



A Translanguaging Investigation of International Students Experience with Urdu and English as their non-native Language in a Private University in Lahore

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Abstract

International students face many challenges when studying abroad. This study assesses the socio-psycholinguistic dynamics of foreign students at a Pakistani university. The population for this study consists of foreign university students studying at a Pakistani university. The study's sample is drawn from university students. This research examines the socio-psycholinguistic dynamics that non-native university students encounter in a Pakistani classroom where English and Urdu are the main teaching languages. The study highlights the mutually reinforcing link between language and social interaction, highlighting how individual origins, linguistic varieties, and sociocultural environments affect language acquisition success. This study aims to uncover the intricacies of language learning in a multicultural classroom by examining the psychological and sociocultural challenges foreign students face, including identity issues, communication difficulties, and feelings of loneliness. To better understand the lived experiences of international students and offer recommendations to improve their integration and learning outcomes, the study uses a quantitative research approach and a Likert scale to collect data. The results likely help teachers better understand the varied requirements of non-native students and promote a more welcoming classroom environment that considers students' diverse language and cultural backgrounds. Ultimately, this study advances our knowledge of how language, identity, and social dynamics interact in higher education environments.

Keywords: Socio-Psycholinguistics, Foreign Students, Non-Native Speakers, Pakistani University

Introduction

Interaction in any civilization, at any time or place, is shaped by the reciprocal link between language and social interaction. Learning a language requires completing instruction in any setting, formal or informal. Success in language learning affects teaching, sociocultural context, and language varieties, so these must be considered. Instructors must not ignore learners' diverse linguistic and social backgrounds, especially regarding native or foreign languages, as roles are designed to clarify language instruction goals. Sociolinguistics addresses concepts such as sociocultural contexts and linguistic variants. Understanding language acquisition and teaching foreign languages involves knowledge of sociolinguistics, linguistics, psycholinguistics, and specialized instruction. Measurement and evaluation methods are increasingly important. Sociolinguistics has grown, helping us see that language shapes social identity and communication (Dunkley, 2013). Because sociolinguistics studies real-world language use, it is vital for educators. Teachers need broad sociolinguistic knowledge to support instruction. Since sociolinguistics encompasses many methods, language-learning processes can be applied effectively. Teachers should be aware of learners'

language and social differences to choose suitable teaching methods. Nationhood significantly impacts sociolinguistic approaches, influencing how languages and cultures are described (Nancy & Sandra, 2010). Non-native or foreign university students often struggle in classrooms where English and Urdu are the primary languages of communication and instruction. Acquiring and using English as a second language is already challenging for foreign students. The difficulty increases when teachers also use Urdu in Pakistani university classrooms. While universities use English as the official language of communication, native students feel comfortable when Urdu is also spoken. This is not true for foreign students. They feel left out when Urdu is used, unable to understand discussions or lessons. Some also struggle with English, as it may not be part of their prior education or other life domains. These language gaps increase the students' sense of isolation and hinder their performance. The present research identifies these language-related gaps and offers solutions.

Statement of the Problem

At present, more and more non-native students are traveling across the world to pursue education in other countries. During this process, they leave behind their homeland, their culture, and miss everything associated with it, most important of all, their own native language. Adjusting to a new country requires foreign students to learn and adapt to their new surroundings. However, the process of Language Acquisition and the development of even a workable level of spoken and written language command requires a lot of effort on the part of non-native speakers. This process is difficult, and they face various challenges in social communication; however, at times, they may find they are unable to understand a foreign language. English is a language that connects us all. However, in Pakistan, we have our national language. Teachers might use Urdu in the classroom at times, which can leave foreign students feeling lost and unable to understand the lessons. For foreign students, this puts them at a disadvantage. They may not understand the content or context of the language spoken in front of them. The same problem arises when English is learned as a second language. Some foreign students might learn English quickly, while others might not, or may learn at a different pace. Each student differs in their ability to acquire a new language, so the issues they face in language acquisition also vary. This research investigates these issues. The study explores the socio-psycholinguistic dynamics of non-native students in a Pakistani university classroom. It examines the problems students experience and how they cope. The study also explores how changes in the medium of instruction and communication affect various dimensions of students' lives.

