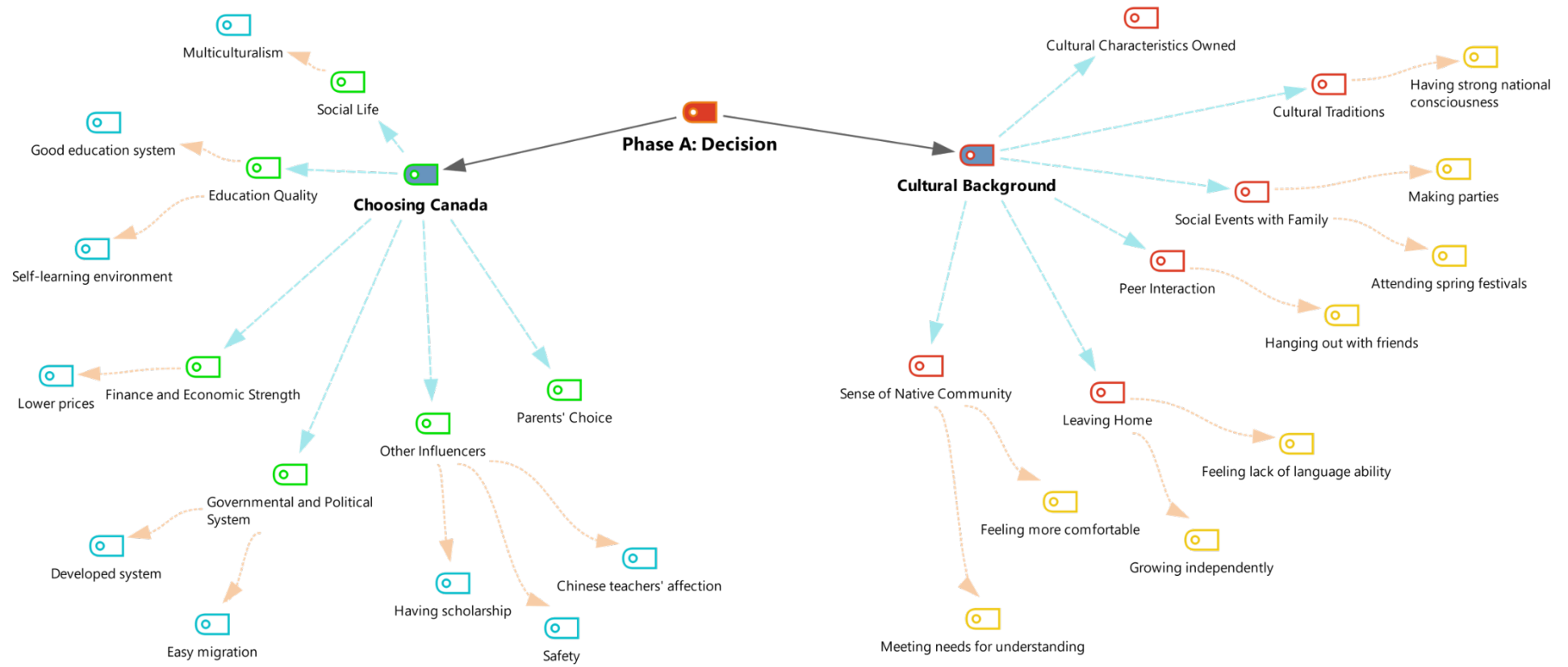


Figure 21

Selected Codes and Sub-themes on Decision

Phase B: Adaptation Process

In order to answer the research questions, the participant students were asked questions in the second and third parts of the interview form to examine their experiences with culture shock.

These questions aimed to determine whether the students had experienced a shift in their worldview after coming to Canada, their relationships with friends, their ability to form a social circle, the difficulties they faced, and how they coped with these challenges. In this context, the first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, and tenth questions in the present part of the interview and the fourth, fifth, sixth, and seventh questions in the future part of the interview form were asked to the participant students. The codes created on current experiences were organized into relevant sub-themes and presented in Table 65.

Table 65

Phase B: Adaptation Process

Sub-theme	Category	Codes	f
Worldview	Before coming Canada	View about government	10
		Natives' thoughts about life	
		Changing thinking style	
		Not talking about politics	
		Being fed up with homework	
		Seeing lack of hospitality in Chinese culture	
		Realizing that Chinese culture is very rich	
		Realizing that missing your own country	
		Governments are same in everywhere	
		Feeling under the influence of propaganda	
Interaction with Canadian culture and its effects		Seeing that western media is not neutral	30
		Lost itself between two cultures	
		Feeling in the middle	
		Feeling as a foreigner	
		Feeling more confident	
		Feeling a part of Canada	
		Gradually feeling Canadian	
Travelling Canadians			

Friendship preference		<p>Become open-minded Meeting the hospitable Canadian culture Exaggerating kindness Not to be obsessed with clothes! Finding Canadian party culture not fun Finding social activities childish! Canadians say sorry too much The hardship of universities in Canada Canadians are confident Self-care Canadians Not being able to give up their own culture Finding Canadian culture more organized than Panamanian culture Feeling as a world person Feeling excluded Feeling awkward! Loving Canada more than Kazakhstan Finding Canadian cuisine tasteless Feeling safe in Canada Seeing multicultural nature of Canada Finding Chinese culture more comfortable Feeling fed up with prejudices Finding Canadians more polite than his/her people</p>	
	Tendency	<p>Friendship for everyone Preferring friends from own nationality The effect of language deficiency on tendency Choosing friends from their region Considering cultural gap Wanting to give a chance to Canadian friends Not able to understand Canadian friends' jokes Preferring to make Spanish friends</p>	8
	Canadian friends	<p>Having hesitance Having Canadian friends Self-isolation Keeping distance from Canadians Being open to making Canadian friends Canadian teenagers' staying away from Chinese Freedom / equality / non discrimination Canadians express their preferences more easily Canadian friends are open-minded and kind</p>	10

Emotional Effects of Adaptation Process		Not crossing the language barrier	
	Adaptation effort	Adaptation the environment over time Participating cultural events Tending to adopt Canadian culture over time Trying not to look rude and trying to fit in Receiving support from the people around Getting used to self-learning processes Trying to adapt to Canadian culture through events Trying to adapt traffic rules Ignoring the reactions	9
	Feeling comfortable	Run away Living in comfortable zone Living in a tolerant climate Feeling like not being Chinese Bothering by aggressive behaviours Getting help from a close friend Being able to ask questions Being able to talk to roommate comfortably Finding Canadians kind Feeling anxiety because of intolerant individuals Trying to stay away Canadians pretend to be superior Foreign people's fear of the Chinese government Feeling scared while talking nationality	14
	Expressing self	Using body language Feeling anxious Feeling helpless Avoiding details Just listening Feeling panicked Trying to deal with academic expressions Feeling stressed Disliking jokes Feeling embarrassed Not understanding what is being said Turning into a silent individual Walking away Keeping itself quiet Tending to talk only about simple topics Avoiding asking detailed questions Acting according to the situation Feeling super tired	25

	<ul style="list-style-type: none"> Choosing to remain silent so as not to appear rude Showing fake emotions Seeing teachers' supportive attitudes Accepting reality Feeling as stuck! Feeling tired Seeking opportunity to ask questions 	
	<ul style="list-style-type: none"> Feeling awkward Lack of vocab Forgetting the meaning Incomprehension Avoiding communicating Improving speech over time Refraining from asking questions Funniness of speaking English with Chinese friends Afraid of making mistakes 	
Accent issues	<ul style="list-style-type: none"> Preferring to speak in Chinese Preferring events mostly attended by Chinese Feeling the hassle of translating from Chinese to English Avoiding technical and academic topics Accepting realities of Canada Preferring to speak Spanish Attending the events to improve his/her language skills 	16
	<ul style="list-style-type: none"> Googling Keeping yourself quiet Avoiding communicating Self-isolation Acting according to interlocutor Keeping listening Avoiding interacting Trying to attend local events Making cultural exchanges Wanting to promote his/her country 	
Interaction with natives		10
	<ul style="list-style-type: none"> Sharing information about Chinese cuisine Being Panamanian and looking Chinese Canadians' great experiences The first day experience in the school Attendance of family members to the graduation ceremony Cultural affinity Canadians' hospitality Pressing the button late on the city bus 	
Unforgettable moments		21

	<hr/> Having experienced in danger of drowning Fights during the high school Having transportation issues Fighting for girlfriend Inequality for grading Having adaptation issues Seeing super incredibly beautiful girl Experiencing language issues Having good times with ex-girlfriend Experiencing Halloween Being highly emotional in the first school day Seeing super rich high school students <hr/>	
The biggest challenges	Thinking in own language Dealing with prejudices Inability to cross the language barrier Findings co-curricular boring Language barriers Cultural differences Shyness of Chinese students Indifference of teachers Food and public transportation Oppressive attitudes of parents Being lonely in Canada Canadians' stupid jokes Accommodation issues Self-isolation Having weak communication skills The inability of Chinese students to socialize Feeling parents' pressure Not having enough practice in the lessons Experiencing the stress of failure Fighting prejudices <hr/>	20

When examining Table 65, it can be seen that the codes related to the present experiences of the participating international students are organized into the following sub-themes: Worldview, Friendship preference, and Emotional Effects of the Adaptation Process.

Worldview. The codes in the Worldview sub-theme were organized into the following categories: Before coming to Canada and Interaction with Canadian culture and its effects.

Before coming Canada. The statements of the participants about the worldview they had before coming to Canada and the changes they observed in their worldview after coming to Canada were examined and codes were formed, including: views about government, changing thinking style, not talking about politics, being fed up with homework, seeing a lack of hospitality in Chinese culture, realizing that Chinese culture is very rich, realizing that they miss their own country, realizing that governments are the same everywhere, and feeling under the influence of propaganda. Examples of statements taken directly from the interview transcripts on this subject are as presented in Table 66.

Table 66

Before Coming Canada

Participant	Statement
P1	My perspectives about government changed, I mean I started to talk about it, in China it is not common. I started to question the things. (P1)
P2	Yes, people here think differently about the life. (p2)
P3	My thinking style changed; I think! For example, freedom of expression is very nice! We can talk about politics in USA or Canada! Never in China! (p3)
P5	I usually to use Chinese thinking; I mean we do not talk about politics, but people here are open. I like it. (p5)
P8	Some of my thinking changed, about education system especially, we do not have too much homework here! I noticed too much homework does not help learning! In Canada, I learn I can learn on myself! Self-discovery! (p8)
P9	Sure, in China nobody holds the door for you or wait for you! In Canada people are kinder, I like it more! (p9)
P15	Canada is a good opportunity, but I can never be a part of Canada, when you are born somewhere you need to die there. China is home, it is the place I belong to. Canada can never be like that for me. (p15)
P21	Before I came to Canada, I used to think western governments were so good! But I think there is not such a huge difference! (p21)
P23	Some of my ideas about politics changed. I was thinking China was not

very good when I was in China, after I came to Canada, I noticed that China is not too bad! (p23)

Interaction with Canadian culture and its effects. The codes that were developed by examining the reactions of international students when they encountered Canadian culture, the effects of Canadian culture on them, and their experiences in intercultural interaction include: seeing that western media is not neutral, feeling lost between two cultures, feeling in the middle, feeling like a foreigner, feeling more confident in time, feeling like a part of Canada, gradually feeling Canadian, becoming more open-minded, meeting the hospitable Canadian culture, exaggerating kindness, finding Canadian party culture not fun, finding social activities childish, Canadians saying sorry too much, the hardship of universities in Canada, Canadians being confident, not being able to give up their own culture, finding Canadian culture more organized than Panamanian culture, feeling like a world person, feeling excluded, feeling awkward, loving Canada more than Kazakhstan, finding Canadian cuisine tasteless, feeling safe in Canada, seeing the multicultural nature of Canada, finding Chinese culture more comfortable, feeling fed up with prejudices, and finding Canadians more polite than their own people. Examples of statements taken directly from the interview transcripts on this subject are as presented in Table 67.

Table 67

Interaction with Canadian Culture and its Effects

Participant	Statement
P1	Half/half. To be honest, I really do not know what Canadian means exactly! And I feel lost between two cultures! I cannot fit into either one of them.
P2	I feel in the middle!
P3	A foreigner! Because I cannot have deeper conversations with Canadians! Because we do not have many common interests; like movies, music!

