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INFORMATION ABOUT THE JOURNAL

“KLAD” is a student journal first published at M. Narikbayev Kazguu University School of liberal arts. This journal is aimed at enhancing students’ involvement into science and research.

«KLAD” journal admits for publication various types of articles: original research, review articles, short reports or essays, reflections, case studies, methodologies and cases in english; containing the results of fundamental and applied research in the field of philosophy and identity, history of kazakhstan, pedagogy, linguistics and methods of teaching languages, translation, and tourism.

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PART 02

KAZGUU LIBERAL ARTS DIGEST

RESEARCH
PAPERS

WHAT ARE THE CHALLENGES OF INTERNATIONAL STUDENTS IN THE ADAPTATION IN ANOTHER COUNTRY?

INDIRA KABDRASHEVA

Key terms: international students, adaptation challenges, linguistic adaptation, socio-cultural adjustment, psychological adaptation, strategies of overcoming challenges.

BACKGROUND

The process of internalization of students has become an integral and significant aspect of higher education in our time. Studying abroad, student exchange programs and academic mobility programs are in increasing demand every year. According to the statistics provided by the Zerengok & Guzel (2018) since the 90s, the number of students studying outside their country has been growing by 6 percent every year. Therefore, the number of universities increases annually, as well as the number of international students in them. Against the background of rapidly developing internationalization, education programs such as academic mobility trains able-bodied citizens in various fields of activity and provides invaluable experience (Tremblay, 2005).

PROBLEM STATEMENT

The problem of studying the experience of international students in adapting to another country has a social, ethnic and cultural character. The topic of the adaptation of the international students has not been fully studied in Kazakhstan, especially in KAZGUU University. Therefore, students who go abroad to study are in most cases not ready for the challenges that await them, as they do not know what to expect from the host country and how to behave in case of difficulties of adaptation. Moreover, some students' ideas and expectations about the host country, which may turn out to be false, may lead to difficulties in adaptation.

STATEMENT OF PURPOSE AND RESEARCH QUESTIONS

The purpose of this qualitative study is to explore the students' experience in adapting to another country and to identify the challenges students faced in the adjustment process to the new environment. To answer the following main research question "What are the challenges of international students in the adaptation in another country?" and to shade light on the problem, 2 subsidiary research questions were developed:

- 1) What difficulties did students face in socio-cultural, linguistic and psychological adaptation in another country?
- 2) What strategies do students use to overcome adaptation difficulties?

SIGNIFICANCE OF THE STUDY

The experience of students studying abroad, which they can gain through academic mobility, is an important part of the student formation not only in terms of academic performance, but also personal development. This is a great opportunity to form as a full-fledged person and gain a lot of experience in social terms. Moreover, the experience of studying at a foreign university has a positive effect on the future of the job position. In confirmation of this, Enríquez (2018) notes that academic mobility helps to acquire and develop many professional and language skills that are valued when applying for a permanent job. The presence in the resume of participation in academic

mobility makes the graduated student more in demand by employers, due to the fact that the internalization of the international market is growing, which means that a student with experience of studying abroad successfully fits into the modern requirements of getting a job. In addition to all of the above, the experience of living in another country helps to develop soft skills, such as the ability to communicate and adapt to new living conditions, which will also undoubtedly be required in social life. As Enríquez (2018) shares his experience, academic mobility provided an opportunity to try himself in different roles and develop various communication skills, as well as understand the process of his future work.

DEFINITIONS OF KEY TERMS

In this study, the difficulties of international students in adapting to another country are examined through the prism of several concepts that correspond to this study. The term adaptation of the international students in this work is understood as “acceptance of cultural differences, smoothing the psychological barrier between their culture and the culture of the host country.”(Vershina & Kocheva, 2016, p. 2)

OUTLINE OF THE STUDY

This thesis contains 5 chapters, including the introduction part. The first part Introduction shades the light on the topic, presents the problem of the study, and also provides the importance and purpose of this research paper. The second part Literature Review analyzes existing works on the topic of international students' adaptation in another country. The next part Methodology provides information about the process of conducting the research, its methods, and also discusses the participants and instruments for collecting information. Also in this part, I tell what measures were taken to preserve the confidentiality of the study participants. The fourth part of the study tells about the main conclusions obtained

on the basis of information revealed from the conducted interviews. Also, in this part, the identified information and its connection with the reviewed literature discussed. The last part summarizes all of the above, outlines the findings and provides implications and recommendations for future research, as well as notes the limitations of the study.