Research Objectives

- To examine the psychological issues that international students experience in the classroom with English and Urdu as the primary modes of teaching and communication.
- To examine the socio-cultural issues that international students experience in their communication with their peers, ranging from friendships, learning, identity, social relations, and inclusion.

Research Questions

- What psychological issues do international students experience in the classroom with English and Urdu as the primary modes of teaching and communication?
- What socio-cultural issues do international students experience in communicating with their peers, ranging from friendships, learning, identity, social relations, and inclusion?

Literature Review

Sociolinguistic and psycholinguistic factors play a crucial role in language learning and acquisition. Social support, such as having friends or peer groups, significantly influences the speed and effectiveness of language learning. Learners with strong social networks are more

likely to share ideas, engage in discussions, and transfer language skills more efficiently than those with limited social interaction. Similarly, the classroom environment impacts language acquisition, with non-judgmental, safe, and supportive spaces facilitating greater participation, expression, and learning. When learners feel comfortable, they are more likely to ask questions, communicate openly, and develop both linguistic and socio-cultural competence (Johnson & Johnson, 1989). Effective language learning extends beyond grammar and syntax to include sociolinguistic, discourse, and pragmatic competence. Teaching English in isolation from learners' social, cultural, and psychological contexts can hinder the development of overall communicative competence and the acquisition of related academic and social skills (Cai, 2002; Christopher, 1993; Banks, 1993). Cross-cultural differences also shape learners' attitudes toward language use. For instance, students from different cultural backgrounds may experience shyness, anxiety, or reduced confidence when speaking English, even when they have strong linguistic competence (Thomas, 1983; He Ziran, 1988; Ji Peiying, 2008). Truitt (1995) and Horwitz (1988) emphasize that learners' beliefs about language learning, influenced by cultural and experiential factors, affect motivation, participation, and perceived success. Discrepancies between teacher expectations and learner beliefs can result in reduced confidence, lower engagement, and ineffective learning outcomes.

Pragmatic competence, or the ability to use language appropriately in context, is critical for effective communication. Learners may construct grammatically correct sentences yet fail to achieve the intended communicative effect due to lack of contextual understanding, timing, or cultural awareness (Thomas, 1983; He Ziran, 1988). Pronunciation, anxiety, self-esteem, motivation, and personality traits such as extroversion or introversion also influence speaking ability and learner confidence. Classroom dynamics, teaching practices, and teacher behavior are among the most significant factors affecting learner motivation and communicative success. Language acquisition involves both systemic knowledge (rules and structure) and schematic knowledge (contextual and cultural understanding). While first-language learners acquire these simultaneously, second-language learners rely on pre-existing knowledge to assimilate new structures. Consequently, teaching materials and classroom instruction must integrate cultural and linguistic elements from both the target language and learners' native culture to support natural and effective language acquisition. Aligning curriculum, teaching practices, and cultural context enhances learners' communicative competence and helps bridge gaps in pragmatic understanding, sociocultural awareness, and confidence. Regarding higher education, Gibbs (1995) emphasized several factors that influence student learning. For example, some students attend a course because course regulations oblige them to do so, while others do so out of interest. Some learners are inclined to seek understanding, while others simply want to pass the examination. Most EFL learners adopt a surface approach to learning, treating information as unconnected facts (Martin and Saljo, 1976; Biggs, 1987; Entwistle and Entwistle, 2002). In learning a foreign language, things need to be said and read that have not been said or read before. Regularities and patterns in the language need to be noticed, acquired, and applied to new situations. Foreign language teaching may be used to foster intercultural understanding (DFES, 2007; Conteh, 2008). How FT is viewed hinges greatly on the role of FT in L2 learning. There are two opposing viewpoints. On the one hand, Krashen (1981) claims that language acquisition resorts to comprehensible input provided by the L2 learner's interlocutor. In addition, the negotiation of meaning in interactions is essential to L2 learning (Hatch, 1983; Long, 1983b, 1985). In this regard, NNS mean well to modify their speech to meet the needs of L2 learners to ensure a smooth exchange of information, thus assisting L2 learning by engaging NNSs in the communication (Bobb et al., 2019). In this sense, FT plays a facilitative role and may be viewed positively. On the other hand, L2 proficiency can only be enhanced by exposure to L2's natural,

complex and unmodified form, so intelligible speech cannot contribute to L2 enhancement (Margić, 2017, p. 49).