- P4 In Canada I feel more confident and safer... I feel I am part of Canada because everybody is very kind to me.
- P5 I feel in the middle! I believe gradually I will feel more Canadian!... I like how much they travel!
- P6 I became more open-minded, met with many different people.
- P9 A foreigner! Because I haven't learnt the culture yet!
- P10 Many things changed; people are very kind here; they hold the door for you! I like it! People always say thank you even for a very small thing! I think it is a bit too much! It puts pressure on me! I find it annoying! ... Canadians do not care their physical appearance, their clothes etc. And I love it! In China, girls need to make up and dress nice clothes all the time!
- P11 Firstly, Canadians impressed me a lot being so kind and friendly. Also, the way they party is different! I do not like it! I do not think Canadian parties are not fun! No! I believe social activities here are childish! I would like to speak with my friends, and that's all... I do not feel a part of Canada at all! (
- P12 No! I think we are different! They talk a lot! And I am not very talkative! And they always say sorry, and I feel uncomfortable! So, I prefer hanging out with Chinese people!
- P13 My ideas about education changed! It is very different; in China it is difficult to make friends because we have to study too much! It is not like that in Canada! I like it!
- P15 I was anti-Chinese government, but after I came, I started to like it. Because in Canada I noticed how Western media misleads people, so after I came to Canada, I loved China more!
- P18 How difficult university is in Canada! I am shocked! I think it is very difficult. I am scared.
- P19 People in here are not modest! They are confident! I admire it! People in here talk very friendly.
- P20 I think people are more active than Chinese people. People take care of them their bodies and they are more friendly. Chinese people do not talk to strangers, but it is different in Canada.
- P21 I feel like I am a world person!... A lot! I am afraid to mention my opinions even if I disagree with people! Because I know they won't judge it!
- P23 Actually, I feel as a foreigner! Because I feel Canada pushing me out

- mostly!
- P24 Kind of mixed! The more time I spend in Canada, the more Canadian I might become! However, the way they party, or their food are kind of disgusting for me!
- P25 I think my perspective about people changed, I believe Canadians are very kind and gentle! I always feel I am safe! I think in time, more things will change!
- P26 Many things changed in my mind! Canadians always say sorry, I think it is very kind. Also, I am learning to be more outgoing like Canadians.
- P27 Canada is very multicultural, and it is so nice to see all different people can live in peace.
- P28 I have never thought about it, let me think; the most important change for me is about China, when I was in China, I accepted it as it is, but now I can compare China and Canada; so, I think Chinese culture is more comfortable for me... Yes, I changed a lot! Mostly my ideas about politics and the people changed!
- P29 I am Chinese and I will always feel like that.
- P31 Yes and no; I mean Western news have many biases, so it makes me angry!
- P32 In China, at school students do not talk about politics, but in Canada a lot of people talk about it, I feel a little bit awkward.
- P36 No, I do not think so. People are more polite here and I like it. Here people take care the environment more.
- P38 Canada is very organized! I love it! Everything is very clear and easy to understand here for daily life rules. Also, the university is more organized than Panamanian ones, I need to have lots of responsibilities!
- P40 I am so happy to be in Canada, as long as I am in Canada, I dislike Kazakhstan more! People are very polite here! They hold the door for you!
-

Friendship Preference. The codes created in the Friendship Preference sub-theme were clustered into two categories: Tendency and Canadian friends.

Tendency. In order to determine their friendship tendencies, international students were asked the question "Are your friends generally from your own country or

Canadians? Do you think your best friends can be Canadians? Why/Why not?" Based on their answers, the following codes were developed: preferring friends from their own nationality, the effect of language deficiency on tendency, choosing friends from their region, considering the cultural gap, wanting to give a chance to Canadian friends, not being able to understand Canadian friends' jokes, and preferring to make Spanish-speaking friends. Examples of statements taken directly from the interview transcripts on this subject are as presented in Table 68.

Table 68

Tendency

Participant	Statement
P4	Sure, maybe not for now because of language! I think in the future, a Canadian might be my best friend.
P5	Maybe but I do not think so!
P6	Most of friends are Chinese, because we understand each other better, even if we speak English to each other, we communicate better.
P10	Not yet Canadian! a foreigner because of my language!
P11	Mostly Chinese, and some from Philippines.
P13	I do not think so! It is not easy!
P18	I do not think so there will always be cultural gap!
P20	Yes, because easier to talk to them, and I do not worry about being offensive and rude.
P26	I do not think so! A lot of cultural differences!
P28	I feel I am a part of UW!
P31	I feel I am in the middle! Maybe one day I feel more Canadian in the future!
P32	Maybe not! I can have some Canadian friends, but not a best friend because of communication problems. We might not understand each other's jokes.
P36	Panamanians, Ecuadorians, Spanish spoken friends.
P38	I could say 50/50.

Canadian friends. In order to determine whether international students enjoy spending time with their Canadian friends, the question "Do you enjoy spending time with Canadians? Why/Why not?" was directed. Based on their answers, the following codes were developed: having hesitation, having just a few Canadian friends, self-isolation, keeping distance from Canadians, being open to making Canadian friends, Canadian teenagers staying away from Chinese, valuing freedom, equality, and non-discrimination, Canadians expressing their preferences more easily, Canadian friends being open-minded and kind, and not being able to cross the language barrier. Examples of statements taken directly from the interview transcripts on this subject are as presented in Table 69.

Table 69

Canadian Friends

Participant	Statement
P1	I feel anxious if I tell a wrong word. I do not know how to say no!
P2	Maybe! Our cultures are different, also the language is a factor makes is difficult! And I do not spend time with Canadians!
P3	Not yet! All my friends are Chinese.
P7	Yes, maybe one day in the future.
P8	Most of friends are Canadians!
P10	Not really! Because I think they prefer Canadians also, it makes more sense for them as well! Because for example, the jokes are like impossible to get!
P12	Only one! From high school! But generally Canadian teenagers do not talk to us much, because I think they think we do not understand them! So, my friends are generally Chinese!
P14	Yes, about freedom, equality, and no discrimination... No! I do not think we can communicate deeply! Our cultures are different!
P15	No! I think that is very difficult because of the language and culture. I have never spent time with Canadians, I believe they are nice, but I cannot fit in! We are different!
P16	I do not think so! If we are good friends, we must have the same hobbies and interests, but it is so difficult with Canadians! Also, the different

- languages make it more difficult!... No! Only study partners that's all.
- P17 Maybe, if my English improves, it is possible! I enjoy spending time with Canadians because Chinese people always agree with others! In Canada, people might disagree, and I like it!
- P20 Yes, at high school I had a Canadian friend who was very nice to me all the time.
- P27 I do not think so! Sure, I might have friends, but not a best friend due to language barrier.
- P31 My ex-girlfriend was Canadian.
- P35 Nope! All of them are Spanish speakers!
- P36 I have had 2 Canadian friends yesterday. I was nice but communication is not easy. I need to go back to my dictionary a lot.
- P37 Most of my friends are from Spanish speaking countries but I also have Canadian friends from the dormitory. I learn from my Canadian friends about their culture, so I like it!
- P38 I think it is a high possibility. I enjoy spending them with them. They are friendly and kind.
- P39 Most of my friends are Asians, but it generally depends on their personality not the nationality. It is about our common interests. / I do some Canadian friends, but I cannot call them as friends just people I met; so not easy to spend time together I think we think we think differently so it sounds very difficult!
- P40 Yes, I do! I play for UW tennis team and most of my teammates are Canadians because we come from totally different backgrounds, we share many things to teach each other!

Emotional Effects of Adaptation Process. The codes created in the Emotional Effects of Adaptation Process sub-theme were clustered into the following categories: Trying to get balance, Adaptation effort, Feeling comfortable, Expressing self, Accent issues, Interaction with natives, Unforgettable moments, and The biggest challenges.

Adaptation effort. Students were asked questions to reveal the efforts made by international students to adapt to Canada and Canadian culture, and the following codes were developed based on their answers: adapting to the environment over time, participating in cultural events, tending to adopt Canadian culture over time, trying not to

look rude and trying to fit in, receiving support from the people around them, getting used to self-learning processes, trying to adapt to Canadian culture through events, trying to adapt to traffic rules, and ignoring negative reactions. Examples of statements taken directly from the interview transcripts on this subject are as presented in Table 70.

Table 70

Adaptation Effort

Participant	Statement
P5	At beginning, I was very uncomfortable! But recently I feel better!
P8	It has changed, I mean I feel more Canadian recently, during my high-school I stayed with a Canadian family for 2 years, I did everything with them, cultural celebrations; thanksgiving, Christmas, fishing, and I still visit them. I am good friends with their kids as well!
P17	I want to be a part of Canadian culture in time!
P20	No, I do not ask them anything because I do not want to be rude... They try to speak Mandarin.
P24	I really like education system in Canada because it requires self-learning in Canada... Yes, I try to do volunteering jobs; city hall organizations, visiting places and translating from Chinese to English! (Mostly cultural events) I learnt a lot about Canadian culture at the same time!
P25	I will sit beside and say nothing. I do not ask them anything because I do not want to be rude.
P26	I have been in Canada only for 2 months, I believe in time I might be more Canadian maybe.
P33	Not yet, but I really like the way how careful people are about traffic rules!
P34	Some people like they have never heard about Panama! I do not mind it!
P40	Yes, I attend as many as clubs and events I could.

Feeling comfortable. Questions were asked to international students to get their views on the feeling comfortable or uncomfortable conditions they experienced in Canada, and the following codes were developed based on their answers: feeling the

need to run away, living in a comfortable zone, living in a tolerant climate, being bothered by aggressive behaviors, getting help from a close friend, being able to ask questions, being able to talk to their roommate comfortably, finding Canadians kind, feeling anxiety because of intolerant individuals, trying to stay away, Canadians pretending to be superior, foreign people's fear of the Chinese government, feeling scared while talking about their nationality, not being afraid to talk in English, finding Canadian food boring, finding Canadians patient and kind, giving priority to pedestrians in traffic, and Canadians smoking marijuana. Examples of statements taken directly from the interview transcripts on this subject are as presented in Table 71.

Table 71

Feeling Comfortable

Participant	Statement
P1	I would like not to be afraid talking in English! I believe it is about being a teenager, I always think what others think about me, and it makes me uncomfortable...No, it makes me feel run away! I feel I cannot catch the point!
P2	I would like to change the food! Canadian food is boring!
P3	I prefer Chinese mostly. Because it is not stressful and comfortable. I love my little comfort zone.
P4	Yes, I do. Even if I make some mistakes, I feel that's ok... One of my floor mates from dorm thought I was from Korea or Japan, and I feel happy about it.
P5	They ask what part of China! But they underline my province in a rude way! I think it is offensive!
P7	I have a close friend of me I might ask, but mostly I will just listen.
P8	I will ask them the topic and the details! I won't feel bad about it!
P9	Yes, not a big deal! Because people are very friendly, and they are patient!
P16	No, I do not. I believe my listening is strong, but my speaking is weak, so I prefer being silent.
P17	Yes, it is okay. People are kind.
P18	Not something specific! But Canadians are so patient and kind, I love it!

- P20 Not much! Because I am afraid that they do not understand me, and they feel I waste their time! I do not want to do it!
- P21 Sometimes yes, sometimes no! Sometimes I feel very weak, tired, and my brain works in Chinese, so I feel uncomfortable!... I feel awkward and stressed! I try to paraphrase! Or show pictures online! I feel bad taking their time!
- P22 They talk about their Chinese food experience, also they sound they are kind of scared of Chinese government!
- P26 I feel very uncomfortable, because I mostly cannot express myself... I might ask a few questions, but I do not want to take their time, they might be busy! I do not want to seem rude!
- P32 I would like to understand the Canadian culture with all its details. Because if I know the culture well, I won't be scared to make any mistakes even though my English is not great. Also, the cars stop for pedestrians in Canada I would like to do the same thing in China.
- P33 I want to change the habit of smoking in Canada! I believe in Canada people smoke weed! I hate the smell is very uncomfortable!
- P35 People do not know Equator.
- P36 No! I do not push myself! I want to, but I do not. This is way I feel comfortable! Also, sometimes some Canadians invite me to hang out, but I say no! I do not trust my English!

Expressing self. International students were asked questions about how they express themselves, and the following codes were developed based on their answers: using body language, feeling anxious, feeling helpless, avoiding details, just listening, feeling panicked, trying to deal with academic expressions, feeling stressed, disliking jokes, feeling embarrassed, not understanding what is being said, turning into a silent individual, walking away, keeping quiet, tending to talk only about simple topics, avoiding asking detailed questions, acting according to the situation, feeling super tired, choosing to remain silent so as not to appear rude, showing fake emotions, seeing teachers' supportive attitudes, accepting reality, feeling stuck, feeling tired, and seeking opportunities to ask questions. Examples of statements taken directly from the interview transcripts on this subject are as presented in Table 72.