LITERATURE REVIEW

The topic of student exchanges between countries and the process of intercultural education itself is an essential part of today's social and cultural society. International adaptation, which Wilson (2011) defined as temporary and forced adaptation to a new culture and environment for an indefinite period of time. The topic of integrating students into foreign universities is of great importance, as it makes a significant contribution to the country's education system, forms an able-bodied component of citizens. Moreover, Pishcherskaya and Filippova (2016) acknowledge that it has a crucial meaning in the student's life, since the process of academic mobility positively affects the student's academic knowledge and social skills.

This part of the study focuses on a review of the literature on the topic of adaptation of students participating in academic mobility, aims at analyzing the challenges faced by students and identifying recommendations from the authors of the works studied for this literature review. Such researchers as Huang (2012), Wan (1999) and Andrade (2006) and others in their works focused on studying the adaptation challenges of international students. The main topics of this literary review that will be discussed are the main difficulties of students in adapting to another country, the connection of psychological, socio-cultural and linguistic adaptations, as well as solutions to adaptation problems provided by students from their experience together with recommendations from the authors.

Students in Andrade's (2006) study noted

that the main difficulty was poor language skills, which had a direct impact on the time it took to complete assignments and affected students' grades. Similarly, Wan (1999) confirms that the primary problem of international students in adapting to their new environment is their limited command of the language. Thus, participants in his study noted that they had to adapt to the learning system on their own, accompanied by a sense of separation from other students, which greatly affected not only the academic but also the social side of life. In agreement with the fact that the language barrier is the major issue of students in understanding the language, Beregovaya and Kudashov (2019) claim that students did not perceive educational information well because of low language proficiency. In contrast to their findings, Huang (2012) assumed that the language barrier is only part of the problem of language comprehension. The author argues that much more important is the amount of knowledge a student already has and its focus.

It is essential to note that language, psychological and social adaptations are closely related. In confirmation of this, Novikova and Novikov (2015) noted that successful social adaptation has a positive effect on the success of students in learning the language. The Latin American students who participated in their study were socially active and had good communication with teachers and students, which helped accelerate the process of learning Russian. Ozturgut and Murphy (2009) agree with Novikova and Novikov (2015) in this aspect, students feel anxious when it comes to class discussions and communication with students because of insecurities about their language skills.

The authors of the studies have different approaches to the issue of solving the difficulties of adaptation of students. The most common factors in facilitating student adjustment are considered to be a supportive university atmosphere and supportive teachers. Hwang (2011) and

Guo (2011) note that institutional support is a fundamental factor in students' ease of adjustment, and its presence or absence significantly affects academic performance. According to Lillyman and Bennett (2014) communication with peers is also necessary because a sense of belonging to a group of people is important for students, but they do not reject the fact that teachers also play a great role in student adjustment. In addition to peer interaction and teacher support, Huang (2012) indicates that mentoring plays an invaluable role in the adaptation to reveal a student's potential and academic abilities.

The adaptation of foreign students is a matter of particular importance, since it can have a strong impact on the mental state of a student, as well as the formation of his personality. Moreover, the future professional career of a student depends on adaptation. Summarizing the results of the conducted studies on this topic, it can be said that the main problem of student adaptation is the language barrier and the low level of language knowledge of the student. Also influencing factors are the atmosphere at the university, communication with peers and the support of professors. This literature review becomes a starting point for further research. The topic of adaptation requires more research attention, since in most cases the focus is only on academic adaptation, excluding socio-cultural and psychological adaptation.

METHODOLOGY

Research Question & Purpose

The problem of language adaptation of students to a new country lies in the ethno-cultural conclusions about the foreign country in which they study. Some insights about the host country may cause difficulties in the student's adjustment. This study set out to investigate the experience of international students in adapting to another country and seeks to obtain data which will help to find out the difficulties that

students faced in the process adaption to a new environment. In order to gain insights into the process of student adaptation and its complexities and give full and deep answer for the research question current paper conducted on the qualitative method basis. Since this research requires analysis of human experience, the qualitative method of research is better suited than the quantitative method, because the first one aims at a deep understanding of “the processes that people experience, why they responded as they did, the context in which they responded, and their deeper thoughts and behaviors that governed their responses” (Creswell & Poth, 2016, p.84).

The main research question of this study is:

What are the challenges of international students in adaptation in another country?

