Academic English Adaptation: Challenges and Adjustments for Nigerian Students at the University of Coventry

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Abstract

The number of Nigerian students studying in the UK has increased significantly in recent years. However, research has shown that these students face various challenges in integrating into their new academic environment. This study seeks to examine the challenges related to language use, specifically academic English, at the University of Coventry. Despite their previous education in English, these students encounter difficulties with the accent, speed, and intonation of lecturers from diverse linguistic backgrounds. To better understand the challenges international students, specifically Nigerian students, face while studying in the UK, a semi-structured interview was conducted with six students at Coventry University. The participants were chosen from different geographical locations in Nigeria and represented undergraduate and postgraduate students. The research explores their initial struggles and gradual adjustments to comprehending lectures. The findings reveal that while linguistic challenges are significant, students adapt without requiring extra language classes due to continuous exposure and utilisation of various learning resources.

Keywords: Nigerian students, challenges, adaptation, adjustment, Coventry University.

Streszczenie

Adaptacja do akademickiego języka angielskiego: wyzwania i dostosowania dla nigeryjskich studentów na Uniwersytecie w Coventry

W ostatnich latach liczba nigeryjskich studentów studiujących w Wielkiej Brytanii znacznie wzrosła. Badania wykazały jednak, że studenci ci stają przed różnymi wyzwaniami związanymi z integracją w nowym środowisku akademickim. Celem tego artykułu było zbadanie wyzwań jakie dla studentów stanowi używanie języków, w szczególności akademicki angielski, na

Uniwersytecie w Coventry. Pomimo wcześniejszej edukacji w języku angielskim, studenci mają trudności z akcentem, szybkością i intonacją wykładowców, którzy pochodzą z różnych środowisk. Aby lepiej zrozumieć wyzwania, przed którymi stoją studenci zagraniczni, w szczególności studenci z Nigerii, podczas studiów w Wielkiej Brytanii, przeprowadzono częściowo ustrukturyzowany wywiad z sześcioma studentami Uniwersytetu Coventry. Uczestnicy zostali wybrani z różnych lokalizacji geograficznych w Nigerii i byli studentami studiów licencjackich i magisterskich. W badaniu analizowane są ich początkowe zmagania i proces stopniowego dostosowywanie się do rozumienia wykładów. Wyniki pokazują, że choć wyzwania językowe są znaczne, uczniowie dostosowują się do nowych warunków bez konieczności dodatkowych zajęć językowych ze względu na ciągły kontakt z różnymi zasobami edukacyjnymi i korzystanie z nich.

Słowa kluczowe: Studenci z Nigerii, wyzwania, adaptacja, dostosowanie, Uniwersytet Coventry.

1. Introduction

In recent years, international students' desire for better education has led to the United States, Canada, and the United Kingdom becoming the most sought-after destinations for higher education systems. Therefore, the number of students travelling abroad for study is increasing relative to other types of travellers (Young, Hall & Clarke, 2007). Studying abroad offers numerous benefits, including access to high-quality education, unique insights into global issues, and the opportunity to become more independent. Nigerian students are among those who have benefited from studying in the UK. According to Richard Montgomery, the British High Commission in Nigeria, the number of Nigerian students issued student visas increased from 20,000 in 2019 to 127,000 in 2022 (Vanguard News, 2023).

Studying abroad provides students with access to excellent educational programs, diverse teaching styles, and valuable insights into various subjects from international experts. This knowledge can be valuable when applying for jobs and creating strategies for businesses looking to expand overseas markets or enter new ones. Therefore, many African students migrate to other countries for higher education due to the desire for knowledge, better quality of education, and global competitiveness.