Table 72*Expressing Self*

Participant	Statement
P1	Probably, at school! Because out of school I can use body language more! ... anxious and trying to paraphrase it! If I cannot paraphrase, I just say never mind and end the talk.
P2	I feel helpless! Try to find another word but it is not the same thing!... Sometimes! Both school and out of school, about detailed topics!
P3	I just sit there and listen to them!
P4	Yes! Academic expressions are difficult for me! I need to learn more words! In my social life, I try my best and use my body language!... Panicked!
P5	Stressed! So, I try to paraphrase! I try to explain it!... For jokes! When I translate the joke, it is not fun anymore! And for their jokes I do not get it!
P6	Yes, sometimes! I feel embarrassed and try to explain it with other words!
P7	Stressed! Helpless! When I first came to Canada, I tried to order something at Tim Horton's, but I could not! I wanted to die there! I just pointed on a picture then something I did not want!
P8	I felt so bad, terrible! Then, I try to use my body language! Or try to paraphrase!
P9	Yes, quite often! It happens both at and out of school. During the classes, I cannot find the words I want to mention, also the speed of the talk sometimes is too fast, and I cannot catch! Also, I am shy, so it makes it more difficult!
P11	Frustrated! Because I am a very talkative person in China, but here I have become more and more silent.
P13	I will keep quiet... I feel frustrated! Annoyed! It happens all the time! If I have to express, I try to paraphrase! If it is not necessary, I just walk away!... Both at and out of school! Sometimes talking to teacher, it is not easy to explain some details! I will probably stop asking then! Also, outside of school, only shadows topics I can talk!
P14	Very stressful, embarrassed! And I mostly walk away!
P17	Nervous! Super stressed! I manage to tell it at the end! But feeling super

- tired!
- P18 Yes, mostly! Both at school and out of school! I believe my listening skills are weak! So, I do not understand what they talk about!
- P19 I try to paraphrase! But I feel nervous! And I feel sorry! Because I feel it is rude.
- P20 Kind of annoying! I will try to paraphrase! If I cannot paraphrase, I use my body language.
- P21 If they are my friends, I will ask, but if they are the people I do not know, I will fake like I understand!... Most of the time yes! But if the person is in hurry, I feel I should be silent not to take their time!
- P23 Yes, while talking to teachers, but not very comfortable talking to my peers!
- P24 Yes, it mostly happens in online platforms like blogs etc. I cannot find exact words! For example, I was volunteering then I need to talk about something not related to school subject, so I feel stocked!
- P28 Stressful, uncomfortable; I try to paraphrase, and it is very tiring!
- P29 If they stop for a while, I won't stop them, but after the conversation I might ask if there is a chance.
- P30 It depends on our relationship! If they are close friends I might ask, if not I will just be silent!... I do not feel bad, I am sure it will improve in time; I just need some time.
- P31 Not always! During out study groups with international students, I feel not enough because I cannot explain my ideas well in English.
- P32 No, I become nervous. I do not want to make mistakes I listen to them and not talk.
- P34 I feel frustrated, but not a big deal! I believe it will improve in time!
- P35 I feel bad, because I cannot express myself, and I stay silent.
- P36 I do not speak until they ask me a question. If they ask a question, I will say I have no idea.
- P37 I feel maybe I am lazy! It mostly happens at the dorm while I talk to Canadians, I cannot find the exact words, and I feel bad, and I try to paraphrase!
- P39 I feel scared to make mistakes, to offend them, and to be rude!
-

Accent issues. In order to reveal the speaking experiences and accent problems of international students, questions were asked to the students, and the following codes were developed based on their answers: feeling awkward, lack of vocabulary, forgetting the meaning, misunderstanding, avoiding communication, improving speech over time, refraining from asking questions, finding it funny to speak English with Chinese friends, being afraid of making mistakes, preferring to speak in Chinese, preferring events mostly attended by Chinese, feeling the hassle of translating from Chinese to English, avoiding technical and academic topics, accepting the realities of Canada, preferring to speak Spanish, and attending events to improve their language skills. Examples of statements taken directly from the interview transcripts on this subject are as presented in Table 73.

Table 73

Accent Issues

Participant	Statement
P3	Yes, mostly! I feel awkward!... Yes! Everywhere! Lack of vocabulary is the reason!
P5	Yes, I try my best! At a shopping mall, I try to practice my English! But sometimes they do not understand my English! It is overwhelming!
P6	No! I prefer Chinese mostly. Because it is not stressful and comfortable.
P8	Yes, I do now! Not in the past!
P9	No because it is embarrassing!... But I try to speak in English with my Chinese friends! It is funny!
P10	I feel awkward! I feel I cannot breathe! / I smile and nod!
P11	Just listen, because if I talk, I might seem very weird.
P12	No! I do not want to make mistakes! I feel they just look at me!
P18	Yes, mostly! Both at school and out of school! I believe my listening skills are weak! So, I do not understand what they talk about!
P20	No! Because I am shy, and I do not want to disturb people. I attend base events, but it is ok because mostly Chinese attend them!
P28	Yes sometimes, mostly at school; I feel because I think in Chinese so difficult to give the same meaning in English.
P31	Yes, mostly at school for some technical or academic topics!
P34	Yes, rarely; it happens at school; because I can explain most of the stuff

in Spanish but in English, I feel stuck! Because I need to think a lot before I speak but it does not happen too often!... Yes, I know I still have some weaknesses about my English, but people understand me, and I do not feel bad!

- P35 No! I prefer Spanish! It makes me feel more comfortable.
- P37 I have a goal to speak in English for 30 minutes out of class and I am good at it! I participate in Renison events, or I meet with my dorm friends for a coffee, and we talk!
- P39 No! I just speak in English if I have to!

Interaction with natives. Students were asked questions to reveal their experiences with Canadians, their problems and solutions, and the following codes were developed based on their answers: keeping quiet, avoiding communication, self-isolation, acting according to the interlocutor, listening, avoiding interaction, trying to attend local events, making cultural exchanges, and wanting to promote their own country. Examples of statements taken directly from the interview transcripts on this subject are as presented in Table 74.

Table 74

Interaction with Natives

Participant	Statement
P1	I will keep quiet...No, I will search it later online. I do not want to take their time.
P2	Maybe if they ask me a question, I will ask them. No! I prefer Chinese mostly. If I do not have to speak English, I do not!
P3	No, I think it is rude! Depends on the person! With teachers I feel comfortable! But I do not feel comfortable with young adults! They might be judgmental! So, they might not want to hang up with you! I developed this feeling in USA, because of cultural differences they might not want to waste their time!
P4	I will listen to them! My roommate is Canadian, when her friends come over to our room, I mostly listen to them and try to understand the form of their talk!
P6	I might just go away! I will join the people with similar interests, if they

- have different ideas I just walk away!
- P11 It is getting better, but yes. During shopping or talking on the phone, I feel very bad.
- P16 I do not enjoy spending time with Canadians, I feel I miss something all the time! Yes, sometimes. It happens during shopping, when I want to ask details of the products, I feel stuck.
- P19 No! I prefer Chinese mostly. Because it is not stressful and comfortable.
- P21 Yes, I try my best! I participate all the events I could! I join Renison events; conversation partner, Rep team, also I join the clubs on the main campus.
- P31 Yes and no, I mean I practice and improve my English and learn different perspective; but it is not easy to express myself; many misunderstandings happen, and it becomes very tiring!
- P32 Yes, some dorm friends that's all! It is nice to practice English with them, and I love changing our stories with them talking about our cultures.
- P36 Yes, at school! During a class, if I am supposed to mention my ideas, I feel bad, because I cannot express them.
- P37 Some people like they have never heard about Ecuador, so I tell them how nice Ecuador is!

Unforgettable moments. In order to determine unforgettable moments, interview questions were directed to the international students, and the following codes were developed based on their answers: sharing information about Chinese cuisine, the first day experience in school, attendance of family members at the graduation ceremony, cultural affinity, Canadians' hospitality, experiencing the danger of drowning, fights during high school, having transportation issues, fighting for a girlfriend, experiencing inequality in grading, having adaptation issues, seeing a super beautiful girl, experiencing language issues, having good times with an ex-girlfriend, experiencing Halloween, being highly emotional on the first day of school, and seeing super rich high school students. Examples of statements taken directly from the interview transcripts on this subject are as presented in Table 75.

Table 75*Unforgettable Moments*

Participant	Statement
P1	Three months ago, there were two guys sharing their experiences, and one of them attended one of the best high schools, he was super cool! He can fly a plane and he attended army for a time. He had some training, and he seemed very cool! His average was also 98.
P2	My first class in Canada! I had no clue about what the teacher was talking! The way the teacher spoke was so different! I was quite nervous!
P3	For my USA high school graduation, my host family came to my graduation, they bought everybody there, I felt so happy, it was an amazing day!
P4	I came to Canada last year for 2 weeks for a language course and stayed with a home stay, on the last day of my stay I went to a park and hugged a big tree there, and I did not want to leave Canada!
P5	I was living with a home stay! Then, I graduated my homestay missed me so much, and the last day I was going to leave, she woke very early and prepared me breakfast and bought me many gifts, she was so kind!
P7	One time I took the bus in Toronto, we wanted to go to mall, but we could not be sure which bust stop we were going to get off, and we pressed the button, but it was the wrong place, and we did not get off, but I felt so bad, and my face turned into red! I felt very bad!
P8	In high school, I was going to a park, we would swim there, but we needed lifeguard jackets to jump, but then I did not have one, but I jumped! Because my home-stay family like-Jump! Jump! I jumped and I could not swim! They saved me, I felt so stupid!!! And they asked me – Why I jumped!!!
P10	I had some fights during the high schools! They started always!
P12	My first day in Canada! I had a stomach-ache! /She is using her dictionary here to explain it – seems stressed/ I vomited on my first day! I felt quite ashamed! Because people saw it!
P14	They talk about Chinese food very highly! I got shocked when started high school in Canada! It was full of Chinese students! Also, one day I could not find how to transfer my trip from a bus to another! So, I had to take an Uber! I felt bad and unsuccessful!

- P15 I got into a fight for my girlfriend, it was horrible!
- P16 At the high school, during some courses some students did very bad on the presentation, but their marks were higher than me! I felt so unequal!
- P19 The first moment I arrived in Canada, I had to explain myself to the people at the airport about my study visa and I made me so nervous. Then, I left the airport and the first lady I met told me welcome to Canada, and I felt so happy!
- P20 No, but I think our cultures are very different and we do not have much to talk to Canadians! Also, Chinese students do not want to open themselves, and we feel if we get socialized, we feel bad and we feel we ignore our studies! We are here only for education. For me, I am afraid of being rude, and not being able to continue about their topic and not being able to end a conversation and it is embarrassing!
- P25 The day I met a very nice girl at the laundry! She was so beautiful!
- P27 One day while I was shopping during the check-out, they asked me whether I wanted the receipt or not, but I could not understand, so they had to explain it I felt very bad and embarrassed.
- P31 Some good times I had with my ex-girlfriend!
- P33 I went to amusement park soon in Toronto; we went there for Halloween. It was fun and I really enjoyed it.
- P35 The first days were very sad! I cried a lot! So, I did not make any video chat with my family because I did not want them to see me crying. Last week, I had my first video chat and I cried just a little.
- P36 They are shocked with my Spanish accent and Chinese face!
- P39 When I was at high school in Toronto, most of high school friends were super rich! I could not believe their cars and shoes!
-

The biggest challenges. To uncover the biggest issues facing international students in Canada, questions were directed to them, and the following codes were developed based on their answers: thinking in their own language, dealing with prejudices, inability to cross the language barrier, finding co-curricular activities boring, language barriers, cultural differences, shyness of Chinese students, indifference of teachers, food and public transportation, oppressive attitudes of parents, being lonely in Canada, Canadians' silly jokes, accommodation issues, self-isolation, having weak

communication skills, the inability of Chinese students to socialize, feeling pressure from their parents, not having enough practice in lessons, experiencing the stress of failure, and fighting prejudices. Examples of statements taken directly from the interview transcripts on this subject are as presented in Table 76.

Table 76

The Biggest Challenges

Participant	Statement
P1	It is language, also to be at a prep school for now is a shame! It makes me feel depressed! Also, I believe my parents are disappointed about me...Probably, at school! Because out of school I can use body language more!
P3	For example, one of neighbors stopped talking to me after she learnt I am an international student.
P5	Some Chinese students cannot get into Canadian culture, because of language barrier! And teachers' perceptions; I mean they just think you are international your English not good! No, I won't! But if I am interested, I can ask, I do not feel bad about it! Western students are good at asking and answering questions, but Chinese students are more silent! We just do what teacher want, we do not questions!
P6	But I can just add we are quite shy according to Canadians! So, it makes everything more difficult! We are afraid to make mistakes, because Chinese education system does not let us to mention our ideas! We are not used to it!
P7	No, but I think language is the biggest problem of international students in Canada. It is very tiring, and we cannot express ourselves.
P11	Sorry to say this, I do not want to be rude but no you! But real Canadian teachers behave us just like we are children! When we try to talk to them, they are super kind! They do not change anything! They are not trying to solve our problems! They only do their job! They seem very kind, but they do not change anything! They just tell whether you want some chocolate or not, and it makes me angry! I try to talk, but no result!
P12	I want to go back to China! Because of food firstly, and the whole atmosphere it might change but for now, I feel uncomfortable! Canadians are too enthusiastic to talk to me! It is tiring! Also, some

- services like public transportation are not good and very very slow!
- P13 I think the problem of the international students is their parents! They put a lot of pressure on their kids! Especially Chinese parent do it! I believe Chinese students need more practice before they take exams! Also, we get very very stressed before tests!
- P15 No, but I think the biggest problem is being lonely in Canada! They have huge pressure from school, parents, and co-op. These are depressing for us, so we keep falling in the hole! I feel it right now. I do not want to study at BASE program. I do not feel I need it! I believe my English is good.
- P16 I think the problem is about the culture! Everybody wants to hang out with his/her own culture's people...No! I do not enjoy any co-curriculars because they are boring.
- P17 I am scared to talk to Canadians to hurt them to be rude! And sometimes I feel it is kind of impossible to become good friends! Not only because of language, also the culture! Such as the jokes!
- P18 I think language barrier is the biggest problem of international students in Canada. We feel not enough!
- P21 I think lack of cultural and studying information makes our lives difficult. For example, renting a house or car can be super difficult! Also, about educational expectations are different and sometimes we get confused about the system!
- P26 I think the biggest problem of international students in Canada is a very new and different education system, and also all nationalities hang out with their own nationalities! I do not like it but that is how we act!
- P28 I believe our weak communication skills make life difficult for us even for very small things, we feel overwhelmed!
- P29 I think understanding Canadian culture is quite difficult for us due to two reasons; first one is the language barrier and also, we do not know how to get into their culture!
- P30 I think lots of Chinese people do not know how to be social because in China parents decide everything, we participate so we do not know how to take decisions on ourselves.
- P31 I think we feel pressure on us because of the money our parents spend for us, so we feel we need to be very successful!
- P33 I think the education system is quite different here! Some class sizes are

too many people! It makes it very difficult to make friends! Also, professors in Canada teach very fast and not a lot of practice in class! In addition to this, learning all in a second language makes it tougher!