In the process of research, I also want to find answers to the following sub-questions:

- How international students overcome challenges?
- What kind of assistance from teachers in adapting students to a new country?
- How psychological, sociocultural and linguistic adaptation connected with each other?

SAMPLING

In order to gather the necessary information on the topic of adapting students to another country, the study participants were 4 students currently studying abroad. The study participants were selected by purposive sampling, as this study requires participants to have a specific study abroad experience.

Collecting facts, the sample was selected according to the following criteria: students who studied or in the process of studying abroad and has experience in adapting to another country. The study was conducted with KAZGUU students who used the opportunity to participate in academic mobility provided by the university: 3

students of the 2nd year of study and 1 of the 3rd year, the sampling strategy was purposeful for all participants of the study. All of the participants are gaining education in English and have knowledge in this language. Moreover, 3 of the participants have some knowledge of the local language of the host country, since they started learning the language when they came abroad to communicate with locals better. The study participants went to another country to study during the spring semester for 4 months, from February to May inclusive. The research site is based on the universities where the participants are currently studying: 1 student from Turiba Business School, located in Riga, Latvia and 3 students from University of Porto, Portugal. Participants were informed of the purpose and progress of the study, and verbal consent to participate in the interviews was obtained, therefore, all study participants voluntarily agreed to participate.

DATA COLLECTION

In this study, I used the interview as an information gathering tool, because it is the only qualitative research tool that is appropriate for this study. In addition, the interview is suitable for collecting information in a broad and in-depth way. The type of interview is semi-structured. The interviews were conducted online one-on-one, through the Zoom online program, as all participants of the study are now in another country. Interview questions include general questions in an unstructured way, followed by semi-structured and structured questions. Semi-structured type of interview is the most suitable for researching the topic of students' adaptation and will allow collecting enough information to analyze the results. The interview is suitable for gathering information related to experience, because in the interview “you ask open-ended questions so that the participants can best voice their experiences unconstrained by any perspectives of the researcher or past research findings” (Creswell, 2002, p.240).

DATA ANALYSIS

To analyze the interview responses, the first thing I did was prepare data recorded on a tape recorder, which was used to further use the information in the study. The next step was to analyze the information by transcribing all the interviews manually, the interview was converted from oral form into written text in English and Russian. I highlighted the information that answers the research questions, in other words, I marked the text fragments as important and grouped the information by themes for a complete understanding of the answers to the research questions. Then I analyzed major codes and found a connection between the obtained results and the analyzed literature. The next step was to read the interviews and check the correctness and relevance of the codes several times. After all of this, a disinterested and unbiased person, who has particular experience in conducting research, reviewed the data at my request in order to prevent me from misunderstanding the answers.

LIMITATIONS/CHALLENGES

In this study there are some limitations, one of them is the time limit, I was given only 3 months to complete the study, which affected the fact that I could not take the interview and analyze the responses of more participants. Hence the second limitation, as a sample I took only 4 participants in order to be able to fully analyze the data received from them and draw the correct conclusions. The following limitation is also associated with a limited sample: due to the small sample size, identifying the relationship between the results of the participants caused some difficulties, given the fact that the respondents gave different answers in some aspects.

ETHICAL CONSIDERATIONS

As the researcher, it is my responsibility to design interview questions in such a way that they are unbiased, not leading, and do

not involve sensitive topics. I explained the participants about the purpose of the study and how the data collection process will be conducted. Participants were informed of their right to refuse to participate in the study and their right to choose the language in which the interview will be conducted, if they agreed. They were informed that confidentiality will be maintained, their personal information will be encrypted and replaced with other words and each participant's name was replaced with a number.

Before conducting the interview, I asked participants for repeated verbal consent to participate in the interview, as well as permission to record their words on a tape recorder. I informed them that these recordings will only be used for a qualitative transcription of the interview by the researcher without the involvement of third parties. Research participants were also informed that their personal data and information obtained during the interview are secure, as all data will be stored on the researcher's personal computer under a password. All handwritten notes will be stored in online format on the computer as well, and the original versions will be destroyed. After the study is completed, all data and information about the study participants will be deleted. At the end of the interview, participants will be notified of the opportunity to review the results of the study at the conclusion of the research.

FINDINGS AND DISCUSSION

The purpose of this study is to identify the difficulties international students face in the process of adaptation. In this part of the study, the results will be presented on the basis of analyzed semi-structured interviews conducted with 4 students participating in the academic mobility program provided by KAZGUU University. These questions are:

3) What difficulties did students face in socio-cultural, linguistic and psychological

adaptation in another country?