Nigeria is a large country with linguistics, religion, culture, and ethnic diversity, but English is retained as the official language (Fadairo & Obasa, 2023). While there have been different studies on how 'Nigerian' students adjust to new environments outside the country (Cowley, 2016; Raji, 2019), some students initially need help understanding their lecturers' spoken English. However, despite initial difficulties, students will eventually comprehend their lecturer as they adjust to the community. This study highlights the problems often encountered by Nigerian students at Coventry University with academic English in the aspect of understanding

the host language upon their initial arrival and explains how they tend to improve over time. Students who travel to other nations for education must adjust to the cultural and linguistic surroundings of their host countries since one of the consequences of foreign education is exposure to a new culture and language (Manegre, 2021). Coventry University has lecturers from different parts of the world; this study wants to check the understanding of the teachers by their Nigerian students during classroom communicative activities, as having multiple English language dialects spoken in the school can be either advantageous or disadvantageous to students new to a learning environment. The rest of the study is divided into the following sections. Section two is on literature review, and three is on research methodology. Section four presents the research findings, section five is recommendation while the last section concludes the work.

2.   Literature review

While university tutors are available to support students' studies and encourage their learning, international students may be accustomed to a different educational and cultural system, making adapting to lectures at a UK institution difficult. As a result, Nigerian students who attend Coventry University may encounter these problems. The following literature review discusses the different obstacles Nigerian students studying at British universities face.

2.1.   Listening for Academic Purposes

Most international students come to the UK to study at the university level, and research has been conducted on the learning and adjustment processes. Cowley (2016) examines the primary motivators and obstacles relevant to international students in the United Kingdom to discover effective teaching and support initiatives at universities. Li (2017) investigates how individual factors (e.g., cultural intelligence and foreign language proficiency) and contextual factors (e.g., school support and cultural distance) affect international students' adjustment and satisfaction in the UK. Finally, Adisa et al. (2019) examine the concerns and obstacles faced by international students attempting to obtain academic knowledge and attain personal development in the United Kingdom. It is essential for students who wish to do well in their studies to adjust to lectures, especially by paying attention and taking good notes. According to Long (1983), acquisition is induced by exposure to comprehensible input, either through interaction or attributes of the input. Therefore, listening for academic purposes is a crucial academic skill that

international students need to develop to succeed in university studies. Jensen et al. (1995) looked at whether the prior analysis of a lecture topic enhanced performance on the lecture subtests of a content-based listening test.

Listening to lectures and understanding the content can be challenging for some students, but developing this critical skill to understanding class content is possible with practice. Kim (2006) examines the perspectives of East Asian international graduate students regarding the required academic listening and speaking skill levels in their university courses, their difficulties in meeting these expectations, and their suggestions for how English for Academic Purposes (EAP) teachers could better prepare them through listening and speaking activities. Rahimirad & Moini (2015) look at how difficult it is for Iranian students to understand English lectures and how thinking strategies can help them improve their comprehension.

As much of this literature, more needs to be directed at the adaptation of Nigerian students to academic English in the UK. Therefore, the present study focuses on listening comprehension and investigates the adjustment of Nigerian students to lectures at Coventry. In listening comprehension, both teachers and students need to recognise that it is not a one-time skill. This is because students who are unfamiliar with English accents usually need help with English listening comprehension (Thuratham, 2022). This statement implies that the newly admitted Nigerian students to various departments at the university need to work on their listening skills.

2.2. Adaptation

Many international students come to the UK to study at world-famous universities. They come from various parts of the world and have different cultures, religions, and languages. There can be misunderstandings and miscommunications between international students and their lecturers, seminar leaders and other students, which is not surprising. Therefore, trying to communicate interculturally will be of utmost importance to travelling students.

Research, such as that by Zheng et al. (2022), highlights the difficulties with intercultural identification and communication, especially for Chinese students. Furthermore, the importance of linguistic ability for the academic and social success of international students is emphasised by a systematic review of the effects of language and communication on adaptation. These observations highlight how crucial it is to develop the capacity to adapt to a new learning and cultural setting.