P38 I am happy to be in Canada. The only thing makes me stressed is my scholarship! If I fail only for one term, I have to go back to Panama!

P40 Believe Canadians cannot understand how difficult life is for international students! I mean they do not understand how lucky they are! They just think we are super rich and come to Canada!

The graph in Figure 22 was created using the findings related to current experiences and the adaptation process.

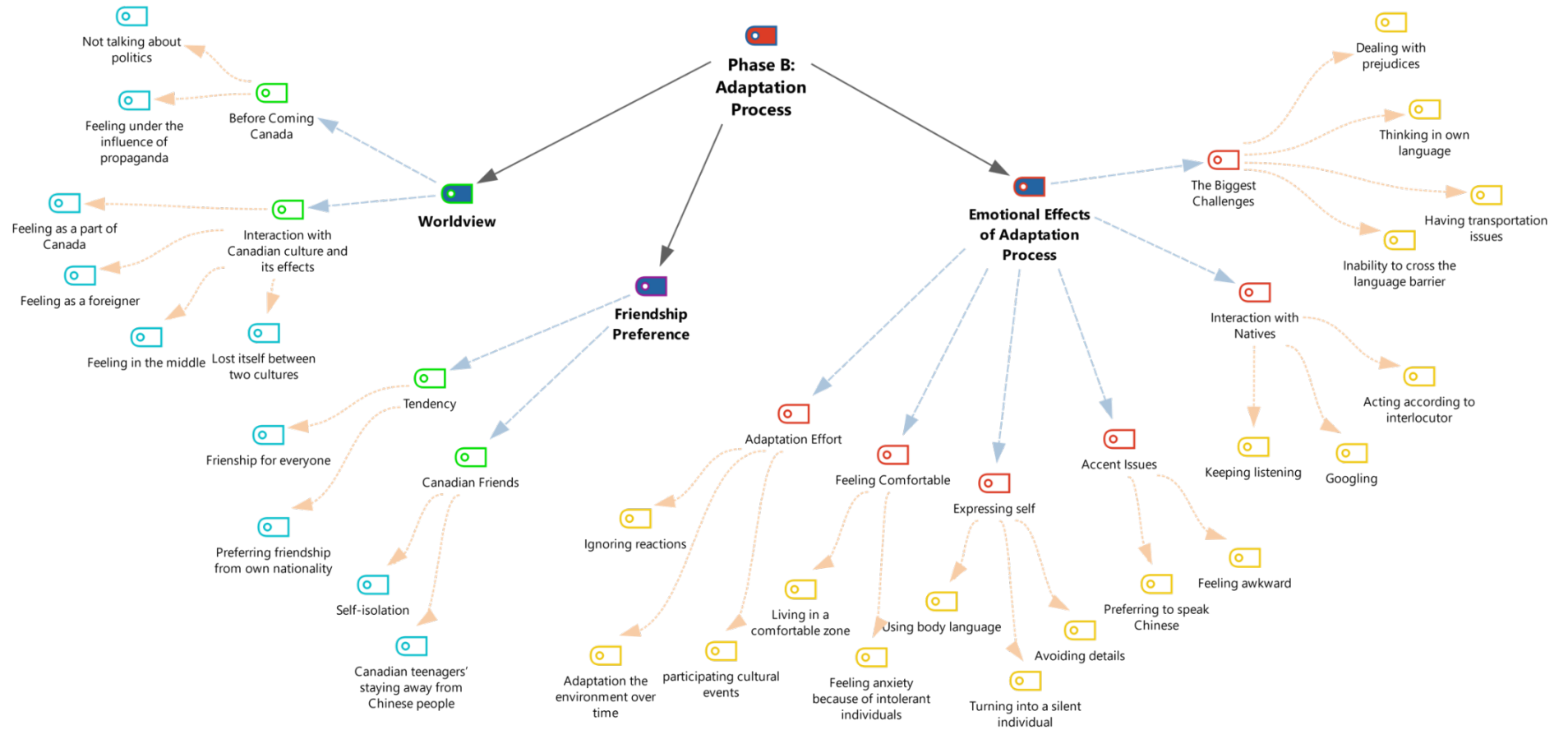


Figure 22

Selected Codes and Sub-themes on Adaptation Process

Phase C: Future

In order to find an answer to the 4th research question, the future plans of the international students participating in the study were examined, including whether they plan to stay in Canada and whether they plan to return to their own countries.

To reveal their views on these topics, the students were asked questions about whether they plan to live in Canada after graduation, whether they think they can adapt to Canadian social life, and what they would like to change in Canada if they have the opportunity. The codes created on future thoughts and plans were associated with the relevant sub-themes and presented in Table 77.

Table 77

Phase C: Future Plans

Sub-theme	Category	Codes	f
Staying in Canada	After graduation	Decisions Staying in Canada Going back to China Being unsure Reasons China has more opportunities China is polluted Canada has better job opportunities Having strong Chinese culture Depending on making money Kind Canadian people Happier life in Canada Being used to everything in China Slower Canadian public transportation China's nice nature Human rights Clean nature China's very competitive work life Feeling language and cultural barriers Canada is more suitable for the elderly Canada's developmental system Returning to China when become old Seeking Chinese roots	21
		Possible social interactions	Travelling all across the Canada Introducing Chinese culture

		Canadians are culturally cold Seeing Northern Lights	
Two-way interaction	Changing things in Canada	Reading Canadians minds	
		Making everyone speaking in English	
		Changing education system	
		Making Canada closer to China	
		Changing Canada's official language to mandarin	
		Canadian food	
		Building more buildings in the cities	
		Making everyone speak Chinese	
		Importing Chinese and Japanese culture	18
		Changing driver licence procedures	
		Canada's food and cold weather	
		Less stressful Canadian life	
		Public transportation	
		Decreasing the tuition fees	
		Open-minded Canadian parents	
		Changing official language	
Getting higher mark in exams			
Changing official language to Spanish			

When examining Table 77, it can be seen that the codes created regarding the future experiences of the participating international students are clustered under the sub-themes of staying in Canada and two-way interaction.

Staying in Canada. The codes created in the Staying in Canada sub-theme were clustered in the categories of after graduation and possible social interactions.

After graduation. International students were asked what path they would follow after graduation, and whether they would prefer to stay in Canada or return to their home country. The following codes were developed based on their answers: China has more opportunities, China is polluted, Canada has better job opportunities, having a strong Chinese culture, depending on making money, kind Canadian people, a happier life in Canada, being used to everything in China, slower Canadian public transportation, China's nice nature, human rights, clean nature, China's very competitive work life, having language and cultural barriers, Canada is more suitable for the elderly, Canada's developed system, and returning to China when they become old. The generated codes

are clustered in groups staying in Canada, going back to China, and being unsure. Examples of statements taken directly from the interview transcripts on this subject are as presented in Table 78.

Table 78

After Graduation

Participant	Statement
P1	I prefer staying in Canada and my parents want it, too. It depends on the job offer and the salary mostly. Because of Chinese competitive lifestyle, my parents prefer me stay in Canada.
P2	I want to go back to China. China is developing and has more opportunities, I think.
P3	I want to stay in Canada, because China is polluted, and environment is bad! I love Canada!
P4	I would like to stay in Canada, and I would like to bring my family here as well!
P5	I want to stay in Canada, in China there is a lot of pressure! Better job opportunities in Canada! and I can send money to my parents!
P6	I want to go back to China! because I belong to China, I have Chinese blood, and the food is very important for me, also the culture! I do not think I cannot have deeper relationships with Canadians!
P7	I am not sure yet, it depends! but for now I prefer staying in Canada to save some money, maybe I might bring my parents as well if I can get a job here.
P8	I want to stay in Canada! because living in Canada is better because of kind Canadians, clear environment, happier life.
P9	I want to live in Canada for better job opportunities!
P11	Of course, China! because I am used to everything there! / Nope! Only school. I am sorry to sound very negative; I am really sorry!
P12	I want to go back to China! Because of food firstly, and the whole atmosphere it might change but for now, I feel uncomfortable! Canadians are too enthusiastic to talk to me! It is tiring! Also, some services like public transportation are not good and very very slow!
P13	Yes, because environment is very nice and safe to live!
P18	I would like to stay in Canada, that's why I choose Canada to study!

	Because Canada is safe, clean, and human rights are very good.
P21	I want to stay in Canada because China is very competitive! I believe in Canada I might have more job opportunities!
P23	I want to go back to China; I do not think Canada is not the place to get very rich! Canada is good for old people, not for me!
P24	I am not sure yet, but for now I prefer staying in Canada because it is more developed!
P26	I want to stay in Canada to get a good job and save money, then when I get older, I might go back to China.
P28	I want to go back to China because my roots are in China, and I feel more comfortable in China!
P29	I want to get some volunteering jobs for experience and understanding Canadian culture, also I want to travel around Canada.

Possible social interactions. International students were asked what social interactions they would like to experience and what they would like to do during their stay in Canada. The following codes were developed based on their answers: traveling all across Canada, introducing Chinese culture, and seeing the Northern Lights. Examples of statements taken directly from the interview transcripts on this subject are as presented in Table 79.

Table 79

Possible Social Interactions

Participant	Statement
P4	I want to explore all Canada! I want to see big cities in Canada!
P5	I want to travel! I want to see the Northern Canada!
P6	I want to do volunteering jobs! to get more social to practice my English! Also, there is a Chinese club in Waterloo, and I want to be a part of it to introduce Chinese culture!
P7	I want to travel such as Niagara Falls!
P9	I want to see Niagara Falls, some Canadian farms!
P14	I get confused about how to answer some daily Qs like they say how are you? And then just walk away! I just get ready to answer and talk but

	they just walk away!
P17	I want to travel! I want to see the Northern lights.
P18	I want to travel! I want see Vancouver, Toronto to see bigger cities in Canada.
P25	I want to travel! I want to visit Vancouver, Calgary. Also, I want to have more Canadian friends to expand my mind-set!

Two-Way Interaction. The codes created in the Two-way interaction sub-theme were clustered in the changing things in Canada category.

Changing things in Canada. The students participating in the study were asked what they would like to change in Canada if they had the opportunity. The following codes were developed based on their answers: reading Canadians' minds, making everyone speak in English, changing the education system, making Canada closer to China, changing Canada's official language to Mandarin, Canadian food, building more buildings in the cities, making everyone speak Chinese, importing Chinese and Japanese culture, changing driver's license procedures, Canadian food and cold weather, less stressful Canadian life, public transportation, decreasing tuition fees, changing the official language, getting higher marks in exams, and changing the official language to Spanish. Examples of statements taken directly from the interview transcripts on this subject are as presented in Table 80.

Table 80

Changing Things in Canada

Participant	Statement
P3	I would like to read Canadians minds! I want to know what they think about me as an international student! If they like us or not, it might make me more comfortable to talk to them!
P4	I really wish everybody tries to speak English all the time!
P5	I would like to change the education system! Only one teacher gives the mark! Only one person decides your mark! I wish there is a committee! Because sometimes it is unfair!

- P6 I would like to make Canada to closer to China! It is super far! It makes me sad!
- P7 I would like to change the official language into Mandarin!
- P8 I would like to change the food! The style of Canadian food!
- P9 I would like to change Canadian cities! I want to add more buildings! I feel Waterloo is like a village!
- P10 I want everyone speaks Chinese! Why not! Everybody needs to learn English! It makes me angry!
- P11 Import my hobbies from China and Japan, so I can make more friends!
- P14 I would like to change the Canadian weather! It is too cold!
- P16 I am not sure yet, but for now I prefer staying in Canada because life is less stressful in Canada and my parents want me to stay it, and they would like to come here due to air pollution.
- P19 I would like to change public transportation! It is so bad in Canada!
- P20 I would like to decrease tuition fee!
- P21 I would like to change the procedure to get a driving license in Canada! It is very different!
- P22 I think international students' parents are open-minded and not too traditional it is very good! so I believe those parents do not put a lot of pressure on them, but still, we kind of still it, we cannot get rid of it!
- P24 I would like to change the official language! I wish everybody speak just one language in the world! Everybody would understand each other way better!
- P26 I want to get better marks in an easier way!
- P30 I want change Canadian food and weather!
- P35 I would like to control the world; I would like to change the weather in Canada. I have never seen snow in my life yet! I am afraid of the Canadian winter!
- P36 I would like to change the language! I prefer Spanish!