4) What strategies do students use to overcome adaptation difficulties?

Findings section is divided into 4 main parts: first part is going to reveal what challenges international students struggle with in terms of sociocultural adaptation. The next part will present students' experiences of the psychological part of adaptation. The third part will discuss the difficulties of linguistic adaptation that students had during the adjustment period. The final section will explore strategies of overcoming adaptation problems from the personal experience of the participants.

SOCIO-CULTURAL ADAPTATION

Analyzing the data obtained from the interview, it can be noted that socio-cultural adaptation occupies a significant place in the adaptation of a student in another country. The main aspects of socio-cultural adaptation that the students highlighted were the lack of knowledge about the culture of the host country, relations with local residents and the role of the teachers in the adaptation as a whole. One of the most frequent topic was lack of knowledge about the host country, 3 out of 4 study participants noted that they were not familiar with and prepared for the culture of a foreign country which negatively influenced the adaptation at the initial stage. As reported by Student 1:

It was a bit difficult as the environment was a bit different. The routine and mentality is also different, we adapted a bit, but it didn't take much time.

This fragment from the interview shows that the lack of knowledge about the culture of a foreign country caused some difficulties in adapting.

Likewise, S2 noted: "We came here with our eyes closed, not knowing the culture". This opinion was repeated more than several times by 3 out of 4 participants.

The students' experience in communicating with local residents is contradictory and shows different results from the participants. While Student 2 comments: "The people here are very kind, so they will always help you. You need to be a socially open person, and this will help you adapt faster", on the contrary, Student 4 informed: "you ask in Russian, but they don't answer you. And they look at you with such an evil look and barely answer".

As Student 4 explains: "Sometimes there are such sideways glances towards Russian speakers, I think this is due to the occupation of the USSR at that time, but still, the native people, the older generation still feel contempt".

The other two participants did not mention their relationship with the locals, but said about the relationship with teachers. Almost all participants (3/4) note that they did not experience special treatment as foreign students, the learning process was the same as that of local students.

We also have to do the same homework and tests as local students, there was no special treatment for us. (Student 3)

Likewise, S4 reported: "We ourselves faced this problem, with the indifference of local teachers, coordinators, they had to meet us halfway, adapt, prompt (but they did not)".

It should be noted, that all participants of the study think that there is strong relationship between sociocultural, psychological and linguistic adaptation. Thus, the majority of the students (3 out of 4) felt neutral about the lack of a special approach to them, while Student 4 reported that because of this attitude of teachers, there were difficulties with adaptation at the first stages.

We are faced with the complete indifference of teachers. No feedback and no help. And in this regard, it was a little difficult for us. (Student 4)

PSYCHOLOGICAL ADAPTATION

When exploring the answers received about the psychological component of the adaptation of international students, following main points can be distinguished: lack of support and a strong connection between the psychological state and the level of knowledge of a foreign language.

Several study participants (2 out of 4) reported that the lack of support and solving problems alone greatly affected their psychological state, which in turn complicated adjustment to a new country.

It was hard for me, because I am all alone in this country, and all the responsibilities lie solely on me. (S3)

Similarly, S4 reports: "I cried and said I'm going home. No matter how much you consider yourself an adult, but when you find yourself alone, you want someone to support you, you are looking for this support".

Moreover, all the interviewed students think that the mental state depends on the level of knowledge of the local or English language. As Student 1 explains:

When you know the language, you communicate more confidently with local people, which is also associated with a mental state.

Student 3 complements the statements of the previous respondent:

We were not so stressed when this process was, because we know that we know the language.

Student 4 clearly clarifies the unbreakable link between linguistic, social and psychological adaptations:

If you don't know the language, you can't communicate with society, you can't communicate with society- your psyche suffers, because a person needs to communicate.

These examples from the interviews show that all types of adaptations are equally important and have an impact on each other.

LINGUISTIC ADAPTATION

When students were asked about their experience in linguistic adaptation in another country, all students identified the language barrier as the main problem of linguistic adaptation.

Due to language problems, I was always afraid of getting lost or getting on the wrong bus. Due to the lack of some knowledge of vocabulary, I had to get into the translator and this causes some problems. (Student 4)

S3 agrees with S4 in stating that the language barrier is causing some inconvenience: "There were locals who didn't talk, spoke only in *(local language), then I didn't understand what they were talking about".