International students must adapt to the host country's culture. According Raji (2019), the international students will find that they spend most of their time in the learning community,

and they need to adjust to the other students' and teachers' languages and cultures. The study focuses on undergraduate and graduate students, both full-time and part-time, who were international students from Nigeria studying in the north-west of England. The research data is on Nigerian international students' experiences and challenges while studying in the United Kingdom.

The data were collected by surveying individuals on their demographic characteristics, such as age, gender, work position, marital status, financial assistance, and method of study. This study investigated the experiences and obstacles encountered by Nigerian students in institutions in the United Kingdom in relation to various demographic variables. The study findings suggest that most international students face discrimination from their peers, institution staff, and host community. Additionally, they may need help with weather changes, finances, and an understanding of academic expectations. Furthermore, the participants identified three main challenges to their integration into their respective institutions: language proficiency, financial concerns, and tutor comprehension. These findings are consistent with those of Poyrazli et al. (2002; 2004). International students often face difficulties with language skills, academic performance, and social connection with host communities.

These studies are consistent in portraying Nigerian international students as a single group without considering the diversity of their experiences. Further research should consider the cultural, ability, and academic background differences of Nigerian overseas students in the United Kingdom to capture their unique experiences and challenges more accurately.

Eze (2014) finds that Nigerian students in UK universities face challenges that are not just cultural but may also arise from differences in climate, social conditions, finances, academics, and learning. The writer also quotes Ramachandran (2011), who says that some students may have language difficulties understanding dialects, sometimes making conversation difficult. The thesis examines the experiences of Nigerian international students in UK universities and how those experiences affect the students. The researcher wanted to understand how studying in the UK affects the participants through an analysis of their narratives. The research helps them realise how they might be supported in a positive way to develop while they move through UK education. As the research states, previous studies have not adequately understood the psychological experiences of Nigerian students in the UK, so it took a trauma perspective to analyse their conditions. The use of narrative inquiry in the thesis allowed participants to share their stories in greater depth, revealing the psychological and emotional issues they have experienced. Some Nigerian students experienced powerlessness, bewilderment, loss of significance, survival fears, and a disruption in their sense of completeness. The study's

constructive and interpretative philosophy indicates that meaning construction can be interpretive because each participant's life experiences have influenced their perceptions of life. This study concludes that while studying abroad can be difficult, what is more important is how individuals interpret their own experiences and how participants' pre-education, during-education, and post-education assumptions influence the results of their studies.

Research conducted by Achinewhu-Nworgu (2017) indicates that there is potential for providing a new strand of support to Nigerian students enrolled in UK Higher Education Institutions. This support could involve enhancing their creative and artistic talents. It will help them better adapt to the practical aspects of their studies. Furthermore, this research indicates that the benefits of academic success may not be restricted to the academic realm alone but may extend to the health and happiness of these individuals. The purpose of this paper is to examine how Nigerian students' experiences in United Kingdom higher education institutions are shaped by their understanding of the expectations and norms of the academic community.

Alloh et al. (2018) investigate the health experiences of Nigerian university students in the United Kingdom. The literature demonstrates that international students face difficulties during their transition. The purpose of this study was to investigate the effect of culture shock on the health of Nigerian students studying at a university in the United Kingdom. Students who have relocated from a collectivist society to an individualistic culture in the United Kingdom may experience culture shock. Other variables the students usually face include unhealthy diet, lack of physical activity, stress, insufficient financial resources, and lack of knowledge about the host country's cuisine, which negatively impacts the health of these students. More research is needed to understand and improve the lives of Nigerian students in the United Kingdom.

A lot of research on the challenges faced by Nigerian students at UK universities have been beneficial in understanding the challenges they face at different overseas universities. However, there still needs to be a greater awareness of how these students adjust to classroom lectures. This work seeks to explore that aspect, specifically, how Nigerian students adjust to the academic English in the UK.

3. Methodology

3.1 Research approach

This study employs a qualitative research approach, aligned with Leavy (2014) and Punch (2014), to explore the experiences of Nigerian students at Coventry University in adapting to

academic English. This method is suited for investigating the nuanced perceptions and experiences of individuals in a specific context. It will be necessary to collect data from the participants via interviews in order to answer the research questions, hence the choice of quantitative research.