Moreover, FT may engender a derisive implication that NSs are superior to NNSs due to the latter's linguistic inadequacy. NSs' good intention may be perceived by NNSs as unnecessary and even condescending (Bobb et al., 2019; DePaulo & Coleman, 1986; Ferguson, 1975). Despite facilitating comprehension and communication, therefore, FT also plays a negative role, from which adverse views may result. There has been little attention paid to views on FT. In several studies (Knoll & Scharrer, 2007; Knoll et al., 2009; Uther et al., 2007), NSs required to rate the vocal effect for low-pass filtered speeches gave lower ratings to foreigner-directed speech (FDS) compared with other types of speech such as infant-directed speech (IDS) or adult-directed speech (ADS). Margić (2017) surveyed native English speakers' attitudes towards FT using a questionnaire. Results indicated that four fifths of the respondents deemed FT able to foster communication, show respect and consideration for NNSs and avoid conflicts, thus viewing FT positively. Conversely, other respondents expressed doubts about FT thanks to its showing condescension, causing low-quality communication, impeding L2 learning and devaluing English. Bobb et al. (2019) asked NNSs to rate four types of speech accommodation styles: clear speech, FDS, IDS and ADS. Results suggested a comparatively positive rating for FDS: NNSs viewed casual speech rather than FDS as the least favorable; FDS was not rated as less respectful or condescending than clear speech and IDS. Thus, this study found NNSs' positive attitudes towards FDS, in contrast to Knoll and Scharrer's (2007) finding of NNSs' lower rating for FDS. Previous research has well documented the features of FT in both input and interaction. Nonetheless, most studies did not investigate how the features would vary with NNSs' language proficiency. The limited research concerning speakers' attitudes towards FT has yielded mixed results, based mainly on ratings or questionnaire responses. Moreover, almost no research has addressed both the features of FT and attitudes towards FT by examining natural NS-NNS conversations. In this regard, the purpose of the present study is twofold. The first is to present data from the weekly English study to illustrate the features of foreigner talk in response to language proficiency. The second is to interview all participants to unfold both native and non-native speakers' views on foreigner talk. Two research questions are explored: (1) whether and how NSs modify their speech deferentially in response to NNSs' language proficiency; (2) how NSs and NNSs would view speech modification differently. The study of the link between psychology and linguistics (SLA) is essential because it reveals the complex interactions between language development and cognitive processes. The following are significant findings from publications in recent years that emphasize the dynamic interplay between psychological variables and linguistic notions in determining language learning results (Figure 1): Language processing and psychological domains, psycholinguistic insights in the FLT interaction between psychological traits and linguistic competence, psycholinguistic factors shaping SLA, and cognitive mechanisms underpinning linguistic acquisition within poly- and multicultural frameworks have all long piqued the interest of scholars and are receiving increased attention [2, 36, 37]. Language anxiety is a psychological construct that affects proficiency development [39], while language aptitude, a psycholinguistic attribute [38], influences learning efficiency; likewise, the significance of working memory [40] in syntactic processing [41] highlights the cognitive element. The mutually beneficial relationship between language input and cognitive processes is emphasized by the interactionist viewpoint [25, 32]. Psycholinguistic research [42] highlights the connections between language processing and psychological domains, providing insight into the cognitive processes that underlie language production. Research on phrase processing [44] and lexical access [43] sheds light on this entwining. Lastly, the use of psychological concepts improves education in FLT [36, 45]. Simultaneously, anxiety management techniques and motivation strategies [12, 36, 39] enhance instructional approaches,

