

# Language Difficulties Faced by Nigerian Maritime Students in one Asian University

Mathias Ebiladei Akedeiwei<sup>1</sup>, Mike Gbolomabena Friday<sup>1</sup>,  
Kelechi Abel Kingsley<sup>1</sup>, Chinedum Kennedy Odunze<sup>1</sup>,  
Bridget Oyinmiene Seifere<sup>1</sup>, Beverly T. Caiga<sup>2</sup>

<sup>1</sup>*Lyceum International Maritime Academy, Lyceum of the Philippines University, Batangas City, Philippines*

<sup>2</sup>*College of Education, Arts and Sciences, Lyceum of the Philippines University, Batangas City, Philippines*

<sup>2</sup>*beverlycaiga@yahoo.com*

**Asia Pacific Journal of  
Maritime Education**

Vol. 1 No. 2, 37-41

June 2015

P-ISSN: 2423-2033

E-ISSN: 2467-513X

apjme@lpubatangas.edu.ph

www.apjme.apjmr.com

**Abstract** - *This study primarily aimed to investigate the level of agreement of Foreign Students in relation to the Language, teachers, culture, and society as well, and evaluate their level of agreement towards the problems encountered during discussion, and to propose action to enhance/improve the service quality of LIMA. The study used the descriptive method and utilized questionnaire as its instrument. Results showed that foreign students strongly agreed with the LIMA language, communication, social interaction and academic life challenge. Results also showed that foreign students encountered some problems regarding the language and social interaction. An action plan was proposed to recognize the areas for further improvement, and address them accordingly, establishing a strong Agreed rate among the students — a baseline standard of performance and a possible standard of excellence. It is recommended that LIMA has to implement programs and regulations that will promote a more efficient means of offering language that will exercise the efficiency in communication, speaking and class discussions for future foreign students.*

**Keywords:** *LIMA, Language, foreign student, social interaction, Difficulties*

## INTRODUCTION

Students experience a wide range of emotions once they leave home to study abroad. It is important for parents to understand what their child is going through, to be patient and supportive while their child adjusts to the new culture. Foreign students, just like any visitors to a foreign country, must deal with cultural differences and making social adjustments. Adjustment is an on-going process demanded by one situation and then another. It does not happen overnight (Sicat, 2011). The most common difficulty of foreign students coming to LIMA is the adjustment to the language, teachers, culture, and social adjustment.

Social interaction of the students within and outside the classroom involves teachers and peer where teaching and learning activities are being facilitated which need to be improved and addressed some factors that may somehow influence the learning process (Agena et al., 2015). Social adjustment according to Kelvin and Robert (2011) is a psychological process through which people manage

and cope with the demands and challenges of everyday life. Communicative competence is the ability to send messages that promote the attainment of goals while maintaining social acceptability (Laguador, 2014).

The last stage is when the adjustment is as complete as possible, anxiety is mostly gone, and the new customs are accepted and enjoyed. As a student gets used to the host country's ways, things that seemed like a "crisis" may now merely be seen as different ways of doing things. Most students gradually adjust their lifestyles to be balanced with a Country's own cultural norms.

How these foreign students adjust in their environment merit a study because in the Philippines, highly noticeable is the influx of foreign students in Colleges and Universities. The language challenges faced by international students gave the focus for this research. The research project therefore sought to investigate the perceptions of international students of their learning at Lyceum International Maritime Academy, whether they were having any difficulties