3.2 Research questions

The objectives of the study had been considered before structuring the research questions. The central question for this study is: What are the challenges Nigerian students face in adapting to academic English at Coventry University? The answer to the initial question is investigated by examining the subsequent sub-questions:

1. What is the difference between Nigerian and British-spoken English that makes students struggle at the initial stage of arrival at the university?

2. How long does it take before students can adapt to the language of the community?

3. Were extra English classes needed to adapt?

4. What changed to make students understand the lecturers after a couple of months of arrival to the United Kingdom?

3.3 Participants

The study focuses on six Nigerian students at Coventry University, representing a mix of undergraduate and postgraduate levels. This selection ensures a diversity of experiences and perspectives. The participants were identified through the Nigerian Student Association at Coventry University, providing a representative sample. The participants selected for the interview are new students who have just arrived at the university. The September intake students are the most appropriate for the discussion because, unlike the students who had arrived earlier, they are new, and their experience is fresh. Their memories of the main topic of the research will still be fresh because, as new students, they had just arrived immediately from Nigeria.

Since the research questions focused on specific aspects of daily life and experiences at the university, this demographic group will most likely provide valuable insights into the study's findings. The participants are three female and three male students. The age range studied is between 24 and 38, including graduate and postgraduate students. The data collection of this research conforms to Coventry University's ethical guidelines. Participants were ensured anonymity and confidentiality, and informed consent was obtained prior to data collection.

3.4 Instruments

The data for the study are from primary and secondary sources. First, the use of resources such as textbooks and past studies on similar topics was employed, and secondly, doing an interview was favoured above surveying because an interview will guarantee the collection of first-hand experiences of the participants. Therefore, an observational study might only be suitable for the research work to gather the participants' experiences with students talking about what they think of lectures. The interviewees are contacted via email or phone and are invited individually to meetings using ZOOM. The interviews are semi-structured (SSI) and centre on students' academic experiences during lectures. This style of interview is beneficial for obtaining in-depth information about a person's experiences and opinions on a specific topic (Ruslin et al. 2022). The interview duration was set at thirty minutes in order to allow all questions to be answered. Due to its semi-structured nature, the timing allows for follow-up questions and the elaboration of answers, including offering clarifications regarding the issue, asking for clarifications when a participant's narrative is unclear or incomplete, and providing prompts when a participant hesitates. The interview questions were designed to cover the topics that are important to the research in a less formal way to allow the participants to engage naturally but with more focus than in a casual conversation.

3.5 Data analysis and coding

Answers were audio recorded with the consent of all parties involved and were saved to OneDrive; OneDrive is an online storage space managed by Microsoft. The transcripts of the interviews were analysed thematically. The resulting thematic structures are then interpreted to seek commonalities, relationships, overarching patterns, theoretical constructs, or explanatory principles. As the themes emerge from the data collected, each piece is investigated to understand the perceptions and motivations of the participants interviewed. After getting an insight into the respondents' similarities, patterns, and differences, the study used the NVIVO data analysis. NVIVO is a computer-assisted qualitative data analysis software created primarily for thematic qualitative data analysis and theory-building.

3.6 Pilot study

Before the primary interview, a pilot test of the questions was conducted with a friend. This test helped to rearrange the questions and properly frame them so the interviewee would understand. Furthermore, the effort to pilot test helped to become familiar with the tool used for the

interview. In this case, the tools were various internet applications like ZOOM, OneDrive, computers, and internet connectivity.

4.   Research findings

This section outlines three distinct categories which denote some of the typical difficulties encountered by participants.