highlighting the mutually beneficial relationship between language and psychological elements. As a result, the intersection of psychology and linguistics in second language acquisition (SLA) is a dynamic field that highlights the interaction between cognitive and linguistic components. This integration produced insights that guided instructional strategies and deepened our understanding of the intricate mechanisms that underlie language acquisition. Furthermore, a growing body of empirical research has shown the importance of psycholinguistic factors in determining language learning trajectories, including language aptitude and motivation, self-efficacy and memory strategies, learning styles, and metacognition. These findings supported the importance of these factors in effective FLT [2, 3, 5, 6, 18]. The coaching skill set helped language teachers and learners alike make progress and achieve their objectives by reinforcing the importance of and comprehension of the interaction between psychological and linguistic factors for effective language instruction [7–10, 34]. While they include a variety of cognitive, psychological, and linguistic elements that affect how people learn and use a new language, or their learning strategies, psycholinguistic factors play a significant role in both FLT and SLA. These factors can be brought up and illuminated in a coaching conversation with language learners, leading to increased awareness and future self-awareness with how to maintain and grow the capacity and desired skills. The International Coach Federation (ICF) defines coaching as follows, “Coaching is partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.” [45] and specifies the five core values of coaching, among which is integrity as demonstration of honesty, trustworthiness, and transparency in all coaching interactions, and at the same time, upholding professional ethical standards; along with excellence that stands for “committing to continuous improvement, professional development, and providing the highest quality coaching services”; collaboration which means partnering with clients—under the research, with language learners, “in a respectful and supportive manner, honoring their agenda and promoting self-discovery”; respect, i.e., “recognizing the unique value and dignity of each individual, fostering a safe and non-judgmental coaching space”; and empowerment as a means of helping language learners “to define and pursue their goals, making their own decisions and taking responsibility for their actions” in the context of their studies [46]. Given the above and the discussion of coaching and leadership books, it is vital to concentrate on the deliverables and to delineate the main ideas of coaching approaches in modern FLT and SLA for the study's objectives. With the adoption of coaching approaches in language learning that move away from traditional instruction and towards facilitation, coaching as facilitation becomes an essential component of both SLA and FLT. Teachers no longer choose to be teachers; instead, they assist students in discovering and using language skills through interactive and learner-centered methods [10, 36]. One coaching approach that aims to provide language learners the freedom to take charge of their language learning process is called “learner empowerment.” This implied that learners actively created goals, evaluated their progress, and made decisions—not their teachers or language instructors [10, 47]. Language learners' individualized learning paths that catered to their unique requirements, preferences, and learning styles were given priority when it came to personalized learning through coaching approaches.

Students participate in activities that align with their interests and motivations [36]. The archeological perspective's goal-setting and self-regulation helped language learners succeed; coaching by itself in language instruction stressed goal-setting, metacognition, and self-regulation. Students gain the ability to keep an eye on and modify their learning processes [33]. As coaching technologies, feedback and reflection are extremely valuable for the learning objectives in FLT and SLA. Coaching approaches incorporate prompt feedback and promote introspective work. Students evaluate their language proficiency, pinpoint areas for development, and hone their techniques [32]. In summary, the coaching approaches mentioned above prioritize facilitation above traditional instruction, enabling students to

establish customized objectives, exercise self-discipline, and participate critically. Because they improve language acquisition outcomes through learner agency, personalized learning routes, and strategic metacognition, these dynamic techniques are inextricably linked to the psycholinguistic elements of second language acquisition (SLA) and FLT.