The graph in Figure 23 was created using the findings related to future plans.

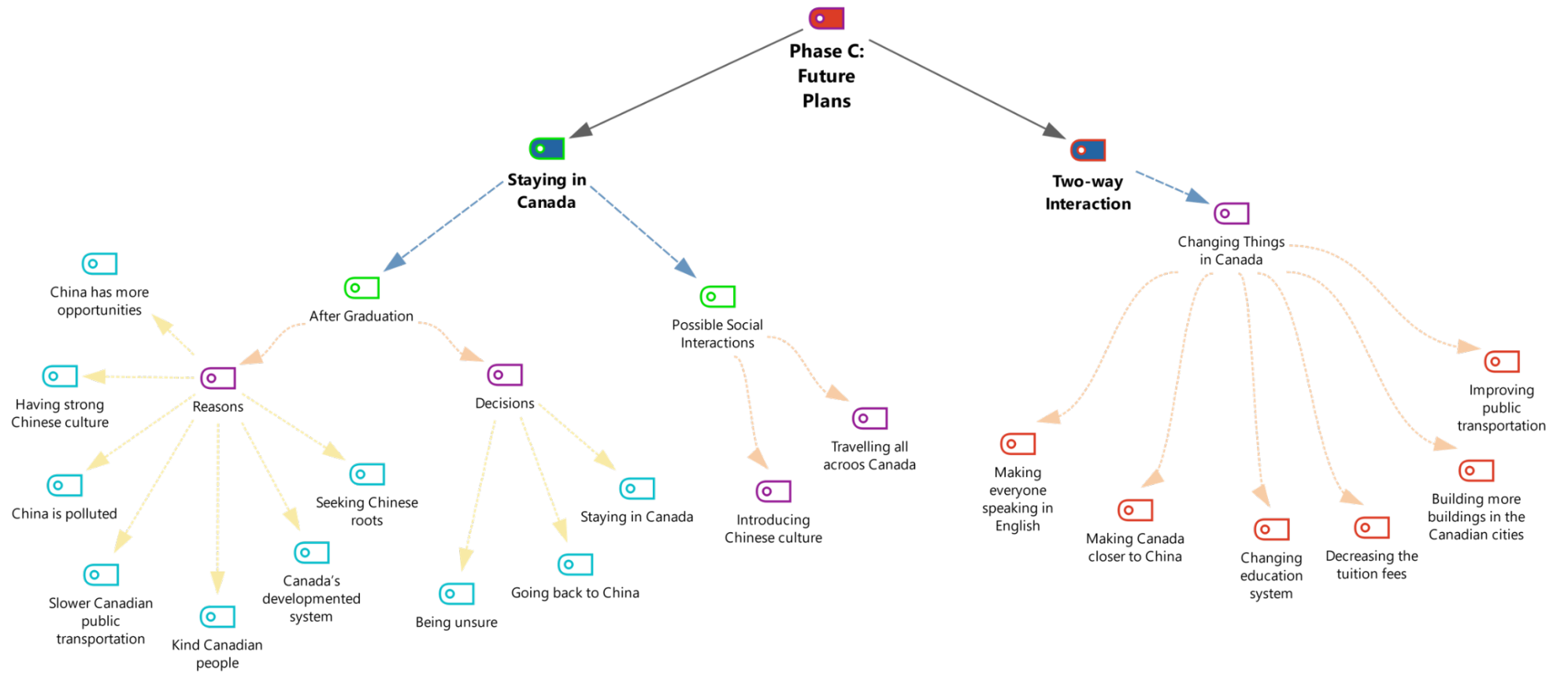


Figure 23

Selected Codes and Sub-themes on Future Plans

Chapter 5

Conclusion and Suggestions

The findings of this study are presented in relation to the research questions and are organized under three main themes: the effects of culture shock on international students, the pragmalinguistic language development of international students, and their reflections on the formation of their second language social identity. A thorough analysis of these themes is provided, drawing on relevant literature. Additionally, the perspectives of the participants towards the host culture are discussed. The chapter concludes with a discussion of pedagogical implications for English language teaching institutions, related agencies and ESL teachers, limitations of the study, and suggestions for future research.

Impact of Culture Shock on International Students in Canada

Based on the results of the culture shock questionnaires, it was determined that upon returning to their home countries, the participants exhibited an increased level of culture shock. Specifically, when reflecting on their experience in Canada post-return, a higher percentage of responses reflected negative cultural struggles. These struggles were primarily attributed to socio-psychological and individual factors, such as difficulty adjusting to society, feelings of homesickness, challenges related to identity formation, and experiences deemed distasteful. The most significant change observed was in regard to feelings of helplessness, with a 30% increase reported. Homesickness emerged as the most prevalent state among the participants, with a reported 96% experiencing this sensation.

As demonstrated in Table 9, the results indicate that there is no statistically significant difference between the mean interpersonal stress scores in the pre and post-test assessments. This suggests that the participants' perceptions of interpersonal stress in post-test did not differ significantly from those reported in pre-test. However, a statistically significant difference was observed in the mean culture shock scores between the pre and post-test evaluations. This indicates that the participants' perceptions of culture shock increased significantly in the post-

test assessments, following their return to their home countries and reflection on their experiences in Canada.

The results of the frequency analysis indicate that the post-test scores of the participants were higher than their pre-test scores. This suggests that the participants experienced culture shock during the course of their education in Canada and that this phenomenon continued to increase until they returned to their home countries. Consequently, the endeavors of the students to acclimate and assimilate completely into Canadian society were not entirely triumphant, despite the fact that the number of international students enrolled was remarkably high in Canada, reaching 266,620 nationwide in 2016 (Chiu, 2017).

The results of the study also indicate that students experience significant difficulties in adjusting to a new geographical and cultural environment, characterized by feelings of helplessness and homesickness. Various factors, including distance and cultural disparities, have a significant influence on the sociocultural adjustment of international students. Alemu and Cordier (2017) discovered that proximity in terms of culture and history has a positive impact on student contentment. International students tend to adapt more efficiently to the new environment when the host country's language, culture, values, communication styles, cuisine, and customs are akin to those of their home country. The findings suggest that the phenomenon of culture shock has a negative impact on the participants. The university and relevant government agencies that provide this environment bear some responsibility for these outcomes, as they should have facilitated the students' adaptation and integration into society during the education period, rather than exacerbating it. However, the study's findings reveal that upon returning to their home countries, the students mentioned struggles with adaptation and reported high levels of helplessness when they considered their Canadian experience.

Despite the previously mentioned difficulties related to culture shock, the study also revealed positive developments in the students' experiences. Specifically, the participants reported increased acceptance in society, as evidenced by their ability to socialize and interact with locals without feeling disturbed by their appearance, and a decreased likelihood of being

deceived. This improvement is thought to be primarily driven by the development of effective communication skills with local individuals, as supported by the results of the Discourse Completion Test (DCT) analysis conducted as part of the study. It is posited that this may be a result of the students' improvement in language proficiency.

As previously highlighted by Mumford (1999), cultural differences (exoticism) between the nationalities of individuals and the country they visit can contribute to culture shock. This is supported by the findings of this study, as the participants who identified as Chinese reported higher levels of culture shock. These cultural differences can be attributed to factors such as geography, religion, and language, which play a significant role in shaping culture. The fact that the culture shock increased even more in the post-test assessments suggests that there may be shortcomings in Canada's education policies that contribute to this phenomenon, rather than being a result of any deficiencies on the part of the participants themselves. As scholarly research has shown that cultural adaptation can significantly decrease the likelihood of early withdrawal and departure for their home country among international students (Gupalon et al., 2019), precautions should be taken. According to Hegarty (2014), it is crucial for universities to offer academic and social assistance to international students. This support should include English language classes, counseling services, and opportunities to engage with local students, all of which are necessary to help them integrate into their new community. The study further advised that institutions should prioritize the enrollment and retention of international students since they enhance cultural diversity on campuses and augment the global reputation of universities. Institutions that effectively incorporate international students will have a competitive advantage in the global education arena.

Pragmalinguistic language development of international students

The present study investigated the pragmalinguistic development of a study group of Chinese speakers of English during their extended stay in Canada. Specifically, the study examined the participants' use of direct and conventional and non-conventional indirect

request strategies and compared it to that of a control group consisting of native speakers of English.

The study group only consisted of Chinese participants for the Discourse Completion Test (DCT) portion of the research due to several reasons. Firstly, the decision was made to minimize the potential impact of language differences on participants' responses and ensure the validity of the research instrument. By focusing only on Chinese participants, the study aimed to ensure that any differences observed in DCT responses were not due to variations in participants' first language but rather due to cultural and societal factors. Secondly, the use of a standardized instrument like the DCT allowed for a more direct comparison of responses across participants and cultures. Although this approach may have limited the generalizability of the findings to other cultures, it was deemed necessary to maintain the integrity of the research results and facilitate a clear comparison of responses across cultures. Overall, the decision to include only Chinese participants in the DCT portion of the study highlights the importance of considering the effects of language differences when using standardized instruments in cross-cultural research.

The findings indicated that the study group's communication strategies shifted towards those of the control group over time, suggesting that extended exposure to the Canadian environment played a role in shaping their communication strategies. These results suggest that non-native speakers can adapt their request strategies to align with those of native speakers through extended exposure to a new cultural environment. The study highlights the importance of cultural immersion and exposure in the development of communication strategies for non-native speakers.

The study basically aimed to investigate the effect of extended exposure to the Canadian environment on the request strategies of non-native speakers. The data analysis revealed that all groups, including the control and study groups, primarily used hedge performatives as a dominant direct request strategy. However, at the beginning of the study, the study group in the pre-test exhibited a preference for both performatives and suggestory

formulae, using them with equal percentages. At the end of the study, the analysis showed that the study group's request strategies shifted towards those of the control group, with hedge performatives becoming the prominent direct request strategy for both groups.

The study revealed that conventional indirect strategies were the most commonly used request strategies by the pre, post, and control groups. However, upon further analysis, variations were observed in the subcategories of conventional indirect strategies, including ability, permission, possibility, willingness, and consultative devices among the groups. The differences in the study group's preferences may be attributed to cultural disparities between Chinese and Canadian cultures. According to Hall's (1977) classification of communication styles, high-context cultures rely on implicit communication, while low-context cultures rely on explicit communication. As China is considered a high-context culture, it is not surprising that the study group's choices differed from those of the Canadian control group. These findings suggest that cultural background plays a significant role in an individual's use of request strategies, and extended exposure to a foreign cultural environment may influence an individual's communication strategies.

The study also found that over the course of the study, the usage of strong hint strategy converged towards that of the control group. Additionally, the study group's utilization of the mild hint subcategory of nonconventional indirect strategies decreased as the study progressed. The data indicates that the percentages of direct and nonconventional indirect requests in the study group's responses have approached those observed in the control group's responses more closely than in the pre-test results. This suggests that by the end of the study, the study group's request strategies began to resemble those of native speakers.

Friends with equal power vs Strangers with equal power (SD+/> vs SD-/=): The study found that social distance plays a significant role in the dynamics of dominance, with individuals who were friends with equal power exhibiting a distinct pattern of strategy usage when compared to individuals who were strangers with equal power. The control group demonstrated a preference for direct strategies in scenarios involving friends with equal power

and conventional indirect strategies in those involving strangers with equal power. On the other hand, the study group displayed a consistent preference for conventional indirect strategies in both scenarios. The study group adapted their communication strategies over the course of the study, potentially in response to the interventions or activities included in the study, with an increase in the use of direct strategies in both the friends and strangers' scenarios. The study group converged with the control group in terms of direct and conventional indirect strategies in scenarios involving friends with equal power and strangers with equal power. However, there was a divergence in the use of nonconventional indirect strategies, and the gap in nonconventional strategies increased in the friends with equal power category but decreased in the strangers with equal power category. The findings suggest that the study group may have employed distinct strategies based on the particular relationship and power dynamics involved in a given situation, which could be influenced by their cultural background. As defined by Hofstede (2001), culture is a multifaceted and intricate concept that can be interpreted in diverse ways. The author posits that culture refers to "the collective programming of the mind that distinguishes the members of a group or category of people from others." Culture is a collective construct that can be assigned to various groups, such as tribes, ethnic groups, nations, organizations, genders, generations, or social classes. Each group comprises individuals with unique characteristics that can be represented by bell curves. The main variation between cultures is that the bell curve shifts as one transitions from one society to another.