4.1 Findings related to continual adaptation

Based on data collected from the interview, one major factor that affects the adaptation of new students at Coventry University is language. Even though most of the students interviewed said they had been taught in the English language before they arrived in the United Kingdom, all the participants confirmed that the variety of the academic English Language spoken in the university is totally different from the type they were familiar with before their arrival to the institution. The participants mentioned that the speed at which various lecturers talk and their English language accents were significant issues. The multiple use of words like "speed" and "fast" in the participants' responses emphasizes the magnitude of this language difficulty. According to the participants:

> "Everything is different. We speak English back in Nigeria, and we have different dialects. So, it is different when you speak to someone who speaks Nigerian English or someone who speaks British English. So, you know if a Yoruba person speaks, you know what to expect and if an Igbo person is speaking, you know what to expect. Also, if a Hausa person is speaking, you know what to expect. Their L1 might influence their spoken English . However, here, despite speaking real English, it is still very difficult because it is very, very different from how we speak."
>
> (Participant #4)

> "They speak really fast, so they want us to listen very well to understand."
>
> (Participant #1)

> "The speed and the accent are not the same as the one I am used to...."
>
> (Participant #6)

English is a lingua franca in Nigeria and is equally the language of education. Since some of their instructors are from other regions of the world, participants indicated that they sometimes

do not struggle with the terms used by their lecturers. Still, some lecturers' accents make it difficult to grab some ideas during lessons. However, they got used to this and overcame the challenge.

Furthermore, the first week of arrival was the most challenging for four of the participants who were interviewed. However, one of the interviewees said that she never had issues understanding her teachers but mostly struggled to understand what the tutors said during online classes. She also said that watching English movies had helped her get used to the 'Queen's English', and in turn, that had helped her understand lectures better. As noted by Participant #4,

"Well, I have always been this kind of movie person. I have always watched British movies, and I have seen how English people speak. Sometimes I have to put the translator on to have the English translation coming up."

Secondly, students had to become accustomed to the unfamiliarity of virtual instruction because it was not widely used in Nigeria. Participant #4 stated that he needed to learn how to use technology to understand better what was taught in class.

"My first week here was tough, first week in class. Unlike Nigeria, everything changed, including the use of the system. Most of the software was difficult for me, but after asking my classmates questions and learning after that first week, I have been able to adapt."

(Participant #3)

Students had to adjust to the new reality of online classes that emerged during the COVID-19 pandemic. Most students are accustomed to traditional face-to-face learning, so this presented a new challenge for Nigerian students to overcome. Two interviewees mentioned that the situation gets more complicated when classes are hybrid, as they stated that there could be complications with teachers struggling to successfully juggle the demands of both in-person and remote students as it was noticed that the teachers at the time do not only need to teach but also the need to fix problems that arise during the use of the computers. The students also stated that with the assistance of their tutors and consistent usage, they became acquainted with receiving classes online.

Furthermore, the participants had to adjust to the classroom size, arrangement, and teaching style. All participants reported that they had to acclimatize to the classroom arrangement. In Nigeria, the conventional classroom setting typically featured a teacher-centred approach in

which the instructor occupied the forefront of the classroom and spoke the majority of the time. Furthermore, participant #1, who was enrolled in a master's program, stated that the classroom sizes were large. She could term such class as challenging and said, "If the population is not too much, the classes might be Okay. The classes I have been to have, at least, between forty and fifty students. "The students also claimed that what helped her was watching the teacher speak; that is, she was able to read the teacher's lips. In addition, she claimed that the class size was so large that she could not see her teachers sometimes, which affected her ability to understand lectures in her early days.

The analysis of the collected data revealed that students adapted to the pedagogical approaches of their instructors. Two participants reported that some of their instructors employed collaborative learning methods that involved group discussions. Participant #2 said, "The lecturer engages us by asking questions and dividing us into groups."

Another participant indicated that their teacher opts for online class activities. However, the Nigerian students asserted that they were unfamiliar with this and thus required an adjustment period to become comfortable with it.

Finally, they had to get used to asking their lecturers questions during class sessions. According to the data, when newly admitted Nigerian students first arrived at Coventry University, they were reticent to query their professors in the classroom environment, which all interviewees confirmed.