Like the rest of the participants, S2 notes that knowledge of English abroad is important and helps a lot in communicating with people:

Many locals speak English, so there are no problems in colloquial speech with the residents.

In confirmation of this, S4 emphasizes: "It is very difficult for people who do not know English at all". She suggests that it is better for schools to change the English teaching program:

If we were taught to SPEAK English, and not given this unnecessary information, it would be better.

Strategies of overcoming adaptation problems

When the students were asked about how they overcome difficulties in adaptation, they gave different and personal methods

of overcoming problems. All participants noted that introspection and analysis of the situation helped them successfully adapt to a new country, as well as the fact that time normalizes the situation (2/4). In addition, one participant marked support as a way of successful adaptation:

Over time, everything (difficulties) passes, time has passed and everything has settled down. I was helped to adapt by external support, parental support and introspection, work on myself. (S4)

Acceptance of the situation was also mentioned as important in adaptation process:

I think the main thing is to understand that each country has a different culture and accept it. Understand that this process will take some time and just accept it. (S3)

Furthermore, participants 1 and 3 mentioned the use of gestures to convey information to facilitate linguistic adaptation:

Many people here speak English, and even if they don't, it can be explained with gestures.(S1)

I use gestures to convey information, in many cases we talked about the price and they just showed the price on the calculator. (S3)

All students also noted the teachers' attitude and said that the teachers' neutral attitude towards them as foreign students, in general, did not affect them (3/4), they are even happy about the lack of special treatment, as they would feel uncomfortable because of this.

I can't say that it (neutral attitude) somehow helped or worsened, it seems to me that it should have been, because if more attention had been paid to us, we would have felt stressed. (S1)

DISCUSSION

In this part of the study, the results obtained, which were presented in the previous part, will be discussed. This study was based on the purpose of answering the following questions: (1)What difficulties did students face in socio-cultural, linguistic and psychological adaptation in another country? (2) What strategies do students use to overcome adaptation difficulties? To answer these questions, semi-structured interviews with 4 participants were conducted.

The structure of the discussion part is as follows: in the first part, the difficulties of socio-cultural adaptation will be considered. Next, psychological adaptation will be discussed, the section three will present students' experience in the field of psychological adjustment. The last part will be devoted to discussing strategies and methods of overcoming adaptation difficulties by students.

SOCIOCULTURAL ADAPTATION

The majority of the students reported that they were not familiar with the culture of the host-country which in turn influenced their adaptation process. This is consistent with results obtained by GulRaihan & Sandaran (2017) which state that international students are experiencing difficulties in the new society due to the cultural differences and insufficient readiness to the new environment.

Also, half of the participants highlighted about the experience of the relationship with local residents, which was unexpected finding, due to the fact that it was not mentioned in the literature review part. One participant said almost all local people behaved negatively, while other one noted that locals were always ready to help them. These different experiences can be explained by historical events that link the first participant's homeland and the host country and locals' attitude to it.

PSYCHOLOGICAL ADAPTATION

All participants of the study note that the level of knowledge of the local or English language has a great influence on the psychological state. They felt worried about the language barrier, which is reflected in the results of a study by Ozturgut and Murphy (2009), in which students experienced stress when communicating with people due to lack of confidence in their language skills.

Also, the greatest part of the students experienced lack of support which affected their psychological state. This can be explained by the fact that some of them had no experience of living without parents and for the first time take responsibility for their problems. Huang (2012) also mentions that the importance of supporting international students lies in revealing the student's potential and academic performance abilities.

LINGUISTIC ADAPTATION

Surprisingly, this study did not reveal results on the relationship between academic performance and language skills. According to Andrade (2006), the problem of great importance in the adaptation of students was the low level of language proficiency, which affected their grades. But the participants of the current study did not experience the impact of the language barrier on academic performance. Instead, students mention that it was challenging for them to be socially active due to limited language proficiency. Perhaps the participants in this study have a better level of English, which facilitated their academic performance, while their knowledge of the local language is limited to easily communicate with people. This can also be explained by the hypothesis of Huang (2012), who believes that the language barrier is not the main reason for the complexity of language adaptation, for him the initial knowledge of the student and their orientation is much more important.

STRATEGIES OF OVERCOMING ADAPTATION PROBLEMS

All participants of the study noted the attitude of teachers as a factor that does not complicate adaptation due to their neutral attitude: they were not singled out and did not feel stressed. This is slightly different from the expected result, comparing with the reviewed literature, Hwang (2011) and Guo (2011) argue that teacher support is a decisive factor in student adaptation and that it has an impact on student grades, which was not noticed in the current study. Also unexpected for the author were the results of students' introspection as a way to overcome problems and the analysis of the situation as a whole. Perhaps this is due to the differences of the approaches to the situation and in the characters of students of this and other studies.