Friends and acquaintances with higher power vs Strangers with higher power (SD+/> vs SD-/>): The study underlined that social distance plays a significant role in the dynamics of dominance when individuals with higher power are involved. The group of individuals who were acquaintances with higher power (SD+/>) exhibited a distinct pattern of strategy usage compared to the group of individuals who were strangers with higher power (SD-/>). Specifically, the SD+/> group showed a preference for using direct and nonconventional indirect strategies when communicating with strangers who have higher power, and this

preference increased over the course of the study. In contrast, the control group did not show this preference. The study also found that the SD+/> group became more confident or assertive in their communication style, as evidenced by an increased preference for direct and nonconventional strategies, and a shift in communication strategies towards more direct utterances and less use of conventional indirect strategies when communicating with friends and strangers with higher power. The results of this study suggest that it is essential to consider social distance and dominance while examining communication strategies. Parsons and Shils (1951) proposed pattern variables that help in comprehending cultural differences and provide insight into how various societies address fundamental human needs and issues. Depending on the emphasis a culture places on one variable over the other, different aspects of social behavior, including communication styles, attitudes towards authority, and decision-making processes, may be affected.

Friends with equal power vs Friends and acquaintances with higher power (SD+/= vs SD+/>): In addition to social distance, it is clear that power plays a significant role in the dynamics of dominance, with individuals who were acquaintances with higher power exhibiting a distinct pattern of strategy usage compared to those with equal power. The study group demonstrated an increased usage of direct strategies when communicating with friends who possess equal power, but a decreased usage of conventional and nonconventional indirect strategies. When communicating with friends or acquaintances who possess higher power, the study group demonstrated an increased usage of conventional strategies and a decreased usage of nonconventional strategies. These findings suggest that the study group's stay in Canada had a significant impact on their communication strategies, leading to a shift towards more direct forms of communication with friends who possess equal power and more indirect forms of communication with friends or acquaintances who possess higher power.

Strangers with equal power vs Strangers with higher power (SD-/= vs SD-/>): The study group's communication strategies when interacting with strangers who possess equal power underwent a significant shift towards more direct communication as a result of their stay in

Canada. This was evident from the significant divergence from the control group in the utilization of direct strategies. Additionally, the study group showed convergence towards the control group in terms of the utilization of both conventional and nonconventional strategies. However, when examining the category of strangers who possess higher power, the study group's communication strategies showed a differential impact depending on the power dynamic present. While the study group converged towards the control group in terms of the utilization of direct and conventional strategies, they diverged from the control group in the utilization of nonconventional indirect strategies. These findings suggest that extended exposure to a new cultural environment can lead to significant changes in communication strategies, particularly in contexts where the power dynamic is unclear or constantly shifting.

Equal power vs Higher power (= vs >): The study group's communication strategies shifted over the course of the study, potentially due to the cultural differences experienced during their stay in Canada. When comparing the results of the control group to the pre- and post-test results of the study group in the category of equal power without considering social distance, it becomes apparent that the study group exhibited a divergence from the control group in terms of the utilization of direct strategies. However, the study group also demonstrated a convergence with the control group in terms of the utilization of both conventional and nonconventional indirect strategies. Furthermore, when considering the category of higher power without taking into account social distance, the study group displayed a convergence with the control group in all communication strategies. This suggests that the study group may have adapted their communication strategies in response to the manipulation of power dynamics within the study, potentially demonstrating a heightened awareness of the influence of power on communication.

Friends and acquaintances vs Strangers (SD+ vs SD-): The study group demonstrated a change in their communication strategies when interacting with friends and strangers, regardless of dominance. When communicating with friends, the study group increased their use of direct and conventional indirect strategies while decreasing their usage of

nonconventional indirect strategies. Conversely, when communicating with strangers, the study group displayed a significant increase in their use of direct and nonconventional indirect strategies and a decrease in the use of conventional strategies. These findings suggest that the study group may have adjusted their communication strategies in response to the social context, potentially indicating a higher degree of flexibility and adaptability in their communication style.

Based on a detailed examination of the Discourse Completion Test (DCT) results, it is evident that although there are some convergences between the study group and the control group, a closer examination of the details reveals that the control group actually diverged from the study group. Notably, the use of permission as a request speech act was found to be significantly different between the two groups, with the study group, as native speakers of English, showing greater consistency in their use of this speech act compared to the control group. Furthermore, the gap between the two groups in terms of using permission as a request speech act increased during the post-test, indicating a clear lack of convergence between the groups.

These findings suggest that the control group may have been confused or uncertain about how to use request speech acts, resulting in a lack of consistency in their responses. Overall, these results highlight the importance of considering the nuances and details of participants' responses in cross-cultural research, as even seemingly minor differences in language use can have significant implications for the validity and generalizability of the findings.

The study's results suggest that individuals' communication strategies are not fixed but can be influenced by various contextual factors. It is important to note that the study group's shift in communication strategies may also be attributed to their cross-cultural experience and exposure to different communication styles. The findings support the idea that developing intercultural communication competencies is critical as individuals who possess greater

adaptability and flexibility in their communication approach are more likely to succeed in cross-cultural interactions.

This study provides valuable insights into the dynamic nature of communication strategies and the impact of cultural context on communication behaviors. By adapting their communication strategies, the study group demonstrated an awareness of the importance of social context in communication. This suggests that individuals may be able to develop their communication skills and become more effective communicators by adjusting their communication style based on the social context. Overall, the study highlights the importance of considering the impact of cultural context on communication and the potential benefits of developing intercultural communication competencies.

Reflections on the formation of second language social identity

The study found that international students experience a complex process of social identity formation during their study abroad. This process involves multiple stages and factors that can affect the students' sense of identity and belonging in the host country.

One of the key factors that influence social identity formation is the cultural differences between the students' home country and the host country. The study found that international students often experience culture shock when they first arrive in the host country, which can lead to feelings of disorientation and a sense of not belonging. However, over time, a segment of students appears to be able to adapt to the new cultural environment and develop a more nuanced understanding of the host country's culture.

Another important factor in social identity formation is the students' interactions with the local community. The study found that positive interactions with locals, such as making friends and participating in cultural events, can greatly enhance students' sense of belonging and help them form a positive social identity in the host country. Conversely, negative experiences, such as discrimination or exclusion, can have a detrimental effect on students' social identity and cause feelings of isolation and loneliness.

In addition to cultural differences and interactions with locals, the study also found that the students' pre-existing cultural identity played a significant role in social identity formation. A significant number of students reported feeling a sense of pride and connection to their home country and culture, which can act as a buffer against the challenges of adapting to a new cultural environment. However, some students also reported feeling torn between their home culture and the new culture they were experiencing, which can lead to identity conflicts and further complicate the social identity formation process.

The study highlights the complex and multi-faceted nature of social identity formation for international students. The process involves navigating cultural differences, building relationships with locals, and reconciling pre-existing cultural identities with new experiences. By understanding these factors and supporting international students through the social identity formation process, universities can help facilitate a positive and fulfilling study abroad experience for their students.

The study aimed to investigate the reasons behind international students' decision to choose Canada as their study destination, their experiences and perceptions of the host country's culture and the impact on their second language identity formation. The results indicate that participants identified several reasons for selecting Canada, such as the standard of higher education, family influence, political and governmental system, social life, and the influence of friends and relatives. Moreover, the participants reported experiencing various emotions when leaving their home country for the first time, including fear, excitement, nervousness, loneliness, sadness, and disappointment.

The interviews conducted with the students aimed to investigate their attitudes towards Canada, their sense of belonging to the country, their relationships with Canadian friends, and their language expression abilities in English. The findings suggest that a large majority of the interviewed students did not perceive themselves as part of the Canadian community but rather as foreigners due to cultural differences and language barriers. They reported having few Canadian friends, with some students believing that developing deeper relationships with

Canadians is not possible. This was mainly attributed to the difficulties in expressing themselves in English, which resulted in limited conversations and hindered the establishment of meaningful connections. Additionally, some students felt that their sense of humor did not translate well in English and that it was challenging to communicate their thoughts and ideas effectively. As a result, some students expressed that they tend to discontinue conversations when they encounter language barriers.

Upon examining the participants' future plans, it was found that while some expressed an interest in staying in Canada for graduate studies or work opportunities after graduation, the majority expressed a desire to return to their home countries. The participants cited feeling more comfortable in their home countries due to their familiarity with their culture, language, and customs, which allowed them to express themselves more fully. The majority of Chinese students, with the exception of those whose parents have lived in Canada and thus have indirect experience with the country, encounter difficulties adapting to Canadian culture, particularly with regard to climate, food, and some cultural characteristics. In contrast, non-Chinese students tend to have fewer negative experiences. Additionally, Chinese students' struggles with adapting to English and pronunciation can impede their efforts to adjust to Canadian culture. As a consequence, more than half of Chinese students are observed to consider returning to their home country after graduation rather than staying in Canada.

These findings suggest that the desire to return to one's home country after studying abroad is a common sentiment among international students, particularly those who maintain strong cultural ties to their home countries. However, the participants indicated that they were open to making more Canadian friends, learning more about the culture, and improving their language skills during their time in Canada. Despite feeling like foreigners in Canada and struggling to express themselves fully in English, the participants expressed a desire to engage more deeply with the culture and society. These findings suggest that international students are willing to bridge the cultural gap and immerse themselves in the host country's culture to enhance their educational experience and personal growth.

While the majority of students participate in the social activities organized by Renison University College as part of their BASE program for learning English, they also tend to create their own social circles and plan joint activities. A significant number of students form their own social groups outside of those organized by Renison University College. The extracurricular activities offered by the college, such as conversation partners, speed friending, and field trips, provide an opportunity for students to connect with each other and build relationships. During this stage, students generally act harmoniously and enjoy the activities planned by Renison University College.

It is crucial for students who seek a sense of belonging to embrace the reality of their new environment. One way to achieve this is to immerse themselves in local and national Canadian culture, engage with indigenous individuals, visit important cultural and natural sites, and contribute to the community. Such efforts can foster a deeper connection to the community and enhance their adaptation process. Although most of the participants in this study are Chinese students who have accepted their situation in Canada, they still prioritize plans for the future that involve maintaining a strong connection to their own culture. While they have successfully adapted to Canadian life, their cultural identity remains a fundamental part of their sense of self.

Based on the data presented, it appears that international students have struggles with their second language identity formations while studying in Canada. Participants reported feeling a sense of foreignness and difficulty expressing themselves in English, which may suggest a challenge in fully integrating into Canadian culture and feeling a sense of belonging. However, some participants also expressed a desire to improve their language skills and make more Canadian friends, indicating a willingness to engage with and learn from the target language culture. Further research could explore interventions that can support international students in developing their second language identity and feeling a greater sense of belonging in the host country.

In conclusion, adjusting to a new cultural setting is a complicated and diverse process. International students face a wide range of challenges, including language barriers, cultural differences, homesickness, and social isolation. However, by building connections with others and actively engaging with their new environment, students can overcome these difficulties and thrive in their new home. In this study, Chinese students comprised the majority of participants, and they encountered unique challenges in adapting to Canadian culture, including differences in climate, food, and social norms. Nonetheless, many Chinese students successfully adapted to Canadian life and developed a sense of belonging to their new community, while still maintaining a strong connection to their own cultural identity. Ultimately, the process of adaptation is an ongoing journey that requires resilience, flexibility, and a willingness to learn from new experiences.

Pedagogical Implications

Based on the findings of this study, there are several pedagogical implications that can be considered for decision-makers, the government, educators, and universities, who are responsible for providing support for international students and host international students. Firstly, it is important for institutions to provide support for international students during their initial adjustment period. This could involve offering orientation programs, providing information about local culture and customs, and offering language support services. Secondly, institutions could facilitate opportunities for international students to interact with local students, as this can help them build relationships and feel more connected to the community. Additionally, it is important for institutions to be aware of the unique challenges that students from different cultural backgrounds may face, and to provide support and resources to help them overcome these challenges. In order to support international students and help them adjust to their new cultural environment, educational institutions can create a more inclusive and supportive learning environment for all students by taking the following steps:

Promoting effective communication and cultural awareness in English language teaching: Firstly, in order to promote effective communication in English, it is essential to consider the cultural and linguistic background of students. As the results suggest, even minor differences in language use can significantly affect the way we understand and communicate with others. Therefore, ESL teachers should take a culturally sensitive approach to teaching English, considering the different speech acts and language norms in different cultures, and adapting their teaching to suit the specific needs of their students.

Secondly, the results emphasize the need for explicit instruction and practice in using different speech acts in English. ESL teachers should devote time to explicitly teaching and practicing the use of different speech acts, including culturally specific ones such as permission as a request speech act. Teachers can also use authentic materials and contexts to help students understand the nuances of different speech acts, such as role-plays or real-life scenarios.

Lastly, providing opportunities for students to interact with native speakers of English can be highly beneficial for their language learning. By communicating with native speakers, students can gain exposure to the cultural norms and expectations of the language, as well as developing their communicative competence. Teachers can facilitate this by organizing language exchange programs, inviting native speakers to speak with students, or arranging group discussions or partner work with native speakers.

Overall, by taking a culturally sensitive approach to teaching English, explicitly teaching and practicing different speech acts, and providing opportunities for interaction with native speakers, ESL teachers can help their students develop the communicative competence and cultural awareness necessary to communicate effectively in English across different cultural and linguistic backgrounds.