Participant #4 indicated that her inability to ask questions during the initial stage of arrival at Coventry University was not due to unapproachable lecturers but, instead, her unfamiliarity with the practice of stopping a lecturer from asking questions. It is considered a taboo to speak while elders are speaking in Nigeria. To show respect to the elders, one is supposed to remain quiet and listen. However, a shift in cultural norms has necessitated the students to ask questions in the UK. Otherwise, they will not get the required value from the class.

> "The lecturers here always boost your confidence, even when you get an answer wrongly. There is a way they would tell you. You tried for attempting right, unlike in Nigeria where you are not free to really ask a lecturer questions."

(Participant #4)

Following the attitude of the lecturers, as shown above, participant #1 stated, "I have never been in the midst of the white people taking lectures", but because her lecturers were friendly, she improved really fast. The friendliness on the part of their instructors provided an avenue for

the students to interact and engage with the lecturer, allowing the students to learn quicker and more closely with them.

4.2 Findings related to information seeking

It is essential to illustrate how students utilise resources that assist their learning to comprehend classroom lectures. The interview revealed that most participants used group discussions in class to gain a complete understanding of lectures. This was because lectures often involve group tasks and assignments, which allowed the participants to question their peers about the material presented in class sessions to facilitate comprehension. Three individuals reported that the procedure increased their capacity to comprehend information provided through instruction. Participant #2 said in the interview that their teacher often facilitates group work to assess the level of 'comprehension and for the purpose of assigning tasks, allowing for the opportunity to ask questions.'

In order to gain a comprehensive understanding of the topics discussed in class, students often engaged in supplementary research. They utilised various online platforms, including Google, YouTube, and other relevant websites, to further their knowledge. Participant #1 claimed that "for the first instance, it was somewhat challenging, but as time goes on, with the help of Google and YouTube...." Furthermore, participants stated that they had taken advantage of the university's online platforms. The university's online library, Locate, enables students to access textbooks and academic journals, while AULA provides an interactive platform for students to interact with faculty and peers. Students often supplement their classroom learning by accessing online resources to gain a deeper understanding of topics that were not sufficiently understood in lectures. Furthermore, two people claimed to use podcasts to learn and gather information about topics discussed in class.

4.3 Findings related to problem solving

One important issue raised during the interviews was that the new terminology used in graduate courses could be confusing for students who come from Nigeria at first instance. All of the participants who are currently in a master's degree program had studied different courses in their undergraduate degree. In addition, introducing new discipline-specific terms can make it difficult for students to understand what the lecturer is saying. For example, a student claimed he studied Geology as his first degree, but he is currently studying Sustainability and

Environmental Management at Coventry University. Although these two courses may appear similar, specialising in the latter is still an entirely new field for him.

For Participant #3, it is better sometimes to record the lectures on the phone in order to listen to them more closely after classes.

> "I use my phone to record some time in class so that I can play back later and listen again so that I can get what the lecturer is saying because sometimes they are just too fast."

> "I listen carefully to get whatever is said. Sometimes, I ask my classmates some questions about the class content.
>
> (Participant #6)

A follow-up question was posed, inquiring whether he could access this class online. He answered yes, but it should be noted that this same student claimed the need to learn how to use computers and online learning.

4.4 Research questions result

This section highlights the participant's responses in line with the research questions of this work.

Research question #1: What is the difference between Nigerian and British spoken English that makes students struggle at the initial stage of arrival at the university?

All participants claim that they were instructed in English throughout their education time in Nigeria prior to moving to the United Kingdom and that each Nigerian region has a distinct English dialect; there is little difference between the English spoken in Nigeria and the English spoken in the United Kingdom. However, their arrival proved challenging because they were not exposed to that sort of "English" variety.

Research question #2: How long does it take before students can adapt to the language of the community?

In general, none of the interviewees stated that it took them more than two weeks to comprehend their lecturers and adapt to the teaching environment.