A humanistic approach to teaching is used to analyze the findings of the current study. The teachers must come up with ways to accomplish this, as the current emphasis on learner-centeredness in the classroom emphasizes the necessity of incorporating the learner's living experiences into the classroom approach. To that end, enabling ALLs to use their L1 when needed is one method. Additionally, Auerbach supports the use of L1 by identifying it as a tactic that affirms the learners' actual experiences. Since learning new information necessitates relating it to what one currently knows, this is true. It is important to make appropriate use of learners' past knowledge in order to construct new knowledge. Adults' acquisition of a second language (L2) differs from that of children because adults have a lasting commitment to their past experiences and communication skills. As a result, individuals approach the task of L2 acquisition fully prepared, using resources like their cultural capital and language proficiency. Based on the groundbreaking research of Lado (1957), Arabski argues that when people try to learn and use a second or foreign language, they tend to transfer the meanings and forms of their first language and culture. The primary reason for this is that an individual's identity is closely linked to their understanding of L1 and culture]. Since this information is one resource these learners can rely on when studying an L2, it would be imprudent to dismiss it. Strategies for integrating prior experiences into L2 instruction must be developed since prior knowledge is essential to learning instruction. Furthermore, a person's L1 is an integral component of who they are, linked to their feelings, goals, worldview, and sense of group identity, as well as a major component of their (many) identities. As a result, it is rude to ignore or fail to recognize someone's linguistic and cultural background, and it may even hinder learning. Teachers thus recognize the learners' identities and prior experiences by permitting the L1 in the L2 classroom. Accordingly, Baynham and Brooks-Lewis both suggest that identifying a learner's past knowledge is equivalent to identifying the learner as a person. Students' L1 also becomes one of the most powerful weapons for facilitating cultural expression in the classroom. It also makes discussing cross-cultural topics easier. Teachers inadvertently undervalue the significance of the students' cultural identity and past experiences when they remove it. Their process of learning the language may suffer as a result. More recently, translanguaging] views the use of L1 as a good instructional approach that helps students rather than as a poor one that should be avoided. Bilinguals modify their languages to maximize understanding and communication, claim Celic and Seltzer. For them, it is the standard, and they never stop. Pertaining to language acquisition, it is imperative that educators continually evaluate their actions in the classroom. The instructor is not viewed as the exclusive source of authority and information in the classroom while using a humanistic teaching technique. Rather, by acknowledging the learner as an entity with emotions, sentiments, and valuable prior experiences, it empowers the student. As a result, the use of L1 in the L2 classroom may give the student a good amount of control over the teacher.

Krashen's Hypothesis

The link between affective elements (emotions) and language acquisition is explained by Krashen's Affective Filter Hypothesis. Krashen contends that learners who are calm and low-anxious are best suited to acquire language. A mental barrier driven by emotional factors like stress, anxiety, motivation, and self-confidence is known as the affective filter. Language input is hampered and the acquisition process is slowed when this filter is high (because of unpleasant emotions). In contrast, learners can acquire language more successfully when their affective filter is low (caused by good feelings), as this increases their receptivity to linguistic

input. To promote efficient language learning in language courses, teachers can implement Krashen's Affective Filter Hypothesis in a number of ways:

1. **Establish a Supportive Environment:** Encourage a classroom atmosphere that reduces tension and anxiety. Promote constructive interactions amongst students and between instructors. Cooperative learning exercises, encouraging comments, and a nonjudgmental environment can help achieve this.
2. **Offer comprehensible input:** Provide language training that is marginally more advanced than the students' present skill level. To make the input more engaging and clearer, use gestures, pictures, and other tools.
3. **Encourage Self-Confidence and Motivation:** Inspire learners by connecting the language learning process to their objectives and areas of interest. Motivate students to create attainable objectives and acknowledge their progress. Increasing self-assurance can improve language learning and reduce the affective filter.
4. **Handle Stress and Anxiety:** Pay attention to the emotional health of your students. Provide coping mechanisms for the stress and anxiety associated with learning a language. Promote a growth mentality in which one views setbacks as chances to grow and learn.
5. **Employ Diverse Teaching Methods:** To engage students and make language learning pleasurable, use a variety of teaching techniques, including role-plays, games, storytelling, and multimedia resources. According to the affective filter hypothesis, a learner's emotional emotions can impede their ability to acquire and learn a language.

This suggests that to help students feel comfortable learning a new language, the classroom setting should be growth-centric and nonjudgmental. Students are more likely to ask for thoughts and input in a stress-free classroom setting.