Pre-arrival preparation: Decision-makers and the government can play a crucial role in supporting international students by creating pre-arrival courses that provide students with a better understanding of what they can expect in Canada. This will help them prepare for the

challenges they may face and equip them with the knowledge they need to successfully navigate the new culture and environment.

Cultural adaptation programs: Authorities and legislators should consider creating educational programs that focus on cultural adaptation and familiarize students with the various services available to them in Canada. This will provide students with the tools they need to successfully integrate into their new environment and feel confident as they navigate a new culture.

Hands-on experience: Universities can provide opportunities for international students to gain hands-on experience in their new society through school trips and events. This will broaden students' experiences and help them feel more connected to their new home. By providing students with opportunities to interact with others and explore their new surroundings, universities can play a crucial role in supporting students as they adjust to their new environment.

Adapting to student needs: Universities can conduct research on the specific needs of international students and adapt their extra-curricular offerings accordingly. This will ensure that students are receiving the support they need to thrive in their new environment and feel comfortable and confident as they navigate a new culture. By responding to the unique needs of international students, universities can provide them with the support they need to succeed.

Orientation programs: Orientation programs can play a crucial role in supporting international students as they adjust to their new environment. These programs can include training on what to expect in daily life in Canada, such as cultural norms, customs, and expectations. This will provide students with the knowledge they need to adjust to their new surroundings and feel confident as they navigate a new culture.

Awareness of student needs: Educators and teachers have an important role to play in supporting international students as they adjust to their new environment. By being aware of the needs and challenges faced by these students, educators and teachers can provide better

support and guidance to students who may be struggling with the transition to a new country. This will help ensure that international students receive the support they need to succeed.

Encouraging integration: Curricula across all fields of study should offer classes that encourage the integration of international students into the community. This will provide students with opportunities to connect with others and feel a sense of belonging in their new home. By offering classes that promote integration, universities can help students feel more comfortable and confident as they navigate a new culture and environment.

Curriculum adaptations: Incorporating cultural and pragmatic instruction into the foreign language curriculum is crucial for ensuring that learners acquire the necessary skills for effective communication in the target language. Therefore, it is essential for foreign language teachers to prioritize these aspects in their teaching practices to enable learners to develop a more comprehensive understanding of the language and culture they are studying.

In conclusion, these pedagogical implications highlight the importance of providing comprehensive support to international students as they adjust to a new culture and environment. By taking these steps, universities and educators can ensure that international students are able to succeed and thrive in their new home.

Preparing International Students for Effective Communication and Cultural Adaptation in English-Speaking Academic Environments: Insights and Recommendations

The effective communication and cultural adaptation of international students in English-speaking academic environments can be improved through a variety of pedagogical implications, including developing an awareness of linguistic and cultural differences, practicing different types of speech acts, seeking out opportunities for interaction with native speakers, and developing a support network to navigate culture shock and second language social identity.

The following suggestions are offered to international students as a means to improve their communication and cultural adaptation in English-speaking academic environments, based on the insights and recommendations derived from this study.

1. **Develop awareness of cultural and linguistic differences:** As the study results suggest, even minor differences in language use and cultural norms can have a significant impact on communication. Therefore, it is important for international students to develop an awareness of these differences in order to communicate effectively with others. They can achieve this by attending language and culture courses, engaging in intercultural dialogue, and practicing their language skills in authentic contexts.
2. **Practice using different speech acts:** The study results highlight the importance of practicing different speech acts in English, particularly those that may be culturally specific. International students can improve their communication skills by practicing different types of speech acts, such as permission as a request, in a variety of contexts.
3. **Seek opportunities for interaction with native speakers:** As the study suggests, interacting with native speakers of English can be highly beneficial for language learning. International students can seek out opportunities for interaction with native speakers, such as language exchange programs, social events, or volunteer work.

In addition to these suggestions, it is important for international students to be prepared for the challenges of culture shock and second language social identity. Some recommendations for dealing with these challenges include:

1. **Develop a support network:** International students can benefit from developing a support network of peers, mentors, and other individuals who can provide guidance and support during their transition to a new culture.
2. **Seek out resources and support services:** Many universities and institutions offer resources and support services for international students, such as counseling,

language support, and cultural events. International students can take advantage of these resources to help them adjust to their new environment.

3. Maintain a positive attitude: Cultivating a positive attitude towards the challenges of culture shock and second language social identity can help international students to overcome these challenges and thrive in their new environment.

Taken together, by following these recommendations and seeking out support and resources, international students can develop the language skills, cultural awareness, and social identity necessary to succeed in an English-speaking academic environment.

Limitations of the study

One important limitation of this study is its sample size, which is relatively small. This means that the findings of the study may not be easily generalized to the larger population of international students studying in Canada. While the study provides valuable insights into the experiences of international students at the University of Waterloo, it is important to consider the limitations of the sample when interpreting the results.

Another limitation of this study is that it focuses specifically on the University of Waterloo, and the majority of participants in the study are of Chinese nationality. This is due to the high enrollment of Chinese students at the institution and may limit the generalizability of the findings to other universities or populations of international students.

Additionally, the duration of time that each participant has spent in Canada is not uniform. Some participants have completed their high school education in Canada, while others have decided to migrate to Canada after completing high school in their home countries. This diversity in the background of participants provides valuable insights and a unique perspective on the experiences of international students, but it also brings an added layer of complexity to the study. Also, another limitation of this study is that gender was not differentiated. This decision may have reduced the ability of the study to account for potential gender-based differences in the outcomes. Consequently, the generalizability of the findings

to specific gender groups may be limited. To further enhance the results, future research could explore potential gender differences in the outcomes, addressing the current limitation of this study.

In conclusion, it is important to keep these limitations in mind when interpreting the findings of this study and considering its implications for the larger population of international students in Canada.

Suggestions for future studies

It is suggested that future studies consider expanding the sample size by including participants from various institutions and nationalities. This approach would allow for a more diverse and comprehensive representation of the international student population in Canada, providing a broader understanding of their experiences.

Additionally, this study focuses specifically on the experiences of international students in their first year of higher education in Canada. However, it is imperative to consider the long-term effects of cultural and linguistic integration over the course of their education in the country. Therefore, longitudinal studies that track the participants over multiple years can offer a more comprehensive understanding of the cultural and linguistic challenges they may encounter, and how they evolve over time.

Also, a promising direction for future research would be to investigate the attitudes of students across various stages of academic programs. While the present study focused on undergraduate students, it is plausible that graduate students (Master's or PhD) exhibit significantly different attitudes. Notably, in Canadian universities, graduate students are predominantly international students who are more likely to stay in Canada after graduation compared to undergraduate students. Examining the attitudes of graduate students could, therefore, provide a more comprehensive understanding of the phenomenon under investigation and enhance the generalizability of results.

Furthermore, it would also be useful to consider examining the experiences of international students from a comparative perspective, such as exploring the differences and similarities between students from different cultural and linguistic backgrounds. This approach would provide a more in-depth understanding of the complexities of cultural and linguistic integration for international students in Canada.

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APPENDIX-A: Culture Shock Questionnaire

Culture shock questionnaire

Name: _____

Date: _____

There are twelve questions in the form of multiple choice. Please choose the most suitable one for you.

- A. "Core" culture shock items
1. Do you feel strain from the effort to adopt to Canada?
 - a. Most of the time
 - b. Occasionally
 - c. Not at all
 2. Have you been missing your friends and family back home?
 - a. Most of the time
 - b. Occasionally
 - c. Not at all
 3. Do you feel generally accepted by the local people in Canada?
 - a. No
 - b. Not sure
 - c. Yes
 4. Do you ever wish to escape from your new environment (Canada) altogether?
 - a. Most of the time
 - b. Occasionally
 - c. Not at all
 5. Do you ever feel confused about your role or identity in Canada?
 - a. Most of the time
 - b. Occasionally
 - c. Not at all
 6. Have you ever found things in your new environment shocking or disgusting?
 - a. Many things
 - b. A few things
 - c. None
 7. Do you ever feel helpless or powerless when trying to cope with new culture?
 - a. Most of the time
 - b. Occasionally
 - c. Not at all
- B. Interpersonal stress items
1. Do you ever feel anxious or awkward when meeting Canadians/local people?
 - a. Most of the time
 - b. Occasionally
 - c. Not at all
 2. When talking to people, can you make sense of their gestures or facial expressions?
 - a. Not at all
 - b. Occasionally
 - c. Most of the time
 3. Do you feel uncomfortable if people stare at you when you go out?
 - a. Very uncomfortable
 - b. Slightly uncomfortable
 - c. Not at all
 4. When you go out shopping, do you feel as though people may be trying to cheat you?
 - a. Most of the time
 - b. Occasionally
 - c. Not at all
 5. Are you finding it an effort to be polite to Canadians?
 - a. Most of the time
 - b. Occasionally
 - c. Not at all

APPENDIX-B: Discourse Completion Test (DCT)

There are eight situations described below. Please read the description of each situation and write down your ideal answers/what you would say in that situation in the boxes.

1. You are studying in your room, and you hear loud music coming from a room down the hall. You don't know the student who lives there, but you want to ask him/her to turn the music down. What do you say?

.....

2. You are talking to your friend after class. You missed the last class, and you want to borrow your friend's notes. How do you ask for help in this case?

.....

3. There is a test in class in two weeks, but you'll miss class that day because you have to go to an out-of-town wedding. Class has just ended, and you want to ask your professor whether you can take the exam on another day. What do you say to your professor?

.....

4. A friend from out of town is visiting you at school, and you are showing your friend around the campus and city. You want someone to take your picture together. You see a man dressed in a suit carrying a briefcase and you want to ask him to take your picture. What do you say?

.....

5. Next week there is a test in a class that is difficult for you. The student you usually sit next to — not a friend but rather an acquaintance — seems to understand the course material better than you. You happen to see this person outside of class a week before the test, and you want to ask him/her to help you get ready for the test. What do you tell him/her?

.....

6. You get on the bus to go home, and you are carrying a lot of books. You are tired and you want to sit down. At first glance, it seems that there are no seats left, but then you notice

that a student is taking up two seats. How do you ask this student to move over so you can sit down?

.....

.....

7. You are having dinner with your friend's family. The food is delicious, and you want to ask your friend's mother/father for more. What do you say?

.....

.....

8. You go to the library to return a lot of books, and your hands are full. There is a man who looks like a professor standing near the door of the library. How do you ask him to open the door for you?

.....

.....

APPENDIX-C: Interview Questions

Interview

Name: _____

Date: _____

Part A: Past: 1st data collection phase

1. Why did you choose Canada to study? (Who guided you? How did you decide on it?)
.....
2. In what social contexts/events did you use to attend when you were in your own country with your peers?
.....
3. What family and cultural celebrations, traditions, or rituals were important in your life in your native country?
.....
4. What native cultural influences are still important to you?
.....
5. What was your first experience of leaving home?
.....
6. Is a sense of native community important to you? Why?
.....

Part B: Present: 2nd data collection phase

1. How would you describe your worldview now/since you came to Canada?
.....
2. Do you feel like a part of Canadian culture, or do you feel like a foreigner trying to adopt to the Canadian culture? What is Canadian culture for you? What do you know about Canadians?

.....
 3. Are your friends generally from your own country or Canadians? Do you think your best friends can be Canadians? Why/Why not?

.....
 4. Do you enjoy spending time with Canadians? Why/Why not?

.....
 5. How did you feel when you experience (if you had) an occasion when you felt bad since you didn't know something particular (like a word, something, or someone) in English?

.....
 6. What do you do if people in the social environment talk about something that you don't know or haven't heard before?

.....
 7. Do you feel comfortable to speak in English in a group of people whose native language is English? Why/Why not?

.....
 8. Have you ever felt as if you could not express yourself enough in English? Where?

.....
 9. Has anyone commented on your accent or not? What nationality they think you have if they asked to whether you had an accent? What kind of reactions people show when you say you are (your nationality)?

.....
 10. What kind of academic and social opportunities do you have to interact with English speakers, both native and non-native? How and why do these interactions take place?

Part C: Future: 3rd data collection phase

1. Are you planning on staying in Canada after you graduate? Why/Why not?

.....

2. What other social contexts would you like to get into?

.....

3. Is there anything in the target language or in Canada that you would like to change so that you would feel better about yourself?

.....

4. Is there anything we have left out of your story in Canada?

.....

5. What are your feelings about these interview questions and all that we have covered?

.....

6. Talk about an unforgettable moment that happened to you after you came to Canada.

.....

APPENDIX-D: Recruitment

Date: ____/____/____

VOLUNTARY PARTICIPATION FORM

Dear participant,

I would like to thank you in advance for your interest in my study and for the time you spent on my research. In this form, I aimed to briefly explain what I plan to do and tell you what we will do if you participate in this research.

Permission was obtained from Hacettepe University Ethics Commission, which is in Turkey, for this research. The research is part of a Ph.D. thesis entitled "International Students' Development of Second Language Pragmalinguistics, culture shock and social identity. This study will be pursued with my advisor Dr. İsmail Fırat Altay. This study aims to examine the attitudes and development of international students in Canada to shed light on the cultural shock, social identity development and pragmatic development characteristics of international students in foreign language teaching.