Research question #3: Were extra English classes needed to be adapted or adjusted?

All participants said they could skip any extra classes to completely comprehend their instructors' academic English during lectures or any other communicative activity in the classroom. As stated above, the students said they never needed any class because they were used to receiving lessons in the English language back in their home countries.

Research question #4: What changed to make students understand the lecturers after a couple of months of arrival to the United Kingdom?

It was found during the result analysis that newly admitted Nigerian students eventually understand their teachers during lectures and adapt to the classroom environment. This idea supports what Stephen Krashen says in his input hypothesis about how people become efficient in any language through exposure to that environment. "People who acquire language do so subconsciously and are usually not aware that they are doing so. They only become aware of it when they use the language for communication" (Krashen, 1982). All participants reported that they did not change their teachers or the communicative activity in their classes but listened more and used the resources available to them, which eventually aided their adaptation to their lecturers' academic English language.

5. Recommendations

The study reveals the challenges faced by Nigerian students at the University of Coventry in adapting to the academic English environment. Although participants' interviews showed that they eventually adapted after their first or second week in the UK, this study still has a few recommendations to ease the challenges as they require a multi-faceted approach to support their linguistic adjustments. The recommendations include implementing targeted linguistic support programs and faculty development workshops, incorporating diverse English varieties into the curriculum, establishing peer mentorship programs, continuous monitoring and feedback mechanisms, and promoting positive interactions with lecturers.

Language adaptation is a complex process that can evolve, so the university must implement continuous monitoring and feedback mechanisms. Regular surveys and forums can inform the university's responsive measures, ensuring that support initiatives remain relevant and practical.

Reviewing and adapting curriculum design to be more inclusive of diverse linguistic backgrounds can contribute to a more supportive learning environment. Language-sensitive teaching strategies and materials can facilitate better comprehension for international students. This aligns with the university's commitment to providing an enriching educational experience for all students.

The impact of positive interactions with lecturers on the adaptation process is significant, and the University of Coventry should actively encourage a culture of approachability and support among lecturers. Faculty members should be mindful of the challenges faced by international students, including linguistic nuances, and actively engage in creating a welcoming atmosphere. Implementing mentorship programs where lecturers can guide the academic realm can significantly contribute to the overall well-being and adaptation of international students.

Organizing inclusive campus events can promote cross-cultural understanding and positive interactions. These events provide opportunities for faculty, staff, and students from diverse backgrounds to come together in a relaxed and informal setting, breaking down barriers and creating a supportive and inclusive academic community.

While this study helped to establish that the first week of arrival tends to be tedious for newly admitted students, it is valuable to mention that practically, if there are some form of pre-degree classes that prepare students for their new environment, it might improve how they perceive lecture or might eliminate their struggle during this first week.

6. Conclusions

This study examined how Nigerian students acclimatize to the academic English language at the United Kingdom Coventry University. The findings showed that the students rely on the web and multiple resources offered by the university for them to gain proficiency. Further discoveries highlighted that sustained communication with their educators allowed the respondents to become accustomed to the academic language at Coventry University. Aside from the social challenges Nigerian students face when they arrive in the United Kingdom, classroom challenges are an aspect of their lives they must adjust and adapt to in the UK. The recommendations addresses how to foster a more inclusive and supportive academic environment through collaboration between students, faculty, and university administrators. This kind of collaboration is essential to create a comprehensive support system that enhances the academic experience for all. Furthermore, whilst previous research pondered more on their social, academic, and financial challenges, the aspects of the difficulties Nigerian students face

in class needed to be clearly covered, specifically in areas relating to academic English. We hope that this gap has been covered in this research. Therefore, this research conforms to the existing submission that Nigerian students have been challenged at a different level upon their arrival at universities in the United Kingdom. We hope that this research will serve as a backdrop for more expansive research that covers all Nigerian students in the United Kingdom or even the whole of Europe by extension.

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