Methodology

A quantitative research design was used in this study since this study explored the data in the form of a Likert point rating scale from the research participants. According to (Shaughnessy, Zechmeister, & Zechmeister 2000) quantitative research methodology is best to use when data is needed to gather information regarding the choices of individuals. It is a quick and easy method to gather data. The population of a study is all the potential participants that fit the inclusion criteria of research (Shaughnessy, Zechmeister, & Zechmeister 2000). The present study included non-native foreign students from private universities in Pakistan. A sample is the selected number of participants in a study that are drawn from the population meant to be a part of the study (Shaughnessy, Zechmeister, & Zechmeister 2000). The sample was comprised of 30 non-native/foreign students studying in a Pakistani university. A purposive convenience sampling method was used to recruit the participants of the research. A purposive sampling technique is a sampling method where certain criteria are set for the participants, and only those who meet or fulfill that criterion is included (Shaughnessy, Zechmeister, & Zechmeister, 2000). A purposive sampling strategy was used in this research as a sample was needed that comprised foreign students in universities of Lahore. Therefore, only individuals who fit the criteria were purposefully approached. A convenient sampling technique is when we take any participants that we can approach. In a simple random sampling technique, everyone has a chance of being selected, however for convenience sampling, we choose any participant that we can gather data from and seek it from them. So, in our research, we may include any foreign students that we come across. According to (Shaughnessy, Zechmeister, & Zechmeister 2000) quantitative research methodology is best to use when data is needed to gather information regarding the choices of individuals. It was a quick and easy method to gather data. For the present research as well, a quantitative research design was used where the participants used a Likert point rating scale to indicate

their answers. Permission to collect data was sought from the universities. After all relevant permissions were obtained, the participants were given their informed consent. They were informed about their rights to participate in the study. If they agreed, the participants were given the scales to fill. The data for the research was collected using a Likert-type rating scale. To do this, permission was first sought from the authors of the scale. Once all data had been collected, the gathered data was analyzed using the Statistical Package for Social Sciences (SPSS). Descriptive and inferential statistics were used to analyze the data. The results were determined accordingly.

Analysis and Discussion

This study explored the experiences of international students using English and Urdu as non-native languages at a private university in Lahore, Pakistan. The analysis highlights the complex interplay between language proficiency, social integration, and academic performance among foreign students. Table 1 reveals all the categories, statements or indicators with their respective percentages:

Table 1

Category	Statement / Indicator	% Not at all true	% Somewhat true	% Neutral	% True	% Absolutely true
Communication with Teachers	Face issues in communicating with teachers	20%	23%	33%	10%	13%
Communication with Classmates	Face difficulties with classmates	20%	23%	30%	13%	13%
Social Expression	Keep quiet in social settings due to fear of judgment	13%	23%	26%	6.7%	30%
Making Friends	Can make friends easily	23%	23%	16.7%	26.7%	10%
Teacher Support	Offered help when needed	20%	13%	30%	13%	23%
Time to Learn New Concepts	Given time to grasp new material	26.7%	20%	30%	10%	13%
Peer Support	Feel need for support from classmates	20%	1.7%	13.3%	1.7%	33.3%
Differential Treatment	Treated differently by others due to foreign background	26.7%	36%	6.7%	3.3%	3.7%
Self-Esteem	Impact of non-native background on self-esteem	26%	30%	26.7%	10%	6.7%
Campus Life	Adequacy of social life on campus	10%	20%	26.7%	26.7%	16.7%
Social Discomfort	Find social settings upsetting	13.3%	23.3%	26.7%	6.7%	23.3%
Academic Performance	Affected by foreign background	26%	20%	13.3%	10%	6.7%

Communication Challenges and Academic Impacts

A substantial portion of participants reported difficulties in classroom communication. About one-third of students indicated neutral responses when asked if they face significant issues speaking with teachers, while 20% said they did not experience problems, and 23% reported some difficulties. Similarly, 26% reported communication issues with classmates. Students also noted that differences in language medium sometimes affected their academic performance, suggesting that non-native language status can influence both comprehension and classroom engagement. These findings indicate that prioritization of a language not native to the learner can create both real and perceived barriers to academic success.