Voluntary participation in research is essential. The study consists of one session and 2 diary follow-ups in which you will be asked to complete a questionnaire, an interview and 2 diary entries that are sent back to the researcher by email. There will be one interview about half an hour, one questionnaire for 15 minutes, and two diary entries for the whole study.

The data collection will start with the questionnaire, and the interview will be held just after the questionnaire on the same day in September or October 2019. The month, the day and the time will be arranged depending on your availability.

Diary entries will be sent out by email in September and November 2019. Diary entries involve eight different situations in which you need to ask something or talk in English, and your ideas about your ideal answers will be asked to write down into your diaries. There is no right or wrong answers. First diary entry will be collected in September 2019 and the second one will be collected in November 2019. Your identity will be kept confidential and will only be known by the research team.

The information to be obtained will be used in scientific publications, but the identity information of the participants will not be shared. Records can be deleted or delivered to you according to your request. If your name needs to be used in research, a pseudonym will be used instead.

You are free to leave the session if you feel uncomfortable for any reason during your participation. In such a case, you only need to inform the researcher. You can withdraw the study at any time you want. In this case, records and interview data will not be used.

You can always contact the researchers (Sinem Ozkardas, sozkarda@uwaterloo.ca) about anything you want to ask. You can contact me to get information about the research results. Thank you in advance for your participation in the study.

This study has been reviewed by and received ethics clearance through a University of Waterloo Research Ethics Committee.

APPENDIX-E: Consent Form

Information Letter

Title of the study: International students' second language pragmalinguistic change, culture shock and social identity relation

You are invited to participate in a research study conducted by Assistant Director of ELI Keely Cook, ESL instructor Sinem Ozkarda (sozkarda@uwaterloo.ca) University of Waterloo, Renison University College, Canada, and also Assis. Prof. İsmail Fırat Altay, English Language Teaching department, Hacettepe University, Turkey.

To help you make an informed decision regarding your participation, this letter will explain what the study is about, the possible risks and benefits, and your rights as a research participant. If you do not understand something in the letter, please ask one of the investigators prior to consenting to the study. You will be provided with a copy of the information and consent form if you choose to participate in the study.

You are invited to participate in a research study about ...”

- Individuals crossing cultures, specifically, international students who study abroad.
- The findings of this study will shed light on how international students become socialized into the target culture sociocultural situations, and also it will provide suggestions for the prospective international students to facilitate their socialization process.
- The study is for a PhD thesis.

I. Your responsibilities as a participant

What does participation involve?

Participation in the study will consist of one session and 2 DCT follow-ups in which you will be asked to complete a questionnaire, an interview and two DCT entries.

1. Questionnaire and Interviews: (1st session) (October 2019)

- a. **Questionnaire** You will be asked to complete it at the beginning of the study. There are twelve questions in the form of multiple choice, and you are supposed to choose the most suitable one for you. It will take around 10 minutes.

Example question:

Have you been missing your friends and family back home?

1. Most of the time
2. Occasionally
3. Not at all

- b. **Interviews:** Interviews will be recorded with voice recording. There will be only one interview and it is expected to take half an hour or 45 minutes. Your identity will be kept confidential and will only be known by the research team. The interviews will be held at Renison University College study rooms, and the time will be decided with you according to your availability during your one term. You will be asked to 34 interview questions related to your English study background and your social activities in Canada.

Example interview question:

- i. Do you feel like a part of Canadian culture, or do you feel like a foreigner to adopt to the Canadian culture?
- ii. Are your friends generally from your own country or Canadians? Do you think your best friends can be Canadians? Why/Why not?

2. Discourse Completion Test: (2nd session) (September and November 2019)

DCTs involve eight different situations in which you need to ask something or talk in English, and your ideas about your ideal answers will be asked to write down only two times during the study. First DCT entry will be collected at the beginning of the study and the second one will be collected at the end of the study (at the end of your one term at BASE program).

DCT entries will be sent you via e-mail. 1st entry will be sent in September 2019, and the 2nd one will be sent in November 2019.

II. Your rights as a participant

Your participation in this study is voluntary. The information to be obtained will be used in scientific publications, but the identity information of the participants will not be shared. Records can be deleted or delivered to you according to your request. If your name needs to be used in research, a pseudonym will be used instead.

You are free to leave the session if you feel uncomfortable for any reason during your participation. In such a case, you only need to inform the researcher. You can withdraw the study at any time you want. In this case, records and interview data will not be used.

You may decline to answer any question(s) you prefer not to answer (e.g., by leaving them blank, or by requesting to skip the question).

You can request your data be removed from the study up until the end of the term you will participate the study as it is not possible to withdraw your data once papers and publications have been submitted to publishers.

I really appreciate your participation for my PhD study; however, you will not receive payment for your participation in the study.

Considering the high number of international students in Canada and the challenges awaiting them in the new sociocultural environment, the present study plays a vital role in exploring the process that international students go through because of their second language socialization.

Participants could experience distress when talking about missing friends/family/ etc. from their home country or describing their experiences in Canada. We will attempt to minimize this risk by informing you available support resourced on campus for international students if you wish.

Your identity will be confidential. Your information will be in a locked on a password protected computer. Any data that will be stored on a laptop, will be encrypted with a password only known by the researcher. Research data will be retained for minimum of seven years at which time it will be confidentially shredded.

When information is transmitted over the internet privacy cannot be guaranteed. There is always a risk your responses may be intercepted by a third party (e.g., government agencies, hackers). University of Waterloo researchers will not collect or use internet protocol (IP) addresses or other information which could link your participation to your computer or electronic device without first informing you. If you prefer not to participate using this online method, please contact one of the researchers so you can participate using an alternative method such as a paper-based questionnaire or telephone call. The alternate method may decrease anonymity, but confidentiality will be maintained.

This study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee (ORE# 40683). If you have questions for the Committee, contact the Office of Research Ethics, at 1-519-888-4567 ext. 36005 or ore-ceo@uwaterloo.ca”.

If you have any questions regarding this study or would like additional information to assist you in reaching a decision about participation, please contact Sinem Ozkardas

by email at sozkarda@uwaterloo.ca.

Consent Form

By providing your consent, you are not waiving your legal rights or releasing the investigator(s) or involved institution(s) from their legal and professional responsibilities.

Title of the study: International students' second language pragmalinguistic change, culture shock and social identity relation

I have read the information presented in the information letter about a study conducted by Sinem Ozkardas (sozkarda@uwaterloo.ca) University of Waterloo, Renison University College, Canada. I have had the opportunity to ask questions related to the study and have received satisfactory answers to my questions and any additional details.

I was informed that participation in the study is voluntary and that I can withdraw this consent by informing the researcher.

This study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee (ORE# 40683). If you have questions for the Committee, contact the Office of Research Ethics, at 1-519-888-4567 ext. 36005 or ore-ceo@uwaterloo.ca. For all other questions contact Sinem Ozkardas (sozkarda@uwaterloo.ca)

Audio recording for transcription/analysis purposes only:	<input type="checkbox"/> I agree to my interview being audio recorded to ensure accurate transcription and analysis.
Use of anonymous quotations:	<input type="checkbox"/> I agree to the use of anonymous quotations in any thesis or publication that comes from this research.
Use of attributed quotations:	<input type="checkbox"/> I agree to the use of direct quotations attributed to me only with my review and approval.

I agree of my own free will to participate in the study.

Participant's name: _____

Date: _____

Participant's signature: _____

Date: _____

Researcher's/Witness' signature _____

Date: _____

APPENDIX-F: Appreciation Letter

Dear [name],

Thank you again for your willingness to participate in my study. I greatly appreciate your willingness to meet with me for an extended interview and to share your thoughts about your experiences, which were extremely informative and useful.

Based upon the transcripts of the interviews, I have attached a textural-structural description of both what and how you experienced developing intercultural competence. Would you please review this description and verify if this accurately reflects your experience? Please feel free to respond with any necessary corrections or additions. If you are willing to do this, it will help to guarantee that I am accurately understanding and summarizing what you have shared with me. Your comments will be extremely helpful.

I have greatly valued your participation in this research study and your willingness to share about your experience. If you have any questions or concerns, please contact me. Also, if you would like to learn study's findings, I will very happy to share them with you via email. Again, thank you so very much for your time and effort that made this research study possible.

This study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee (ORE# 40683). If you have questions for the Committee contact the Office of Research Ethics, at 1-519-888-4567 ext. 36005 or ore- ceo@uwaterloo.ca”.

With warm regards,
Sinem Ozkardas
Doctoral candidate
Renison University College
University of Waterloo

e-mail: sozkarda@uwaterloo.ca

APPENDIX-G: Ethics Committee Exemption Form / Ethics Committee Approval

T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Sayı : 35853172-300
Konu : Sinem ÖZKARDAŞ (Etik Komisyon İzni)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 21.01.2020 tarihli ve 51944218-300/00000962520 sayılı yazı.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Doktora programı öğrencilerinden **Sinem ÖZKARDAŞ**'ın **Dr. Öğr. Üyesi İsmail Fırat ALTAY** danışmanlığında yürüttüğü "**Kanada'daki Uluslararası Öğrencilerin Edimbilimsel Gelişimleri, Kültür Şoku ve Sosyal Kimlik İlişkisi**" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun **11 Şubat 2020** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-imzalıdır
Prof. Dr. Rahime Meral NOHUTCU
Rektör Yardımcısı

**APPENDIX-H: Ethics Committee Exemption Form / Ethics Committee Approval from
University of Waterloo**

UNIVERSITY OF WATERLOO

Notification of Ethics Clearance to Conduct Research with Human Participants

Principal Investigator: Keely Cook (Renison University College - Teaching)

Student investigator: Sinem Ozkardas (Renison University College - Teaching)

Faculty supervisor: İsmail Firat Altay (Hacettepe University, Ankara, Turkey)

File #: 40683

Title: International students' second language pragmalinguistics development, culture shock and social identity relation

The Human Research Ethics Committee is pleased to inform you this study has been reviewed and given ethics clearance.

Initial Approval Date: 08/20/19 (m/d/y)

University of Waterloo Research Ethics Committees are composed in accordance with, and carry out their functions and operate in a manner consistent with, the institution's guidelines for research with human participants, the Tri-Council Policy Statement for the Ethical Conduct for Research Involving Humans (TCPS, 2nd edition), International Conference on Harmonization: Good Clinical Practice (ICH-GCP), the Ontario Personal Health Information Protection Act (PHIPA), the applicable laws and regulations of the province of Ontario. Both Committees are registered with the U.S. Department of Health and Human Services under the Federal Wide Assurance, FWA00021410, and IRB registration number IRB00002419 (HREC) and IRB00007409 (CREC).

This study is to be conducted in accordance with the submitted application and the most recently approved versions of all supporting materials.

Expiry Date: 08/21/20 (m/d/y)

Multi-year research must be renewed at least once every 12 months unless a more frequent review has otherwise been specified. Studies will only be renewed if the renewal report is received and approved before the expiry date. Failure to submit renewal reports will result in the investigators being notified ethics clearance has been suspended and Research Finance being notified the ethics clearance is no longer valid.

Level of review: Delegated Review

Signed on behalf of the Human Research Ethics Committee

Joanna Eidse, Research Ethics Officer, jeidse@uwaterloo.ca, 519-888-4567, ext. 37163

This above named study is to be conducted in accordance with the submitted application and the most recently approved versions of all supporting materials.

Documents reviewed and received ethics clearance for use in the study and/or received for information:

file: Sinem_OZKARDAS_CV.pdf

APPENDIX-I: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University.
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations.
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards.
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards.
- all cited studies have been fully and decently referenced and included in the list of References.
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

02/04/2023

Sinem Özkardaş

APPENDIX-J: Thesis/Dissertation Originality Report

02/04/2023

HACETTEPE UNIVERSITY

Graduate School of Educational Sciences

To The Department of Foreign Language Education

Thesis Title: INTERNATIONAL STUDENTS' SECOND LANGUAGE PARAGMALINGISTIC
CHANGE, CULTURE SHOCK AND SOCIAL IDENTITIY RELATION

The whole thesis that includes the *title page, introduction, main chapters, conclusions, and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

Time Submitted	Page Count	Character Count	Date of Thesis Defence	Similarity Index	Submission ID
19/05/2023	252	363951	14/04/2023	%18	2097124139

Filtering options applied:

1. Bibliography excluded
2. Quotes included
3. Match size up to 5 words excluded

I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Last name: Sinem Özkardaş
Student No.: N14246997
Department: Foreign Language Education
Program: English Language Teaching
Status: Masters Ph.D. Integrated Ph.D.

Signature

ADVISOR APPROVAL

APPROVED
Asst. Prof. Dr. Ismail Firat ALTAY

APPENDIX-K: Yayınlama ve Fikri Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- o Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. ⁽¹⁾
- o Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren ... ay ertelenmiştir. ⁽²⁾
- o Tezimle ilgili gizlilik kararı verilmiştir. ⁽³⁾

02/04/2023

Sinem Özkardaş

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

- (1) Madde 6.1. Lisansüstü teze ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.
- (2) Madde 6.2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internette paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.
- (3) Madde 7.1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.
- Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

* Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.