CONCLUSION

In this part of the study, the main results of the interview were presented and discussed, drawing a parallel with the literature studied. International students experience various social, psychological and linguistic difficulties in adaptation and also use different strategies of overcoming these challenges.

Conclusion

The aim of the present study was to explore the challenges that students encounter in the process of adaptation in another country. This chapter provides overall summary of the findings being revealed through the conducted semi-structured interviews. In addition, the chapter provides implications and limitations of the results, recommendations for stakeholders and for further researches. Also, as already noted in the introduction part, this study aims to answer the following sub-questions:

- 1) What difficulties did students face in socio-cultural, linguistic and psychological adaptation in another country?

2) What strategies do students use to overcome adaptation difficulties?

MAJOR CONCLUSIONS

Answering the first subsidiary question and analyzing the respondents' interviews, three types of adaptation can be distinguished: 1) socio-cultural adaptation 2) psychological adaptation 3) linguistic adaptation. The study revealed that the socio-cultural component plays an important role in adaptation, since relationships with local residents, as well as the attitude of teachers have a strong influence on students and their adaptation process, both positive and negative. Also, it turned out that most often lack of knowledge of the culture of the host country before arriving there leads to difficulties of adjustment. As well as socio-cultural, psychological adaptation is of great importance in the life of international students during their stay in another country. The study shows that students lack support when they find themselves abroad, which affects their mental state. Moreover, there is a strong correlation between the level of knowledge of a foreign language, whether it is English or the local language, and the psychological state, which means that the more skills a student has in a foreign language, the calmer and more confident the student feels. Finally, the third component of adaptation is linguistic adaptation. The results showed that the main obstacle to successful language adaptation is the language barrier, which affects their psychological state and social adaptation.

Answering the second sub-question of the study, the results revealed the use by students of various personal methods of overcoming adaptation difficulties: such as the use of gestures and signs to communicate with local residents. Also, students used introspection and analysis of the situation in which they found themselves as a way to overcome the difficulties of adaptation. Results also showed that the support of family and friends instilled patience in the

students and gave them strength for further adaptation in the country.

Overall, the results of the investigation show that the adaptation of international students has a psychological, sociocultural and linguistic character and all these aspects are closely interrelated. The main adaptation challenges were the language barrier, lack of knowledge about the culture of the host country before arriving there, as well as lack of support. Thus, the main conclusion can be drawn that language knowledge is a very important component of adaptation, since linguistic adaptation has a strong influence on its other types, not excluding the fact that even with the knowledge of the language,

difficulties may arise with the psychological or social adaptation, the language simply facilitates the adaptation process.

LIMITATIONS

In addition to the limitations prescribed in the methodology part of the study, there are limitations associated with the part of the findings. Firstly, since all the participants in my study chose the interview language as Russian, and after coding and translating the interview for further analysis took place in English, this could have an effect on the results of the study. This could happen due to the inability to find an exact equivalent of the translation of some of the respondents' statements. The second limitation of the study results can be called a small number of participants, since a larger number of participants could reveal completely different results. Thirdly, the limitation of the results could be that three out of four participants undergo academic mobility in the same country and this could lead to the same information from them.

RECOMMENDATIONS FOR THE FURTHER RESEARCH

The results of this study gave some idea about the process of adaptation of KAZGUU

University students in another country, showed the experience of students and what difficulties they face. Since the study was conducted with a small number of participants, it is recommended to increase sample and conduct a repeat investigation.

In addition, since this study focuses on the experience of undergraduate students, it is recommended to conduct a study with graduate students in order to obtain relevant information for this contingent of people, because the findings can differ from revealed one.

IMPLICATIONS

Due to the fact that knowledge of English plays an important role in the adaptation of students in another country, the Ministry of Education of Kazakhstan could reconsider the strategy of teaching a foreign language, starting from school. The school curriculum most often focuses on learning the grammar of the language, missing such an important part as speaking, without which it is difficult to learn the language and adapt abroad. I could also suggest universities conduct more introductory lectures about the foreign countries to students who are planning to leave abroad, as well as invite students who have had experience in adapting to another country and ask them to share their experience, to provide useful information that can facilitate adaptation.

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