Social Integration and Peer Support

Social integration emerged as a key challenge. Only 10% of respondents felt they could make friends easily, while 30% reported avoiding expressing opinions in social settings due to fear of judgment. About 26% felt socially separate from peers, and 23% found social settings upsetting. These results underscore the psychological and sociolinguistic pressures faced by non-native students, including anxiety, hesitation, and the need for peer support. On the positive side, approximately 36% reported receiving help from teachers when needed, and 33% acknowledged that teachers were lenient due to their non-native status. Similarly, 33% expressed the need for peer support, indicating the importance of collaborative and supportive classroom environments.

Institutional Support and Learning Environment

Students' experiences with academic support were mixed. While 30% felt given adequate time to learn new concepts, 23% confirmed that teachers provided space to develop language proficiency. These findings suggest that institutional strategies, such as providing time and guidance tailored to non-native learners, can facilitate language acquisition and reduce academic stress. The data also revealed that 36% of students experienced differential treatment due to their foreign background, highlighting the importance of equitable and inclusive classroom policies.

Self-Esteem and Well-Being

Self-esteem and psychological factors were moderately affected. About 26% reported that their non-native background did not affect their self-esteem, while 26% reported feeling some disadvantage. Despite these challenges, 42% of students felt that their campus life was adequate, indicating a generally positive overall adjustment for a majority of respondents. Nonetheless, social and language-related barriers continue to impact participation, confidence, and engagement.

Implications

Overall, the findings indicate that non-native students face multifaceted challenges encompassing communication, social integration, and academic adaptation. While teacher and peer support partially mitigate these difficulties, gaps remain in social confidence and full inclusion. These insights underscore the need for policies and practices that prioritize inclusive instruction, culturally sensitive teaching methods, and structured peer support. Such measures can enhance language proficiency, reduce socio-psychological barriers, and foster a more equitable learning environment for international students.

In conclusion, the study demonstrates that language prioritization affects not only linguistic competence but also social and academic outcomes. Addressing these challenges requires a balanced approach that considers both linguistic development and psychosocial support, enabling non-native learners to thrive academically and socially in multilingual educational contexts.

Conclusion

The research culminated with a set of findings about the nature of problems faced by the foreign students and the findings have established that the problems faced by them due to their varied linguistic background do contribute to them facing these problems. The research has also found some solutions of tackling these problems which are outlined in the recommendations. The current research highlights the most important need of sensitivity towards the issues faced by the foreign university students.

Alienation from the familiar culture and support system put a person at a risk of going through a mix of feelings, such as feeling dejected, stranded and helpless in an unfamiliar environment. There is need for the universities to ensure that a safer and more welcoming atmosphere is made for the foreign students. The research also suggests a need for teachers to develop a more student centric approach where the teachers are able to understand and accommodate the individual differences of the students and help them to learn better while understanding what makes them unique and different.

The role of peer and support system is very important. Owing to the individual differences some foreign students may not approach others to make friends and this may result in further psychological and academic consequences such as loneliness and poor academic performance. Small student and support circles are an important need of the hour. Peer mentoring and buddy system are two of the many approaches that can be used in this instance to help the students learn and understand better in classrooms. There are a lot of positive things that the present research has also highlighted such as the foreign students sharing that they do find their teachers and friends supporting them in their times of need, feeling welcome and finding facilitation in in academic and social domains. The need is to expand this from classroom to a campus level so that it better helps in academic outcomes as well. Overall, the research highlighted many positives and some areas of the need on the basis of which some recommendations have been laid out.

Recommendations

1. It is recommended to offer counseling to foreign university students in order to help and facilitate their adjustment.
2. Study circles may be formed for the foreign students to facilitate their study related outcomes.
3. Sensitivity training may be offered to students and teachers where necessary to make them sensitive and aware of the problems faced by the foreign students.
4. The teachers may try to engage the students more in the classroom activities so they are not left out alone or behind.
5. Student support centers should be made in universities to address the possible areas of need of the foreign students.

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